University Assessment Glossary

2023

ORU | ORAL ROBERTS UNIVERSITY
University Assessment Glossary

Table of Contents

Professional organization definitions and details are taken from their websites.

Accreditation Board for Engineering and Technology | *ABET*

The Accreditation Board for Engineering and Technology accredits 850 institutions in 41 countries. In the Engineering department, the Engineering program is accredited by ABET. The Computing and Mathematics Department and School of Engineering are both pursuing further accreditation for their Computing and Engineering programs.

Accreditation Council for Business Schools and Programs | *ACBSP*

The Accreditation Council for Business Schools and Programs accredits 1,200 institutions in 60 countries. The College of Business had received ACBSP accreditation for each program, or is pursing accreditation for those programs that have recent or no graduates yet. Accreditation may only be conferred once a program has graduates.

American Association of Colleges and Universities| *AAC&U*

The American Association of Colleges and Universities promotes four essential learning outcomes. General Education outcomes at Oral Roberts University are derived from these four essential learning outcomes. ORU's General Education outcomes are (1) Knowledge of human cultures and the physical and natural world, (2) Intellectual and practical skills, (3) Personal and social responsibility, and (4) Integrative and applied learning.

Achievement Level Descriptions

Rubrics contain an achievement level description for each criterion. ORU rubrics normally have 5 achievement levels: Level 5, Level 4, Level 3, Level 2, Level 1 and Level 0. It is best if rubrics have between four and six rubric achievement levels. When rubrics have more than six levels, the validity and interrater reliability between achievement levels is often compromised.

Criteria	Level 0	Level 1	Level 2	Level 3	Level 4	Criterion Score
Grammar and Spelling	0 points No attempt was made to use accurate grammar and spelling	1 point Correct grammar and spelling are rarely evident with continual mistakes in punctuation and spelling	2 points Correct grammar and spelling are evident at times with several mistakes in punctuation or spelling	3 points Correct grammar and spelling are frequently evident with a few minor punctuation or spelling errors	4 points Correct grammar and spelling are flawless; the paper is of publishable quality	/ 4

Adoption Dashboard | *in Brightspace Insights Portal*

A dashboard accessed through Brightspace's Insights Portal. This dashboard helps faculty and staff understand Brightspace usage, evaluate course retention, drive broader adoption, and inform ROI. It provides quick access to see:

- Logins
- Course access
- Tool usage
- Enrollments
- Withdrawals

University Assessment Glossary
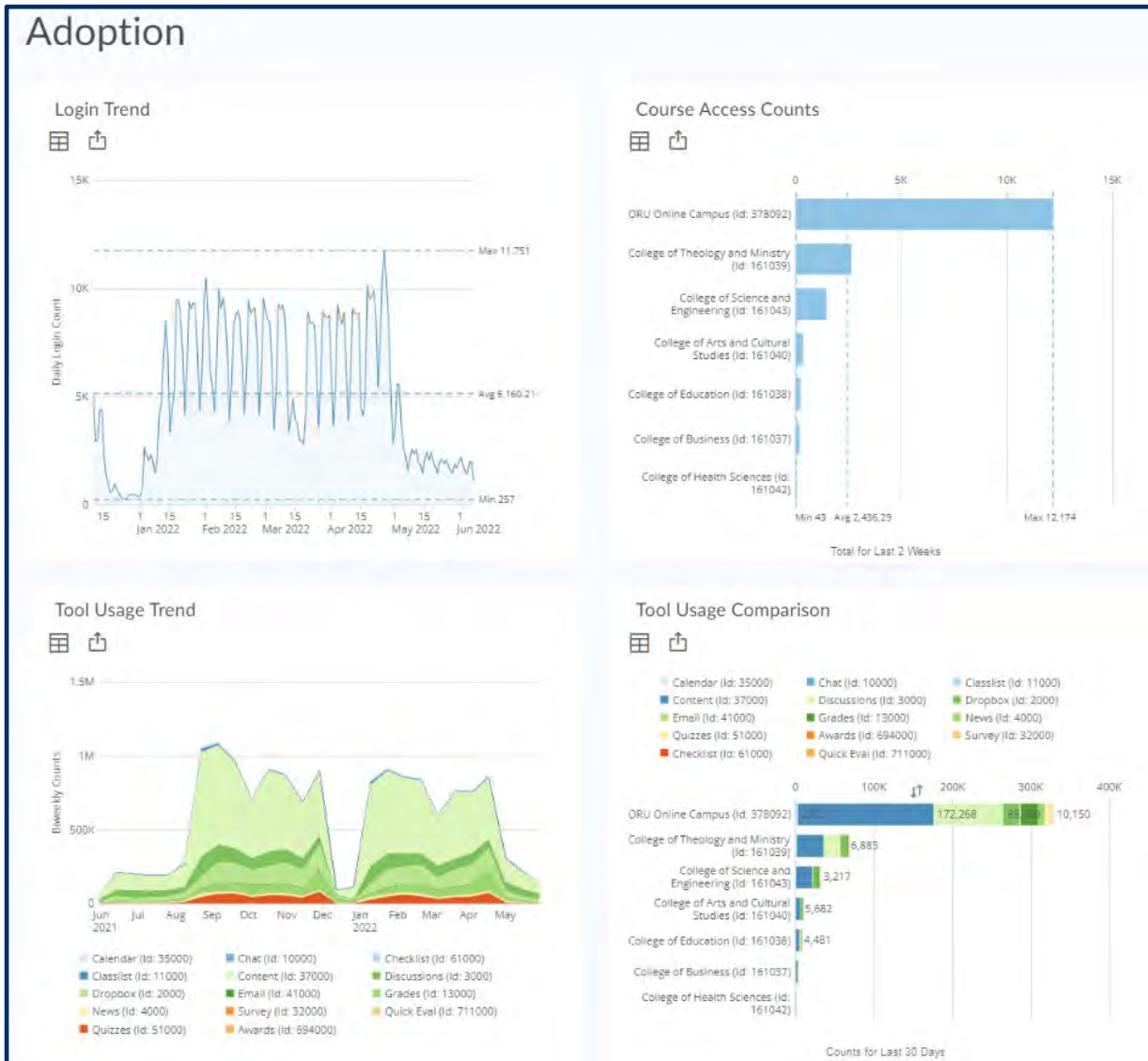
Advanced Data Sets

In the Data Hub, Brightspace offers thirteen advanced data sets. These data sets are created by compiling two or more Brightspace Data Sets. The advanced data sets are:

All Grades	The All Grades dataset returns the grades for all gradable items for all learners in course offerings.
Attendance	The Attendance data set reports attendance results for each user in a selection of org units (by College or Department/School).
Awards Issued	The Awards Issued data set returns all awards that have been issued and their details for all users over a date range.
CLOE	The Course Learning Outcome Evaluation dataset returns the learner's outcomes for required competencies.
Content Progress	The Content Progress data set exports a list content viewed and not viewed by users in a selection of org units (by College or Department/School).
Course Offering Enrollments	The Course Offering Enrollments data set returns the course offerings within which a user is enrolled including both explicit and implicit enrollments.
Enrollments and Withdrawals	An Enrollments and Withdrawals dataset consisting of Org Unit, User and Role attributes, along with enrollment status for a given date range.
Final Grades	The Final Grades dataset returns final grades for all learners in course offerings.
Impersonated Session History	The Impersonated Session History data set returns all impersonated sessions for a specific or all users over a date range.
Instructor Usage	The Instructor Usage report provides information about how instructors are using LMS functionality within their courses.
Learner Usage	The Learner Usage dataset returns the activity for all learners in course offerings.
Program Learning Outcome Evaluation	The Program Learning Outcome Evaluation (PLOE) data set returns competencies and learning objectives related to the org unit selected, providing insight into outcome achievement across multiple courses within a program.
Rubric Assessments	The Rubric Assessments data set provides insight into the way in which rubrics are utilized, the assessments they are used against, and the scoring for all individual learner's assessments.
Survey Results	The Survey Results data set provides detailed information on the surveys available in the organization.

Alignment

Alignment is necessary for proper assessment of the learning outcomes. The language and intention of the learning outcomes must be met in student instruction, student work, and faculty assessment. Courses are aligned using a curriculum map to provide the skills and knowledge in a proper scope and sequence to fulfill the program outcomes. Key program assessments are aligned to measure mastery attainment of the University, professional and general education learning outcomes.

American Music Therapy Association | *AMTA*

The American Music Therapy Association serves about 3,500 members. The association's mission is to advance public awareness of the benefits of music therapy and increase access to quality music therapy services in a rapidly changing world.

University Assessment Glossary

Annual Program Report

Annual program reports are used for continuous improvement of student learning, program review, and accreditation.

The report consists of: number of majors, graduation rate, program outcomes, key program assessment (KPA) descriptions, KPA and program outcome alignment, primary evidence of student learning, a program assessment process description, and the program's continuous improvement description The Table of Contents is below:

Artifact

Student work that has been scored by faculty as a key program assessment. Once faculty score artifacts, they may revise their instruction, content, assignment, and rubric to foster improved learning, clearer student feedback, and continuous improvement.

Assessment

Assessment is the gathering and evaluation of qualitative and quantitative data for continuous improvement.

Key program assessments (KPAs) score student work to measure student mastery of the learning outcomes and contribute to broader program assessment. For example, the rubric criterion scores in KPAs can be used for both student grades in a course, as well as data points for broader program assessment.

Program assessment takes into consideration many factors for wholistic program assessment. Some examples are: faculty observations, student feedback, faculty opinion surveys, alumni surveys, graduate surveys, external testing, advisory boards, NSSE results, economic trends, financial viability, graduation reports, enrollment trends, retention rates, etc.

![ORU Oral Roberts University]

University Assessment Glossary

Assessment Coordinator

Assessment Coordinators represent each department/school and work closely with the Chair and the Director of the University Assessment System as a liaison between faculty and administration on any matter concerning the university assessment system. Assessment Coordinators bring the assessment perspective to department/school discussions and direction, help faculty implement continuous program improvement, and document the improvement process and results.

Assessment Quality Dashboard | *in Brightspace Insights Portal*

A dashboard accessed through Brightspace's Insights Portal. It allows the evaluation of quiz quality and the assessment of question effectiveness. The dashboard allows quick access to see:

- Average grade
- Reliability
- Discrimination Index
- Point biserial
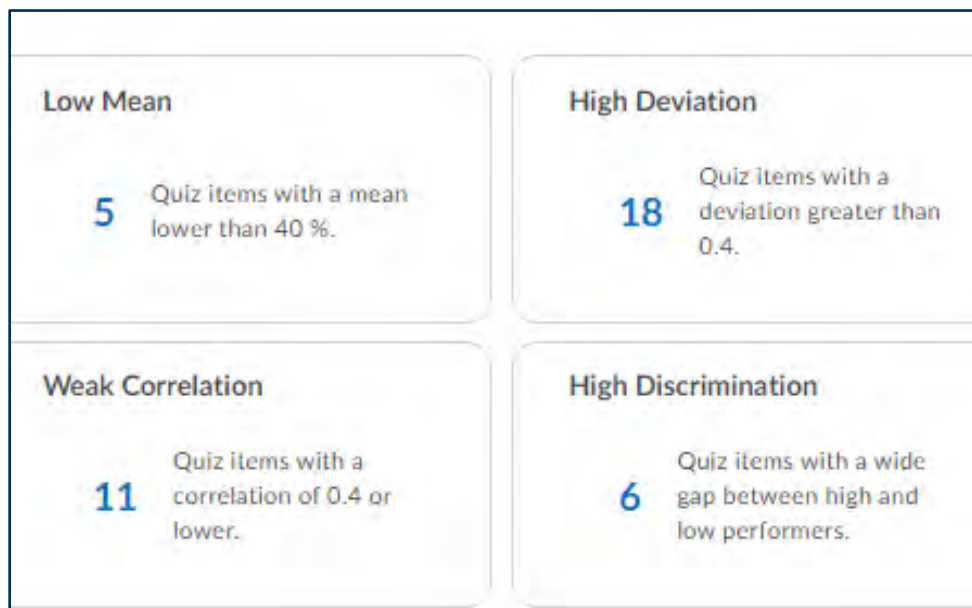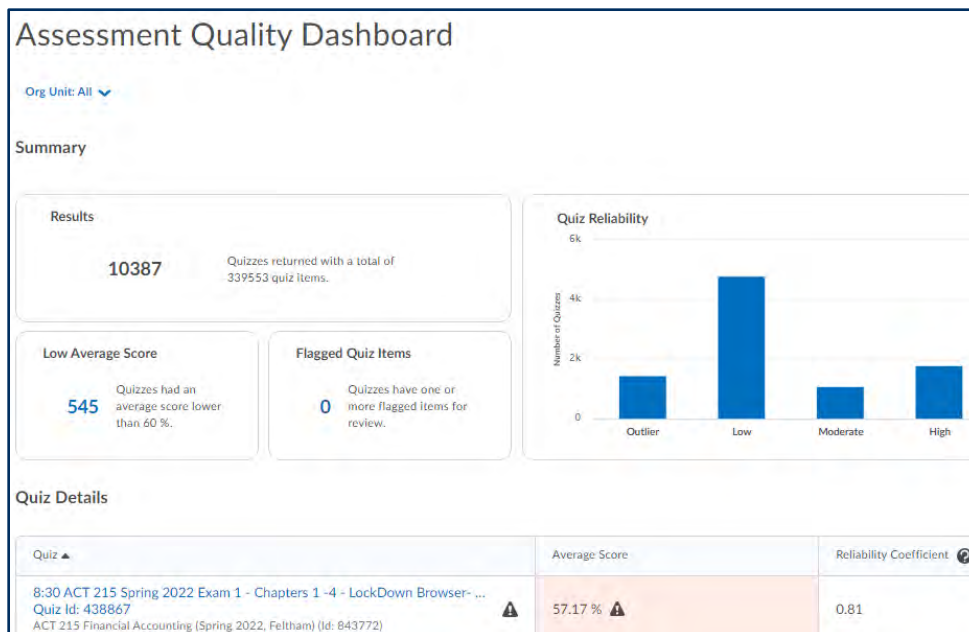
Association of Theological Schools | *ATS*

All of the residential graduate programs in the College of Theology and Ministry are accredited through ATS. The Association of Theological Schools and the ATS Commission on Accrediting accredit and support a membership of more than 270 schools in North America.

Awards

The awards tool in Brightspace allows faculty to give merit-based awards through badges or certificates. The platform is built on the Open Badges platform and Brightspace Awards can be shared to student's Mozilla Backpack. Badges or certificates are digital markers that can be used to represent various achievements. Faculty can award them automatically based on various thresholds and students can see the awards they have earned. Faculty can design their own badges and certificates. Awards can be tracked and reported on using the "Awards Issued" Advanced Data Set. For more information click here.

University Assessment Glossary
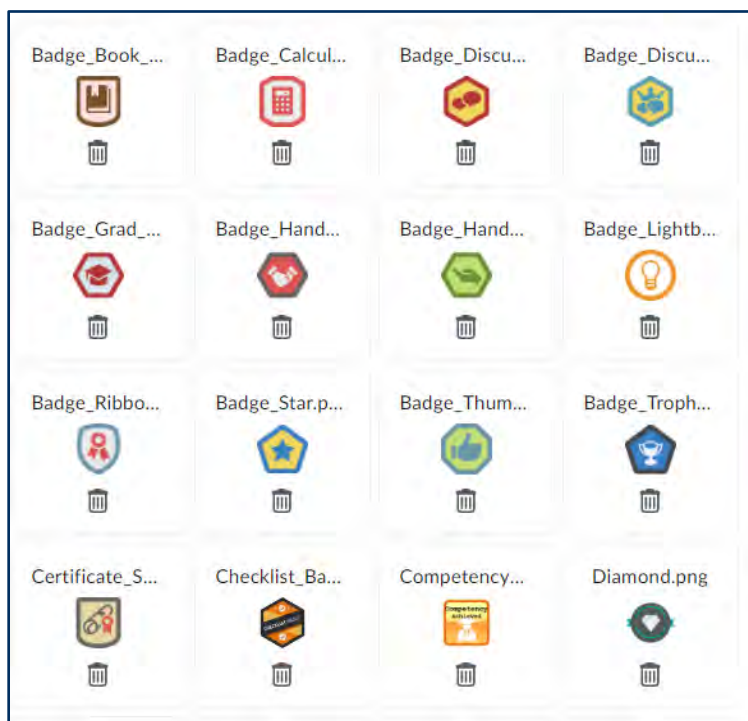
Banner

Banner is a student information system owned by Ellucian. ORU uses Banner to store student enrollment and demographic data, such as age, ethnicity, gender, academic year, etc.

Brightspace

The name of the Learning Management System (LMS) that we use at ORU. It is operated by the company Desire to Learn (D2L). In 2015, the name of the LMS was officially changed from D2L to Brightspace.

Brightspace Data Set | *BDS*

There are 120 Brightspace data sets available in the Brightspace Data Hub. The data sets are delivered as .csv files and provide valuable data on the full spectrum of available data points.

Cards

Cards are visualizations (graphs or tables) created in DOMO's Insight Report Builder.

Class Progress Tool

The Class Progress tool allows instructors and faculty to quickly see where they are at regarding their overall grade and the various outcomes in the course.

Instructors can automate feedback and have an overview the following for each student:
- % and number of content items completed
- Logins
- Grades
- Checklist Progress

Instructors and students can see a detailed view of progress in the following areas:
- Progress Summary
- Grades
- Learning Outcomes
- Content
- Discussions
- Dropbox
- Quizzes
- Checklist
- Surveys
- Course Access
- Login History
- System Access History

Class Progress Tool: Instructor Overview

Class Progress Tool: Instructor and Student Detailed View

Cocurricular

Selected activities outside the classroom that reinforce the University's mission, are aligned with the University outcomes, and complement the curriculum.

Commission on Collegiate Nursing Education | *CCNE*

The B.Sc. Nursing, M.S.N. Nursing, and Doctor of Nursing Practice programs are all accredited by the Commission on Collegiate Nursing Education (CCNE). The CCNE is recognized by the U.S. Department of Education as an autonomous accrediting agency for the United States that contributes to the improvement of the public's health. It ensures the quality and integrity of baccalaureate, graduate, and residency/fellowship programs in nursing.

Continuous Improvement

Continuous improvement is a primary goal of the university assessment system. Qualitative and quantitative data provide direct and indirect measures of student learning that contribute to continuous improvement.

The university assessment system is built to provide direct qualitative data on student work using key program assessments.

In addition, faculty and administration use a variety of data sources for continuous improvement. Some of these include: professional opinion, anecdotal observations, faculty and student discussions, Senior exit surveys, student opinion surveys, alumni feedback, professional advisory groups, and other qualitative measures. Faculty and students may also seek God's counsel through prayer and follow His leading in order to improve and accomplish the University mission.

Council for Christian Colleges and Universities | *CCCU*

The Council for Christian Colleges and Universities (CCCU) is a higher education association of more than 185 Christian institutions around the world (150 in the U.S. and Canada). All universities share a common commitment to: (1) Biblical truth, (2) Christian Formation, and (3) Gospel Witness. The CCCU's mission is to advance the cause of Christ-centered higher education and to help their institutions transform lives by faithfully relating scholarship and service to biblical truth.

Council for Exceptional Children | *CEC*

The Council for Exceptional Children (CEC) is the largest international professional organization dedicated to improving the success of children and youth with disabilities and/or gifts and talents. The CEC has Units in every state and in Canada, as well as 18 Special Interest Divisions. The vision of the CEC is for high-quality education that is inclusive and equitable for individuals with disabilities.

Council for Accreditation of Counseling and Related Educational Programs | *CACREP*

The Professional Counseling program in the College of Theology and Ministry is accredited by The Council for Accreditation of Counseling and Related Educational Programs (CACREP). CACREP is dedicated to: (1) Encouraging and promoting the continuing development and improvement of preparation programs; and (2) Preparing counseling and related professionals to provide services consistent with the ideal of optimal human development.

Council for the Accreditation of Educator Preparation | *CAEP*

The College of Education, and each of its programs, has received accreditation from The Council for the Accreditation of Educator Preparation (CAEP). CAEP is a non-profit, non-governmental accrediting body whole vision is to see "Excellence in educator preparation accreditation."

Council of Independent Colleges | *CIC*

Oral Roberts University is a member of the Council of Independent Colleges (CIC). The Council of Independent Colleges (CIC) has five categories of membership: Institutional, International, Associate, Affiliate, and State Council. CIC's total membership includes more than 700 colleges, universities, and organizations.

Council on Social Work Education | *CSWE*

The B.A. Social Work program is accredited by the Council on Social Work Education (CSWE) Commission on Accreditation. CSWE is the sole accrediting body for social work programs in the United States and its territories.

Criteria

Criteria are the "rulers" used to measure student attainment of program outcomes. Rubrics contain one or more criterion lines used to score student work. Each program outcome has several criteria that are used to measure the attainment of that program outcome. An individual criterion may be used in multiple Key Program Assessment rubrics.

University Assessment Glossary

Crosswalk

A table demonstrating where there's alignment between two of the following: outcomes, courses, content, and assessments. For an example, please see the curriculum map below. The crosswalk is between the program outcomes and the program's courses. It demonstrates to what level each program outcome will be instructed and assessed in each course. As a whole, it provides a quick overview to ensure proper scope and sequence of a program's curriculum and assessment.

Curriculum Map

A table presenting the extent that program outcomes are instructed and assessed in each course in the program.

- INTRODUCTORY- introduce learning goals (update or initial reflection)
- DEVELOPMENTAL- develop/emphasize learning goals (places of formative assessment)
- MASTERY- mastery/measure learning goals (assignments, capstones, places of summative assessment)

BUSINESS ADMINISTRATION Curriculum Map

* INTRODUCTORY- introduce learning goals (update or initial reflection)
* DEVELOPMENTAL- develop/emphasize learning goals (places of formative assessment)
* MASTERY- mastery/measure learning goals (assignments, capstones, places of summative assessment)

CORE COURSE REQUIREMENTS

Course Code	Required /Elective	Course Name	TECHNICAL KNOWLEDGE OUTCOME #1	ORAL COMMUNICATION OUTCOME #2	WRITTEN COMMUNICATION OUTCOME #3	TEAMWORK OUTCOME #4	BUSINESS STRATEGY OUTCOME #5	CHRISTIAN WORLDVIEW OUTCOME #6	CRITICAL THINKING OUTCOME #7	UNDERSTANDING GLOBAL DIVERSITY OUTCOME #8	ETHICAL REASONING OUTCOME #9
ACT 215	R	Principles of Accounting I	I	I	I			I	I		I
ACT 216	R	Principles of Accounting II	D	I				I	D		D
ACT 320	R	Quantitative Analysis	D		D		I	I	M		D
BUS 325	R	Business Law I	I	D				D	D		D
BUS 326	R	Business Law II	D	D				D	D		D
BUS 499	R	Senior Paper	M	M	M	M	M	D	M	D	D
MGT 43	R	Strategic Management	M	M	M	M	M	D	M	D	D
BUS 201	R	Principles of Economics I	I	I				I	I	I	I
BUS 202	R	Principles of Economics II	D	D				D	D	D	I
FIN 338	R	Financial Management	D	I	D		D	D	M		D
MGT 13	R	Principles of Management	I	I	I	I	I	I	I	I	I
MKT 130	R	Principles of Marketing	I	I	I	I	I	I	I	I	I

Data

Measurements of performance that are either quantified as numbers (quantitative) or describe a quality using words (qualitative).

DOMO

A business intelligence tool that automatically receives Brightspace data sets and can be used to create reports, dashboards, and visualizations (graphs and tables). Visualizations are known as "cards". Currently, only cards can be embedded in other websites such as Brightspace shells and SharePoint sites. ORU's Performance Plus package with D2L offers two licenses to create reports, dashboards, and visualizations.
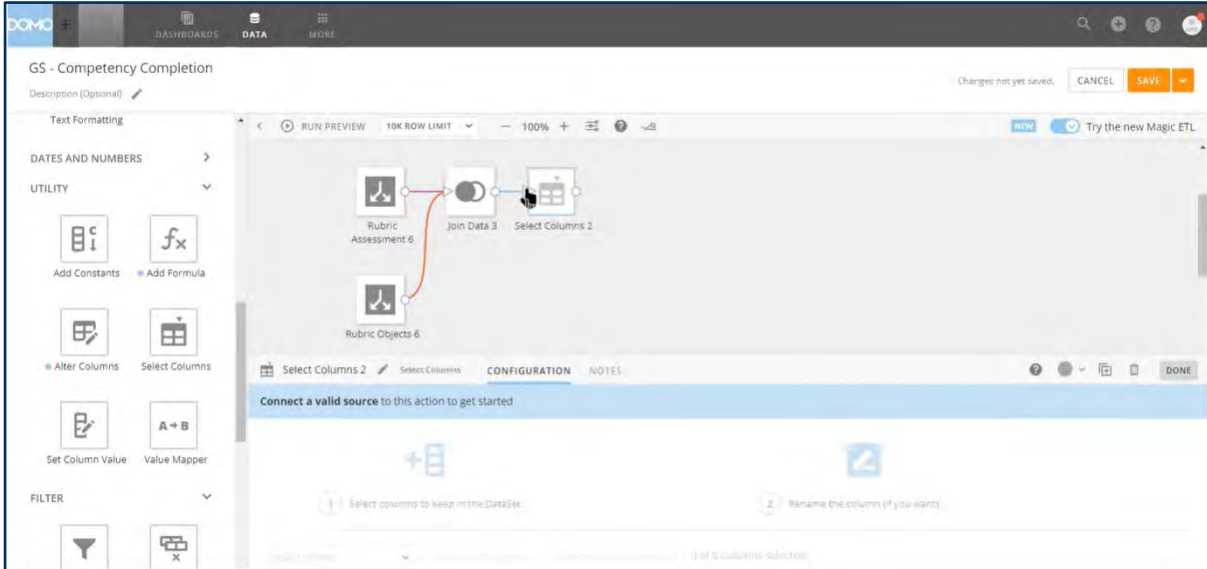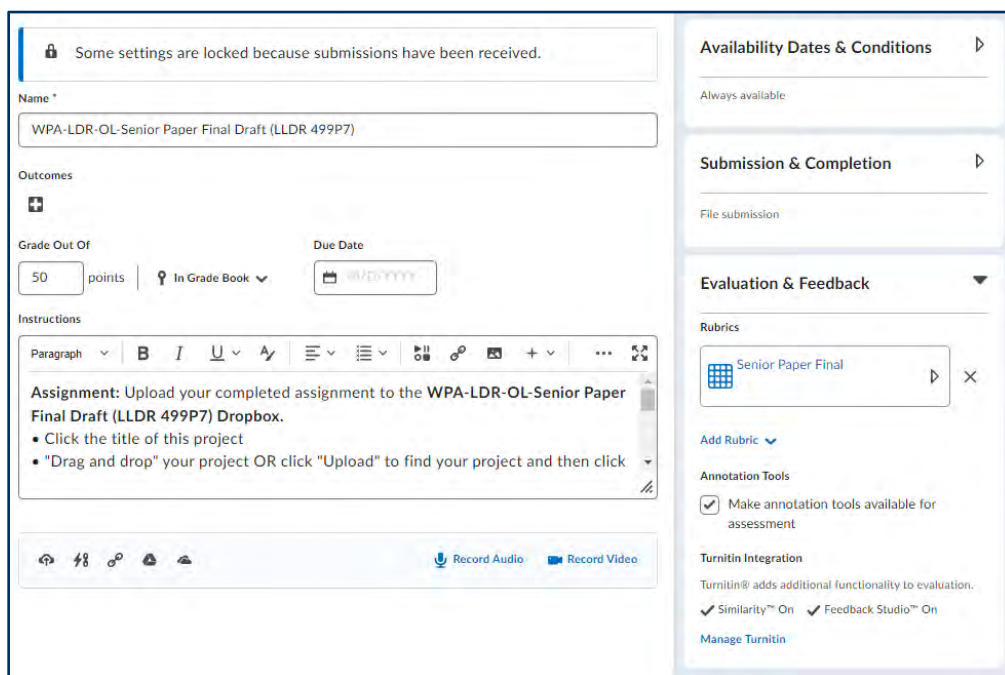

D2L

Desire2Learn (D2L), founded in 1999, is the name of the company that developed the Brightspace learning management system.

Dropbox

The Dropbox feature is used for students to upload digital artifacts for assessment. Digital artifacts include text documents, images, videos and audio recordings.

Engagement Dashboard | *in Brightspace Insights Portal*

A dashboard accessed through Brightspace's Insights Portal. It allows faculty to identify disengaged learners, intervene early, and recognize successful learner behaviors. The dashboard allows quick access to see at the University, college, department, or course level:

- Last course access
- Time in content
- Assignment status
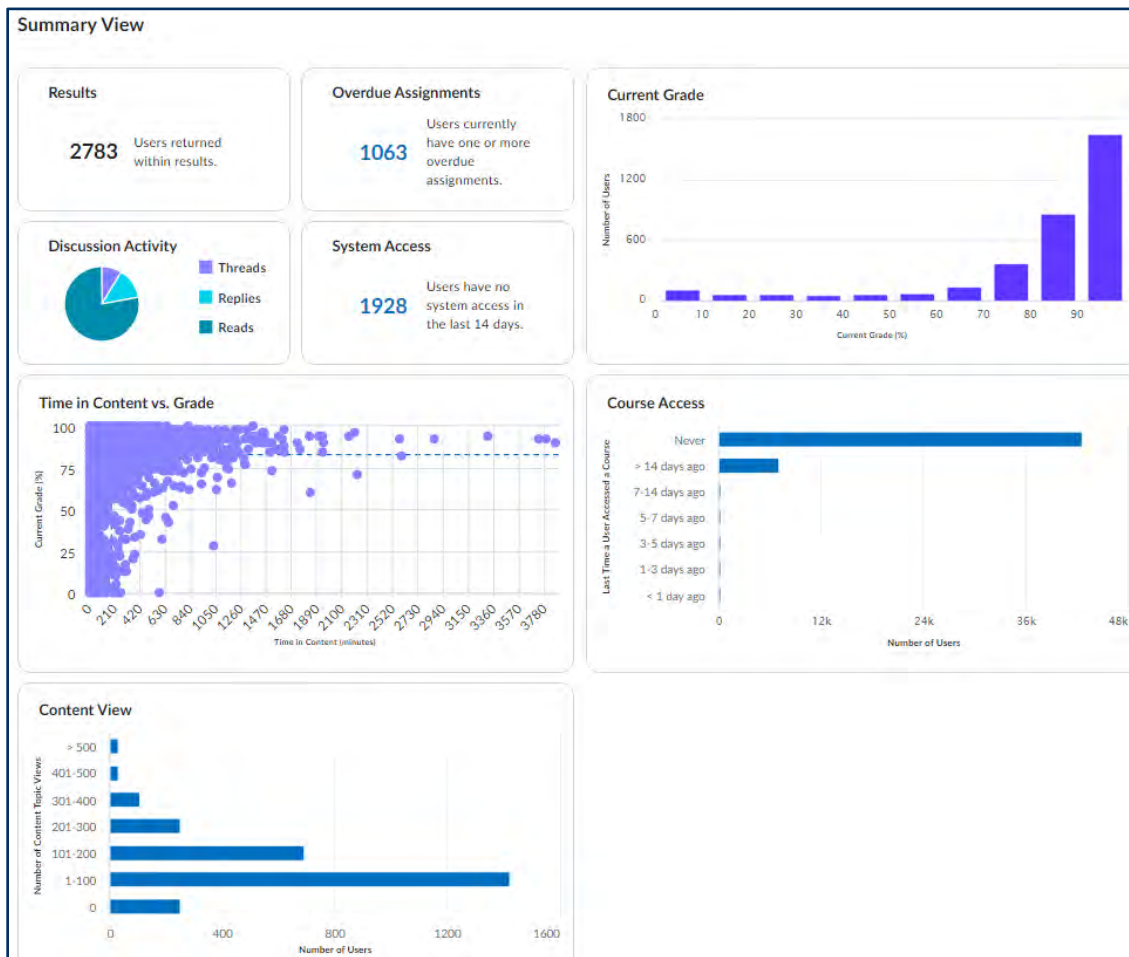
Extracurricular

Extracurricular activities may not be directly aligned with the university mission and are not assessed in the university assessment system. Examples include: intramurals, non-mission student clubs, additional non-mission aligned activities, or any other non-selected cocurricular mission-aligned activities.

Five-year Program Review

An in-depth 7 – 10 page report that is required by each academic program once every five years. An ORU Committee of "Peer Reviewers" will be assigned to conduct the review.

The following data is provided to each Program team to guide reporting and planning:

- Key Program Assessment data that includes:
- ORU Outcome scores (Semester and Annual)
- General Education Outcome scores (Semester and Annual)
- Program Outcome scores (Semester and Annual)
- Artifact scores (Semester and Annual)
- Criterion scores grouped by artifact and overall (Semester and Annual)
- All "Annual Program Report" data for the last 5 years
- Number of Student Majors (Annual in fall semester)
- Graduation and Placement Rates (Annual)
- Retention Rates (Annual)
- Credit Hours Generated (Annual)

Programs will review and report on the following areas:

- History of the program
- Overview and rationale for professional program
- Summary of actions taken in response to student learning data
- Review of the "Professionally Competent" program outcomes based on discipline-specific professional standards
- Projection of future required improvements
- Overview of faculty credentials and research and
- Projected needs
- Financial Viability

The five-year program review template is under review | 2023

General Education

Oral Roberts University's (ORU's) general education curriculum consists of an essential core set of courses common to every program. Discipline specific courses are scaffolded on these to fulfil the university's mission to develop Spirit-empowered leaders through whole-person education to impact the world.

General Education Outcomes

Our General Education outcomes are based on the American Association of Colleges and Universities (AAC&U) essential learning outcomes. The essential learning outcomes are designed to prepare students for twenty-first century challenges by gaining:

- Knowledge of human cultures and the physical and natural world
- Intellectual and practical skills
- Personal and social responsibility
- Integrative and applied learning

ORU's General Education outcomes are:

1) **Core Literacies**

   These include areas such as:
   - Biblical Literacy
   - Information Literacy
   - Quantitative Literacy
   - Science Literacy

2) **Intercultural Knowledge and Engagement**

   These include areas such as:
   - Historical and Cultural Understanding
   - Global Perspective
   - Christian Worldview
   - Written and Oral Communication

3) **Lifelong Wellness**

   These include areas such as:
   - Physically Active
   - Healthy Diet
   - Good Sleep Hygiene
   - Emotional, Psychological, and Social Well-Being

4) **Global Issues, Critical Thinking, and Creativity**

   These include areas such as:
   - Inquiry and Analysis
   - Teamwork and Problem Solving
   - Application of Interdisciplinary Knowledge
   - Leadership Development

Grades

The final letter (A, B, C, D, F) given to describe student course performance. Grades are based on student performance and are subject to the professional judgement of the faculty.

University Assessment Glossary

Higher Learning Commission | *HLC*

The Higher Learning Commission (HLC) (founded in 1895) is one of six institutional accreditors recognized by the U.S. Department of Education. HLC accredits degree-granting post-secondary educational institutions in the United States.

Insights Portal

Brightspace's Insights Portal provides visual dashboards to quickly see data reported at the university, college, department, course, and student level. Faculty may view data in the following area:

- Adoption
- Engagement
- Learner Engagement
- Assessment Quality

Insights Portal

Insights Report Builder   Manage Authors 2/2
Access shared dashboards, set alerts on key metrics, export and subscribe to reports as a Viewer.

Adoption
Understand Brightspace usage, evaluate course retention, drive broader adoption, inform ROI.

- Logins
- Course access
- Tool usage
- Enrollments
- Withdrawals

Engagement
Identify disengaged learners, intervene early, recognize successful learner behaviors.

- Last course access
- Time in content
- Assignment status

Learner Engagement
Review engagement metrics for an individual learner across their courses to follow up on interventions.

- Course activity
- Assignment status
- Course history

Assessment Quality
Evaluate quiz quality, assess question effectiveness.

- Average grade
- Reliability
- Discrimination index
- Point biserial

Insights Report Builder

Brightspace provides an integration with DOMO to build "cards" that are visual representations of the data. Currently we have two licenses to build and customize cards.
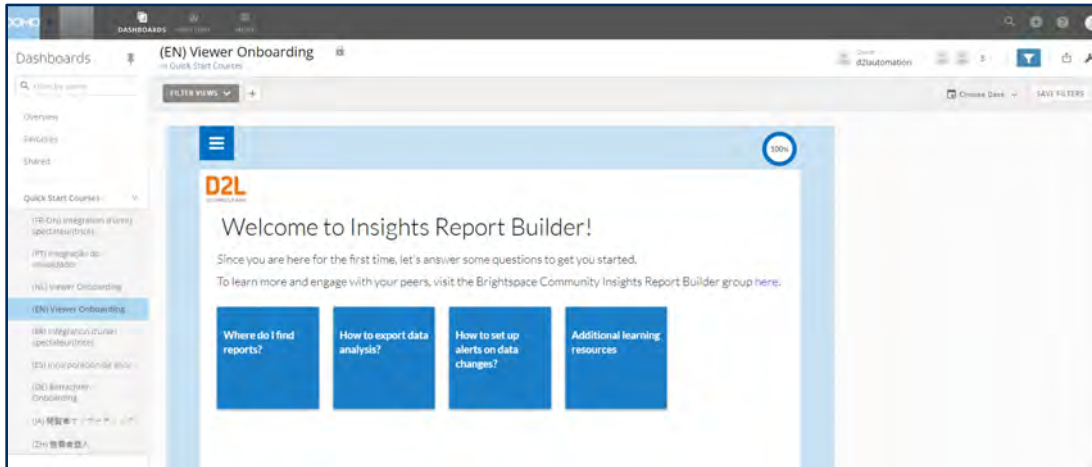
Key Program Assessment | *KPA*

Key Program Assessments (KPA) are used by the university assessment system to measure mastery attainment of student learning outcomes. Professional programs use 3-8 KPAs. General education uses KPAs in the required courses for every student.

Each KPA has:

(1)   Assessment instructions
(2)   Assessment instrument
(3)   Directions for scoring

Exemplar student work may complement a KPA to demonstrate levels of achievement.

Alignment in the KPA is evident when the language of the program outcome and criterion are used throughout the assessment.

Alignment begins with instruction. The instructional components of curriculum content, instructional strategies, and use of technology enables students to showcase mastery of the learning outcome(s).
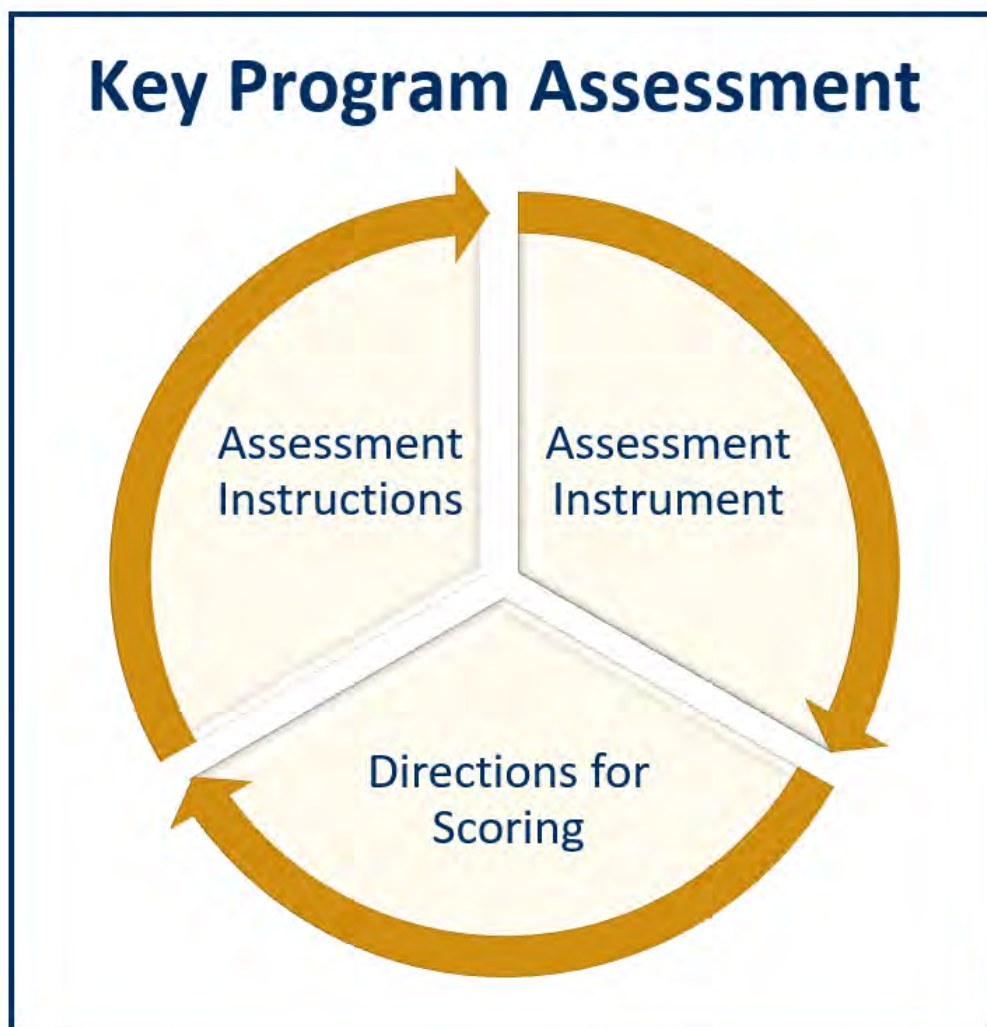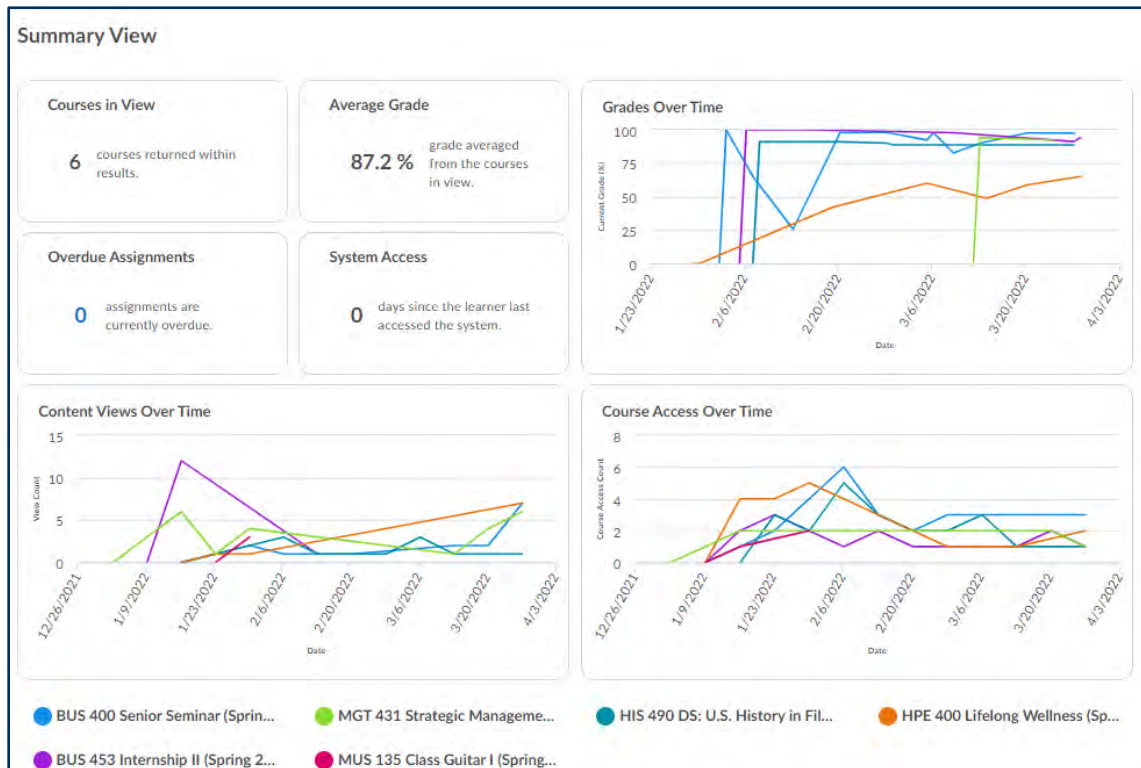
Learner Engagement Dashboard | *in Brightspace Insights Portal*

A dashboard accessed through Brightspace's Insights Portal. It allows faculty to review engagement for an individual learner across their courses to follow up on interventions. Faculty may view:

- Course activity
- Assignment status
- Course History

Learning Outcomes

As defined by HLC: Education-specific results to measure the objectives or standards for the educational offerings. Examples could be results from licensure or standardized exams, course and program persistence, graduation rates and workforce data.

Learning outcomes are synonymous with program outcomes. Learning outcomes are the goals of a student's academic education and are assessed using several qualitative and quantitative measures. ORU has University, professional, and general education learning outcomes.
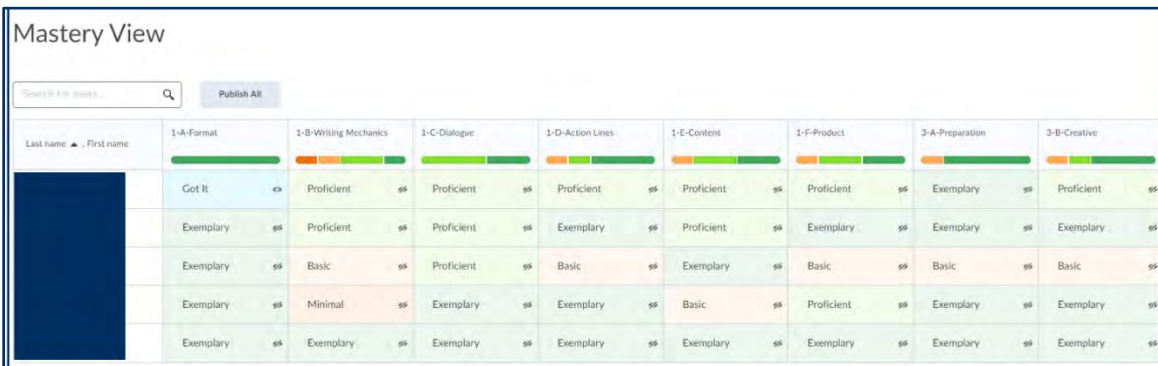
Learning Management System | *LMS*

A learning management system is the software platform that is used to digitize education and take advantage of using technology such as computers, cell phones, cameras, etc. ORU uses Brightspace as our LMS.

Mastery

The greatest extent that a program outcome will be instructed and assessed in a student's program.

Mastery View Tool

In Brightspace, within each course, under "Grades", faculty can toggle to see how students are progressing towards the mastery of the program outcomes. The program outcomes may be aligned and assessed in rubrics, discussions, content, quizzes, and other areas.

Microsoft Power BI

A business intelligence software platform that allows faculty to visualize data.

National Association of Schools of Music | *NASM*

The National Association of Schools of Music (NASM), founded in 1924, is an organization of schools, conservatories, colleges, and universities with approximately 637 accredited institutional members. It establishes national standards for undergraduate and graduate degrees and other credentials for music and music-related disciplines, and provides assistance to institutions and individuals engaged in artistic, scholarly, educational, and other music-related endeavors.

National Council for State Authorization Reciprocity Agreements | *SARA*

The National Council for State Authorization Reciprocity Agreements (SARA) is a private nonprofit organization [501(c)(3)] that helps expand students' access to educational opportunities and ensure more efficient, consistent, and effective regulation of distance education programs. It serves more than 2,200 institutions.

National Council of Teachers of English | *NCTE*

The National Council of Teachers of English (NCTE) promotes the development of literacy, the use of language to construct personal and public worlds and to achieve full participation in society, through the learning and teaching of English and the related arts and sciences of language.

National Council of Teachers of Mathematics | *NCTM*

The National Council of Teachers of Mathematics (NCTM) advocates for high-quality mathematics teaching and learning for each and every student.

National Survey of Student Engagement | *NSSE*

The National Survey of Student Engagement (NSSE) annually collects information at hundreds of four-year colleges and universities about first-year and senior students' participation in programs and activities that institutions provide for their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending college.

Next Generation Science Standards | *NGSS*

The Next Generation Science Standards (NGSS) are K–12 science content standards. Standards set the expectations for what students should know and be able to do. The NGSS were developed by states to improve science education for all students.

Oral Roberts University Educational Fellowship | *ORUef*

The Oral Roberts University Educational Fellowship (ORUEF) is a professional service organization dedicated to serving Christian schools. With headquarters in Tulsa, OK, ORUEF currently serves over 100 Christian schools both in the United States and around the world. ORUEF provides support services as well as collaborative and networking opportunities to Christian preschools, elementary, and secondary schools, leading to improvement and growth in Christian schools worldwide.

Office of Educational Quality and Accountability | *OEQA*

The Office of Educational Quality and Accountability (OEQA) supports high level student performance in Oklahoma by ensuring quality evidence based educator preparation, improving P20 school efficiency and effectiveness, and providing comprehensive statistical information for all stakeholders.

Oklahoma Board of Nursing | *OBN*

The Oklahoma Board of Nursing was established to safeguard the public health and welfare of the residents of Oklahoma by ensuring that any person who practices or offers to practice registered nursing, practical nursing, or advanced practice nursing in this state is competent to do so.

Oklahoma Commission for Teacher Preparation | OCTP

The Oklahoma Commission for Teacher Preparation (OCTP), working with the National Council for Accreditation of Teacher Education (NCATE), the Oklahoma State Regents for Higher Education (OSRHE), and representatives from teacher education programs has developed an exemplary system for the approval and accreditation of teacher education institutions and programs. This approach emphasizes performance-based criteria and assessments, focusing on what candidates can do in the classroom.

Oklahoma Independent Colleges and Universities | *OICU*

The Oklahoma Independent Colleges and Universities (OICU) is the only statewide organization that serves exclusively the interest of independent higher education within the state of Oklahoma.

Oklahoma Regents for Higher Education

The State Regents oversee 25 colleges and universities. They prescribe academic standards of higher education, determine functions and courses of study at state colleges and universities, grant degrees, and approve each public college's and university's allocations, as well as tuition and fees within the limits set by the Oklahoma Legislature.

Portfolios

Portfolios allow students to keep a personal portfolio of work that spans multiple courses and years. Students can keep their own portfolio and also share their work – evidence – with instructors for scoring. To access your portfolio, click underneath your image/name in the top-right corner of Brightspace.

Professional Advisory Group | *PAG*

A group of professionals from outside ORU who may consist of academia, business, alumni, community partners, etc. who can advise on program planning. The PAG serves as a sounding board for continuous improvement and helps ensure the program's relevance in the community, state, national, and international settings.

Program Outcomes

Program outcomes are the intended goals that a student will achieve by accomplishing the program. They may also be called standards, expectations, competencies or objectives. A student's program outcomes consist of a combination of ORU, professional, and general education outcomes.

B.A. Nursing Program Outcomes

#	Program Outcome
1	Integrate knowledge of liberal arts, sciences, theories, and concepts to provide safe, evidence-based, professional nursing care. Corresponds to Essentials Document and the Curricular Organizing Theme of Nursing Judgment/EBP
2	Assume accountability for patient-centered, wholistic nursing care across the life span of diverse populations and settings. Curricular Organizing Theme = Patient centered wholistic care
3	Utilize nursing judgment supported by best current evidence to prevent illness and promote, maintain, and restore health. Curricular Organizing Theme = Nursing Judgment/EBP
4	Collaborate in a professional, culturally sensitive style in the delivery of healthcare. Curricular Organizing Theme = Teamwork/Collaboration
5	Promote excellence in nursing through safe practices and quality improvement. Curricular Organizing Theme = Safety and Quality
6	Employ informatics and technology in the delivery and management of healthcare. Curricular Organizing Theme = Informatics/Technology
7	Demonstrate a personal leadership style that integrates Christian principles, a global perspective, wholeness, ethical behavior, and cultural awareness. Curricular Organizing Theme = Professional Role/ Leadership

Quest Whole Leader Scholarship

The undergraduate Quest Whole Leader Scholarship Program has been established to identify and award students who are tireless on their quest to become whole leaders. Scholarship recipients are committed to developing a healthy, character-driven lifestyle that sets the standard in society and enables them to thrive in life. There are two general categories for the amount of funding: (1) $15,000 or less and (2) greater than $15,000.

Quizzes

Quizzes may be used as Key Program Assessments when they are aligned to program outcomes. Faculty may build quizzes from a question library or from scratch. The Quiz tool allows for many question types including equations, multiple choice, short answer, etc.

Reporting Dashboard for Continuous Improvement

Within ORU's Continuous Improvement and Assessment SharePoint site, faculty and administration can view the results of their program assessment and sort the data using a dynamic dashboard based on various demographics, such as year, ethnicity, gender, delivery, etc.

Rubrics

Rubrics enable faculty to clearly communicate their expectations for performance on an assignment. Students are scored on the level of performance for each criterion. The rubric provides an opportunity for (1) faculty to clearly describe and differentiate the various levels of achievement for each criterion, (2) students to clearly identify how to achieve excellence throughout the assignment, and (3) faculty to efficiently provide helpful student feedback for continuous improvement.

University Assessment Glossary

Scale

The achievement scale communicates the extent to which a student has achieved the program outcomes. The levels are Exemplary, Proficient, Developing, Emerging, and Unacceptable.

Self-Assessments

Self-assessments are evaluations students make of their own performance. In some programs, such as Nursing and Education, self-assessments are paired with external assessments by Clinical Supervisors or Teacher Supervisors. The comparison of perspectives often helps students to quickly understand the level of performance that is required in the professional field.

SharePoint

SharePoint is an application provided by Microsoft to create internal websites for either training or communication. SharePoint hosts the University Continuous Improvement and Assessment website.

TESOL

TESOL is an international organization that specializes in advancing excellence in English language teaching.

University Assessment Committee

The University Assessment Committee is a group of faculty and staff who assist in guiding the direction and implementing the decisions of the university assessment system.

University Outcomes

In 2021, the University outcomes were revised. The University outcomes are assessed in the general education courses, each program's professional courses, and cocurricular activities. The five revised outcomes are:

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 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 learn to share the gospel of Jesus Christ.

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, including physical exercise, good sleep patterns, and proper nutritional habits.

Intellectual Pursuit: Students will learn to develop problem-solving, critical thinking, and decision-making skills in preparation for professional careers. Students will demonstrate knowledge and an increased capacity for knowledge attainment and participate in identifying, analyzing, and creating solutions for the world's most significant problems.

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.

Bold Vision: Students will learn to recognize, develop, and communicate bold responses to 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. Students will learn practical, scalable objectives that assist in moving from vision to reality and be challenged to bring hope and transformation to the world.

Whole Leader Score | *WLS*

Cocurricular activity points are calculated on 4.0 scale, which contributes toward the student's Whole Leader Score.

Whole Person Leadership Record | *WPLR*

The Whole Person Leadership Record (WPLR) recognizes the achievement of cocurricular activities. The WPLR will be an official document similar to a student transcript.