



The University Assessment System A History of Whole Person Education

With a Focus on the Transition to ORU's Revised University Outcomes

(Abridged Report)

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1 | Executive Summary

Oral Roberts University empowers students with whole person education. On April 2, 1967, at the dedication of the University to God, President Oral Roberts boldly proclaimed whole person education as a central tenet for ORU, “A human being is made in the image of God. He is therefore more than mere intellect. He is spiritual. He is emotional. He is social. He is physical. **We will not compromise either academic progress, physical development, spiritual development, or social maturity.**” Initially, whole person education was strongly identified with the General Education program. In 1993, faculty identified how they assessed General Education outcomes, and in 2002 – 2003 they assessed the General Education outcomes: (1) Spiritually Alive, (2) Intellectually Alert, (3) Physically Disciplined, and (4) Socially Adept with 17 proficiencies, and later 104 criteria.

By 2023, the University Assessment System developed substantially, with departments and programs using 1,913 assessment instruments (1,703 academic and 210 cocurricular). The annual Assessment Catalog, Academic Whole Person Assessment Catalog, Cocurricular Whole Person Assessment Catalog, GEN 099/150 Whole Person Assessment course, ePortfolio, and Brightspace by D2L all served to strengthen the system. Today, University, General Education, and professional outcomes are assessed to inform continuous improvement efforts at the University, college, department, and program levels.

Assessing The Revised University Outcomes

In 2021, President William Wilson led the revision of the University outcomes to better serve the revised mission of the University: ***To develop Holy Spirit-empowered leaders through whole person education to impact the world.*** The newly revised University outcomes are: (1) Spiritual Integrity, (2) Personal Resilience, (3) Intellectual Pursuit, (4) Global Engagement, and (5) Bold Vision.

With the revised University outcomes, Dr. Kim Boyd, Assistant to the Provost, called together the *University Assessment System Redesign Think Tank* to set a new direction for University assessment. The Think Tank proposed several changes, including (1) shifting scholarship renewal from Whole Person Assessment scores to cocurricular engagement, (2) renaming “Whole Person Assessments” as “Key Program Assessments”, (3) reducing the number of assessments required for the University Assessment System, and most importantly, (4) realigning the entire assessment system to the revised University outcomes.

Academic Transition to the Revised University Outcomes

Between 2021 and 2023, the following changes enabled a smooth transition of the University Assessment System to the revised University outcomes:

- Each program developed a “Master Program Syllabi Template” to demonstrate how each program’s professional outcomes align with the revised University outcomes. *(Fall 2021)*

- Faculty updated individual course syllabus back pages to demonstrate how each course contributes to both University and professional discipline-specific outcomes. *(Fall 2021 - Fall 2022)*
- Full-time faculty peer-reviewed and updated Key Program Assessment assignments and rubrics to assess student work according to the revised University outcomes. *(Fall 2022 - Spring 2023)*
- Reducing the University Assessment System rubrics from about 3,100 to 2,400. *(Summer 2023)*
- Revising the General Education outcomes to: (1) Core Literacy, (2) Intercultural Knowledge & Engagement, (3) Lifelong Wellness, and (4) Global Issues, Problem-Solving, Critical Thinking & Creativity. General Education Key Program Assessments were aligned to the University outcomes. *(Spring 2023)*
- Program curriculum maps are being updated to demonstrate where courses provide instruction and assessment of both professional and University outcomes. *(Fall 2023 - Spring 2024)*

The University Assessment System successfully transitioned academic programs to the revised University outcomes. The next step is to continually strengthen the instruction and assessment of the University outcomes in the General Education and professional programs.

Cocurricular Transition to the Revised University Outcomes

Oral Roberts University has a strong track record in the assessment of cocurricular activities and programs. Cocurricular departments and activities strengthen whole person

education. The University has an integrated approach to cocurricular involvement, blending cocurricular activities inside and outside the traditional classroom. Cocurricular activities and programs fall into the following two categories:

1) **Academic Cocurricular:**

- Course-embedded activities and assignments; examples may include *internships, clinicals, competitions, forums, and service learning*.
- Optional Participation activities and assignments, examples may include *student-engaged research, academic competitions, Study Abroad, and Global Emergency Simulation Training*.

2) **Student Life Cocurricular:** Various departments in and of themselves, as well as their programs and activities, are considered cocurricular; examples may include *Athletics, Student Development, clubs and organizations, ORU Missions, Community Outreach, and Spiritual Life*.

In 2001, the inaugural Academic Catalog published the assessment plans of fourteen non-academic cocurricular departments that used 101 assessment instruments for program improvement. At the same time, individual academic departments, including Business, Graduate Education, and English, used cocurricular assignments, such as internships, clinicals, practicums, and job placements, to assess University and professional outcomes. A decade later, the 2012 Cocurricular Whole Person Assessment handbook outlined 108 non-academic cocurricular assignments and rubrics that students could use to improve their Whole Person Score for scholarship renewal. In 2019, the Assessment Catalog listed nine non-academic cocurricular departments that used 28 assessment instruments, and fourteen academic programs that used

38 cocurricular assessments, to inform program improvement. By 2022-2023, there were over 100 active non-academic cocurricular programs and activities on campus, and over 40 academic cocurricular Key Program Assessments in use across every college to measure the revised University and professional outcomes. The next steps for cocurricular development are: (1) review cocurricular learning outcomes in the context of specific activities and programs, (2) identify how cocurricular learning outcomes are aligned with University outcomes, (3) Review and/or create assessment instruments, (4) collect and reflect on data to assess whether cocurricular learning outcomes are being achieved, and (5) use the data to make and evaluate changes to improve student learning.

The revised University outcomes are becoming part of the ethos of Oral Roberts University. This report focuses on the history and development of Whole Person Assessment and the successful transition to integrate and assess the revised University outcomes. The manifestation of these outcomes in academic and cocurricular programs will position the University ***to develop Holy Spirit-empowered leaders through whole person education to impact the world.***

2 | Timeline

1935 At death's doorstep, Oral Roberts (age 17) is suffering from tuberculosis. Lying in the back of a car, during an 18-mile drive to attend a tent meeting by the healing evangelist the Reverend George Moncey, God calls Oral Roberts to build Him a University.

1963 November 9th: Oral Roberts University receives its charter from the State of Oklahoma.

1965 September 7th: Oral Roberts outlines the quest for becoming a whole person to the first class at ORU, with Jesus Christ as the perfect example of a whole person.

General Education courses serve to deliver whole person education and fulfill the University objectives.

1960's The Board of Regents adopts as part of the purpose of the University to graduate an integrated person – spiritually alive, intellectually alert, and physically disciplined.

1992 Focused Visit in Assessment | The North Central Association of Colleges. Efforts to develop and implement a thriving assessment system begin after the visit. Provost Dr. Carl Hamilton initiated the institution-wide development of a system for assessing student achievement that was viable and meaningful. For the first time, an ad hoc Director of Assessment with 10% release time was appointed and a University Assessment Committee with representatives from each college was formed. Departments draft mission statements and begin delivering assessment reports on an annual basis. Assessment instruments were organized into the following categories: archived records, behavioral observations, commercial tests, evaluation or review, focus groups, interviews, local tests, portfolios, and surveys or questionnaires.

1993 January 27th: Oral Roberts steps down and Richard Roberts becomes the second President of Oral Roberts University.

Each General Education course syllabus identifies how it addresses the University and General Education objectives.

1994 Assessment Workshop | The North Central Association of Colleges. Feedback from this workshop focused on improving the University's assessment plans to identify the assessment instruments, assessment processes and ability to assess student learning outcomes.

1996 Colleges complete academic and cocurricular assessment at the department level.

The Chairs of the Business and Chemistry Department visit Alverno College. Upon returning faculty are trained to collect student work portfolios and each department uses assessment instruments to assess student skills at the (1) Entry, (2) Intermediate, (3) Capstone, and (4) Exit/Professional levels.

- 1996** ORU updates the assessment model, adding output measures such as evidence of student learning at the course level on all syllabi back pages. Each course identifies the General Education outcomes that are assessed, including the stimuli (instruments) and criteria used to assess the outcomes. The new General Education outcomes that are used to assess the General Education objectives are: (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, and (10) Aesthetic Responsiveness. The General Education outcomes serve the ORU outcomes.
- 1997** Assessment Workshop | The North Central Association of Colleges. ORU completes a comprehensive Assessment Report for the North Central Association. Feedback from this workshop identify assessment plans to Assessment plans are shared and found lacking as they don't identify the assessment instruments, assessment processes and ability to assess student learning outcomes.
- 1998** Site Visit | The North Central Association of Colleges. College mission statements are completed and published in the Assessment Catalog. Each syllabi back page identifies the instruments used to assess the specific General Education outcomes that are assessed in the course.
- 2000** Provost Dr. Ralph Fagin opens the Office of Institutional Research with Dr. Cal Easterling as the Director of Institutional Research.
- 2001** Dr. Ralph Fagin, Academic Vice President, attends Higher Learning Commission (HLC) conference in Chicago and is inspired by Dr. Revak, U.S. Air Force Academy, to create an assessment catalog.
- 2002** The purpose and focus of assessment shifts from teaching excellence to student learning, which aligns ORU student learning expectations, practices, and development objectives with the University's mission, vision, and philosophy of education. The University begins taking proactive steps toward the adoption of best practices in every academic program, in order to ensure that the design and delivery of student learning options is preparing students to live in a diverse world, and that the options accommodate a variety of student learning styles.

- 2002** In the shift from assessing the *input* of faculty teaching to the *output* of student learning, faculty members established 17 proficiencies, and later 104 criterion, to measure the four University outcomes of (1) Spiritually Alive, (2) Intellectually Alert, (3) Physically Disciplined, and (4) Socially Adept.

Spiritually Alive	Intellectually Alert	Physically Disciplined	Socially Adept
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

ORU publishes the first Assessment Catalog. The catalog compiles data from 43 departments using 375 assessment instruments in the following categories: archived records, behavioral observations, commercial tests, evaluation or review, focus groups, interviews, local tests, portfolios, and surveys or questionnaires.

The Mission Statement Review Task Force works with each department to review and update the alignment of each department's mission statement with the University's and department's student learning outcomes.

- 2003** ORU partners with Chalk & Wire to collect University-wide assessment data using an electronic portfolio called ePortfolio. ORU becomes the first higher education institution in the world to use ePortfolio.

ORU develops and publishes the first University Assessment System model.

- 2004** Surveys are used extensively to measure program success, examples include first-year survey, faculty instructional survey, Princeton Review student survey, homecoming alumni survey, Peterson's, Kaplan, The Common Data Set, Barron's, IPEDS, and U.S. News. In addition, the Collegiate Assessment of Academic Proficiency (CAAP) test is used to assess General Education outcomes.

Department mission statements are completed and published in the annual Assessment Catalog.

All residential, freshman students are trained in the use of ePortfolio on one weekday evening at the beginning of the fall semester. Incoming freshman in the spring semester are trained on a Saturday in 1-hour intervals.

- 2004** Whole Person Assessments that use primarily rubrics to measure student academic performance using rubrics are created and deployed across the University in General Education and professional courses. The data is collected using ePortfolio. Departments share their assessment plans in the annual Assessment Catalog. In addition, departments use other instruments to assess their programs:

Type of Assessment Instrument	Level	Outcomes	2004 - 2005
Academic			
Surveys, external exams, behavioral observations and interviews	Department	University & Professional Program	439
General Education Whole Person Assessments	Department & Program	University	37
Professional Program Whole Person Assessments	Department & Program	Professional Program	121
Cocurricular			
Surveys, external exams, behavioral observations and interviews	Department	University & Professional Program	46
General Education Whole Person Assessments	Department & Program	Professional Program	5
Professional Program Whole Person Assessments	Department & Program	University	9
Total			657

- 2005** Whole Person Scholarships are retained based on students' *Whole Person Score*. The *Whole Person Score* is derived from the score students receive on Whole Person Assessments.

Using ePortfolio, students begin collecting two portfolios to demonstrate attainment of University and professional outcomes.

ORU uses ePortfolio data to complete longitudinal reports on University outcomes. Data is provided in tables by program, gender, ethnicity, and type of enrollment (part-time, full-time, high school).

- 2007** Comprehensive Site Visit | Higher Learning Commission. ORU meets *Criterion IV: Acquisition, Discovery, and Application of Knowledge*, which identifies a culture of cohesive assessment on campus is in effect, where curricular improvements are driven by data and cocurricular programs are assessed.

- 2007** In an HLC Self-Study survey, 93% of students “strongly agree” or “agree” that ORU is meeting its mission to help students become “whole persons.”

ORU receives the Council for Higher Education Accreditation (CHEA) award for their use of ePortfolio to promote student learning.

D2L is chosen as the course management system for ORU. All freshman students are required to enroll in *GEN 099 ePortfolio: Journey to a Transformed Life*, a 0-credit hour two-session course. Students receive an introduction and training to whole-person education and the portfolio collection process. In 2009, the course is renamed *GEN 099 Whole Person Assessment*. In 2017, it becomes a 1 credit-hour course called *GEN 150 Intro to Whole Person Education*.

Dr. Easterling is invited to a VP roundtable from D2L in Minneapolis to share how D2L can improve and develop its ePortfolio capabilities.

- 2008** ORU passes the 900 Whole Person Assessment benchmark, each of which is created to collect data on University, General Education, cocurricular, and professional outcomes.

- 2010** After a two-year rubric review process, the General Education Whole Person Assessment Handbook is revised to include updated rubrics. Students are required to submit 35 Whole Person Assessments during their program.

The Cocurricular WPA Handbook is created.

University outcomes: 100 Whole Person Assessments are used to assess the 16 proficiencies in General Education courses.

Cocurricular outcomes: 30 Whole Person Assessments are used to assess General Education’s 16 proficiencies in various cocurricular activities, clubs and organization. An additional 108 cocurricular assessments are available for students to use to improve their *Whole Person Score*.

Students can compare their WPA scores with all ORU students on Vision.

- 2012** Comprehensive Site Visit | Higher Learning Commission. ORU once again meets *Criterion IV: Acquisition, Discovery, and Application of Knowledge* showing the Whole Person Assessment system using ePortfolio, and demonstrating where the General Education outcomes are aligned with the student learning outcomes. The Commission requests a progress report on assessment demonstrating that the results of residential and online assessment data are used to directly influence program changes, including funding decisions.

- 2012** The Academic Whole Person Assessment handbook and Cocurricular Whole Person Assessment handbooks are used in the *GEN 099 Whole Person Assessment* course. In addition, 15 colleges/departments use their own WPA handbook to assess their professional outcomes.

Cocurricular Whole Person Assessments may be used to improve a student's Whole Person Score in order to keep their Whole Person Scholarship.

- 2015** Whole Person Assessment data is collected and reported in the following areas:

University Outcomes: 100 Whole Person Assessments assess the four University outcomes and sixteen proficiencies in General Education courses.

Professional Outcomes: 404 Whole Person Assessments across 18 departments.

Cocurricular Outcomes: 30 academic cocurricular Whole Person Assessments are used to assess the 16 proficiencies in various cocurricular activities, clubs and organization. 108 cocurricular Whole Person Assessments can be drawn upon by students to help increase their Whole Person Score and retain their scholarship.

- 2016** Mid-Cycle Review | Higher Learning Commission. Feedback from this review focuses on improving *Criterion 4B: The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning*. Criterion 4B is met with conditions and HLC asks the University to work towards and show evidence of the following by June 2019 of:

- Meaningful, discipline-specific outcomes for all academic programs.
- Well-defined, program-specific processes for all academic programs that use data from direct assessment of student artifacts to systematically improve.

- 2017** Assessment Academy | Higher Learning Commission. The academy consists of working through one project in 6 phases, spanning from November 2017 to March 2021. The project is to improve assessment of professional outcomes through the development of (1) Program Outcomes, (2) Curriculum Maps, and (3) Assessment Plans for all academic programs including (1) Externally-Accredited, (2) Internally-Monitored, and (3) General Education.

Each professional program reinvigorates their program assessment by beginning to onboard their rubrics to Brightspace by D2L in order to gather data on professional outcomes.

ORU holds their first Assessment Summer Institute to train deans and chairs on assessment.

- 2018** All programs revise their: (1) professional outcomes based on their disciplinary knowledge, skills, and dispositions, (2) curriculum maps, (3) assessment plans, (4) master outcome rubrics, and (5) professional artifact rubrics.

General Education competencies are revised and published after a three-year review process.

Second Summer Assessment Institute to train deans and chairs in the area of assessment.

At the University level, D2L-Brightspace replaces Chalk & Wire to collect assessment data. Only the College of Education retains Chalk & Wire.

Whole Person Scholarship funding receives large donation.

- 2019** Interim Report | Higher Learning Commission. Feedback from this report acknowledges the evidence of progress made toward assessing program outcomes. Since the 2016 Mid-Cycle Review, HLC requests ORU continue to improve on Criterion 4B in the lead up to its Comprehensive site visit in 2023, "Evidence demonstrates that further organizational attention is required in the area of focus."

Assessment data is reported using visual bar graphs created with Tableau. The bar graphs display University outcome scores at the University, college, department/school, and professional program levels. In addition, professional outcome scores are provided for each program.

Chairs and faculty migrate Whole Person Assessments from residential to online corollary courses.

- 2021** President Dr. Wilson leads the renewal of the University outcomes. The revised outcomes are:

1. Spiritual Integrity
2. Personal Resilience
3. Intellectual Pursuit
4. Global Engagement
5. Bold Vision

Core General Education courses, taken by every student, are required to assess at least one University outcome.

Every program is required to teach and assess each of the five revised University outcomes through the discipline-specific courses.

ORU Assessment Committee successfully completes HLC Assessment Academy | 2017-2021.

- 2021** Each program completes a “2018-2021 Program Review Report” using Whole Person Assessment data. To inform continuous improvement, data is provided at the following levels: (1) program discipline-specific outcomes, (2) overall rubric scores, (3) criterion line scores, and (4) University/General Education outcomes.

Each program develops a “Master Program Syllabi Template” to demonstrate how the professional discipline-specific outcomes align with the newly revised University outcomes

- 2022** University Assessment System Redesign Think Tank is formed to inform new direction for the University Assessment System.

Assessment System Redesign Think Tank proposes to shift scholarship renewal from Whole Person Assessment scores to cocurricular assessment.

Poster presentation at HLC annual conference, “How Oral Roberts University Achieved 100% Faculty Participation in the Program Review Process.”

Individual course syllabus back pages are updated during the 2021-2022 school year to demonstrate how each course delivers both the primary professional program and University outcomes.

All full-time faculty participate in a formative feedback day where they are trained in program review. Program teams use the feedback to create annual improvement plans.

Key Program Assessment assignments and rubrics are updated in fall 2022 to include the assessment of the revised University outcomes.

- 2023 Comprehensive Site Visit | Higher Learning Commission.** Feedback from this visit acknowledges the University made substantial progress and satisfied Criterion 4B in the area of improving professional outcome assessment. The Commission asks for an interim monitoring report for April 2025 to provide additional cocurricular assessment details:

1. Review cocurricular learning outcomes in the context of specific programs
2. Identify the ways in which cocurricular learning outcomes are aligned with the revised University outcomes
3. Collect and reflect on data to assess cocurricular learning outcomes are being achieved
4. Provide a clear description of how the data that are collected are analyzed and reflected upon to guide programmatic improvement to improve student learning.

All program teams review program alignment using the revised University outcomes.

Beta-testing of the redesigned assessment system begins.

Faculty peer-review Key Program Assessment rubrics in January 2023 and offer suggestions for improvements.

2023 All levels, consisting of University, college, department, and professional programs, use qualitative and quantitative assessments to measure University, General Education and professional discipline-specific program outcomes. The available assessment instruments grow immensely over almost 20 years. Although the assessment instruments are created, they are not necessarily employed. For example, in 2022 – 2023, 455 WPA rubrics were used to assess student outcomes, however, 1,542 rubrics were available for assessment purposes. This happened because the rubrics were not loaded in the system, faculty forgot to import the WPA rubrics from their previous course shell, or faculty did not assign or score the Whole Person Assessment. Below is a table outlining the growth of assessment instruments over almost 20 years:

Type of Assessment Instrument	Level	Outcomes	2004 - 2005	2022-2023
Academic				
Surveys, external exams, behavioral observations and interviews	Department	University & Professional Program	439	287
General Education Whole Person Assessments	Department & Program	University	37	201
Professional Program Whole Person Assessments	Department & Program	Professional Program	121	1,195
Cocurricular				
Surveys, external exams, behavioral observations and interviews	Department	University & Professional Program	46	28
General Education Whole Person Assessments	Department & Program	Professional Program	5	108
Professional Program Whole Person Assessments	Department & Program	University	9	38
Total			657	1,857

Updated Key Program Assessments are loaded into the new Learning Outcomes framework in Brightspace during the summer of 2023.

267 KPA residential master course templates are created using Brightspace's Learning Outcomes framework for data collection. Residential and virtual courses are "pre-loaded" with KPAs at the beginning of each semester, following the practice for online courses since 2021.

- 2023** Program curriculum maps are updated to demonstrate how both professional and University outcomes are being delivered across the degree plan.

The Annual Improvement Plan and 5-Year Program Review templates are updated to help strengthen the development and dissemination of the revised University outcomes.

The *Brightspace Insights Portal* that uses the DOMO business intelligence tool is employed with a new Assessment & Continuous Improvement SharePoint. The system provides all the KPA data at the University, college, department, and program levels by various demographics, such as gender, ethnicity, age, GPA, etc.

The General Education outcomes are revised to (1) Core Literacy, (2) Intercultural Knowledge & Engagement, (3) Lifelong Wellness, and (4) Global Issues, Problem-Solving, Critical Thinking & Creativity. The General Education Key Program Assessments are reduced from 235 to 18 (residential/virtual) and 21 (online).

Available assessment system rubrics are reduced from 3,053 to 333 for fall 2023. A total of 455 WPA rubrics are used to assess students in 2022 – 2023.

- 2025** Interim Report Due | Higher Learning Commission. Focus on cocurricular assessment.

3 | Overview – Assessment System Transition

Area	Pre-2009	2009 - 2014	2015 - 2023
Mission			
Mission Statement	... enable students to go into every person's world with healing for the totality of human need. (1960's)	Building Holy Spirit-empowered leaders through Whole Person Education to impact the world with God's healing. (2012)	To develop Holy Spirit-empowered leaders through whole person education to impact the world. (2020)
University Goals			
University Wide Goals	1997 1. Be the "University of choice" for bright young men and women from America and around the world seeking a quality education in a Christian environment 2. Strengthen and expand academic programs with an emphasis on interdisciplinary cross-pollination. 3. Produce graduates who will be a vital force in changing the moral and ethical environment of the world through their chosen professions. 4. Make a significant impact for the Gospel of Christ through community outreach, evangelism, and world-wide missions efforts. 5. Expand the University's international scope through student and faculty recruitment, academic program	2013: Globalization Goals 1. Develop a Global Lens and Expanded Culture at the Tulsa Campus 2. Increase Global Learning Opportunities for ORU Students Around the World 3. Intensify International Recruiting Efforts 4. Create and expand a Proprietary Whole Person Distance Education Model 5. Form New Partnerships with Significant Educational and Ministry Institutions Globally through Collaborative Access Education	2015 – 2023: 5-Year Adaptive Plan Goals 1. Developing Whole Leaders for the Whole World 2. Achieving Exceptional Teaching, Innovation, and Academic Excellence 3. Educating Learners from Every Nation 4. Demonstrating a Vibrant Spirit-empowered Ethos that Impacts the World 5. Growing a Strong and Expanded Tulsa Campus 6. Using New Technologies in Creative and Transformative Ways 7. Thriving with Financial Vitality

	<p><i>development, and missions training programs.</i></p> <p>6. <u>Engage in strong public relations and development efforts to further enhance the University's image and strengthen relationships locally, nationally, and internationally.</u></p> <p>7. <u>Develop and maintain a competitive NCAA Division I intercollegiate athletic program.</u></p> <p>8. <u>Build and maintain a strong endowment sufficient to sustain the mission for which the University was founded.</u></p> <p>9. <u>Provide extensive services for business professionals, churches and ministries, laity, and non-profit organizations across America and around the world.</u></p> <p>10. <u>Develop and sustain a pattern of administration, management, and financial policies which reflects the Christian principles of the University and promotes excellence and integrity.</u></p>	<p>6. Use New Technologies and New Paradigms to make Spirit-Empowered Whole Person Education Accessible to Millions</p> <p>7. Plant ORU on Every Inhabited Continent by 2025</p>	<p>8. Serving Globally as the Premier University for Spirit-Empowered Leadership Development</p>
<p>University Learning Outcomes</p>	<p>1. Seeks to assist the student in his quest for knowledge of his relationship to God, man, to the universe</p> <p>2. Seeks to graduate an integrated person spiritually alive, intellectually alert, and physically disciplined</p>	<p>1. Spiritually Alive: Biblical Knowledge, Sensitivity to the Holy Spirit, Evangelistic Capability, Ethical Behavior</p> <p>2. Intellectually Alert: Critical Thinking, Analytical Problem Solving, Global and Historical Perspectives, Aesthetic</p>	<p>1. Spiritual Integrity</p> <p>2. Personal Resilience</p> <p>3. Intellectual Pursuit</p> <p>4. Global Engagement</p> <p>5. Bold Vision</p> <p>(See definitions in Appendix 5 – 2021 ORU University Student Outcomes)</p>

	<p>3. Seeks to synthesize by means of interdisciplinary cross-pollination the best traditions of liberal arts, professional, and graduate education with a charismatic concern</p> <p>4. Seeks to enable students to go into every man's world with healing for the totality of human need.</p>	<p>Appreciation, Intellectual Creativity</p> <p>3. Physically Disciplined: Healthy Lifestyle, Physically Active Lifestyle, Properly Balanced Nutrition Plan</p> <p>4. Socially Adept: Communication Skills, Interpersonal Skills, Appreciation of Cultural & Linguistic Differences, Responsible Leadership, Leadership Capacity</p> <p>5. Professionally Competent</p>	<p>Each University outcome is assessed once or more in the 90+ degree programs and the 18 residential or 21 online core General Education courses.</p>
Assessing University Outcomes	<p>Alignment to the University (synonymous with General Education) outcomes is identified on each course's syllabus back page.</p> <p>One General Education course matrix and 20 department course matrices identify where General Education objectives are being addressed in each course syllabus in the course description, course goals, or learning objectives.</p>	<p>343 Whole Person Assessment assignments are used in 2019, growing from 51 in 2005. 1,542 are available for whole person assessment in curricular and cocurricular activities.</p>	
General Education Outcomes	Pre-2009	2009 - 2014	2015 - 2023
General Education Outcomes	<p>1993 - 2001: General Education has 20 objectives that help achieve the University mission:</p> <p>1. Seeks to educate the whole person</p>	<p>2002 – 2022: General Education outcomes are synonymous with University outcomes</p> <p>1. Spiritually Alive</p> <p>2. Intellectually Alert</p> <p>3. Physically Disciplined</p>	<p>2023</p> <p>1. Core Literacy: Demonstrate a breadth of knowledge essential to a Spirit-empowered, classical liberal arts education through effective communication.</p>

	<p>2. Encourages students to place faith in Jesus Christ at the center of their lives</p> <p>3. Provides a common bond of knowledge</p> <p>4. Encourages the synthesis and integration of that knowledge into a unified whole</p> <p>5. Sharpens the skills of communication, computation, and critical analysis</p> <p>6. Develops appreciation for differing cultures</p> <p>7. Promotes a lifestyle of physical well-being</p> <p>8. Establishes a scriptural foundation for a vital faith</p> <p>9. Spiritual awareness</p> <p>10. Bible study</p> <p>11. Recognition of God's order, diversity, and creativity and their consequences in the social and historical sciences</p> <p>12. Knowledge and experience are related, not separated</p> <p>13. God's purpose and glory are evident in all fields of study</p> <p>14. Developing basic skills</p> <p>15. Acquiring basic knowledge</p> <p>16. Formulating a world vision</p>	<p>4. Socially Adept</p> <p>5. Professionally Competent</p>	<p>2. Intercultural Knowledge & Engagement: Engage diverse cultures by integrating a Christian worldview with intercultural and historical knowledge.</p> <p>3. Lifelong Wellness: Demonstrate knowledge and skills that promote healthy lifestyle choices to develop spiritual, mental, physical, and social wholeness.</p> <p>4. Global Issues, Problem-Solving, Critical Thinking & Creativity: Demonstrate problem-solving using critical thinking, creativity, collaboration, and ethical reasoning to address global issues.</p>
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	<p>17. One field of knowledge ex must be examined in the context of others</p> <p>18. A continuing process of study</p> <p>19. Active participation in activities conducive to good health</p> <p>20. Personal fitness program</p>		
<p>General Education Proficiencies</p>	<p>1. Spiritual Development</p> <p>2. Physical Development</p> <p>3. Communication</p> <p>4. Analysis</p> <p>5. Problem Solving</p> <p>6. Valuing in Decision-making</p> <p>7. Social Interaction</p> <p>8. Global Perspectives</p> <p>9. Effective Citizenship</p> <p>10. Aesthetic Responsiveness</p>	<p>General Education outcomes are synonymous with University outcomes</p> <p>1) Spiritually Alive: Biblical Knowledge, Sensitivity to the Holy Spirit, Evangelistic Capability, Ethical Behavior</p> <p>2) Intellectually Alert: Critical Thinking, Analytical Problem Solving, Global and Historical Perspectives, Aesthetic Appreciation, Intellectual Creativity</p> <p>3) Physically Disciplined: Healthy Lifestyle, Physically Active Lifestyle, Properly Balanced Nutrition Plan</p> <p>4) Socially Adept: Communication Skills, Interpersonal Skills, Appreciation of Cultural & Linguistic Differences, Responsible Leadership, Leadership Capacity</p> <p>5) Professionally Competent</p>	<p>Proficiencies are intentionally not defined. This allows programs greater flexibility in contextualizing the outcomes to their professional discipline.</p>

General Education Criterion	Faculty may define criterion at the department/school and course level.	104 criteria are used to measure the General Education outcomes (see Appendix 7 – 2018 General Education Criteria).	Faculty may define unique criterion at the department/school and course level to measure General Education outcomes.
Assessing General Education Outcomes	Colleges and departments assess General Education outcomes at the course level. All course syllabi denote the General Education outcomes that the course addresses, the aligned course goals, and the stimuli and criteria by which the course goals are assessed (see Appendix 7 – 1997 Course Syllabi).	Colleges, departments and programs assess General Education outcomes at the course level. Each course syllabus denotes the contribution it makes to the instruction and assessment of the General Education outcomes at the following levels: significant, moderate, minimal, none (see Appendix 8 – 2018 Course Syllabi).	Colleges, departments and programs assess General Education outcomes in 18 – 21 courses. General Education outcomes are found in all General Education courses. Each course syllabus may denote the contribution it makes to the instruction, grading and assessment of the General Education outcomes at the following levels: significant, moderate, minimal. General Education outcomes are aligned with University outcomes (see Appendix 9 – 2023 Course Syllabi).
Professional Outcomes	Pre-2009	2009 - 2014	2015 - 2023
Professional Outcomes	Each professional program has professional outcomes. In 2000, the University has 82 majors.	Professional outcomes are updated on an ongoing basis. In 2009, the University has 79 majors.	Professional outcomes are updated on an ongoing basis. Professional outcomes are added for certificate programs. In 2023 – 2024, the University has 104 programs (93 majors and 11 certificates). See Appendix 10 - 2022 Professional Program Outcomes.
Assessing Professional Outcomes	Each college and department uses a variety of qualitative and quantitative assessment instruments	Each college, department and program uses a variety of qualitative and quantitative assessment	Each professional program uses Key Program Assessments to measure the mastery of each program

	to assess students' skills at the (1) Entry, (2) Intermediate, (3) Capstone, and (4) Exit/Professional levels.	instruments to assess students' skills as recorded in the annual Assessment Catalogs. Beginning in 2005, Whole Person Assessment rubrics are used to assess professional outcomes at the program level. Assessment happens at the (1) Entry, (2) Intermediate, (3) Capstone, and (4) Exit/Professional levels.	outcome. KPA alignment with professional outcomes is recorded in each KPA file. From fall 2019 onward, the annual Assessment Catalog is no longer used to track other qualitative and quantitative assessment instruments to measure program outcome attainment; however programs and departments continue to employ these means with ad hoc reporting.
Academics	Pre-2009	2009 - 2014	2015 - 2023
Departments	There are 20 departments in 2000.	There are 15 departments in 2010.	There are 16 departments in fall 2023, with the newly added Counseling School in the College of Theology & Ministry.
Academic Assessment	270 qualitative and quantitative assessment instruments are used across the colleges to assess University (General Education) and professional outcomes at the department and college level.	1,668 qualitative and quantitative assessment instruments are used across the colleges to assess University (synonymous with General Education) and professional outcomes at the department and college levels. 1,381 of these are Whole Person Assessments that predominantly used rubrics to assess outcomes.	811 qualitative and quantitative assessment instruments are used across the colleges to assess University, General Education, and professional outcomes at the college, department and program levels. 267 of these are Key Program Assessments that predominantly used rubrics to assess student outcomes.
Cocurricular	Pre-2009	2009 - 2014	2015 - 2023
Departments	In the 2005 Assessment Catalog, sixteen (16) departments provide reports on the assessments they use for continuous improvement, their	In the 2011 Assessment Catalog thirteen (13) departments provide reports on the assessments they use for continuous improvement, their	In the 2019 Assessment Catalog, eight (8) departments provide data. In addition, the 2019 5-Year Adaptive Plan has ten (10) cocurricular

	planned improvements, and the date they implemented them (as applicable).	planned improvements, and the date they implemented them (as applicable)	departments that made plans and reported on their success for continuous improvement.
Cocurricular Assessment	Eight (8) qualitative and quantitative assessment instruments are used across the colleges to assess University (General Education) and professional outcomes at the department and college level.	305 qualitative and quantitative assessment instruments are used to assess University (General Education) and professional outcomes at the college, department, and professional program levels. 200 of these are Whole Person Assessments that predominantly used rubrics to assess student learning outcomes.	201 qualitative and quantitative assessment instruments are used to assess University, General Education and professional outcomes at the college, department and professional program levels. 135 of these are Key Program Assessments that predominantly used rubrics to assess student learning outcomes.
Organizational Structure	Pre-2009	2009 - 2014	2015 - 2023
Director of Assessment System	1992: An Ad Hoc Director of Assessment position is created at the University level with 10% release time.	2000 – 2018: University Assessment falls under the Office of Institutional Research, directed by Dr. Cal Easterling.	2023: Dr. Kenneth Weed oversees the University Assessment reporting and management that occurs with the President, Board of Trustees, and University Planning Council. Whole Person Assessment is carried out by Trevor Ellis, Director of the University Assessment System, under the supervision of Dr. Kim Boyd, Assistant to the Provost.
Assessment Committee or Coordinators	In 1992, a University Assessment Committee is created, consisting of the Provost, Director of Assessment, ten deans, ten faculty members, three staff members, and two students.	Each department has a representative on the Assessment Committee who is paid an annual stipend from 2001 – 2016.	Each department has an Assessment Coordinator who sits on the Assessment Committee.

Annual Reporting Process	In 1994, each college and department begin producing an annual assessment report.	The ORU Assessment Catalog is published regularly from 2001 – 2019. It collects academic and cocurricular assessment plans and improvements.	Each program completes an Annual Improvement Plan from 2021 – 2023. A 5-year program review template is under development.
Assessment System Model	<p>In 1996, ORU begins clearly articulating student outcomes and identifying multiple measures to assess these outcomes. Mapping demonstrates how every General Education course is aligned with the 20 General Education objectives. Every course syllabus communicated how it delivers the 10 General Education outcomes, and how the assessment of course goals is completed with stimuli and criteria. Each department assesses students' skills and competencies at the (1) Entry Level, (2) Intermediate Level, (3) Capstone Level, and (4) Exit/Professional Levels. Assessment plans are shared and improvements made.</p>	<p>The University Assessment System has 6 stages</p> <ol style="list-style-type: none"> 1) Collect Data <ol style="list-style-type: none"> i) College Student Survey ii) Faculty Survey iii) Alumni Survey iv) Student Satisfaction Survey v) National Survey of Student Engagement vi) General Education Assessment vii) School & Department Assessment 2) Share Results 3) Propose Changes 4) Approve Changes 5) Implement Changes 6) Communicate Changes 	<p>The University Assessment System uses a variety of assessments for continuous improvement. Key Program Assessments, that help measure whole person education, are one element of the cycle (bold below):</p> <p>University Assessment System</p> <ol style="list-style-type: none"> A. <u>Course Level Assessment</u> <ol style="list-style-type: none"> i. Student Work & Grades ii. Student Opinion Surveys iii. Discussions & Observations B. <u>Program Level Assessment</u> <ol style="list-style-type: none"> i. Number of Student Majors ii. Retention iii. Credit Hours iv. Financials v. Graduation & Placement vi. Alumni Feedback vii. Professional Advisory Board viii. Key Program Assessment data informs assessment of whole person learning C. <u>University Level Assessment</u> <ol style="list-style-type: none"> i) Five-Year Adaptive Plan ii) President's Cabinet Findings

			<p>iii) Key Performance Indicators</p> <p>iv) Program Assessment</p>
Data Collection	270 instruments are used to collect data across the colleges.	<p>Data is collected with surveys, external tests, focus groups, Whole Person Assessments, etc. WPA data is stored in ePortfolio by Chalk & Wire and eventually migrated to Brightspace by D2L.</p>	<p>Data is collected through Key Program Assessments and other means such as student surveys, advisory boards, external tests, etc. Data is stored in Brightspace.</p>
Data Reporting	Colleges share reports with University administration.	<p>Data is shared with:</p> <ol style="list-style-type: none"> 1) All faculty at fall back-to-school meetings 2) General Education Committee faculty who teach General Education courses at annual meetings 3) The Institutional Improvement and Student Learning Committee 4) Each chair during Program Review <p>Whole Person data for University and professional outcomes is shared using longitudinal tables and Excel files. In 2018, colored bar graphs, created using Tableau, are provided to show results of University, college, department and program student outcome achievement. In addition, data is shared with the Board of Trustees and University Planning Council on an annual basis to measure improvement.</p>	<p>The 2023 – 2024 planned transition is to have data shared on the internal Continuous Improvement and Assessment SharePoint. University, General Education, and professional outcomes are shared at the University, college, department and program levels as appropriate. Data is sorted by: learning outcome, overall assignment score, and criterion lines. Data may be disaggregated by demographics such as ethnicity, age, class, GPA, sex, program type (residential, online, virtual) and others.</p>

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