



# **A Brief History of Learning Outcomes**

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## University Outcomes

### **ORU Early Years | 1965 - 1997**

During ORU's first several decades, the General Education program was primarily used to accomplish the University's purpose. The University student learning outcomes were also the General Education student learning outcomes. This can be seen by the alignment of the 20 numbered General Education objectives to the University purpose statement. The General Education objectives are taken from the General Education purpose statement. Below is a transcription of this alignment from the 1997 Academic Catalog:

### **University Mission (Purpose) & General Education Purpose Alignment**

#### **A. (SEEKS) TO ASSIST THE STUDENT IN HIS QUEST FOR KNOWLEDGE OF HIS RELATIONSHIP**

##### **TO GOD,**

- (2) encourages students to place faith in Jesus Christ at the center of their lives.
- (13) (reveals) God's purpose and glory are evident in all fields of study.

##### **TO MAN,**

- (6) develops appreciation for differing cultures.
- (16) (aids in) formulating a world vision.

##### **(TO) THE UNIVERSE.**

- (11) (increases) recognition of God's order, diversity, and creativity, and their consequences in the social and historical sciences.

#### **B. SEEKS TO GRADUATE AN INTEGRATED PERSON**

- (1) seeks to educate the whole person.

##### **--SPIRITUALLY ALIVE,**

- (8) establishes a scriptural foundation for a vital faith.
- (9) (nurtures) spiritual awareness.

(10) (promotes) Bible study.

**--INTELLECTUALLY ALERT,**

(15) (encourages the) acquiring basic knowledge.

(14) (assists) developing basic skills.

(5) sharpens the skills of

---communication,

---computation

---and critical analysis.

**--AND PHYSICALLY DISCIPLINED**

(7) promotes a lifestyle of physical well-being.

(18) (promotes) a continuing process of study (in good health).

(19) (supports) active participation in activities conducive to good health.

(20) (recommends a) personal fitness program will be part of the student's lifestyle at ORU.

**C. SEEKS TO SYNTHESIZE BY MEANS OF INTERDISCIPLINARY CROSS-POLLINATION THE BEST TRADITIONS OF LIBERAL ARTS, PROFESSIONAL, AND GRADUATE EDUCATION WITH A CHARISMATIC CONCERN**

(3) provides a common bond of knowledge.

(12) (shows) knowledge and experience are related not separated.

(17) (advocates) one field of knowledge must be examined in the context of its influence upon and its being influenced by others.

(4) encourages the synthesis and integration of that knowledge into a unified whole.

**D. SEEKS TO ENABLE STUDENTS TO GO INTO EVERY MAN'S WORLD WITH HEALING FOR THE TOTALITY OF HUMAN NEED.**

## **1997 - 2002**

Inspired by a visit to Alverno College in 1996, the following General Education outcomes were developed to assess student learning between 1997 and 2002:

1. Spiritual Development
2. Physical Development
3. Communication
4. Analysis
5. Problem Solving
6. Valuing in Decision-making
7. Social Interaction
8. Global Perspectives
9. Effective Citizenship
10. Aesthetic Responsiveness

During the 1990's, General Education courses noted which University outcomes were addressed in the course, which assessments were used to assess them, and the criteria by which the student was measured using these assessments. See an example below:

<u>Terry Thomas/Jodi Gooden</u> Name of Instructor	<u>NUR 201</u> Course No.	<u>The Nursing Process</u> Title of Course	<u>Nursing</u> Name of Department
<u>MISSION</u>	<u>MAJOR OUTCOMES</u>	<u>COURSE OUTCOMES</u>	<u>ASSESSMENT OF COURSE OUTCOMES</u>
The lifestyle at ORU is rooted in the word "Wholeness." ORU seeks to educate the whole person, with balanced emphasis placed on the development of the mind, spirit, and body.	Critical Thinking/Analysis, Problem-solving, Decision-making: Demonstrate critical thinking skills integrating theoretical and empirical knowledge from basic sciences and humanities in the delivery of nursing care.	Provides basic nursing care to both healthy individuals and families, and individuals, families, and communities experiencing alterations in health.	<u>STIMULI</u> 1. Module Post-tests 2. Nursing Care Plans 3. Clinical Evaluations 4. Article Summaries 5. Psychomotor Skills (Simulated lab) Exam 6. Family Visit Reports 7. Community Project Report (Group)
<u>GENERAL OUTCOMES</u>	Communication: Utilize effective interpersonal and professional communication to contribute to the health of individuals, families, and communities.	Utilizes therapeutic communication skills in the delivery of basic nursing care to promote, maintain, and restore health.  Demonstrates competency in the implementation of basic therapeutic nursing interventions.	
1. Spiritual Development	Global Perspectives/Therapeutic Nursing Interventions: Implement culturally sensitive therapeutic nursing interventions to promote, maintain, and restore health for individuals, families, and communities.	Explore basic concepts relating to nursing practice in the clinical setting.	
2. Physical Development			
3. Communication			
4. Analysis			
5. Problem Solving			
6. Valuing in Decision-making			
7. Social Interaction			
8. Global Perspectives	Aesthetic Responsiveness: Utilize the research process in nursing practice and the advancement of nursing science.		
9. Effective Citizenship			
10. Aesthetic Responsiveness			
			<u>CRITERIA</u>
			1. Clinical laboratory performance is graded on a pass/fail basis. A passing grade is required for satisfactory completion of the course. A failing clinical grade results in automatic failure of the course.
			2. If a passing grade is achieved in the clinical laboratory, the course grade for NUR 201 will be based upon the following four areas: • Nursing Care Plans 25% • Family Visit Records/Community Group Project 25% • Module Post Tests 40% • Final Exam 10%

**2002 - 2021**

In 2002–2003, the University student learning outcomes were updated again to align with the mission to educate the whole person in spirit, mind, and body, thereby preparing graduates to be spiritually alive, intellectually alert, physically disciplined, and socially adept. The four main University outcomes were defined by seventeen proficiencies, and later 104 criteria. They were:

<b>Spiritually Alive</b>	<b>Intellectually Alert</b>	<b>Physically Disciplined</b>	<b>Socially Adept</b>
A. Biblical Knowledge B. Sensitivity to the Holy Spirit C. Evangelistic Capability D. Ethical Behavior	A. Critical Thinking B. Analytical Problem Solving C. Global and Historical Perspectives D. Aesthetic Appreciation E. Intellectual Creativity	A. Healthy Lifestyle B. Physically Active Lifestyle C. Properly Balanced Nutrition Plan	A. Communication Skills B. Interpersonal Skills C. Appreciation of Cultural & Linguistic Differences D. Responsible Leadership E. Leadership Capacity

## 2021 - Present

About twenty years later, in February 2021, the Board of Trustees officially approved the revised University outcomes to improve alignment with the revised mission of the University:

*To develop Holy Spirit-empowered leaders through whole person education to impact the world.*

The revised University outcomes are: (1) Spiritual Integrity, (2) Personal Resilience, (3) Intellectual Pursuit, (4) Global Engagement, and (5) Bold Vision. These outcomes are intentionally chosen to be more outward-focused on the local and global community. The purpose of the revised University outcomes is as follows:

The Whole Person Education philosophy of Spirit, Mind and Body will be the overarching process used in the pursuit of learning at ORU. Student learning expectations, practices, and assessment objectives will align with the University's Mission statement and constitute the foundation for all desired outcomes.

The University community will assess the student's leadership skills, competencies, and dispositions in preparation for success beyond the University. These assessments will inform the development and transformation of University programs.

The University will adopt learning outcomes, which will serve as evidence that the student has attained or progressed toward these outcomes.

1. **Spiritual Integrity:** Students will learn to hear God's voice by deepening their relationship with Jesus Christ and increasing their sensitivity to the Holy Spirit—for themselves and for others. Students will pursue wholeness and integrity in their relationships with others and with God. Students will expand their biblical knowledge, approach life from a Spirit-empowered worldview and be able to share the gospel of Jesus Christ.
2. **Personal Resilience:** Students will learn the skills needed for motivation and perseverance in addressing the complexities of life. Students will develop the knowledge, skills and strategies required to adapt appropriately to changing environments. Students will honor God by embracing wellness through self-

management and self-care to include physical exercise, good sleep patterns, and proper nutritional habits.

3. **Intellectual Pursuit:** Students will learn to develop problem-solving, critical-thinking and decision-making skills in preparation for professional careers. Students will demonstrate an increase in knowledge and increased capacities for knowledge attainment. They will participate in identifying, analyzing, and creating solutions for the world's greatest problems.
4. **Global Engagement:** Students will learn to model respect, responsibility, flexibility, adaptability, and sacrifice as they navigate the challenges and opportunities of a globalized world. Students will learn to use multiple strategies to develop culturally responsive relationships that support and encourage constructive change.
5. **Bold Vision:** Students will learn to recognize, develop, and communicate bold responses for today's complex issues. Students will contemplate God's purpose for their lives and God's vision for their futures while also seeking to understand the world's challenges and how these dynamics intersect. Practical, scalable objectives that assist students in moving from vision to reality will be learned as they are challenged to bring hope and transformation to the world.

The University outcomes are intentionally left broad and not defined using proficiencies and criteria for assessment purposes. One of the previous challenges was that professional programs leaned on the General Education program to deliver the University outcomes. Then, the General Education program leaned on the College of Theology & Ministry to deliver the four courses of Bible and theology for spiritual instruction and training. This silo approach to instruction resulted in weak integration of faith in learning. In this new approach, each professional program is required to deliver the ORU University outcomes. The professional program should not be identical to a public institution with little to no difference in curriculum, instruction, and assessment. Secular professional instruction fits in a public University. Christian professional

instruction fits in a Christian University. In fact, it is required to accomplish the mission! The manifestation of each University outcome will look different in each professional program, therefore the previous levels of proficiencies and criteria were dropped to provide the necessary latitude for each department to authentically contextualize the outworking of these outcomes in their programs as they see fit.

### General Education Outcomes

As stated above, from 1965 until 2021, the University student learning outcomes were synonymous with the General Education student learning outcomes; however, once the University outcomes were revised, it remained essential to continue assessing the General Education program. The General Education Committee continued to align the University outcomes with AAC&U's four Essential Learning Outcomes (ELOs). In Spring 2023, the General Education Committee revised the General Education outcomes student learning outcomes to:

- 1) **Core Literacy:** Demonstrate a breadth of knowledge essential to a Spirit-empowered, classical liberal arts education through effective communication.
- 2) **Intercultural Knowledge and Engagement:** Engage diverse cultures by integrating a Christian worldview with intercultural and historical knowledge.
- 3) **Lifelong Wellness:** Demonstrate knowledge and skills that promote healthy lifestyle choices to develop spiritual, mental, physical, and social wholeness.
- 4) **Global Issues, Problem-Solving, Critical Thinking, and Creativity:** Demonstrate problem-solving using critical thinking, creativity, collaboration, and ethical reasoning to address global issues.

Similar to the University outcomes, these General Education outcomes are left broad to ensure that programs can draw upon them in the future; however, only the General Education courses currently use these outcomes for assessment.

### Professional Outcomes

In 1995-1996, the University Assessment Committee began working with each academic unit to develop specific professional student learning outcomes. In the 1997 North Central Association assessment accreditation report, the following schools/colleges had developed clear student learning outcomes: Business, Education, Arts & Sciences, Nursing, LifeLong Education and Theology and Missions. For example, the School of Education had the following thirteen learner outcomes:

1. A knowledge in the foundations of education.
2. Competencies in the art and science of teaching, and in clinical knowledge and skills related to the education profession.
3. Knowledge, understanding, and competency in specific areas of specialization for which the educator has professional responsibility.
4. Competency in research, writing skills, and utilization of research findings.
5. An understanding of the "whole-person" lifestyle-spiritually, physically, intellectually, socially and emotionally.
6. A Christian philosophy of education and the desire to promote Godly principles in schools and among persons in the education community.
7. An understanding of multi-cultural heritage.
8. Competency in the utilization of current methods and curricula and in curriculum development.
9. An understanding of measurement techniques utilized in education.
10. The ability to be advocates for educational innovation.
11. Leadership qualities.
12. The ability to review educational research and report findings and to offer recommendations to the educational community.
13. An understanding of psychological processes related to education.

In 1996-1997, 27 academic departments used various assessment instruments to assess their programs. This primarily department-level assessment of professional learning outcomes continued until 2018, when ORU responded to an accreditation report from the Higher Learning Commission (HLC) to assess student learning outcomes at the professional/specific degree level. At that time, every degree program developed professional student learning outcomes that were aligned with the program's description in the academic catalog. An example of the Bachelor of Arts in Communication (2018) degree is below:

**Academic Program Learning Outcomes  
Oral Roberts University**

<b>Program Name</b>	Communication	Spiritually Alive	Intellectually Alert	Physically Disciplined	Socially Alert
<b>Concentration Name (if needed)</b>					
<b>Degree (B.A., B.S., etc.)</b>	B.A.				
<b>Mission Statement</b>					
Develop skills in public speaking, problem solving, conference leadership, seminar development, systems analysis, interviewing, listening and in-house communication consulting. Provide a base for a broad range of career opportunities in human communication, which focus on human resource development, organizational development, communication management, public relations and sales. Prepare students for study in speech communication, (CONT)					
<b>Core Program Learning Outcomes</b>		<b>University Outcomes</b>			
1. Integration of Faith and Practice: Be able to integrate and apply Christian faith and biblical truth and principles to the study and practice of interpersonal communications.		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Identification and Analysis: Develop skills necessary to identify, research, and analyze organizational situations, and make thoughtful, logical recommendations for improvement.		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Development and Presentation: Develop skills in the researching, writing, and delivery of presentations suitable to a broad range of public speaking situations.		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Argument Construction and Persuasion: Become responsible, thinking Christians who can soundly establish an argument, ethically persuade listeners, and logically defend their views		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. Group Leadership: Facilitate and participate more effectively in formal and informal group settings, demonstrating effective leadership abilities in a variety of cultural and (CONT)		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. Synthesis and Writing: Possess effective research and writing skills demonstrating understanding of key theories, bodies of research, and research methods relevant (CONT)		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Application of Learning: Develop strong critical thinking, creative thinking, and practical problem-solving skills that can be applied to any communication need.		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Concentration Learning Outcomes (if needed)</b>					
1.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

When completed, please email to Jan Render (jrender@oru.edu)

Currently, each program delivers University, General Education, and professional student learning outcomes. Curriculum maps identify how the courses in the program serve to deliver the outcomes. Key Program Assessments are used to measure student mastery of the outcomes in the program. For more information on the assessment process please visit [oru.edu/assessment](http://oru.edu/assessment).