



# **The University Assessment System**

## **A History of Whole Person Education**

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

**Fall 2023**

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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 classroom. Cocurricular activities and programs fall into the following 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) **Non-Academic Cocurricular:** Non-degree completion activities and assignments.

Departments in and of themselves, as well as their programs and activities, are considered cocurricular in nature; examples may include *Athletics, Student Development, Clubs & 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 9<sup>th</sup>: Oral Roberts University receives its charter from the State of Oklahoma.

**1965** September 7<sup>th</sup>: 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 27<sup>th</sup>: 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.

| <b>Spiritually Alive</b>                                                                                        | <b>Intellectually Alert</b>                                                                                                                               | <b>Physically Disciplined</b>                                                                 | <b>Socially Adept</b>                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A. Biblical Knowledge<br>B. Sensitivity to the Holy Spirit<br>C. Evangelistic Capability<br>D. Ethical Behavior | A. Critical Thinking<br>B. Analytical Problem Solving<br>C. Global and Historical Perspectives<br>D. Aesthetic Appreciation<br>E. Intellectual Creativity | A. Healthy Lifestyle<br>B. Physically Active Lifestyle<br>C. Properly Balanced Nutrition Plan | A. Communication Skills<br>B. Interpersonal Skills<br>C. Appreciation of Cultural & Linguistic Differences<br>D. Responsible Leadership<br>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<br>-<br>2005 |
|-----------------------------------------------------------------|----------------------|-----------------------------------|-------------------|
| <b>Academic</b>                                                 |                      |                                   |                   |
| 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               |
| <b>Cocurricular</b>                                             |                      |                                   |                   |
| 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                 |
| <b>Total</b>                                                    |                      |                                   | <b>657</b>        |

- 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    |
|-----------------------------------------------------------------|----------------------|-----------------------------------|-------------|--------------|
| <b>Academic</b>                                                 |                      |                                   |             |              |
| 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        |
| <b>Cocurricular</b>                                             |                      |                                   |             |              |
| 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           |
| <b>Total</b>                                                    |                      |                                   | <b>657</b>  | <b>1,857</b> |

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 | The Vision and Mission of Oral Roberts University

#### The Call

In 1935, 17-year-old Oral Roberts lay in his bed at death's doorstep. Struck with tuberculosis a year earlier, and bedridden for 163 days, he weighed just a mere 120 pounds. Although he was about to be placed in the state sanatorium, God was on the move. God sent Reverend George Moncey, a healing evangelist, to hold tent meetings in Oral's hometown of Ada, Oklahoma. His older brother Elmer, and wife Ora, attended the meetings. God was healing people and the Reverend spoke with an authority they had not witnessed before. Using a borrowed car, Elmer and Ora brought Oral to the meeting in his frail condition. It was during this 18-mile drive that Oral heard God's voice and received the call to build a University:

**"Son, I am going to heal you and you are to take My healing power to your generation. You are to build Me a University and build it on My authority and the Holy Spirit."**



*President Oral Roberts - 1967*

Twenty-eight years later, in 1963, Oral Roberts University received its charter from the state of Oklahoma. The very first class began in 1965, exactly 30 years after God healed Oral Roberts, the very first class began. On that first day of the semester, September 7, 1965, President Oral Roberts addressed the first class of 300 students (see Appendix 1 – 1965 Quest for the Whole Man Address). In his opening address, he congratulated them on



pledging themselves to “the most exciting and revolutionary quest in modern times – **the quest for the whole man**” (Roberts, 1965, p. 1). Oral Roberts drew the concept of the whole man from the life and example of Jesus Christ of Nazareth, the only completely whole man in the human family. Oral Roberts called the students to follow Christ’s



*Oral Roberts University Seal*

example and emerge as the whole person God intended them to be. ORU was not just a place to develop the intellect; no, from the outset, ORU stood apart as a University for the development and training of the whole person – mind, body, and spirit – as recognized in its seal.

During this first address, **President Roberts called students to develop their intellect**. He exhorted students to study the world by taking classes they may not particularly appreciate, do what ought to be done, even though they may not want to do it, and ask questions, “The mind that questions, that reasons, that learns, that grows, that develops—that is the mind that you want formed in you while at O.R.U” (Roberts, 1965, p. 4). **President Roberts called the students to an education for their body**, which is essential to the development of the whole person, as “the body and mind and spirit are tied together” (Roberts, 1965, p. 6). Students were to learn healthy attitudes and healthy habits for their body, where they would not overeat, play for enjoyment, build muscular strength and vitality, and develop good sleep habits. Last, **he called the students to have a healthy spirit**, laying before the students an expectation to “be open to the creative activity of the Holy Spirit in your inner man, indeed, in your whole person” (Roberts, 1965, p. 8). The importance of the spiritual development of the students was reflected in his organizational structure. He elevated the Department of Spiritual Life to the same level as academics, as

“Present day universities which concentrate wholly on the mind fail to see that the mind does not exist independently of the spirit or the body. You can function to the maximum only as you become a “whole” person, with spirit, mind and body working harmoniously together” (Roberts, 1965, p. 8). At the conclusion of his speech, he finished with the following exhortation:

“I think you can emerge as the world’s most wanted college graduates. Why not?

A **healthy body** that you know how to take care of, a **trained and disciplined mind**

that never settles for less than excellence, governed by an **invincible spirit of**

**integrity**, inspired by a personal relationship with a living God, and driven by an

irresistible desire to be a whole man to make a troubled world whole again! Yes,

you will be in demand. Now, with all your vital energies, let’s get to the task

together!” (Roberts, 1965, p. 10)

On April 2, 1967, at the dedication of the University to God, President Roberts reaffirmed the vision of whole person education, “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**



*President Oral Roberts & Reverend. Billy Graham*

**development, spiritual development, or social maturity.”** The honored Dr. Billy Graham shared in the dedication and congratulated Dr. Roberts and the academic staff on this endeavor to train



*President Oral Roberts & Reverend. Billy Graham*

the whole man – mind, body, and spirit. Dr. Graham reinforced the pursuit of whole person education, calling Christian education to the highest academic standards to compete with any secular University in the world. He reminded the University to train the body, as the body is the temple of the Spirit of God. He made it clear that secular education is stumbling and floundering if it does not train the spirit – developing students who are one-

sided – in danger of becoming “savages” as Theodore Roosevelt warned. Dr. Graham declared, “Man must be educated – the whole man must be educated.”

## The Vision

In June 1960, while Oral Roberts was conducting a crusade in Norfolk, Virginia, he was eating dinner with his wife, Evelyn, and Pat Robertson in Richmond. God spoke to him during the meal so powerfully and dramatically that he grabbed a napkin and wrote down these words:

“Raise up your students to hear My voice, to go where My light is dim, where My voice is heard small, and My healing power is not known. To go even to the uttermost bounds of the earth. Their work will exceed yours, and in this I am well pleased.”

This phrase, now on the back wall in Christ Chapel, serves as a continual reminder of God’s vision for each student. Whole person education recognizes the image of God in each student and

intentionally develops his or her mind, body, spirit, and soul in order to accomplish this vision of whole people bringing healing to the uttermost bounds of the earth. As Oral said,

“I was deadly serious when I kept telling all who would listen that ORU was not a University in terms of the soul way the world thought. It was a ministry – a healing ministry – in which there was a University. Little did I know how much I would be challenged on this stand.” (Roberts, *Expect A Miracle: My Life and Ministry*, 1995)

## The Mission

Whole person education is integral to the mission of Oral Roberts University. Through the decades, small revisions keep the mission relevant in changing times, as can be seen below:

### Founding Purpose and Mission Statement | 1969

“It is the purpose of Oral Roberts University, in its commitment to the historic Christian faith, to assist the student in his quest for knowledge of his relationship to God, man, and the universe. Dedicated to the realization of Truth and the achievement of one’s potential life capacity, the University seeks to graduate an integrated person – **spiritually alive, intellectually alert, and physically disciplined.**

To accomplish this purpose, Oral Roberts University seeks a synthesis of the best traditions of a liberal arts education with a charismatic concern to enable students to go into every man’s world with healing for the totality of human need.”

(Oral Roberts University, 1969, p. 1).

#### Mission Statement | 2007

It is the mission of Oral Roberts University—in its commitment to the Christian faith and to the University's Founding Vision—to assist the students in a quest for knowledge of and relationship to God, humanity, and the universe. Dedicated to the realization of Truth and the achievement of one's potential life capacity, **the University seeks to educate the whole person in spirit, mind, and body, thereby preparing its graduates spiritually alive, intellectually alert, physically disciplined, and socially adept.**

To accomplish this purpose, Oral Roberts University seeks to synthesize, by means of interdisciplinary cross-pollination, the best traditions in liberal arts, professional, and graduate education with a charismatic emphasis to enable students to go into every person's world with healing for the totality of human need.

#### Mission Statement | 2012

Under the leadership of President Mark Rutland, the mission statement was updated on Sep. 1<sup>st</sup>, 2012, to, "Building Holy Spirit-empowered leaders through **Whole Person Education** to impact the world with God's healing."

The current mission statement, revised under President William Wilson's leadership on Nov. 17<sup>th</sup>, 2020, reads:

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

For the most recent purpose and mission of the University, please see Appendix 2 – 2020 ORU Purposes and Mission of the University.

#### 4 | Whole Person Education: Pre-2000

How is the whole person educated? At ORU, this task fell squarely on the shoulders of the General Education program as it “most directly influences the University-wide perspective of what distinguished an Oral Roberts University graduate” (Oral Roberts University, 1997). A 1985 survey found that ORU's General Education curriculum was similar to other colleges, except for an additional twelve hours in theology and Bible, requiring a total of 55–62 credit hours to complete the General Education program. For decades, the General Education statement of purpose held 20 specific objectives guiding faculty instruction to deliver whole person education.

#### **GENERAL EDUCATION STATEMENT OF PURPOSE | 1997**

The lifestyle at ORU is rooted in the word "wholeness." ORU **(1) seeks to educate the whole person**, with balanced emphasis placed on the development of the mind, spirit, and body. Believing Jesus to be the only perfect, whole person who has ever lived,

the University Administration **(2) encourages students to place faith in Jesus Christ at the center of their lives** as they strive for academic excellence, physical fitness, and dynamic spiritual growth.

The undergraduate curriculum encompasses all the great areas of liberal arts and sciences, knowledge-biblical studies, fine arts, humanities, languages, literature, mathematics, natural sciences, and social sciences. The General Education core **(3) provides a common bond of knowledge** for all students; **(4) encourages the synthesis and integration of that knowledge into a unified whole**; **(5) sharpens the skills of communication, computation, and critical analysis**; **(6) develops appreciation for differing cultures**; **(7) promotes a lifestyle of physical well-being**; and **(8) establishes a scriptural foundation for a vital faith**.

For the Spirit ... a continuing process of **(9) spiritual awareness** and **(10) Bible study**. In addition to the courses listed below, all other courses in General Education are taught with reference to spiritual truths. This includes **(11) recognition of God's order, diversity, and creativity** in the natural sciences and mathematics, scriptural truths relating to interpersonal relationships **and their consequences in the social and historical sciences**, and reflection on divine nature and truths in studies in human creativity in the arts and letters. One of the goals throughout General Education is that **(12) knowledge and experience are** a part of God's plan of creation and salvation and all is **related, not separated** or isolated bits of knowledge. **(13) God's purpose and glory are evident in all fields of study**.

For the Mind ... a continuing process of **(14) developing basic skills**, of **(15) acquiring basic knowledge**, and of **(16) formulating a world vision**. All these areas of learning are seen as parts of a whole, just as the Church, the body of Christ, is one interdependent whole made of many diverse members. No **(17) one field of knowledge** exists in isolation from all others, and as each one is studied, it **must be examined in the context of** its influence upon and its being influenced by **others**.

For the Body ... **(18) a continuing process of study** and **(19) active participation in activities conducive to good health**.

In addition to the requirements listed below, a **(20) personal fitness program** will be part of the student's lifestyle at ORU (Oral Roberts University, 1996, pp. 108-110).

The General Education statement of purpose ensured students received a whole person education addressing the mind, body, and spirit. This input model of education was sufficient until the mid-1990's. Then ORU, as well as the education community at large, began to shift to an outcomes-based model that also included the assessment of student learning. This outcomes-based model was borrowed from business where continuous improvement models were used for decades. In addition, governments started requiring greater accountability for tax funded education and wanted to be able to assess the fruit of their investments.



In 1992, the North Central Association conducted an accreditation focused visit at ORU, providing feedback on how to shift to an outcomes-based model of assessment. Spurred on by their visit, Provost Dr. Carl Hamilton initiated the institution-wide development of a viable and meaningful system for assessing student achievement. He appointed an ad-hoc Director of Assessment with 10% release time and formed a University Assessment Committee with representatives from each college. Work began, and in the 1993 fall semester, focus groups developed assessment plans for General Education, each college, and each major. At this time, the groups reviewed every General Education course to identify how the twenty institution-wide General Education objectives were delivered in the General Education program. The matrix below identified if the learning objective was in the course description, course goals, or course learning objectives.

28-Oct-93

ORAL ROBERTS UNIVERSITY  
SCHOOL OF ARTS AND SCIENCES  
GENERAL EDUCATION PROGRAM LEARNING OBJECTIVES

ORU'S STATEMENT OF PURPOSE OBJECTIVES REFLECTED IN COURSE SYLLABI

| COURSES                           | A | 2 | 6 | 8 | 11 | 13 | 16 | B | 1 | 5 | 7 | 8 | 9 | 10 | 14 | 15 | 18 | 19 | 20 | C | 3 | 4 | 12 | 17 |
|-----------------------------------|---|---|---|---|----|----|----|---|---|---|---|---|---|----|----|----|----|----|----|---|---|---|----|----|
| For the Spirit:                   |   |   |   |   |    |    |    |   |   |   |   |   |   |    |    |    |    |    |    |   |   |   |    |    |
| * Old Testament (BIB 110)         | @ | @ | @ | @ | @  | @  | @  | @ | @ | @ | @ | @ | @ | @  | @  | @  | @  | @  | @  | @ | @ | @ | @  | @  |
| New Testament (BIB 120)           | @ | @ | @ | @ | @  | @  | @  | @ | @ | @ | @ | @ | @ | @  | @  | @  | @  | @  | @  | @ | @ | @ | @  | @  |
| Bible Ph/A/And Life (THE 101)     | @ | @ | @ | @ | @  | @  | @  | @ | @ | @ | @ | @ | @ | @  | @  | @  | @  | @  | @  | @ | @ | @ | @  | @  |
| Christ Faith/Min (THE 230)        | @ | @ | @ | @ | @  | @  | @  | @ | @ | @ | @ | @ | @ | @  | @  | @  | @  | @  | @  | @ | @ | @ | @  | @  |
| For the Mind:                     |   |   |   |   |    |    |    |   |   |   |   |   |   |    |    |    |    |    |    |   |   |   |    |    |
| English 101                       | @ | @ | @ | @ | @  | @  | @  | @ | @ | @ | @ | @ | @ | @  | @  | @  | @  | @  | @  | @ | @ | @ | @  | @  |
| English 301                       | @ | @ | @ | @ | @  | @  | @  | @ | @ | @ | @ | @ | @ | @  | @  | @  | @  | @  | @  | @ | @ | @ | @  | @  |
| Oral Communication 101            | @ | @ | @ | @ | @  | @  | @  | @ | @ | @ | @ | @ | @ | @  | @  | @  | @  | @  | @  | @ | @ | @ | @  | @  |
| Foreign Languages (101, 102, 203) | @ | @ | @ | @ | @  | @  | @  | @ | @ | @ | @ | @ | @ | @  | @  | @  | @  | @  | @  | @ | @ | @ | @  | @  |
| Study Skills                      | @ | @ | @ | @ | @  | @  | @  | @ | @ | @ | @ | @ | @ | @  | @  | @  | @  | @  | @  | @ | @ | @ | @  | @  |
| Natural Sciences/Mathematics      |   |   |   |   |    |    |    |   |   |   |   |   |   |    |    |    |    |    |    |   |   |   |    |    |
| Biology 101                       | @ | @ | @ | @ | @  | @  | @  | @ | @ | @ | @ | @ | @ | @  | @  | @  | @  | @  | @  | @ | @ | @ | @  | @  |
| Chemistry 101                     | @ | @ | @ | @ | @  | @  | @  | @ | @ | @ | @ | @ | @ | @  | @  | @  | @  | @  | @  | @ | @ | @ | @  | @  |
| Chemistry 111                     | @ | @ | @ | @ | @  | @  | @  | @ | @ | @ | @ | @ | @ | @  | @  | @  | @  | @  | @  | @ | @ | @ | @  | @  |
| Chemistry 112                     | @ | @ | @ | @ | @  | @  | @  | @ | @ | @ | @ | @ | @ | @  | @  | @  | @  | @  | @  | @ | @ | @ | @  | @  |
| Earth Science 201                 | @ | @ | @ | @ | @  | @  | @  | @ | @ | @ | @ | @ | @ | @  | @  | @  | @  | @  | @  | @ | @ | @ | @  | @  |
| Physical Science 101              | @ | @ | @ | @ | @  | @  | @  | @ | @ | @ | @ | @ | @ | @  | @  | @  | @  | @  | @  | @ | @ | @ | @  | @  |
| Math & Society 151                | @ | @ | @ | @ | @  | @  | @  | @ | @ | @ | @ | @ | @ | @  | @  | @  | @  | @  | @  | @ | @ | @ | @  | @  |
| Statistics 232                    | @ | @ | @ | @ | @  | @  | @  | @ | @ | @ | @ | @ | @ | @  | @  | @  | @  | @  | @  | @ | @ | @ | @  | @  |
| Social Sciences                   |   |   |   |   |    |    |    |   |   |   |   |   |   |    |    |    |    |    |    |   |   |   |    |    |
| Humanities 111                    | @ | @ | @ | @ | @  | @  | @  | @ | @ | @ | @ | @ | @ | @  | @  | @  | @  | @  | @  | @ | @ | @ | @  | @  |
| Humanities 112                    | @ | @ | @ | @ | @  | @  | @  | @ | @ | @ | @ | @ | @ | @  | @  | @  | @  | @  | @  | @ | @ | @ | @  | @  |
| Humanities 213                    | @ | @ | @ | @ | @  | @  | @  | @ | @ | @ | @ | @ | @ | @  | @  | @  | @  | @  | @  | @ | @ | @ | @  | @  |
| Humanities 214                    | @ | @ | @ | @ | @  | @  | @  | @ | @ | @ | @ | @ | @ | @  | @  | @  | @  | @  | @  | @ | @ | @ | @  | @  |
| American History 101              | @ | @ | @ | @ | @  | @  | @  | @ | @ | @ | @ | @ | @ | @  | @  | @  | @  | @  | @  | @ | @ | @ | @  | @  |
| American Government 101           | @ | @ | @ | @ | @  | @  | @  | @ | @ | @ | @ | @ | @ | @  | @  | @  | @  | @  | @  | @ | @ | @ | @  | @  |
| For the Body:                     |   |   |   |   |    |    |    |   |   |   |   |   |   |    |    |    |    |    |    |   |   |   |    |    |
| Health Fitness I                  | @ | @ | @ | @ | @  | @  | @  | @ | @ | @ | @ | @ | @ | @  | @  | @  | @  | @  | @  | @ | @ | @ | @  | @  |
| Health Fitness II                 | @ | @ | @ | @ | @  | @  | @  | @ | @ | @ | @ | @ | @ | @  | @  | @  | @  | @  | @  | @ | @ | @ | @  | @  |

SYMBOLISM:

(=) The OBJECTIVE is stated in the course DESCRIPTION

(/) The OBJECTIVE is stated in the course GOALS

(@) The OBJECTIVE is stated in the course LEARNING OBJECTIVES

The same exercise was repeated in 1994, and then updated in 1997, for each of the departments in the six schools (now named colleges): School of Business, School of Education, School of Arts and Sciences, Anna Vaughn School of Nursing, School of Lifelong Education, and School of Theology and Missions. An example from the Undergraduate Business Department is below:

| ORAL ROBERTS UNIVERSITY<br>COURSE OFFERINGS LEARNING OBJECTIVES<br>SPRING SYLLABI |                               |   |   |    |    |    |   |   |   |   |   |    |    |    |    |    |    |   |   |    |    |   |  |            |   |   |   |   |
|-----------------------------------------------------------------------------------|-------------------------------|---|---|----|----|----|---|---|---|---|---|----|----|----|----|----|----|---|---|----|----|---|--|------------|---|---|---|---|
| ORU'S STATEMENT OF PURPOSE OBJECTIVES REFLECTED IN COURSE SYLLABI                 |                               |   |   |    |    |    |   |   |   |   |   |    |    |    |    |    |    |   |   |    |    |   |  |            |   |   |   |   |
| UNDERGRADUATE BUSINESS                                                            |                               |   |   |    |    |    |   |   |   |   |   |    |    |    |    |    |    |   |   |    |    |   |  |            |   |   |   |   |
| BUSINESS ADMINISTRATION MAJOR                                                     |                               |   |   |    |    |    |   |   |   |   |   |    |    |    |    |    |    |   |   |    |    |   |  |            |   |   |   |   |
| COURSE                                                                            |                               | A |   |    |    |    | B |   |   |   |   |    |    |    |    |    | C  |   |   |    |    | D |  | DEPARTMENT |   |   |   |   |
|                                                                                   |                               | 2 | 6 | 11 | 13 | 16 | 1 | 5 | 7 | 8 | 9 | 10 | 14 | 15 | 18 | 19 | 20 | 3 | 4 | 12 | 17 |   |  | 1          | 2 | 3 | 4 | 5 |
| ACT 215                                                                           | PRINC. OF FIN. ACT I          |   |   |    |    |    | X |   |   |   |   |    |    | X  |    |    |    | X |   | X  |    |   |  | X          | X | X | X | X |
| ACT 216                                                                           | PRINC. OF FIN. & MANG. ACT II |   |   |    |    |    | X |   |   |   |   |    |    | X  |    |    |    | X |   | X  |    |   |  | X          | X | X | X | X |
| ACT 320                                                                           | QUANTITATIVE ANALYSIS         |   |   |    |    |    | X | X | X |   |   |    |    | X  |    |    |    | X |   | X  |    |   |  |            | X | X | X | X |
| BUS 325                                                                           | BUSINESS LAW I                | X | X |    | X  | X  | X | X |   |   |   |    |    | X  |    |    |    | X |   | X  |    |   |  | X          | X | X | X | X |
| BUS 326                                                                           | BUSINESS LAW II               | X | X |    | X  | X  | X | X |   |   |   |    |    | X  |    |    |    | X |   | X  |    |   |  | X          | X | X | X | X |
| MKT 130                                                                           | PRINC. OF MARKETING           | X | X |    | X  | X  | X | X | X | X |   |    | X  | X  | X  |    |    |   | X |    | X  |   |  | X          | X | X | X | X |
| MGT 130                                                                           | PRINC. OF MANAGEMENT          | X | X |    | X  | X  | X | X | X | X |   |    | X  | X  | X  |    |    |   | X |    | X  |   |  | X          | X | X | X | X |
| FIN 338                                                                           | FINANCIAL MANAGEMENT          |   |   |    |    |    | X | X | X |   |   |    |    | X  |    |    |    |   | X |    | X  |   |  |            | X |   |   | X |
| MGT 431                                                                           | STRATEGIC MANAGEMENT          |   | X |    |    |    | X | X | X |   |   |    |    |    |    |    |    |   | X |    | X  |   |  | X          | X | X | X | X |
| BUS 499                                                                           | SEMINAR & SENIOR PAPER        | X | X | X  |    |    | X | X | X |   |   |    |    |    |    |    |    | X |   | X  |    |   |  | X          | X | X | X | X |

UNDERGRADUATE BUSINESS

BUSINESS ADMINISTRATION MAJOR

This alignment work demonstrated instructional or *input* alignment to the University and General Education objectives in every school. In September of 1994, ORU presented its assessment plans at the North central Association workshop focusing on the goals and objectives for each school and major. Feedback from this workshop focused on improving the plans to “identify the assessment instruments or the specific assessment processes that had been implemented” (Oral Roberts University, 1997). In response, each department and school began producing an annual assessment report, and worked with the University Assessment Committee to form ORU’s assessment plan. Feedback on these efforts from the North Central Association highlighted the need for ORU to (1) shift its focus from its focus on the institution to student achievement, and (2) implement the plan.

In response, in 1995 - 1996, the University Assessment Committee continued to work with academic units to begin implementing an outcomes-based assessment process of student learning. Every school identified student learning outcomes and various qualitative and quantitative measures of student achievement. For examples, please see Appendix 3 - 1997 Department Assessment Reviews. Every school assessed their students’ competencies and skills at the following four levels with various assessments, such as the examples noted below:

1. Entry Level: *SAT or ACT, Recommendations, Student Interview, English Proficiency Exam*
2. Intermediate Level: *Spiritual Review, Character Review, GPA, Observation Evaluation*
3. Capstone Level: *Senior paper/project, Professional examinations, Graduate survey*
4. Exit/Professional Level: *Employer survey, Alumni Advisory Council, Curriculum Examination*

Each school carried out both academic and cocurricular assessment. In the 1997 Assessment Report for accreditation, schools were using over 270 academic assessments and 8 cocurricular assessments for continuous improvement. Schools were also thoroughly assessing professional outcomes; however, growth was still needed at the department and program levels, as well as in General Education assessment. The General Education and department assessment matrices demonstrated where the General Education learning outcomes, or objectives, were delivered through instruction, but it remained unclear how these objectives were assessed. In other words, how was attainment of the whole person measured? The *input* was clear, but what was the *output* – were students achieving their academic goals?

In 1996-97, the University experienced a watershed year in assessment inspired by two main factors. First, ORU “began the most thorough long range planning effort in history” by creating 10 new long-range goals (see Appendix 4 - 1997 Long Range Goals) (Oral Roberts University, 1997, p. 9). Second, the chairs of the Business and Chemistry Departments visited Alverno College where they were inspired by Alverno’s assessment system. Upon their return, they led ORU faculty through workshops to strengthen the University Assessment System. The chairs worked with faculty to develop the following list of General Education outcomes that were used as a major focus for assessment in General Education, individual courses, and professional programs from 1997 – 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

Each course's syllabus back page identified the alignment of the course to General Education, major and course outcomes, as demonstrated by the Biology 101 course syllabus example on the next page.

|                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>Dr. Duane Thurman</u><br>Name of Instructor                                                                                                                                                                                                                                                                                  | <u>Biology 101</u><br>Course #                                                                                                                                                                                                                                                                       | <u>Principles of Biology Lecture</u><br>Title of Course                                                                                                                                                                                                                                                         | <u>Biology</u><br>Name of Department                                                                                                                                                                                                                                                                                                                                                                                                              |
| <u>MISSION</u><br><br>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.                                                                                                                            | <u>MAJOR OUTCOMES</u><br><br><u>Analysis/Problem Solving:</u><br><br>Be proficient in biology by acquisition of a broad-based knowledge in biology and by the development of scientific skills.<br><br>Be equipped to do independent investigation, analysis, and evaluation of a scientific nature. | <u>COURSE OUTCOMES</u><br><br>To understand the principles of life common to plants and animals.<br><br>To use the scientific method in analyzing and solving problems such as world hunger, population, and environmental stewardship.<br><br>Apply biological principles to contemporary biological problems. | <u>ASSESSMENT OF COURSE OUTCOMES</u><br><br><u>STIMULI:</u><br><br>Examinations on knowledge of common life principles<br><br>Problem-solving exercises that apply basic biological and problem-solving principles.<br><br><u>CRITERIA:</u><br><br>Correctly answer exam questions over scientific method, biological principles, and contemporary problems of biological nature.<br><br>Correctly analyze problems in problem-solving exercises. |
| <u>GENERAL OUTCOMES</u><br><br>1. Spiritual Development<br><br>2. Physical Development<br><br>3. Communication<br><br>4. Analysis<br><br>5. Problem Solving<br><br>6. Valuing in Decision-making<br><br>7. Social Interaction<br><br>8. Global Perspectives<br><br>9. Effective Citizenship<br><br>10. Aesthetic Responsiveness | <u>Communication:</u><br><br>Be able to effectively communicate science in written and oral format<br><br><u>Global Perspective/Spiritual Development:</u><br><br>Be able to develop a scientific world view consistent with Biblical truth.                                                         |                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

The Alverno College visit also inspired the use of portfolios to collect artifacts for assessment. This level of reporting went beyond the traditional student transcript. The portfolios were used to assess students' competencies and skills at the following levels: (1) entry, (2) intermediate, (3) capstone, and (4) exit/professional. Advisors began to use these portfolios in advisor/advisee conferences to ascertain whether the student succeeded in achieving the outcome goals. As the assessment system began to require greater investment and leadership, the Director of Assessment was allocated 30% release time and membership on the University Planning Committee, which provided greater input to the University's budgeting process. At this time, the University Assessment Committee consisted of the Provost, Director of Assessment, ten deans, ten faculty members, three staff members, and two students. By 1997-98, the assessment system was poised for growth. The following table outlines how the system grew over the following 25 years.



## 5 | Overview – Assessment System Transition

| Area                         | Pre-2009                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 2009 - 2014                                                                                                                                                                                                                                                                                                                                                                                                                                          | 2015 - 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Mission</b>               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Mission Statement</b>     | ... 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)                                                                                                                                                                                                                                                                                                                                                         |
| <b>University Goals</b>      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>University Wide Goals</b> | <b>1997</b><br>1. <i>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</i><br>2. <i>Strengthen and expand <u>academic programs</u> with an emphasis on interdisciplinary cross-pollination.</i><br>3. <i>Produce <u>graduates</u> who will be a vital force in changing the moral and ethical environment of the world through their chosen professions.</i><br>4. <i>Make a significant impact for the Gospel of Christ through <u>community outreach, evangelism, and world-wide missions efforts.</u></i><br>5. <i>Expand the University's <u>international scope</u> through student and faculty recruitment, academic program</i> | <b>2013: Globalization Goals</b><br>1. Develop a Global Lens and Expanded Culture at the Tulsa Campus<br>2. Increase Global Learning Opportunities for ORU Students Around the World<br>3. Intensify International Recruiting Efforts<br>4. Create and expand a Proprietary Whole Person Distance Education Model<br>5. Form New Partnerships with Significant Educational and Ministry Institutions Globally through Collaborative Access Education | <b>2015 – 2023: 5-Year Adaptive Plan Goals</b><br>1. Developing Whole Leaders for the Whole World<br>2. Achieving Exceptional Teaching, Innovation, and Academic Excellence<br>3. Educating Learners from Every Nation<br>4. Demonstrating a Vibrant Spirit-Empowered Ethos that Impacts the World<br>5. Growing a Strong and Expanded Tulsa Campus<br>6. Using New Technologies in Creative and Transformative Ways<br>7. Thriving with Financial Vitality |

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|                                            | <p><i>development, and missions training programs.</i></p> <p>6. <i>Engage in strong <u>public relations and development</u> efforts to further enhance the University's image and strengthen relationships locally, nationally, and internationally.</i></p> <p>7. <i>Develop and maintain a competitive NCAA Division I <u>intercollegiate athletic program</u>.</i></p> <p>8. <i>Build and maintain a strong <u>endowment</u> sufficient to sustain the mission for which the University was founded.</i></p> <p>9. <i>Provide <u>extensive services</u> for business professionals, churches and ministries, laity, and non-profit organizations across America and around the world.</i></p> <p>10. <i>Develop and sustain a pattern of <u>administration, management, and financial policies</u> which reflects the Christian principles of the University and promotes excellence and integrity.</i></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><b>University Learning Outcomes</b></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. <b>Spiritually Alive:</b> Biblical Knowledge, Sensitivity to the Holy Spirit, Evangelistic Capability, Ethical Behavior</p> <p>2. <b>Intellectually Alert:</b> 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> |

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|                                      | <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. <b>Physically Disciplined:</b> Healthy Lifestyle, Physically Active Lifestyle, Properly Balanced Nutrition Plan</p> <p>4. <b>Socially Adept:</b> Communication Skills, Interpersonal Skills, Appreciation of Cultural &amp; Linguistic Differences, Responsible Leadership, Leadership Capacity</p> <p>5. <b>Professionally Competent</b></p> |                                                                                                                                                                       |
| <b>Assessing University Outcomes</b> | <p>Alignment to the University (synonymous with General Education) outcomes is identified on each course's syllabus back page. 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>                                                                                                                                                                                                             | <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>                |
| <b>General Education Outcomes</b>    | <b>1997</b>                                                                                                                                                                                                                                                                                                                                                       | <b>2000 - 2019</b>                                                                                                                                                                                                                                                                                                                                                                               | <b>2020 - 2023</b>                                                                                                                                                    |
| <b>General Education Outcomes</b>    | <p>General Education has 20 objectives that help achieve the University mission:</p> <p>1. Seeks to educate the whole person</p>                                                                                                                                                                                                                                  | <p>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>1. <b>Core Literacy:</b> Demonstrate a breadth of knowledge essential to a Spirit-empowered, classical liberal arts education through effective communication.</p> |

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|  | <ul style="list-style-type: none"> <li>2. Encourages students to place faith in Jesus Christ at the center of their lives</li> <li>3. Provides a common bond of knowledge</li> <li>4. Encourages the synthesis and integration of that knowledge into a unified whole</li> <li>5. Sharpens the skills of communication, computation, and critical analysis</li> <li>6. Develops appreciation for differing cultures</li> <li>7. Promotes a lifestyle of physical well-being</li> <li>8. Establishes a scriptural foundation for a vital faith</li> <li>9. Spiritual awareness</li> <li>10. Bible study</li> <li>11. Recognition of God's order, diversity, and creativity and their consequences in the social and historical sciences</li> <li>12. Knowledge and experience are related, not separated</li> <li>13. God's purpose and glory are evident in all fields of study</li> <li>14. Developing basic skills</li> <li>15. Acquiring basic knowledge</li> <li>16. Formulating a world vision</li> </ul> | <ul style="list-style-type: none"> <li>4. Socially Adept</li> <li>5. Professionally Competent</li> </ul> | <ul style="list-style-type: none"> <li>2. <b>Intercultural Knowledge &amp; Engagement:</b> Engage diverse cultures by integrating a Christian worldview with intercultural and historical knowledge.</li> <li>3. <b>Lifelong Wellness:</b> Demonstrate knowledge and skills that promote healthy lifestyle choices to develop spiritual, mental, physical, and social wholeness.</li> <li>4. <b>Global Issues, Problem-Solving, Critical Thinking &amp; Creativity:</b> Demonstrate problem-solving using critical thinking, creativity, collaboration, and ethical reasoning to address global issues.</li> </ul> |
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|                                 | 17. One field of knowledge ex must be examined in the context of others<br>18. A continuing process of study<br>19. Active participation in activities conducive to good health<br>20. Personal fitness program                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                         |
| General Education Proficiencies | 1. Spiritual Development<br>2. Physical Development<br>3. Communication<br>4. Analysis<br>5. Problem Solving<br>6. Valuing in Decision-making<br>7. Social Interaction<br>8. Global Perspectives<br>9. Effective Citizenship<br>10. Aesthetic Responsiveness | General Education outcomes are synonymous with University outcomes<br>1) <b>Spiritually Alive:</b> Biblical Knowledge, Sensitivity to the Holy Spirit, Evangelistic Capability, Ethical Behavior<br>2) <b>Intellectually Alert:</b> Critical Thinking, Analytical Problem Solving, Global and Historical Perspectives, Aesthetic Appreciation, Intellectual Creativity<br>3) <b>Physically Disciplined:</b> Healthy Lifestyle, Physically Active Lifestyle, Properly Balanced Nutrition Plan<br>4) <b>Socially Adept:</b> Communication Skills, Interpersonal Skills, Appreciation of Cultural & Linguistic Differences, Responsible Leadership, Leadership Capacity<br>5) <b>Professionally Competent</b> | Proficiencies are intentionally not defined. This allows programs greater flexibility in contextualizing the outcomes to their professional discipline. |

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| <b>General Education Criterion</b>          | 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.                                                                                                                                                                                                                                                                                                                                                    |
| <b>Assessing General Education Outcomes</b> | 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 area 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). |
| <b>Professional Outcomes</b>                | <b>1997</b>                                                                                                                                                                                                                                                                                                | <b>2000 - 2019</b>                                                                                                                                                                                                                                                                                                         | <b>2020 - 2023</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Professional Outcomes</b>                | Each professional program has professional outcomes.                                                                                                                                                                                                                                                       | Professional outcomes are updated on an ongoing basis. In 2000, the University has 82 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.                                                                                                                                                                                                                 |
| <b>Assessing Professional Outcomes</b>      | 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                                                                                                                                                                                                                                                                                                                                                                           |

|                            |                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                         |
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|                            | 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. |
| <b>Academics</b>           | <b>1997</b>                                                                                                                                                                                  | <b>2000 - 2019</b>                                                                                                                                                                                                                                                                                              | <b>2020 - 2023</b>                                                                                                                                                                                                                                                                                                                                      |
| <b>Departments</b>         | 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.                                                                                                                                                                                                                                    |
| <b>Academic Assessment</b> | 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.                                             |
| <b>Cocurricular</b>        | <b>1997</b>                                                                                                                                                                                  | <b>2000 - 2019</b>                                                                                                                                                                                                                                                                                              | <b>2020 - 2023</b>                                                                                                                                                                                                                                                                                                                                      |
| <b>Departments</b>         | No data collected.                                                                                                                                                                           | In the Assessment catalog, sixteen (16) departments provide data in 2005 and eight (8) in 2019. In addition, the 2019 5-Year Adaptive                                                                                                                                                                           | Non-academic cocurricular assessment occurs through the 5-Year Adaptive Plan process that engages with the President, Board of                                                                                                                                                                                                                          |

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|                                             |                                                                                                                                                                                                    | Plan has ten (10) cocurricular departments that made plans and reported on their success for continuous improvement.                                                                                                                                                                                            | Trustees and University Planning Council engages in.                                                                                                                                                                                                                                                                                    |
| <b>Cocurricular Assessment</b>              | 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.                            |
| <b>Organizational Structure</b>             | <b>1997</b>                                                                                                                                                                                        | <b>2000 - 2019</b>                                                                                                                                                                                                                                                                                              | <b>2020 - 2023</b>                                                                                                                                                                                                                                                                                                                      |
| <b>Director of Assessment System</b>        | In 1992, an Ad Hoc Director of Assessment position is created at the University level with 10% release time.                                                                                       | University Assessment falls under the Office of Institutional Research, directed by Dr. Cal Easterling from 2000 – 2018.                                                                                                                                                                                        | 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. |
| <b>Assessment Committee or Coordinators</b> | 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.                                                                                                                                                                                                                                                     |



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| <b>Annual Reporting Process</b> | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Assessment System Model</b>  | 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>The University Assessment System has 6 stages</p> <ol style="list-style-type: none"> <li>1) Collect Data <ol style="list-style-type: none"> <li>i) College Student Survey</li> <li>ii) Faculty Survey</li> <li>iii) Alumni Survey</li> <li>iv) Student Satisfaction Survey</li> <li>v) National Survey of Student Engagement</li> <li>vi) General Education Assessment</li> <li>vii) School &amp; Department Assessment</li> </ol> </li> <li>2) Share Results</li> <li>3) Propose Changes</li> <li>4) Approve Changes</li> <li>5) Implement Changes</li> <li>6) Communicate Changes</li> </ol> | <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><b>University Assessment System</b></p> <ol style="list-style-type: none"> <li>A. <u>Course Level Assessment</u> <ol style="list-style-type: none"> <li>i. Student Work &amp; Grades</li> <li>ii. Student Opinion Surveys</li> <li>iii. Discussions &amp; Observations</li> </ol> </li> <li>B. <u>Program Level Assessment</u> <ol style="list-style-type: none"> <li>i. Number of Student Majors</li> <li>ii. Retention</li> <li>iii. Credit Hours</li> <li>iv. Financials</li> <li>v. Graduation &amp; Placement</li> <li>vi. Alumni Feedback</li> <li>vii. Professional Advisory Board</li> <li>viii. <b>Key Program Assessment data informs assessment of whole person learning</b></li> </ol> </li> <li>C. <u>University Level Assessment</u> <ol style="list-style-type: none"> <li>i) Five-Year Adaptive Plan</li> <li>ii) President's Cabinet Findings</li> </ol> </li> </ol> |

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|                        |                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | iii) Key Performance Indicators<br>iv) Program Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Data Collection</b> | 270 instruments are used to collect data across the colleges. | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Data is collected through Key Program Assessments and other means such as student surveys, advisory boards, external tests, etc. Data is stored in Brightspace.                                                                                                                                                                                                                                                                                                                                          |
| <b>Data Reporting</b>  | Colleges share reports with University administration.        | Data is shared with:<br>1) All faculty at fall back-to-school meetings<br>2) General Education Committee faculty who teach General Education courses at annual meetings<br>3) The Institutional Improvement and Student Learning Committee<br>4) Each chair during Program Review<br>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. | 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. |

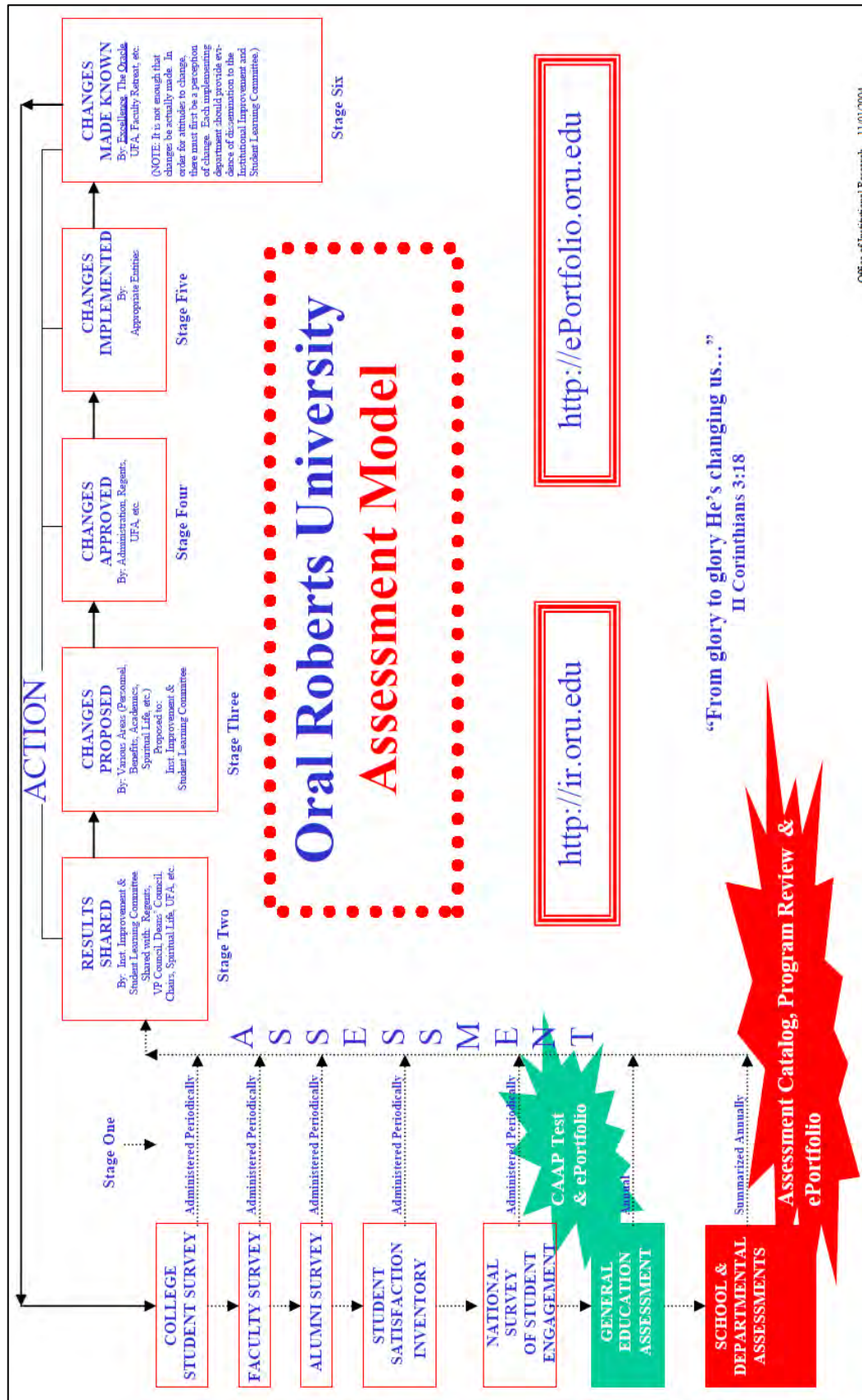
## 6 | Growth & Transition: 2000 – 2023

### 6.1 | Assessment System Model

ORU has published two assessment models since its opening in 1963. The first was spurred on by a visit from the North Central Association in 2002 and the second by a comprehensive visit from the Higher Learning Commission in 2023.

#### 2002

In 2002-2003, the assessment system model was put to paper. Seven categories of assessment were collected to move through the six stages of continuous improvement. Assessment took place for 29 academic departments and 15 cocurricular departments. Academic departments such as Biology, Communication Arts, Music and the Graduate School of Theology and Mission used 273 assessment instruments to improve their programs. Cocurricular departments such as Athletics, College and Career Guidance, Dean of Women, Housing, Finance, Registrar, and Spiritual Life used 101 assessment instruments to improve their programs. By 2004, the General Education programs used ePortfolio and the CAAP test for assessment. College and departmental assessments used ePortfolio and underwent an annual program review. Whole Person Assessment (WPA) was the main vehicle to measure academic student learning outcomes. See the next page for the 2002 University assessment model.



## 2016

This model remained consistent for 12 years until 2016, when University assessment was reinvigorated. At this time, President William Wilson worked with the University Planning Council (UPC) and Board of Trustees to initiate the Five-Year Adaptive Plan process. The plan outlines five-year objectives that are monitored using one-year Key Performance Indicators (KPIs). The UPC provides leadership for the development and monitoring of the Adaptive Plan. The UPC assesses progress toward the goals and objectives through an annual evaluation of the KPIs and makes suggestions for continuous plan improvements.

### Transition to the Revised University Outcomes

In 2023, the eight overarching goals of the Five-Year Adaptive Plan are:

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
8. Serving Globally as the Premier University for Spirit-Empowered Leadership Development

Each goal has a sub-goal with a corresponding baseline measure of performance as well as specific measurable KPIs to assess improvement.

In 2023, the assessment of academic and cocurricular outcomes is the following KPIs:

- 1.2 Align the established program assessment process for continuous improvement with the revised University outcomes
- 2.3 Increase participation of graduates in real-life learning experiences and measure their value for both students and stakeholders
- 2.4 Promote local and global opportunities through academic experiences
- 3.2 Establish and expand sustainable and viable presences in strategic locations around the world
- 3.5 Demonstrate that the International Student Center (ISC) provides support and services for on-campus international students' academic success and cultural integration
- 4.2 Impact the world with Spirit-empowered worship and intercession
- 4.3 Impact the world with Spirit-empowered evangelism and healing
- 4.4 Increase the level of student involvement in intercultural experiences
- 4.5 Explore greater utilization of the Mission Teams program in leadership development
- 4.6 Host a Spirit-empowered leadership conference for high school students to be held annually on the ORU campus
- 5.2 Enhance the student life experience
- 5.3 Demonstrate excellence through NCAA Division I Athletics performance
- 6.5 Develop an approach for recruiting among Spirit-empowered global communities that incorporates the trend of gaming
- 6.6 Leverage the value of eSports
- 7.2 Increase ORU's retention rate

The University Assessment System model for continuous improvement was updated in 2022, which is shown below. Assessment continues to occur at the course, program and University levels. At the course level, the professor, students and faculty peer-evaluate the courses using student work and grades, student opinion surveys, and discussions and observations. At the program level, the Provost, deans, chairs and program faculty teams evaluate the academic programs using a variety of assessments. First, they use the course assessment provided at the course level. Then, they review data such as the number of student majors, number of credit hours, graduation and placement rates, professional advisory group recommendations, alumni feedback, retention rates and financial reports. These program assessments found in the Annual Improvement Plan, accreditation reports, and forthcoming 5-year program reviews, are then presented at the University level to the Board of Trustees, President, and the University Planning Committee who represent the faculty. They review these reports and integrate the findings into the development of the Five-year Adaptive Plan and the Key Performance Indicators to measure its success.



# University Assessment & Continuous Improvement ORU

## University

- Developing students to become Whole Leaders for the Whole World
- Attaining University goals, objectives, and KPIs in Five-Year Adaptive Plan

Board of Trustees

President

UPC\* with Faculty



Five-Year Adaptive Plan  
President's Cabinet Findings  
Key Performance Indicators



Program Assessment

# Student Majors

Retention

Credit Hours

Financials



Course Assessment

Graduation & Placement

Alumni Feedback

Professional Advisory Group

Whole Person Data

Student Work & Grades

Student Opinion Surveys

Discussion & Observation

## Program

- Evaluating student achievement of the University, professional, and general education student learning outcomes
- Responding to student learning data
- Developing improvements
- Projecting needs

Provost

Chairs & Deans

Program Faculty Teams

Professor

Students

Faculty Peers

- Evaluating student achievement of the course outcomes aligned to program and University outcomes
- Updating the curriculum
- Measuring student engagement
- Engaging in self-evaluation



\*The University Planning Council, composed of members of the Board of Trustees, the President's Cabinet, and the University Faculty, develops and assesses the Five-Year Adaptive Plan as approved by the full Board of Trustees.



## 6.2 | Learning Outcomes

### Program Definition

A program, or major, at Oral Roberts University draws on three sets of student learning outcomes: University, General Education, and professional. Student learning outcomes describe observable and measurable skills, knowledge, dispositions, attitudes, and behaviors. Students are assessed on all three sets of outcomes during their program of study.

### *University Outcomes*

University outcomes span every academic and cocurricular program. They provide direction for curriculum, instruction, and assessment in line with whole person education. The revised University outcomes are delivered and assessed at the mastery level in both General Education and discipline-specific professional programs. Students generally are assessed using 18 KPAs for General Education courses and 5 KPAs for professional outcomes. About 90% of KPAs also assess University outcomes.

### *General Education Outcomes*

Until 2021, General Education outcomes were synonymous with University outcomes. The General Education rubrics are developed using the American Association for Colleges and University's VALUE rubric set as a model. General Education outcomes are used to assess the General Education program consisting of 55–62 credit hours. This is about twelve more credit hours than the national average, due to theology and Bible courses. Each required General Education course identifies the level of assessment that is taking place in it: introductory,

developmental, or mastery (see Appendix 11 – 2022 General Education Curriculum Map). In addition, each General Education course identifies the level of instruction for each of the ORU outcomes (see Appendix 12 – 2022 General Education Course & ORU Outcome Crosswalk).

### *Professional Outcomes*

Professional outcomes are created by each program team to direct the professional curriculum, instruction, and assessment of the program. In fall 2022, the virtual modality was added to residential and online delivery. Virtual programs offer synchronous classes online to students around the world. Students pay the same course fees as a residential student. Programs are assessed using the same, or very similar, assessments. In some cases, where digital texts of the book that is used for residential cannot be found, a similar text that is aligned to the same learning outcomes is used to achieve the goal. This occurs in the undergraduate business programs where the residential text, *More than a Hobby*, is not available online, so the text, *Called to Create: A Biblical Invitation to Create, Innovate, and Risk*, is used instead.

### Externally Accredited and Internally Monitored Programs

ORU has a mix of both externally accredited and internally monitored programs (see Appendix 13 – 2022 Professionally Accredited Programs). Fifty-four (54) of ORU's programs are professionally accredited at the individual program or department level. For example, the Music programs in the School of Worship and Performing Arts is accredited at the college level by the National Association of Schools of Music (NASM). The graduate and undergraduate programs in

the College of Business are accredited by the Accreditation Council for Business Schools and Programs. The College of Health Sciences, College of Education, College of Science & Engineering, and College of Theology and Ministry also have professionally accredited programs that are on a regular review cycle with their accrediting agencies. Internally monitored programs are evaluated on the 5-Year Program Review cycle. As of this writing, the template for the 5-Year program review is being finalized with a schedule to beta-test the review process with the Department of Computing & Mathematics, School of Engineering, and College of Health Sciences in 2023 - 2024.

#### Academic and Cocurricular Programs & Outcomes

Oral Roberts University has a strong record in assessing academic and cocurricular programs. Academic programs are degree-conferring programs, while cocurricular programs do not confer a degree. In 2023 – 2024, ORU has 115 degree granting programs: 5 doctoral, 1 Specialist, 17 Masters, 69 Bachelors and 11 certificates. Within academic programs are embedded cocurricular activities such as internships and clinicals that have been included in assessment reports since 1997. This first report included eight (8) academic cocurricular assessments of clinicals, practicums, and internships to inform program improvement. In ORU's first assessment catalog in 2001, fourteen (14) cocurricular departments were included in the program review process and used a combined total of 101 assessment instruments to improve their programs. At the same time, individual academic departments, including Business, Graduate Education, and English, used embedded academic cocurricular assignments, such as internships, clinicals, practicums, and job placements, for academic cocurricular assessment and continuous

improvement. Below are the definitions of academic and cocurricular that have been used since 1997 and are now under review:

- 1. Academic:** Degree granting programs that use traditional in-class assignments to assess University, General Education, and professional discipline specific outcomes. They may also use external proprietary assessments to evaluate their students and programs (see Appendix 14 – 2022 Proprietary Assessments)
- 2. Academic Cocurricular:** Degree granting programs that use non-traditional, out-of-class assignments where the praxis of education occurs. Students are assessed using University, General Education, and professional discipline specific outcomes.
- 3. Cocurricular:** Departments in and of themselves, as well as their programs and activities, serving the academic success of the students. University and General Education outcomes are assessed in departments such as Athletics, Dean of Women, Housing, ORU Missions, Community Outreach and Spiritual Life.

Since 2001, both academic and cocurricular departments undergo an annual assessment process and complete annual program reviews. The departments complete program reviews, measuring their success against both University, department, and professional outcomes. Over the last forty years, the number of academic departments contributing to annual University assessment ranged from 16 to 29, whereas the number of cocurricular departments has grown to twenty. Academic assessment was initially carried out using various instruments across the following categories: archived records, behavioral observation, commercial tests, evaluations or reviews, focus groups, interviews, local tests, portfolios, and surveys or questionnaires. In 2005, Whole Person Assessments are used for the first time and contributed to each student's portfolio. Whole Person Assessments are unique because they use rubrics to assess performance. Students are no longer compared to each other but to a shared, observable standard of achievement. With rubrics, various faculty can score the same student work and deliver similar scores because the expectations for achievement are clearly defined. This improves the equity of scoring student

work, as it removes the focus from the student and puts the score on the work the student produces. Whole Person Assessments are used for both academic and cocurricular assessment to evaluate University, General Education, and professional outcomes. Many cocurricular activities have been available for students over the years, see Appendix 15 – 2010 Cocurricular Activity List for a list of cocurricular activities available on campus in 2010. Cocurricular data has been collected from both academic and non-academic cocurricular activities for years, see Appendix 16 – 2023 Cocurricular Data Review for a review of cocurricular activities and assignments from 2018 – 2023. In 2023, there continues to be over 100 cocurricular activities that students can be involved in, see Appendix 17 – 2023 Cocurricular Activity List.

*Academic and Cocurricular | Department Reporting Annual Assessment*

| Department Area | 1990's    | 2000 - 2019 | 2022 - 2023 |
|-----------------|-----------|-------------|-------------|
| Academics       | 27        | 29          | 16*         |
| Cocurricular    | 0         | 18          | 20**        |
| <b>Total</b>    | <b>27</b> | <b>47</b>   | <b>36</b>   |

\*Departments/schools have been reorganized for efficiency in management.

\*\*Cocurricular departments now contribute to the goals of the five-year adaptive plan.

| Department Area                                                                                                                                                                   | 1996 - 1997 | 2004 - 2005 | 2018 - 2019  | 2022 - 2023  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|--------------|--------------|
| <b>Academics</b>                                                                                                                                                                  |             |             |              |              |
| Assessment Instruments Used For Program Evaluation (i.e. surveys, external exams, behavioral observations and interviews) - University and Professional Outcomes                  | 270         | 380         | 287          | 287*         |
| Whole Person Assessments: Assessing University Outcomes                                                                                                                           | 0           | 37          | 198          | 524          |
| Whole Person Assessments: Assessing Professional Outcomes                                                                                                                         | 0           | 121         | 1,183        | 509          |
| <b>Cocurricular</b>                                                                                                                                                               |             |             |              |              |
| Generic Assessment Instruments Used For Program Evaluation (i.e. surveys, external exams, behavioral observations and interviews): Assessing University and Professional Outcomes | 8           | 105         | 66           | 66*          |
| Whole Person Assessments: Assessing University Outcomes                                                                                                                           | 0           | 55          | 139          | 66           |
| Whole Person Assessments: Assessing Professional Outcomes                                                                                                                         | 0           | 0           | 61           | 69           |
| <b>Total</b>                                                                                                                                                                      | <b>278</b>  | <b>698</b>  | <b>1,934</b> | <b>1,521</b> |

\*The 2018-2019 Assessment Catalog was the last time these non-WPA/KPA assessments were officially cataloged. Faculty continue to use these assessments and voluntarily report them on an ad hoc basis in their Annual Improvement Plan.

### University Outcomes

During ORU's first several decades, the purpose of the General Education program delivered 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 the 1997 version transcribed in word and format:

---

## **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.**

---

In 1996, inspired by the visit to Alverno College, the following General Education outcomes were developed to assess student learning:

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 and further examples in Appendix 6 – 1997 Course Syllabi.



|                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>Terry Thomas/Jodi Gooden</u><br>Name of Instructor                                                                                                                                                                                                                                   | <u>NUR 201</u><br>Course No.                                                                                                                                                                                                                                                                                                                                                                            | <u>The Nursing Process</u><br>Title of Course                                                                                                                                                                                                                                                                                                                     | <u>Nursing</u><br>Name of Department                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <u>MISSION</u><br>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.                                                                                        | <u>MAJOR OUTCOMES</u><br>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.<br>Communication: Utilize effective interpersonal and professional communication to contribute to the health of individuals, families, and communities. | <u>COURSE OUTCOMES</u><br>Provides basic nursing care to both healthy individuals and families, and experiencing alterations in health.<br>Utilizes therapeutic communication skills in the delivery of basic nursing care to promote, maintain, and restore health.<br>Demonstrates competency in the implementation of basic therapeutic nursing interventions. | <u>ASSESSMENT OF COURSE OUTCOMES</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <u>GENERAL OUTCOMES</u><br>1. Spiritual Development<br>2. Physical Development<br>3. Communication<br>4. Analysis<br>5. Problem Solving<br>6. Valuing in Decision-making<br>7. Social Interaction<br>8. Global Perspectives<br>9. Effective Citizenship<br>10. Aesthetic Responsiveness | <u>Global Perspectives/Therapeutic Nursing Interventions:</u><br>Implement culturally sensitive therapeutic nursing interventions to promote, maintain, and restore health for individuals, families, and communities.<br><br><u>Aesthetic Responsiveness:</u><br>Utilize the research process in nursing practice and the advancement of nursing science.                                              | Explore basic concepts relating to nursing practice in the clinical setting.                                                                                                                                                                                                                                                                                      | <u>STIMULI</u><br>1. Module Post-tests<br>2. Nursing Care Plans<br>3. Clinical Evaluations<br>4. Article Summaries<br>5. Psychomotor Skills (Simulated lab) Exam<br>6. Family Visit Reports<br>7. Community Project Report (Group)                                                                                                                                                                                                                                                                                |
|                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                   | <u>CRITERIA</u><br>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.<br><br>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:<br>• Nursing Care Plans 25%<br>• Family Visit Records/Community Group Project 25%<br>• Module Post Tests 40%<br>• Final Exam 10% |

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

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

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 competencies 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, the professional program is admonished to deliver the ORU University outcomes. The program should not be identical to a public institution with some salt-and-pepper flavoring of prayer before class and lip service to God, with 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's required to accomplish the mission! ORU's programs and courses should have the ORU learning outcomes embedded throughout them. Bold Vision, Personal Resilience and each of the University outcomes look different for a nurse, teacher, dancer, or electrical engineer. The outcomes are intentionally broad so that each department can 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. Questions remain as to the efficacy of the assessment if the outcomes remain so broad. Individual rubric criterion linking to the learning outcomes will have to be used for continuous improvements. The General Education program has also gone from 359 assessments to 21 in the core General Education courses that most students are required to take. These assessments are primarily at the first-year level and do not currently assess the following areas: Foreign Language, Humanities, Laboratory Science, Civics, Social Science and Scaffolded Interdisciplinary. A General Education assessment review was recently launched and recommendations will be made to the General Education committee.

#### Professional Outcomes

In 1995-1996, the University Assessment Committee began working with each academic unit to develop 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.

Learning outcomes for each of the schools, now known as colleges, can be found in Appendix 3 – 1997 Department Assessment Reviews. 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, or specific degree, level. At this time, every degree program developed student learning outcomes that aligned with the program's mission statement. To view each degree-granting program's mission statement and professional outcomes, see Appendix 18 – 2018 Academic Program Mission Statement and Outcomes. An example of the Bachelor of Arts in Communication 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)

## 6.3 | Continuous Improvement Process

### Transition to the Revised University Outcomes

The transition to the revised University outcomes in 2021 sparked change across the University. The following sections outline how the University Assessment System developed before the revised outcomes were implemented, how it transitioned to the revised University outcomes, and its current status.

### Accreditation Reports

One of the primary roles of an accrediting body is to help a University strengthen its capacity. In the area of assessment, ORU's accrediting bodies, the North Central Association of Colleges and the Higher Learning Commission, serve to spur on the development of the assessment system and strengthen the quality of instruction and student learning:

- 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.
- 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.
- 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        | <b>Site Visit   The North Central Association of Colleges.</b> 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.                                                                                                                                                                                                                                                                                                                                                                                                           |
| 2007        | <b>Comprehensive Site Visit   Higher Learning Commission.</b> Met criterion IV where a culture of cohesive assessment on campus is in effect where curricular improvements are driven by data and cocurricular programs are assessed.                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 2012        | <b>Comprehensive Site Visit   Higher Learning Commission.</b> ORU meets <i>Criterion IV: Acquisition, Discovery, and Application of Knowledge</i> , by showing the Whole Person Assessment system that uses ePortfolio where the General Education outcomes are aligned with the student learning outcomes. The Commission asked for a progress report on assessment demonstrating that the results of residential and online assessment data are being used to directly affect the program changes for the future. The rationale was that data was not being used to inform funding decisions.                                                                                                      |
| 2016        | <p><b>Mid-Cycle Review   Higher Learning Commission.</b> Feedback from this review focuses on improving <i>Criterion 4B: The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning</i>. Criterion 4B is met with conditions and HLC asks the University to work towards and show evidence of the following by June 2019 of:</p> <ul style="list-style-type: none"> <li>• Meaningful, discipline-specific outcomes for all academic programs.</li> <li>• Well-defined, program-specific processes for all academic programs that use data from direct assessment of student artifacts to systematically improve.</li> </ul> |
| 2017 - 2022 | <b>Assessment Academy   Higher Learning Commission.</b> The academy consists of working through one project in 6 phases, spanning from November 2017 to April 2022. 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.                                                                                                                                                                                                                                                 |
| 2019        | <b>Interim Report   Higher Learning Commission.</b> 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."                                                                                                                                                                                                                                                                                            |
| 2023        | <p><b>Comprehensive Site Visit   Higher Learning Commission.</b> 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:</p> <ol style="list-style-type: none"> <li>1. Review cocurricular learning outcomes in the context of specific programs</li> <li>2. Identify the ways in which cocurricular learning outcomes are aligned with the</li> </ol>                                                                                                        |

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

In 2017, ORU joined the HLC Assessment Academy to complete a project that ended in October 2021, with a poster presentation in April 2022. The academy consisted of improving 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 (see Appendix 19 – 2017 HLC Assessment Academy). Feedback from the 2023 10-year Comprehensive visit by the Higher Learning Commission focused on improving ORU’s cocurricular assessment. HLC asked for a report in two years that:

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.

Tasked with directing the cocurricular assessment efforts, the Provost Dr. Kathaleen Reid-Martinez, Assistant Provost Dr. Kim Boyd, Assistant Provost Dr. Kenneth Weed, and Director of the University Assessment System Trevor Ellis developed the following cocurricular definition:

### *Cocurricular Definition*

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) **Non-Academic Cocurricular:** Non-degree completion activities and assignments.

Departments in and of themselves, as well as their programs and activities, are considered cocurricular in nature; examples may include *Athletics, Student Development, Clubs & Organizations, ORU Missions, Community Outreach, and Spiritual Life*.

This definition views “cocurricular” as the praxis of education – where classroom learning is applied in a practical and meaningful way. Cocurricular assessment next steps include:

1. Identifying non-academic cocurricular programs where outcomes can be defined, assessment instruments created, and beginning the process of continuous improvement with assessment.
2. Identifying cocurricular departments to work with to collect assessment data and make plans for continuous improvement at the department level.
3. Beta-testing the use of badges and certificates within Brightspace to recognize cocurricular achievement that can be shared to LinkedIn and potentially used for scholarship renewal.

### Assessment Catalogs

In 2001–2002, ORU created its first University Assessment Catalog, documenting both academic and cocurricular program assessment for continuous improvement. The Assessment Catalog received inspiration when Dr. Ralph Fagin, the Academic Vice-President, attended a Higher Learning Commission session in Chicago in 2001. At that session, Dr. (Major) Marie Revak, from the United States Air Force Academy, introduced the concept of the Assessment Catalog. At that time, ORU's assessments occurred at the institutional, departmental, and course levels, but there was no way to capture and synthesize the various reports. The Assessment Catalog offered a solution by (Office of Institutional Effectiveness, 2002):

- Providing a record of all assessment efforts, grouped by academic and service departments
- Fostering a cross-flow of assessment ideas between and among departments and schools

- Allowing departments to see what other departments are doing and to replicate or adapt assessment techniques
- Identifying internal and external sources of assessment data, using both qualitative and quantitative methods, and most importantly, decisions based on assessment data.

The 2002 Assessment Catalog had several columns on which academic and cocurricular departments reported. Over the years, the information collected for each assessment instrument slightly changed:

1. Label
2. Description
3. Data Source
4. Type of Instrument
5. Date/Frequency
6. Feedback Loop Action (dropped 2005)
7. Time Required (dropped 2005)
8. Expense Involved (dropped 2005)
9. Responsible Entity
10. Utility Rank (dropped 2015)
11. Direct/Indirect (started 2003 – dropped 2015)
12. University Outcomes Alignment (started 2003)
13. Date Reviewed (started 2015)
14. Concerns Identified (started 2015)
15. Improvements Planned (started 2005)
16. Date Implemented (started 2005)

Below are two examples of the Graduate Business Department's submission to the Academic Catalog in the 2001–2002 and 2018–2019 school years. Note that the 2018 – 2019 template included in the Improvement Summary: "Concerns Identified", "Improvements Planned" and "Improvements Implemented."

| Business, Graduate     |                                                                                                  |                          |                               |                      |                                                                                                                       |                                          |                         |                        |                  |
|------------------------|--------------------------------------------------------------------------------------------------|--------------------------|-------------------------------|----------------------|-----------------------------------------------------------------------------------------------------------------------|------------------------------------------|-------------------------|------------------------|------------------|
| Label                  | Description                                                                                      | Data Source              | Type of Instrument            | Date/Frequency       | Feedback Loop Action                                                                                                  | Time Required                            | Expense Involved        | Responsible Entity     | Utility Rank     |
| Admission Advisor      | 24 hours of leveling courses                                                                     | Transcript               | Transcript Degree Plan        | Admission            | Pre-requisites to graduate courses                                                                                    | 15 minutes                               |                         | Advisor                | Modera te        |
| Entrance Exam          | Assessment of quantitative, qualitative and writing skills                                       | GMAT Exam                | Standardized test             | Prior to Admission   | Must be taken prior to enrollment beyond 12 hours                                                                     | 3 hours                                  | \$180 - born by student | GMAT Testing Service   | Modera te        |
| Proficiency            | English Writing Proficiency                                                                      | Internal                 | course                        | Before Graduation    | Student receives feedback on written assignments                                                                      | 1 semester                               |                         | Faculty                | Low to Modera te |
| Core Classes           | Four 3 credit hour courses                                                                       | Internal                 | Courses                       | Semester             | Student receives feedback on written assignments - Advisement                                                         | 10 minutes                               |                         | Faculty                | High             |
| Capstone Course        | 3 hr course taken after core - requires integration, oral presentation & written skills assessed | Faculty                  | Professor(s)                  | Last year of program | Student receives feedback on written assignments. Minimum grade required on individual assignment - multi item review | Semester                                 |                         | Faculty                | High             |
| Simulation (MBA Only)  | Competition in BUS simulation environment                                                        | Annual Financial Reports | Computer Simulation           | With capstone course | Feedback report after each of 8 decisions                                                                             | Semester                                 | Born by student         | Faculty                | High             |
| End of Course Critique | Supervisor and Dean meet at time of contract renewal                                             | Internal / Students      | Standardized assessment       | Each fall semester   | Comparison of individual and group                                                                                    | 30 minutes administer; 5 minutes discuss |                         | Faculty, Student, Dean | Modera te        |
| Grade History          | Review of course grades                                                                          | Internal / Supervisor    | Registrar grade reports       | Every semester       | Discussion if needed                                                                                                  | 2 hours / semester                       |                         | Supervisor             | Low              |
| Classroom Observation  | Observation of teaching method                                                                   | Internal / Faculty       | Professional Development Form | Every third year     | Feedback form provided to Dean, Dean of Instruction, and Faculty                                                      | 4 hours per semester                     |                         | Dean and Faculty       | Low              |
| Syllabi Review         | Review of behavioral objectives                                                                  | Internal / Faculty       | Syllabi                       | Every semester       | Review and approval process                                                                                           | Many hours                               |                         | Dept. Chair / Dean     | Low              |

### Graduate Business Assessment Catalog (2002)



## Graduate Business

### Graduate Business—Mission Statement

Mission: The College of Business at Oral Roberts University is firmly grounded in a concept of abundant life and the belief that all people are capable of finding prosperous living with God as their Source. The comprehensive integrated curriculum is designed to provide a business education with a commitment to the Christian way of life. The College of Business seeks (1) to graduate well-qualified professionals who provide expert leadership as corporate executives, entrepreneurs, government officials, counselors, nonprofit administrators, and teachers; and (2) to provide an education that enables business graduates to manage people and resources within the context of Christian love and Biblical principles of concern for the welfare of the whole person. To this end, students are challenged to develop a perspective of wholeness in their personal lives so that they might help their clients or student develop wholeness as a way of life.

| Name                                                  | Description                                                                                                     | Data Source                  | Type of Instrument                                            | Date/Frequency                                                                    | Responsible Entity                                                                               | University Outcomes                                                                            | Data Reviewed                                                           | Concerns Identified                                                                                        | Improvements Planned                                                                                                       | Date Implemented                            |
|-------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|------------------------------|---------------------------------------------------------------|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| Whole Person Assessment (WPA) Departmental Data       | General Education and Professional Measurement of Student Learning Outcomes and Competencies                    | University ePortfolio System | University-wide online student artifact and assessment system | Every semester                                                                    | Office of Institutional Effectiveness, General Education Committee, Department Chair and Faculty | Measures across all university Student Learning Outcomes                                       | 1) Reviewed in Graduate Assessment Meetings throughout 2016 - 2019      | 1) Need additional data for proper analysis<br>2) Need artifacts, outcomes and rubrics for online programs | 1) Continue data collection and assessment<br>2) Identify artifacts and develop outcomes/rubrics for online programs       | 1) Fall 2018 and on-going<br>2) Spring 2019 |
| University Program Review Data                        | Office of Institutional Effectiveness Data Report of key departmental effectiveness indicators                  | University data systems      | Program Review Dashboard Report                               | Every semester                                                                    | Office of Institutional Effectiveness, Department Chair                                          | Office of Institutional Effectiveness Data Report of key departmental effectiveness indicators | On-going but most recently reviewed in Fall 2018 COB Assessment Meeting | 1) Decline in enrollment in MBA                                                                            | 1) Review recruitment practices<br>2) Plan to review Gray Associates data for best use in the COB's program review process | Summer 2019                                 |
| ORU Adaptive Plan Alignment                           | ORU's Strategic Plan provides academic goals, objectives, and KPI's which should drive improvements in programs | University Data Systems      | Word Documents                                                | Every Semester                                                                    | Academic departments                                                                             | Measures across all university Student Learning Outcomes                                       | Every Semester                                                          | 1) Increased student research opportunities                                                                | Students presented International Projects at the SAM International Management Conference                                   | Spring 2019                                 |
| ETS National Major Field Test for College of Business | Comprehensive graduate and undergraduate outcomes assessment designed to                                        | Educational Testing Service  | Proctored, nationally-normed assessment                       | Due to cost and size of program, once every two years to graduating MBA students. | Department Chair                                                                                 | Professionally Competent                                                                       | On-going                                                                | 1) Low scores for graduate students                                                                        | 1) Review MFT content to ensure all areas are being taught                                                                 | 1) On-going<br>2) Summer 2019               |

### Graduate Business Assessment Catalog (2019)

### Improvement Summary

#### Concerns Identified

- 1) Additional data for WPA analysis
- 2) Need for outcomes/artifacts/rubrics for online programs
- 3) Declining enrollment in MBA
- 4) Need for increased student research opportunities
- 5) Low Major Field Test scores for graduate students
- 6) Currency of content, currency of textbook, student motivation, student comprehension
- 7) Need for new, market-driven programs
- 8) Need for LMBA name change for market relevancy
- 9) Need for improved alignment of outcomes and workload balancing in the MBA-L

#### Improvements Planned

- 1) Continue data collection and data assessment
- 2) Identify artifacts, outcomes and rubrics for the online programs
- 3) Review recruitment process
- 4) Review Gray Associates data for best use in the COB's program review process
- 5) Identify opportunities for students to prepare and present research
- 6) Continue to review Major Field Test content areas to ensure all areas are being taught
- 7) Analyze data for correlations for poor performers
- 8) Encourage continuous improvement of course content. Review course syllabi to determine currency of texts and content
- 9) Split capstone course into two courses
- 10) Create a social entrepreneurship degree
- 11) Create a multi-disciplinary Data Analytics concentration
- 12) LMBA name change
- 13) Improved outcomes and workload balancing in the MBA-L

#### Improvements Implemented

- 1) Converted to new, university-wide D2L assessment tools and procedures
- 2) Students presented research at the SAM International Management Conference
- 3) Artifacts identified and outcomes and rubrics created for the MBA-L
- 4) Course content and syllabi were reviewed and updated
- 5) Capstone course was split into two courses for more effective instruction and student learning
- 6) Social Entrepreneurship Degree was created
- 7) Multi-disciplinary Data Analytics Degree was created
- 8) LMBA name was changed to MBA-L
- 9) Working with the Online Curriculum Designers, new outcomes have been developed and workload has been better balanced in MBA-L courses

### Assessment Catalogs | Cocurricular Focus

Cocurricular departments reported their assessment results and continuous improvement actions on a consistent basis in the Assessment Catalogs. Departments often used between three and eight assessment instruments, such as surveys and focus groups, to inform their continuous improvement.



| Assessment Catalogs   Instruments used by Program         |             |             |             |             |             |             |
|-----------------------------------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Cocurricular Department                                   | 2004 - 2005 | 2010 - 2011 | 2011 - 2012 | 2015 - 2016 | 2017 - 2018 | 2018 - 2019 |
| Admissions Enrollment                                     |             |             |             | 8           | 7           | 7           |
| Athletics                                                 | 6           | 6           | 6           |             |             | 3           |
| Career Services                                           | 5           | 7           | 7           | 5           | 4           | 4           |
| Chaplain                                                  |             |             |             | 3           |             |             |
| Community Outreach                                        | 2           | 2           | 5           |             |             |             |
| Dean of Student Development (Dean of Men & Dean of Women) | 14          | 14          | 14          | 2           |             |             |
| Disability Services                                       |             |             |             |             | 3           | 3           |
| Housing                                                   | 1           | 1           |             | 3           | 3           |             |
| International Center                                      |             |             |             | 5           | 3           | 3           |
| Office of Global Services – Study Abroad                  |             |             |             |             | 4           | 3           |
| Office of Global Services – Healing Teams                 |             |             |             |             | 3           | 3           |
| Missions and Outreach                                     | 6           | 6           | 6           | 4           | 6           | 3           |
| Music Ministries                                          | 7           | 7           |             |             |             |             |
| Registrar                                                 | 2           | 4           | 4           | 8           |             |             |
| Spiritual Formation                                       | 3           | 7           | 7           | 2           |             |             |
| Student Counseling Services                               |             |             |             | 4           | 5           | 5           |
| Student Resources                                         |             |             |             | 5           |             |             |

In 2016, the Assessment Catalog template was improved to help programs “close the loop” by adding the following columns: “Date Reviewed”, “Concerns Identified”, “Improvements Planned” and “Date Implemented”. Furthermore, in 2017, the template asked programs to include an “Improvement Summary” in their report. Below are a few examples of cocurricular continuous improvement based on program assessment found in the Assessment Catalogs:

#### **2004 – 2005 Assessment Catalog**

- *College & Career Guidance Center*: Create new system for web-based surveys.

#### **2010 – 2011 Assessment Catalog**

- *Career Services*: Move assessments online from University computer lab and deploy Golden Hire Network for job reporting by employer, student and University to track employment success of students and alumni for reporting, University relations, and statistical tracking.

### **2011 – 2012 Assessment Catalog**

- *Registrar:* System is established for the report of enrolled and graduated students to the National Student Loan *Clearinghouse* so students begin loan repayment at the proper time.

### **2015 – 2016 Assessment Catalog**

- *Administration:* A survey of prospective students from College Weekend found that there is confusion about where to meet host students. The program considers having prospective students meet their host at the dorm first instead of the Graduate Center.
- *Career Services:* “Career Beam”, a national validated assessment, found that undecided majors need more follow-up to help them decide a major. Undecided majors receive appointments informing them of options and providing resources.
- *Chaplain Program:* Focus group surveys point to the need for more resources for Floor Chaplains. A Floor Chaplain manual is created to help with topics for floor devotions and a D2L shell where the yearly calendar, weekly video announcements, and other resources are found.
- *International Center:* Survey results from the International Student Orientation point to the need to reduce the length of the orientation and make it more academic. Changes were implemented in the following sessions.
- *ORU Missions:* A debriefing questionnaire reveals that students feel they are not using their academic major on the mission field. Missions partners with academics to create multi-disciplinary teams that focus on research, academics, and sustainable development.

### **2017 – 2018 Assessment Catalog**

- *Career Services:* Using student and employer data, the use of Handshake is incorporated to improve friendliness, interactivity, and ease of integration.
- *International Student Center:* Based on a survey, Global Leaders Organization improves their selection process.
- *Study Abroad:* Survey to the student body finds wide misconceptions of the program and a marketing plan is drafted to address these issues.
- *Healing Teams:* A team leader questionnaire reveals they did not know they could not choose their team, nor were they aware of the amount of extra work involved. The education of the team leaders and the Missions office is initiated to clarify expectations.
- *ORU Missions and Outreach:* An online questionnaire used during debrief identifies the need to improve communication around the bi-monthly training times, where more practical training is used with small breakout sessions and one-on-one coaching.

### **2018 – 2019 Assessment Catalog**

- *Admissions:* College Weekend survey reports the desire for a more condensed and informative visit. In response, it moves from a 2-night to 1-night experience for prospective students.
- *Disability Services:* Students find the form requesting accommodations on tests confusing. Improvements to the online form are made.

- *Student Counseling Services*: Session rating scales are not being used to help improve engagement. Early intervention is initiated for counselor training when feedback indicates poor engagement.
- *Study Abroad*: Debrief meetings with the team recommends study hall hours and time for cultural immersion. These are implemented the following year.
- *Success & Retention*: Internal staff poll recommends hiring a Success Coach for Seniors. This is implemented.

Examples of other Assessment Catalogs can be found in Appendix 20 – Assessment Catalogs (2001-2002, 2004-2005, 2015-2016 & 2018-2019). In 2018 – 2019 the last Assessment Catalog is compiled.

### Program Review Reports

The Assessment Catalog was replaced in fall 2021 with a longitudinal 2018 – 2021 program report that was compiled for every program (see Appendix 21 – 2022 Program Reviews). Each program report included the following sections:

1. Number of Majors | 2018 - 2021
2. Graduation Rate | Cohort of 2008 – 2014
3. Program Outcomes
4. Artifact Descriptions
5. Artifact and Program Outcome Alignment
6. Primary Evidence
  - A. Program Outcomes
  - B. Artifact Outcomes
    - i. Residential
    - ii. Online
  - C. Criterion Outcomes
  - D. University Whole Person Outcomes
7. Program Assessment Process Description
8. Continuous Program Improvement Description

For the first time, a comprehensive longitudinal assessment of each program in the University was completed. These program reports were peer-reviewed during a full-time faculty professional development day in January 2022 before the spring semester began. This exercise trained the full-time faculty in the five-year program peer-review process (see Appendix 22 – 2022 Program Peer-Review

Training). One of the weaknesses of these longitudinal program reports was the lack of making improvements based on data, and then “closing the loop” by evaluating the change. The change does not have to be successful, but it does have to be evaluated.

### Annual Improvement Plans – Closing the Loop

The 2018 – 2021 program improvement plans asked faculty to “close the loop” and evaluate the impact of their changes in their programs. For most faculty, this was one of the first times they really examined their longitudinal program data. Problems arose though, as faculty found that data points were missing as WPAs were not loaded into the system or assessed for one reason or another. The Annual Improvement Plan template was updated for January 2023 for faculty to look at the data again. Once again, it was more of a routine process, and did not bear much fruit for strategic changes based on student outcome data. When the template was updated for spring 2023, the “Summary of ‘Closing the Loop’ on Last Year’s Annual Program Improvement Plan” and “Closing the Loop” sections were added to help direct faculty to walk through the process of evaluating last year’s decisions and set a new course. Again, good data was in short supply as the University Assessment System was transitioning from the WPA rubric encoded data platform to the KPA Brightspace Learning Outcome platform. Before the rubrics were coded in various ways to pull the data. Now that the new Key Program Assessments that use the learning outcome platform are pre-loaded into the courses, as long as faculty complete the assessments, it should set the stage for ample data collection and more effective longitudinal strategic analysis.

## Section II: Closing the Loop

### 1. Summary of “Closing the Loop” on Last Year’s Annual Program Improvement Plan

- In the following table, list last year’s planned program improvements
- Informed by data, evaluate the effect of the change
- Use this rating scale to score each action in the “Concern Addressed” column

| 5                                                                                                                                                                  | 4                                                                                                                                           | 3                                                                                                                                        | 2                                                                                                                                                          | 1             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| <ul style="list-style-type: none"> <li>Change was addressed</li> <li>Data was collected</li> <li>Changes were effective and no further action is needed</li> </ul> | <ul style="list-style-type: none"> <li>Change was addressed</li> <li>Data was collected</li> <li>Additional monitoring is needed</li> </ul> | <ul style="list-style-type: none"> <li>Change was addressed</li> <li>Data was collected</li> <li>No evidence of effectiveness</li> </ul> | <ul style="list-style-type: none"> <li>Change was addressed</li> <li>No additional data was collected to determine if the change was successful</li> </ul> | Not addressed |

| Last Year’s Annual Program Improvements |        |             |                  |                             | Closing the Loop               |
|-----------------------------------------|--------|-------------|------------------|-----------------------------|--------------------------------|
| #                                       | Action | Data Source | Person Reporting | Timeline for Implementation | Concern Addressed (Rate 1 – 5) |
| 1                                       |        |             |                  |                             |                                |
| 2                                       |        |             |                  |                             |                                |
| 3                                       |        |             |                  |                             |                                |
| 4                                       |        |             |                  |                             |                                |
| 5                                       |        |             |                  |                             |                                |

\*Actions that receive a score of 1 – 4 in “Concern Addressed” are required to be included on this year’s improvement plan

### 2. “Closing the Loop” | Detailed Description

Please provide one or two detailed descriptions of how you have “Closed the Loop”. These examples are used for department/school, college, professional accreditation, and Higher Learning Commission accreditation reports.

Describe in detail:

- The initial issue to be addressed – reference data
- The changes made
- The effect of these changes both positive and negative – reference data



**Example of using data to “Close the Loop” (view more examples in Section VI):**

*In the College of Education, Elementary Education (B.Ed.), students scored a **220.59 average** on the written constructed response in the Oklahoma Subject Area Test compared with a **221.1 state average**. In response, the faculty began integrating in-depth writing tasks aligned with professional examinations in several core courses. In addition, the faculty provided students with exemplary examples of written assignments, encouraged them to have non-education majors read their papers, required them to submit work to the on-campus writing lab, and provided them with test preparation through the Teacher Candidate Leadership Association. Scores on the section improved to a **234.5 average**.*

|   |  |
|---|--|
| 1 |  |
| 2 |  |

After several other updates to the template in Spring 2023, the program teams again completed it at the beginning of the 2023 Fall semester (see Appendix 23 – 2023-2024 Annual Improvement Plans).

In order to help with the transition to the revised learning outcomes, one question was added to the

template to direct program teams to improve their instructional alignment with the revised University outcomes.

### 3. Strengthening University Outcomes

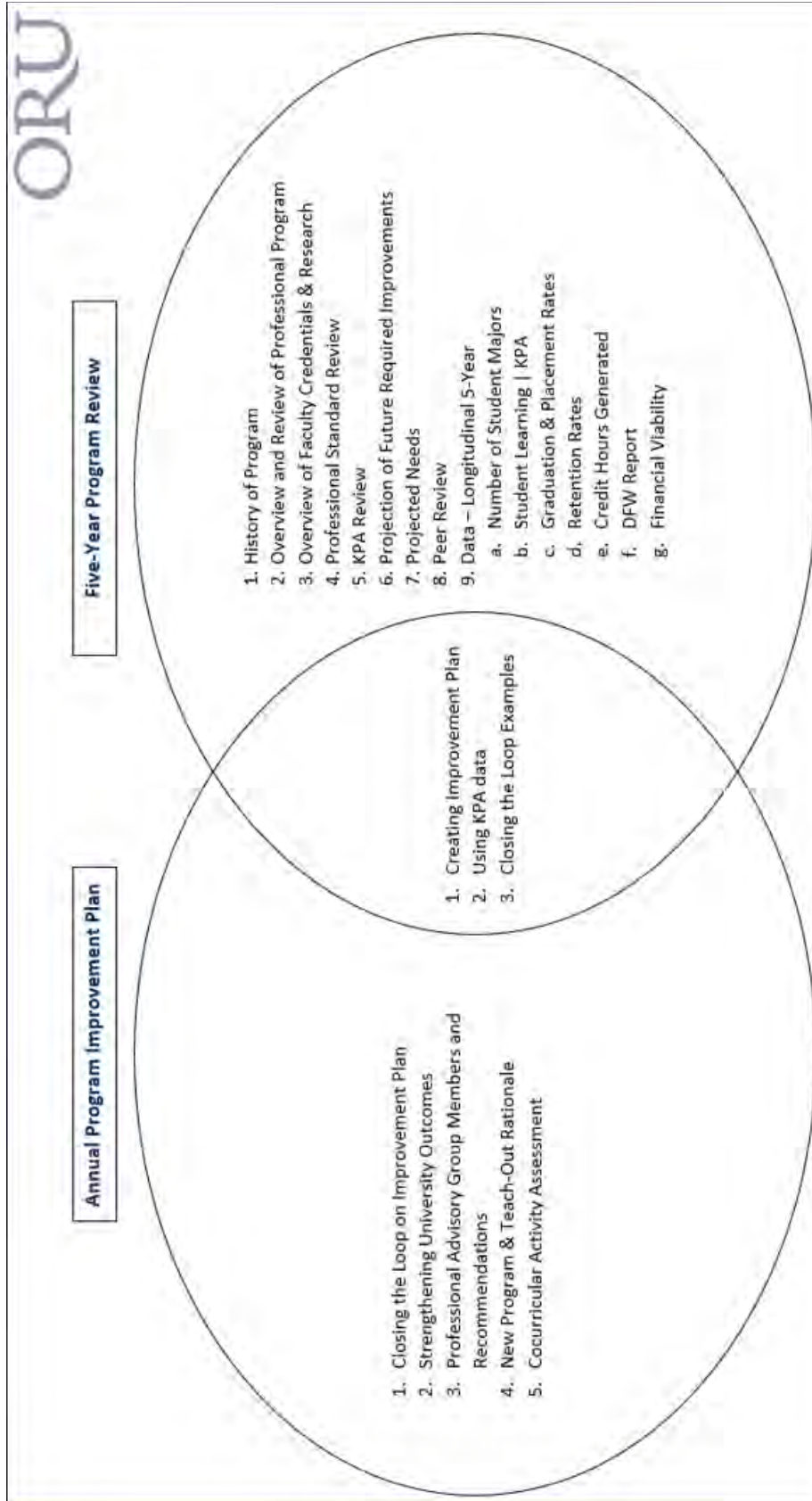
How did you develop curriculum and instruction to strengthen one of the University outcomes of Spiritual Integrity, Personal Resilience, Intellectual Pursuit, Global Engagement and Bold Vision?

| University Outcome | Curriculum and Instruction Improvement |
|--------------------|----------------------------------------|
|                    |                                        |

Moving forward, program teams will complete an Annual Improvement Plan for each program.

#### 5-Year Program Reviews

Although the Annual Improvement Plan report and process will help drive continuous improvement, the plan does not address all the requirements needed in program evaluation, as seen in the Venn diagram below:



Therefore, programs will go through a regular five-year program review. Professionally-accredited programs will have their review schedule aligned with their professional accreditation report and visit, while internally-accredited programs are placed on a five-year program review cycle. The template (see Appendix 24 – 2023 Five-Year Program Review Template) is still being developed and the plan is for all programs to complete this at the same time in January 2026 and January 2031 with a one year lead time given to program and departments to prepare for the day.

### Redesign Think Tank

The revised University outcomes necessitated a new direction and alignment for University assessment. Dr. Kim Boyd, Assistant to the Provost, formed the University Assessment System Redesign Think Tank, consisting of 20 members from Academics, Admissions, Student Life, Human Resources and Information Technology. The Think Tank consisted of the following members:

1. Dr. Kathleen Reid-Martinez – Provost & C.A.O.
2. Dr. Kim Boyd – Co-Chair – COE
3. Dr. Kenneth Weed – Co-Chair – COSE
4. Prof. David Farnsworth – CACS A.C.
5. Dr. Andy Lang – General Education
6. Dr. Chris Foster – COTM A.C.
7. Dr. Curtis Ellis – CACS
8. Dr. Julie Huntley – COB
9. Ms. Jana Swartwood – D2L & Online
10. Mr. Jon Anderson – IT
11. Prof. Rachel Valentz – COHS
12. Mr. Rafael Duarte – Data Analysis
13. Prof. Sasha Turtova – Instructional Design
14. Prof. LeighAnne Locke – COSE
15. Dr. Bill Buker – Graduate Schools
16. Mr. Trevor Ellis – Assessment System
17. Mr. Jonathan Baker – Student Life
18. Ms. Julie Atkinson – Student Success/Enrollment
19. Dr. Katie Lentz – HR/Staff
20. Mr. Victor Bustinza – Secretary



The Think Tank proposed several changes, including:

- Removing Whole Person Assessment scores from scholarship renewal. Delinking WPA scores from scholarships provides greater freedom for scoring student work without significant financial consequence. In the past, faculty were reluctant to score students low on WPA because it could mean students would lose their scholarships.
- Renaming “Whole Person Assessments” to “Key Program Assessments.” Considering tying scholarships to cocurricular activity engagement that is reflected in a “Whole Leader Score.”
- Reducing the number of General Education Whole Person Assessments to only assess the core courses that most students take.
- Transitioning the Assessment System to the Learning Outcomes framework in Brightspace to remove double-scoring. Previously, faculty often gave a grade and comments and then also completed the rubric.
- Develop the Annual Improvement Plan and 5-Year Program review process.

## 6.4 | Assessment System Development & Transition

The development of the Assessment System at ORU has been accomplished in stages, with different areas receiving attention through the years. Generally speaking, the University Assessment System became more focused over time, moving from college to department, and then professional outcome assessment:

- |             |                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1992</b> | <b>College assessment is shared.</b> Schools, now known as colleges, craft mission statements. They begin delivering assessment reports on an annual basis. Various assessments of the program cover the following categories: archived records, behavioral observations, commercial tests, evaluation or review, focus groups, interviews, local tests, portfolios, and surveys or questionnaires. |
| <b>2002</b> | <b>Academic and cocurricular department assessment is shared.</b> The Mission Statement Review Task Force works with each department to review and update the alignment of each department’s mission statement to the University’s and department’s student                                                                                                                                         |

|             |                                                                                                                                                                                                                                                                               |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|             | learning outcomes.                                                                                                                                                                                                                                                            |
| <b>2004</b> | Department mission statements are completed and published in the Assessment Catalog.                                                                                                                                                                                          |
| <b>2005</b> | University outcome Whole Person Assessment data begins to be collected and shared.                                                                                                                                                                                            |
| <b>2017</b> | Professional programs begin the process of onboarding their rubrics to Brightspace in order to collect Whole Person Assessment data for professional outcomes.                                                                                                                |
| <b>2018</b> | <b>Professional assessment is shared.</b> 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. |

Once the revised ORU outcomes were adopted, several changes were made to ensure a smooth transition.

#### Syllabi Back Page University and Program Outcome Alignment

Since 1996, every course syllabus featured a back page demonstrating the alignment of the course to the University outcomes (see Appendix 6 – 1997 Course Syllabi). The syllabus back page was updated in fall 2004 to display how the course addressed the four new University outcomes (see Appendix 8 – 2018 Course Syllabi). With the revised University outcomes in 2021, the back page now identifies the alignment of the course goals and program outcomes to the University outcomes. A syllabi back page master was created to show the alignment of the program outcomes to each University outcome (see Appendix 25 – 2022 Syllabi Back Page Masters). During the 2021 – 2022 school year, syllabi were updated using the new syllabi back page templates for the program outcome alignment.

### Mission & Outcomes

In 2017 – 2018, and again in 2022, program level mission statements and their respective program outcomes were updated. The mission statement and required courses for each program are publicly available in the annual Academic Catalog and are updated on an annual basis. The program's mission leads the development of curriculum, instruction, and assessment. Therefore, it is essential that all faculty have a shared understanding of the program's mission and use it as the parameters for all program decisions (See Appendix 18 – 2018 Academic Program Mission Statement and Outcomes).

### Curriculum Maps

Curriculum maps for each major or program were first completed in 2010 and then updated in 2017. Curriculum maps identify where, and to what degree, each of the learning outcomes are taught and assessed within the courses of a program. The three stages of instruction and assessment of the learning outcomes include:

**Introductory (I)** - Introduce learning goals

**Developmental (D)** - Develop/emphasize learning goals

**Mastery (M)** - Mastery/measure learning goals

With the revised University outcomes, the curriculum maps were updated with columns for five outcomes to identify how the courses in the degree plan deliver the University outcomes. See the example from the Health & Exercise Science (B.S.) program below:

## Curriculum Map

\* **DEVELOPMENTAL**- develop/emphasize program outcomes (places of formative assessment)

\* **MASTERY**-mastery/measure program outcomes (assignments, capstones, places of summative assessment)

|                                                                                                                                                                                                                                                                                           |                   |                                              |                         |                         |                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|----------------------------------------------|-------------------------|-------------------------|-------------------------|
| Health & Exercise Science (B.S.) Curriculum Map                                                                                                                                                                                                                                           |                   |                                              |                         |                         |                         |
| <p>* INTRODUCTION - introduce program outcomes (update or initial reflection)</p> <p>* DEVELOPMENTAL- develop/emphasize program outcomes (places of formative assessment)</p> <p>* MASTERY- mastery/measure program outcomes (assignments, capstones, places of summative assessment)</p> |                   |                                              |                         |                         |                         |
| CORE COURSE REQUIREMENTS                                                                                                                                                                                                                                                                  |                   |                                              |                         |                         |                         |
| Course Code                                                                                                                                                                                                                                                                               | Required/Elective | Course Name                                  | PROFESSIONAL OUTCOME #1 | PROFESSIONAL OUTCOME #2 | PROFESSIONAL OUTCOME #3 |
| HLSL 200                                                                                                                                                                                                                                                                                  | R                 | Introduction to Exercise Science             | I                       | I/D                     |                         |
| HLSL 231                                                                                                                                                                                                                                                                                  | R                 | Personal Health Science                      | I                       | I/D                     |                         |
| HLSL 233                                                                                                                                                                                                                                                                                  | R                 | Safety and First Aid                         | D                       |                         |                         |
| HLSL 315                                                                                                                                                                                                                                                                                  | R                 | Organization & Administration of Programs    | D                       | I                       |                         |
| HLSL 316                                                                                                                                                                                                                                                                                  | R                 | Kinesiology & Biomechanics                   | D                       | I/D                     |                         |
| HLSL 320                                                                                                                                                                                                                                                                                  | R                 | Prevention & Care of Sports Injuries         | D                       | I/D                     |                         |
| HLSL 324                                                                                                                                                                                                                                                                                  | R                 | Exercise Physiology                          | D                       | D                       | I                       |
| HLSL 402                                                                                                                                                                                                                                                                                  | R                 | Exercise Prescription for Special Population | D/M                     | D/M                     | D/M                     |
| HLSL 412                                                                                                                                                                                                                                                                                  | R                 | Techniques of Health Fitness Evaluation      | M                       | M                       | D/M                     |
| HLSL 499                                                                                                                                                                                                                                                                                  | R                 | Senior Paper/Project                         | M                       | M                       |                         |
| Exercise Specialist Concentration                                                                                                                                                                                                                                                         |                   |                                              |                         |                         |                         |
| BIO 259                                                                                                                                                                                                                                                                                   | R                 | Medical Terminology                          |                         |                         |                         |
| HLSL 481                                                                                                                                                                                                                                                                                  | R                 | Internship in Health and Exercise Science    | M                       |                         |                         |
| PHS 223                                                                                                                                                                                                                                                                                   | R                 | Human Anatomy (lecture and lab)              |                         | M                       |                         |
| PHS 224                                                                                                                                                                                                                                                                                   | R                 | Human Physiology (lecture and lab)           |                         | I                       |                         |
| NUT 101                                                                                                                                                                                                                                                                                   | R                 | Nutrition                                    |                         | I                       |                         |

## Master Rubrics

In 2018, master rubrics were made for each professional outcome (see Appendix 26 – 2018 Master Outcome Rubrics). Each outcome had corresponding outcome criteria rubric lines that could be drawn from to assess the program outcome. For example, program outcome #1 for the B.S. in Nursing program in 2018 was: *Integrate knowledge of liberal arts, sciences, theories, and concepts to provide safe, evidence-based, professional nursing care.* This outcome could be measured using any of the following seven criteria:

### **B.S. Nursing**

**Program Outcome #1:** Integrate knowledge of liberal arts, sciences, theories, and concepts to provide safe, evidence-based, professional nursing care.

| Outcome Criteria | Criterion Description/ Name                               | Level 4 Description                                                    | Level 3 Description                                       | Level 2 Description                                            | Level 1 Description                                                         | Level 0 Description                                                          |
|------------------|-----------------------------------------------------------|------------------------------------------------------------------------|-----------------------------------------------------------|----------------------------------------------------------------|-----------------------------------------------------------------------------|------------------------------------------------------------------------------|
| 1                | Integrates knowledge of liberal arts in nursing care.     | Consistently integrates knowledge of the liberal arts in nursing care. | Integrates knowledge of liberal arts in nursing care.     | Integrates some knowledge of liberal arts in nursing care.     | Occasionally integrates some knowledge of liberal arts in nursing care.     | Does not attempt to integrate knowledge of liberal arts in nursing care.     |
| 2                | Integrates knowledge of sciences in nursing care.         | Consistently integrates knowledge of sciences in nursing care.         | Integrates knowledge of sciences in nursing care.         | Integrates some knowledge of sciences in nursing care.         | Occasionally integrates some knowledge of sciences in nursing care.         | Does not attempt to integrate knowledge of sciences in nursing care.         |
| 3                | Integrates knowledge of nursing theories in nursing care. | Consistently integrates knowledge of nursing theories in nursing care. | Integrates knowledge of nursing theories in nursing care. | Integrates some knowledge of nursing theories in nursing care. | Occasionally integrates some knowledge of nursing theories in nursing care. | Does not attempt to integrate knowledge of nursing theories in nursing care. |
| 4                | Integrates nursing concepts in nursing care.              | Consistently integrates knowledge of nursing concepts in nursing care. | Integrates knowledge of nursing concepts in nursing care. | Integrates some knowledge of nursing concepts in nursing care. | Occasionally integrates some knowledge of nursing concepts in nursing care. | Does not attempt to integrate knowledge of nursing concepts in nursing care. |

|   |                                       |                                                                          |                                                             |                                                                          |                                                                        |                                                                                |
|---|---------------------------------------|--------------------------------------------------------------------------|-------------------------------------------------------------|--------------------------------------------------------------------------|------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| 5 | Provides safe nursing care.           | Consistently provides safe nursing care.                                 | Provides safe nursing care.                                 | Occasionally provides safe nursing care.                                 | Attempts to provide safe nursing care.                                 | Does not attempt to provide safe nursing care.                                 |
| 6 | Provides evidence-based nursing care. | Consistently utilizes evidence based practice in providing nursing care. | Utilizes evidence based practice in providing nursing care. | Occasionally utilizes evidence based practice in providing nursing care. | Attempts to utilize evidence based practice in providing nursing care. | Does not attempt to utilize evidence based practice in providing nursing care. |
| 7 | Provides professional nursing care.   | Consistently provides professional nursing care.                         | Provides professional nursing care.                         | Occasionally provides professional nursing care.                         | Attempt to provide professional nursing care.                          | Does not attempt to provides professional nursing care.                        |

The master rubrics remained consistent throughout the transition to the revised University outcomes. They continue to supply criteria to assess General Education and professional program outcomes.

#### WPA/KPA Rubrics

Whole Person Assessments were first used in the 2004 – 2005 school year for academic and cocurricular assessment. About ninety-nine percent of Whole Person Assessments use a five-level rubric to score student achievement from 0 – 4 points. In 2018, Whole Person Assessment rubrics were used to assess program outcomes. Faculty chose which criterion lines from the master outcome rubrics would best assess the student work. With the revised ORU outcomes, each KPA identifies not only its alignment to the professional outcomes, but also the University outcomes, as shown on the next page.

| History (B.A.)                                                                                                                                                                                                                                                                                                                                                                                          |                 |                            |                                                                                                             |                                                                                                     | Key Program Assessment #6                                                                                                                  |                                                                                                                                                    |                                                                                                                    |                       |            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------------------------|-------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|-----------------------|------------|
| Course:                                                                                                                                                                                                                                                                                                                                                                                                 | HHG 499         |                            |                                                                                                             |                                                                                                     | Name of Assignment:                                                                                                                        | Senior Paper and Presentation                                                                                                                      |                                                                                                                    | Date:                 | 11/23/2022 |
| <b>Instructions in Brightspace</b><br>Senior Paper Presentation<br>1. No less than 10 minutes and no more than 15 minutes.<br>2. The talk should have an introduction, research question, research method, research results, and a conclusion.<br>3. If you use slides, make sure they are clean and readable.                                                                                          |                 |                            |                                                                                                             |                                                                                                     |                                                                                                                                            |                                                                                                                                                    |                                                                                                                    |                       |            |
| <b>Instructions for Scoring</b><br>The course professor will use the scoring rubric, which is a duplicate of the rubric the candidate used, to evaluate the completed assignment. Students can access: (1) professor's feedback and their individual criterion and overall rubric score in Dropbox; (2) the percentage score in Grades; and (3) their progress on the outcomes in the Progress Summary. |                 |                            |                                                                                                             |                                                                                                     |                                                                                                                                            |                                                                                                                                                    |                                                                                                                    |                       |            |
| Dropbox Set-Up                                                                                                                                                                                                                                                                                                                                                                                          |                 | Grade Out Of:              | 100                                                                                                         | points (default = 100)                                                                              |                                                                                                                                            |                                                                                                                                                    |                                                                                                                    |                       |            |
| ORU Outcome                                                                                                                                                                                                                                                                                                                                                                                             | Program Outcome | Criterion Description/Name | Level 4 Description                                                                                         | Level 3 Description                                                                                 | Level 2 Description                                                                                                                        | Level 1 Description                                                                                                                                | Level 0 Description                                                                                                | % Gradebook Weighting |            |
| 3,4                                                                                                                                                                                                                                                                                                                                                                                                     | 2C              | Oral Description           | The oral description of the topic and its political significance is detailed and comprehensive              | The oral description of the topic and its political significance is detailed, but not comprehensive | The oral description of the topic and its political significance is vague and minimal detail is provided                                   | The oral description of the topic and its significance is incorrect or superficial                                                                 | There was no oral description of the topic and its significance                                                    |                       |            |
| 3,4                                                                                                                                                                                                                                                                                                                                                                                                     | 2B              | Oral Argument              | Presentation includes a clear, detailed and easily identifiable thesis statement/argument                   | Presentation includes a clear, easily identifiable thesis/argument, but does not provide detail     | Presentation includes what may be a thesis statement/argument, although it is not clearly stated and few details are provided              | Presentation includes what may be an unclear thesis statement/argument without details                                                             | Presentation does not contain a stated or implied thesis statement or argument                                     |                       |            |
| 3                                                                                                                                                                                                                                                                                                                                                                                                       | 2D              | Presentation Mechanics     | Consistently maintains eye contact, speaks clearly at a moderate speed and uses standard English throughout | Usually maintains eye contact, speaks clearly at a moderate speed and uses standard English         | Eye contact is inconsistent; presentation speed is inconsistent; speaker sometimes mumbles or is inaudible; frequent use of colloquialisms | Rarely or never makes eye contact; usually speaks too fast; speaker often mumbles or is inaudible; there is little attempt to use standard English | Never makes eye contact; always speaks too fast; speaker is inaudible; there is no attempt to use standard English |                       |            |
| 3                                                                                                                                                                                                                                                                                                                                                                                                       | 2E              | Presentation Organization  | Signposts and summaries are used to help audience follow a clearly organized presentation                   | Presentation is clearly organized                                                                   | Presentation is organized minimally                                                                                                        | Presentation is disorganized                                                                                                                       | Presentation is incoherent                                                                                         |                       |            |

## KPA & Outcome Alignment Assessment Plan

In 2018, each program developed an assessment plan outline explaining how it would assess each professional outcome. The plan described the mastery level course, direct evidence (artifact) of student learning, and the process/location for assessment. Below is an example from the B.A. History program:

| Academic Program Assessment Plan                                                                                                                                                                             |                                                                                                                                       |                                                |                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|-------------------------------------|
| Academic Program: B.A. in History                                                                                                                                                                            |                                                                                                                                       |                                                |                                     |
| Please list the Program Outcomes. Next indicate the mastery course and assignment where Direct Evidence of student learning will be collected for your degree program and how the Evidence will be assessed. |                                                                                                                                       |                                                |                                     |
| Program Learning Outcome                                                                                                                                                                                     | Mastery Level Course                                                                                                                  | Direct Evidence (Artifact) of Student Learning | Process and Location for Assessment |
| 1 Students will be able to understand general historical knowledge.                                                                                                                                          | HIS 340; HIS 343; HIS 344; HIS 345; HIS 323; HIS 324; HIS 425; HIS 381; HIS 382; HIS 483; HIS 372; HIS 472; HIS 361; HIS 362; HIS 464 | Final Paper/Project                            | Coursework Items                    |
| 2 Students will be able to analyze general historical knowledge.                                                                                                                                             | HIS 340; HIS 343; HIS 344; HIS 345; HIS 323; HIS 324; HIS 425; HIS 381; HIS 382; HIS 483; HIS 372; HIS 472; HIS 361; HIS 362; HIS 464 | Final Paper/Project                            | Coursework Items                    |
| 3 Students will be able to communicate general historical knowledge.                                                                                                                                         | HIS 340; HIS 343; HIS 344; HIS 345; HIS 323; HIS 324; HIS 425; HIS 381; HIS 382; HIS 483; HIS 372; HIS 472; HIS 361; HIS 362; HIS 464 | Final Paper/Project                            | Coursework Items                    |
| 4 Students will be able to identify the method, origin, and quality of historical knowledge.                                                                                                                 | HIS 201; HIS 499                                                                                                                      | Class Project, Senior Paper                    | Coursework Items                    |
| 5 Students will be able to critique the method, origin, and quality of historical knowledge.                                                                                                                 | HIS 201; HIS 499                                                                                                                      | Class Project, Senior Paper                    | Coursework Items                    |
| 6 Students will participate in a meaningful, practical, field learning experience.                                                                                                                           | HIS 491                                                                                                                               | Reflection Essay                               | Coursework Items                    |
| 7 Demonstrate the ability to apply their Christian faith and worldview to their historical specialization to promote God's healing.                                                                          | HIS 499                                                                                                                               | Senior Paper                                   | Coursework Items                    |

In the fall of 2022, each program modified the way the assessment plan was represented using a Key Program Assessment Excel file. The Key Program Assessment file had one sheet



displaying each of the Key Program Assessments and the level of assessment for each University and professional outcome. See the example from the B.A. History program below:

| Cinema, Television & Digital Media (B.F.A.) |         |                               |                 |   |   |   |   |   |                        |                        |                         |                      |                |
|---------------------------------------------|---------|-------------------------------|-----------------|---|---|---|---|---|------------------------|------------------------|-------------------------|----------------------|----------------|
| Key Program Assessment & Outcome Alignment  |         |                               |                 |   |   |   |   |   |                        |                        |                         |                      |                |
| KEY PROGRAM ASSESSMENT                      |         |                               | PROGRAM OUTCOME |   |   |   |   |   | ORU OUTCOME            |                        |                         |                      |                |
| #                                           | Course  | Assignment Name               | 1               | 2 | 3 | 4 | 5 | 6 | 1. Spiritual Integrity | 2. Personal Resilience | 3. Intellectual Pursuit | 4. Global Engagement | 5. Bold Vision |
| 1                                           | TVF 314 | Media Facility Final Project  |                 |   |   |   |   |   |                        | M                      | M                       |                      | M              |
| 2                                           | TVF 499 | Senior Project Script & Video | M               |   | M | M |   | M |                        | M                      | M                       |                      |                |
| 3                                           | TVF 499 | Leadership Reflection         |                 | M |   |   |   |   |                        | M                      |                         |                      | M              |
| 4                                           | CAM 451 | Supervisor Evaluation         |                 |   |   |   |   | M | M                      | M                      |                         | M                    | M              |

### Using Data for Continuous Improvement

Qualitative and quantitative assessment data has been consistently used to inform continuous improvement over the years. In the 1990's, Colleges included a variety of measures to inform program improvement in their assessment plans (see Appendix 3 – 1997 Department Assessment Reviews). In the 2001 – 2002 Assessment Catalog, both academic and cocurricular departments listed a detailed assessment plan. Each instrument listed, among other things, the frequency, feedback loop action, time required, expense and utility rank. The Academic program of Art Education and the Cocurricular program of Athletics are on the next pages:

### Art Education

| Label                          | Description                                | Data Source                           | Type of Instrument | Date/<br>Frequency                                 | Feedback Loop<br>Action                     | Time<br>Required | Expense<br>Involved | Responsible<br>Entity | Utility<br>Rank |
|--------------------------------|--------------------------------------------|---------------------------------------|--------------------|----------------------------------------------------|---------------------------------------------|------------------|---------------------|-----------------------|-----------------|
| Student/ Teacher<br>Evaluation | Student Opinion<br>Faculty Survey          | Internal Students                     | SP                 | Fall Semester                                      | Excellent tool for assessment<br>of faculty | 20 minutes       |                     | Individual<br>Faculty | 1               |
| OGET Test                      | Oklahoma General<br>Education Test         | External                              | CT                 | Pass before PED<br>Interview                       | Required by State Board of<br>Education     | 1 hour           | \$75.00             |                       | 2               |
| PED                            | Professional<br>Education Interview        | Internal Art and<br>Education Faculty | I                  | Pass for acceptance<br>into School of<br>Education | Excellent personalized<br>assessment tool   | 1 hour           |                     | Dr. Linda<br>Dunham   | 3               |
| OSAP Test                      | Oklahoma Subject<br>Area Test              | External                              | CT                 | Pass for<br>Certification                          | Required by State Board of<br>Education     | 1 hour           | \$75.00             |                       | 4               |
| OPET Test                      | Oklahoma<br>Professional<br>Education Test | External                              | CT                 | Pass for<br>Certification                          | Required by State Board of<br>Education     | 1 hour           | \$75.00             |                       | 5               |

Types of assessment technique or treatment coded as listed below:

AR: Archived Records, BO: Behavioral Observation, CT: Commercial Test, ER: Evaluation or Review, FG: Focus Group,

I: Interview, LT: Local Test, P: Portfolio, SQ: Survey or Questionnaire

| Athletics                          |                                                                                                                                                                                          |                               |                             |                                |                                                                                                                                                               |                                                                     |                  |                                                         |              |
|------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-----------------------------|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|------------------|---------------------------------------------------------|--------------|
| Label                              | Description                                                                                                                                                                              | Data Source                   | Type of Instrument          | Date/ Frequency                | Feedback Loop Action                                                                                                                                          | Time Required                                                       | Expense Involved | Responsible Entity                                      | Utility Rank |
| Exit Interviews                    | Questionnaire and Interview with all exhausted eligibility and student-athletes no longer participating                                                                                  | Internal _____ Students       | Interview and Questionnaire | April, 2002 _____ Annual       | Results are reviewed and compiled into a reporting instrument that is reviewed with administrative staff and coaches.                                         | One Week for interview process. One week for review of information. | \$0              | Scott Williams, Director of Compliance                  | 2            |
| Progress Reports                   | Measures student-athlete class performance through periodic updates from faculty                                                                                                         | Internal _____ Faculty        | Evaluation                  | 3 times each semester          | Information is used to track student-athlete progress, necessity of tutor assistance, and study hall requirements. Assists with enrollment of future athletes | 1 week                                                              | \$0              | Michael McDaniel, Director of Athletic Academics        | 5            |
| Student-Athlete Advisory Committee | Student-Athlete representatives from each sport who review all student-athlete welfare issues from academics to athletics make recommendations to athletic and university administration | Internal _____ Students       | Focus Group                 | Once a month                   | Recommendations are forwarded by Faculty Athletics Representative to Athletic Department Executive Committee                                                  | 1 hour meetings followed by a five minute report to committee       | \$0              | Terry Unruh, Faculty Athletics Representative           | 2            |
| Tutor Evaluation                   | Tutors report on student-athlete progress in class and preparation for tutoring session                                                                                                  | External _____ Tutors         | Survey                      | Weekly                         | Information is used to improve study sessions and communicate with student-athletes regarding performance                                                     | 5 Minutes                                                           | \$0              | Michael McDaniel, Director of Athletic Academics        | 5            |
| Study Hall                         | Identify students with low GPA and provide a healthy study environment                                                                                                                   | Internal _____ Academic Staff | Observation                 | Dec. & May _____ Twice a Year  | Identify student-athletes whose performance falls below a certain level, monitor progress throughout semester                                                 | Daily                                                               | \$0              | Ashlee Omelas, Assistant Director of Athletic Academics | 5            |
| NCAA Eligibility Regulations       | Established guidelines that assist student-athletes achieve progress towards graduation                                                                                                  | External _____ NCAA           | Evaluation                  | Dec. & July _____ Twice a Year | Provides standards to measure progress towards graduation on a semester by semester basis                                                                     | 1 week                                                              | \$0              | Terry Unruh, Faculty Athletics Representative           | 4            |

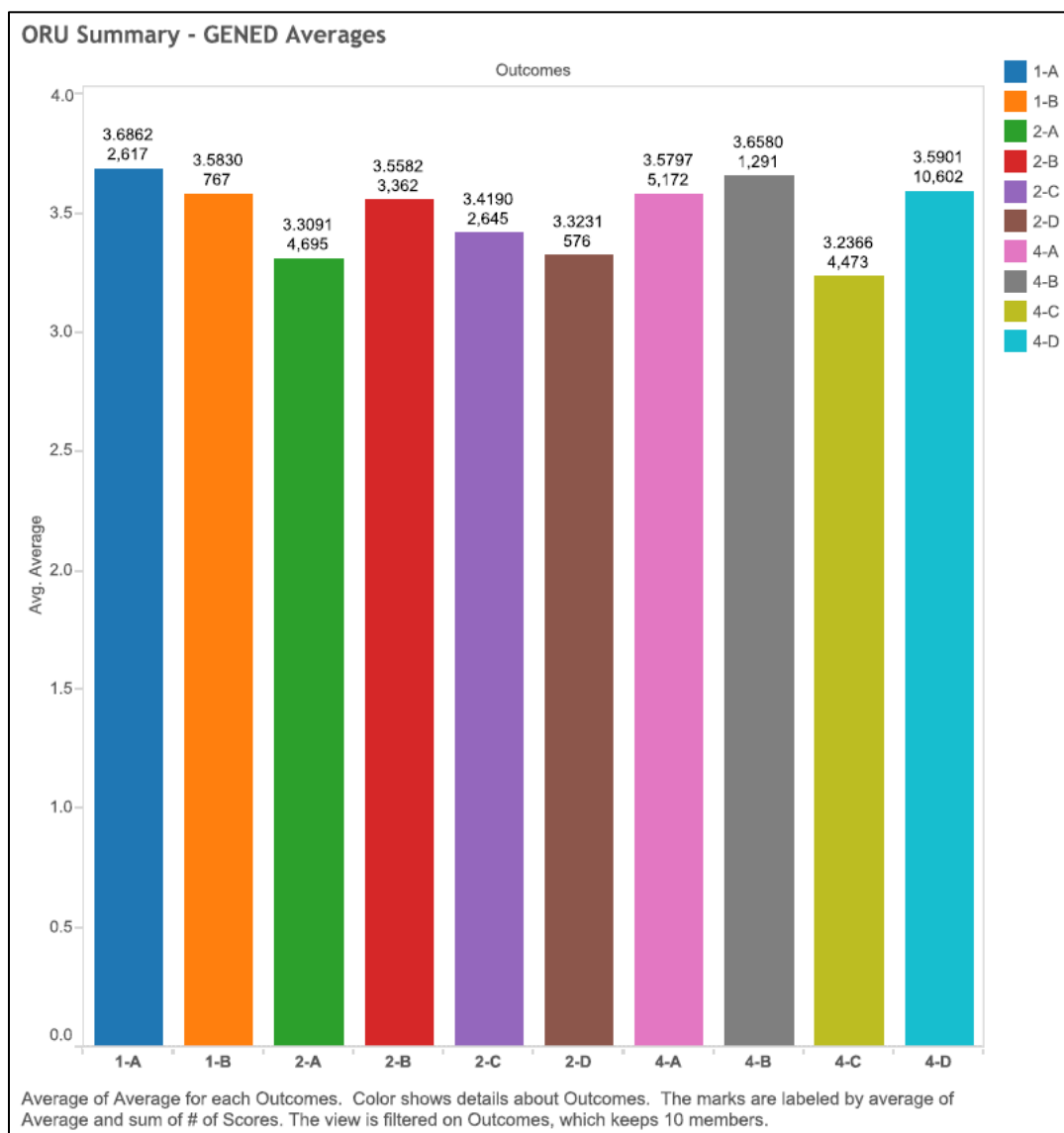
From 2005 – 2015, data was collected using academic and cocurricular Whole Person Assessments to measure University outcomes (see Appendix 27 – 2005 – 2015 WPA General Education Data Tables). The data was shared and compared in various reports in several meetings:

1. The fall back-to-school meetings with all faculty members
2. General Education Committee meetings, including one each year with all faculty members who taught General Education courses
3. The Institutional Improvement and Student Learning Committee (known informally as the “How Are We Doing? Committee”) with all assessment coordinators, deans, and Vice Presidents
4. Dr. Easterling, the Director of Institutional Effectiveness, personally met with each department chair; these data comprised an important element of Program Review

In 2016 – 2017, whole person professional outcome data was collected for each department by using one or two artifacts to assess each outcome. Scores out of four were reported for each criterion line and then aggregated and averaged for an overall artifact score. An example of the score report for Communication Arts is on the next page:

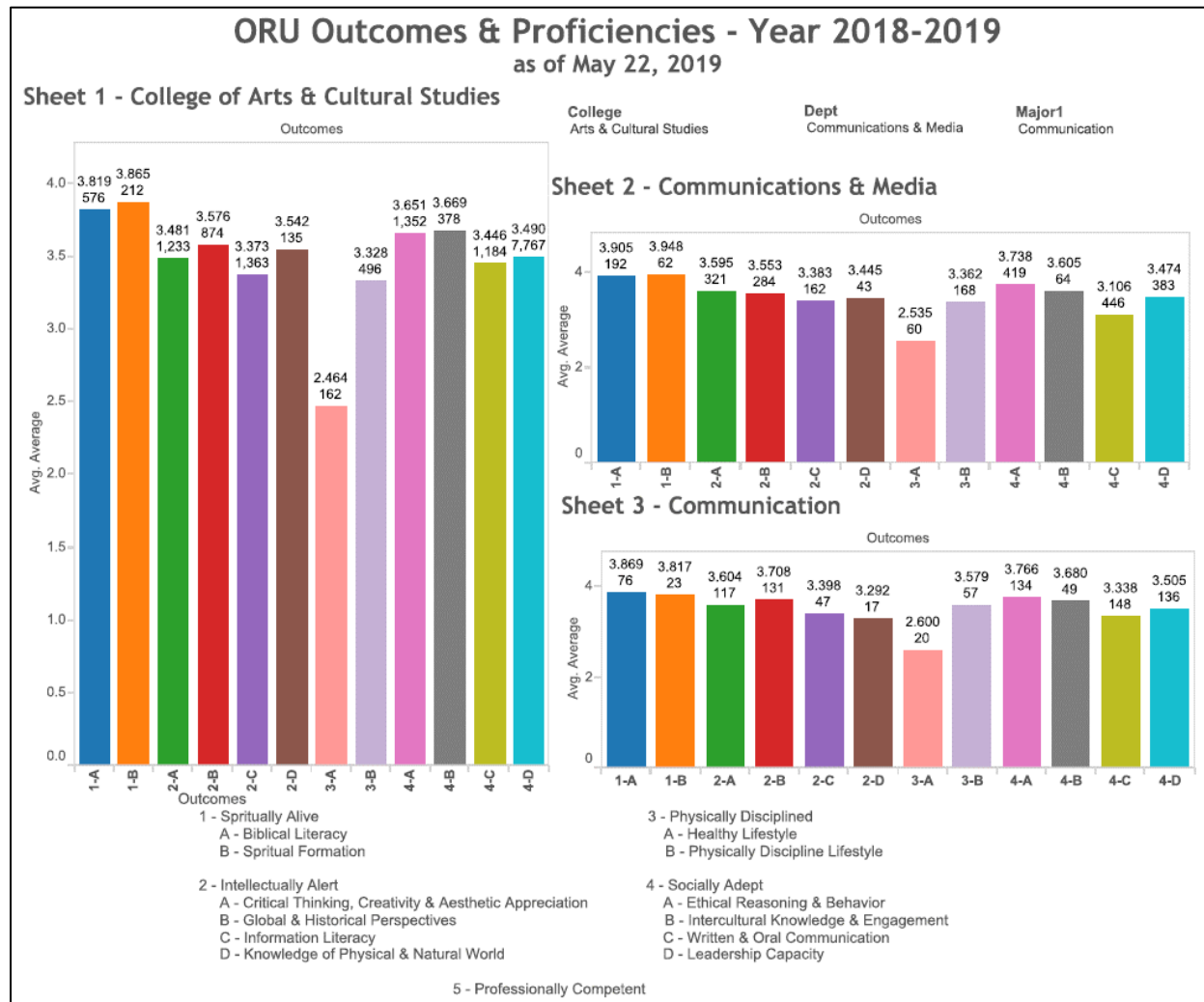
| Row Labels                                                                                           | Sum of n | Average of mean |
|------------------------------------------------------------------------------------------------------|----------|-----------------|
| COM 1.1 Interpersonal Communication (COM 203) Interpersonal Response Paper - Revised Spg 15          | 81       | 3.86            |
| Applies content to real-world situations (40%)                                                       | 27       | 4.00            |
| Demonstrates knowledge of interpersonal theory and practice (40%)                                    | 27       | 3.96            |
| Professional writing style (20%)                                                                     | 27       | 3.63            |
| COM 2.1 Organizational Communication (COM 300) - Organizational Analysis - Revised Spg 15            | 57       | 3.96            |
| Demonstrates knowledge of organizational dynamics (50%)                                              | 19       | 4.00            |
| Develops strategies for organizational improvement (30%)                                             | 19       | 4.00            |
| Professional writing style (20%)                                                                     | 19       | 3.89            |
| COM 3.1 Advanced Public Speaking (COM 302) - Persuasive Speech - Revised Spg 15                      | 95       | 3.79            |
| Conclusion                                                                                           | 19       | 3.89            |
| Delivery                                                                                             | 19       | 3.32            |
| Introduction                                                                                         | 19       | 3.95            |
| Organized Body                                                                                       | 19       | 3.95            |
| Research                                                                                             | 19       | 3.84            |
| COM 4.1. Argumentation and Persuasion (COM 309) - Position Papers                                    | 28       | 3.93            |
| Analyze                                                                                              | 7        | 3.86            |
| Defense                                                                                              | 7        | 4.00            |
| Identify the harm                                                                                    | 7        | 4.00            |
| Propose solution                                                                                     | 7        | 3.86            |
| COM 5.1 Training and Development (COM 412) - Training Session - Revised                              | 90       | 3.78            |
| Conclusion                                                                                           | 15       | 3.87            |
| Content Design                                                                                       | 15       | 3.73            |
| Evaluation                                                                                           | 15       | 4.00            |
| Facilitation Skills                                                                                  | 15       | 3.67            |
| Introduction                                                                                         | 15       | 3.67            |
| Research                                                                                             | 15       | 3.73            |
| Comm 5.3 Discussion and Conference Leadership (COM 410) - Event Planning Portfolio                   | 12       | 4.00            |
| Event Planning                                                                                       | 4        | 4.00            |
| Organization                                                                                         | 4        | 4.00            |
| Research                                                                                             | 4        | 4.00            |
| Comm 6.1 Senior Research Paper (COM 499) - Senior Paper                                              | 18       | 3.67            |
| Conducts review of literature and synthesizes results (40%)                                          | 6        | 3.83            |
| Demonstrates Academic Thought by Extending the Body of Knowledge in the Field of Communication (40%) | 6        | 3.83            |
| Professional writing style (20%)                                                                     | 6        | 3.33            |

From 2016 onwards, raw data was reported in Excel files for faculty to use (see Appendix 28 – 2021-2022 Whole Person Assessment Data for an example from that year). In 2018 – 2019, both University and professional program data were reported in colored bar graphs. At the University level, scores for each of the proficiencies were provided, as seen below:



ORU General Education Averages | 2018 - 2019

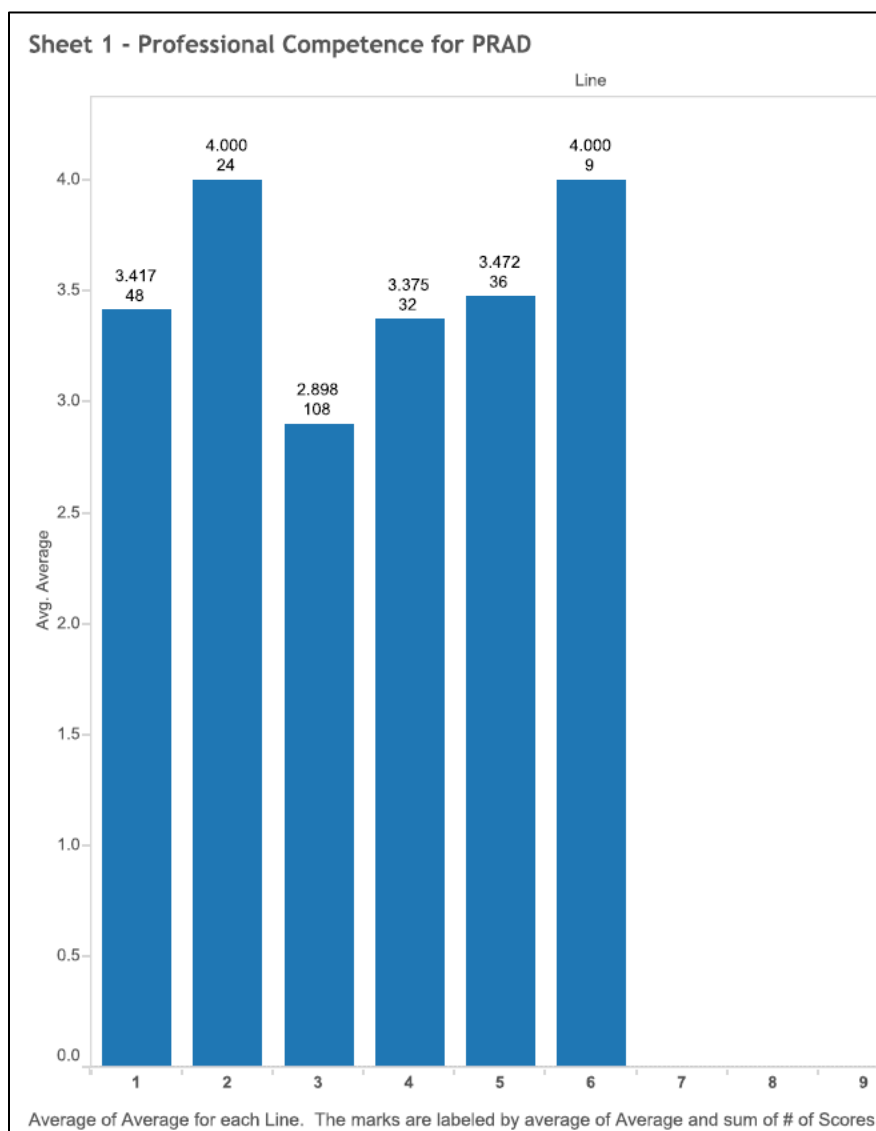
Each college received data on each of its departments and programs reporting on University outcomes. Colleges were able to compare their departments/schools and programs with each other.



College, Department Program Gen. Ed. WPA Scores



In addition, professional outcomes for each program were reported:



*Program Outcome Scores | Public Relations & Advertising (B.S.)*

Colleges could compare University outcomes from various departments and programs. Please see Appendix 28 – 2021-2022 Whole Person Assessment Data for examples. These graphs for continuous improvement were used until the 2022 – 2023 school year. Faculty could also access the raw .csv files in order to run their own reports.

The 2018 – 2021 program reports that were used for program review in 2022 reported the data differently in order to recognize trends and make continuous improvement decisions

(see Appendix 21 – 2022 Program Reviews). Data was reported at the professional (program outcome, artifact, criterion line) and General Education levels:

## 2018 – 2021 Program Outcome WPA Scores | B.A. Communication

VI. Primary Evidence

A. Program Outcomes

| Scale |      |      |     |
|-------|------|------|-----|
| 4.00  | 90%+ | 3.00 | 80% |
| 3.00  | 80%  | 2.00 | 70% |
| 2.00  | 70%  | 1.00 | 60% |

| # | Program Outcome                                                                                                                                         | 2018 - 2019 |       |        |       | 2019 - 2020 |       |        |       | 2020 - 2021 |       |        |       |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------|--------|-------|-------------|-------|--------|-------|-------------|-------|--------|-------|
|   |                                                                                                                                                         | Residential |       | Online |       | Residential |       | Online |       | Residential |       | Online |       |
|   |                                                                                                                                                         | n           | score | n      | score | n           | score | n      | score | n           | score | n      | score |
| 1 | The student will integrate and apply Christian faith and biblical truth to the study and practice of interpersonal communication.                       | 13          | 4.00  | 70     | 3.13  | 57          | 4.00  | 55     | 3.75  | 27          | 3.44  | 56     | 3.48  |
| 2 | The student will identify, research and analyze organizational situations and recommend communication improvements.                                     | 54          | 3.50  | 32     | 3.69  | 27          | 3.92  | 21     | 3.71  | 51          | 3.78  | 32     | 3.56  |
| 3 | The student will research, write and deliver presentations suitable to a broad range of communication situations.                                       | 261         | 3.75  | 35     | 3.51  | 233         | 3.57  | 29     | 3.69  | 226         | 3.62  | 19     | 4.00  |
| 4 | The student will establish an argument, ethically persuade listeners and logically defend their views.                                                  | 128         | 3.94  | 35     | 3.51  | -           | -     | 29     | 3.69  | 44          | 3.97  | 19     | 4.00  |
| 5 | The student will participate in formal and informal cultural experiences.                                                                               | -           | -     | 57     | 2.95  | 64          | 3.75  | 39     | 3.69  | 44          | 3.54  | 52     | 3.44  |
| 6 | The student will synthesize communication research to identify and apply key theories of communication to generate solutions to communication problems. | 98          | 3.81  | 51     | 2.75  | 100         | 3.95  | 38     | 3.74  | 68          | 3.94  | 38     | 3.50  |

## 2018 – 2021 Artifact WPA Scores | B.A. Communication

### B. Artifact Outcomes

#### 1. Residential

| Scale |      |      |     |
|-------|------|------|-----|
| 4.00  | 90%+ | 3.00 | 80% |
| 3.00  | 80%  | 2.00 | 35% |
| 2.00  | 70%  | 1.00 | 15% |

| Residential                                | 2018 – 2019 |       | 2019 – 2020 |       | 2020 – 2021 |       |
|--------------------------------------------|-------------|-------|-------------|-------|-------------|-------|
|                                            | n           | score | n           | score | n           | score |
| WPA-COM-Meeting Facilitation Final Project | 16          | 3.83  | 13          | 3.55  | 11          | 3.45  |
| WPA-COM-Organizational Analysis            | 18          | 3.50  | 9           | 3.93  | 17          | 3.78  |
| WPA-COM-Persuasive Speech                  | 33          | 3.70  | 31          | 3.59  | 32          | 3.72  |
| WPA-COM-Positional Paper                   | 32          | 3.95  | -           | -     | 11          | 3.95  |
| WPA-COM-Research Application Paper         | -           | -     | 16          | 3.75  | 11          | 3.55  |
| WPA-COM-Research Paper-Senior Project      | -           | -     | 1           | 3.67  | 9           | 3.74  |
| WPA-COM-Response Paper                     | 4           | 4.00  | 19          | 4.00  | 9           | 3.44  |
| WPA-COM-Supervisor Evaluation              | 3           | 3.83  | -           | -     | -           | -     |
| WPA-COM-Theory Paper                       | 23          | 3.89  | 25          | 3.95  | -           | -     |
| WPA-COM-Training Session                   | -           | -     | -           | -     | -           | -     |

## 2018 – 2021 Criterion WPA Scores | B.A. Communication



**C. Criterion Outcomes**

| Scale |      |      |     |  |
|-------|------|------|-----|--|
| 4.00  | 90%+ | 3.75 | 80% |  |
| 3.75  | 80%  | 2.00 | 35% |  |
| 3.50  | 70%  | 1.00 | 15% |  |

| Criterion Outcomes                                      | 2018 - 2019 |       | 2019 - 2020 |       | 2020 - 2021 |       | 2020-2021 |       |
|---------------------------------------------------------|-------------|-------|-------------|-------|-------------|-------|-----------|-------|
|                                                         | Residential |       | Residential |       | Residential |       | Online    |       |
|                                                         | n           | score | n           | Score | n           | score | n         | score |
| COM-1-A-Interpersonal Theory and Practice (40%)         | 5           | 4.00  | -           | -     | 9           | 3.78  | -         | -     |
| COM-1-B-Real-World Situations (40%)                     | 4           | 4.00  | -           | -     | 9           | 3.44  | -         | -     |
| COM-1-C-Professional Writing Style (20%)                | 4           | 4.00  | -           | -     | 9           | 3.11  | -         | -     |
| COM-2-A-Organizational Dynamics (50%)                   | 18          | 3.83  | 9           | 3.89  | 17          | 3.94  | -         | -     |
| COM-2-B-Strategies for Organizational Improvement (30%) | 18          | 3.33  | 9           | 3.89  | 17          | 3.88  | -         | -     |
| COM-2-C-Professional Writing Style (20%)                | 18          | 3.33  | 9           | 4.00  | 17          | 3.53  | -         | -     |
| COM-3-A-Research                                        | -           | -     | -           | -     | -           | -     | -         | -     |
| COM-3-B-Introduction                                    | 49          | 3.78  | -           | -     | -           | -     | -         | -     |
| COM-3-C-Organized Body                                  | 33          | 3.88  | -           | -     | -           | -     | -         | -     |
| COM-3-D-Conclusion                                      | 49          | 3.92  | -           | -     | -           | -     | -         | -     |
| COM-3-E-Delivery                                        | 33          | 3.15  | -           | -     | -           | -     | -         | -     |
| COM-3-F-Structure                                       | 16          | 3.25  | 13          | 3.08  | 11          | 3.18  | -         | -     |
| COM-3-G-Facilitation Skills                             | 16          | 3.94  | 13          | 3.08  | 11          | 3.45  | -         | -     |
| COM-3-H-Creativity                                      | 16          | 4.00  | 13          | 3.46  | 11          | 3.64  | -         | -     |
| COM-4-A-COM-4-A-Harm, Situation, Problem Identification | -           | -     | -           | -     | 11          | 4.00  | 15        | 3.67  |
| COM-4-B-Harm, Situation, Problem Analyzation            | -           | -     | -           | -     | 11          | 4.00  | 15        | 3.73  |
| COM-4-C-Propose Solution                                | -           | -     | -           | -     | 11          | 3.91  | 15        | 3.73  |
| COM-4-D-Defense                                         | -           | -     | -           | -     | 11          | 3.91  | 15        | 3.87  |
| COM-5-A-Identify and Appreciate                         | -           | -     | 16          | 4.00  | -           | -     | -         | -     |

In January 2022, after faculty peer-reviewed the program review reports, program teams reviewed the comments made for their programs and created program improvement plans. See Appendix 29 – 2021-2022 Program Improvement Plans.

### Closing the Loop

Data is reviewed regularly during Departmental Assessment Days at the beginning of the fall and spring semesters. During these days, faculty review data and “close the loop”. Closing the loop is where faculty evaluate the effects of their curriculum and instruction changes. Of course, it is best if the changes are effective; however, a result of no noticeable change is just as valuable

as seeing change, as this can help to refocus on what really matters for improving student learning. Examples from each college of “closing the loop” are below:

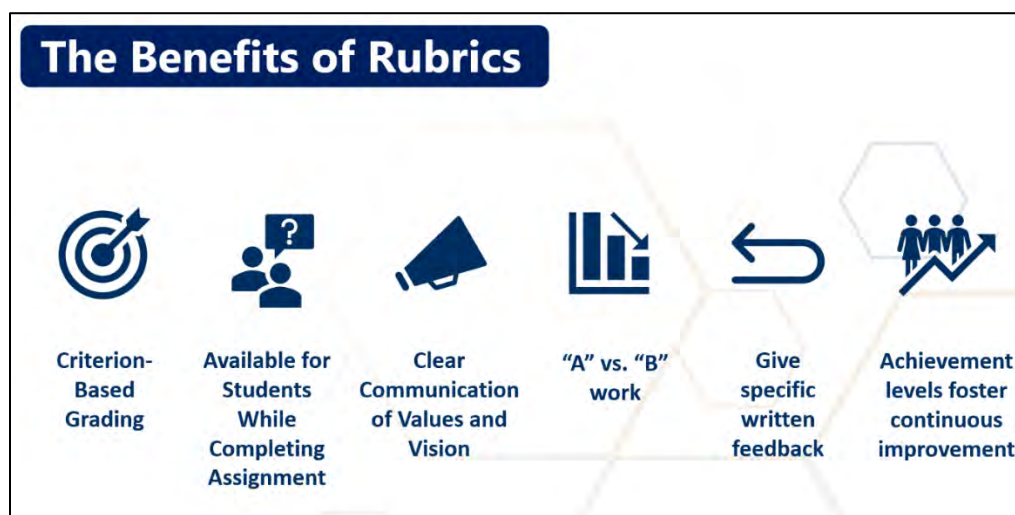
- In the College of Arts and Cultural Studies (2018), the Dance (B.A.) program outcome #1 had the lowest score at 2.98/4.00. For this outcome, students create and defend choreographic works exploring choreographic form, communication of an idea, and elements of movement: space, shape, time, and effort. To improve this area, faculty added a longer study in the element of time and gave music restrictions to choreography projects. They also added three self-assessments where students reflected on their accomplishments of the course outcomes. By 2020, the score for this outcome increased to 3.80/4.00.
- In the College of Business (2018), the Management (B.S.) program for residential students had a score of 3.05/4.00 for program outcome #5. For this outcome, students examine and demonstrate an understanding of the operations of firms within industries from a macro perspective and the implementation of strategic planning. Program faculty responded by assigning one case per team (as contrasted with previously using more than one case) so students could focus on continuous improvement quality rather than quantity. Professors also split up casework into small groups that then fed into the larger teamwork, rather than doing large team work only. Finally, the course content was coordinated with the Senior Seminar course for a core business course review. In 2019 – 2020 , scores improved to 3.28/4.00 and in 2020 – 2021, they rose even more to 3.92/4.00.
- In the College of Education (2018 – 2019), Elementary Education (B.Ed.) students’ average score in the written constructed response was 220.59 (221.1 state score) on their Oklahoma Subject Area Test. The program integrated in-depth writing tasks aligned to professional examinations in several courses. Students were also provided exemplary examples of written assignments, encouraged to have non-education majors read their papers, submitted work to the on-campus

writing lab, and were offered test preparation through the Teacher Candidate Leadership Association. Scores improved to an average of 234.5 in 2019 – 2020.

- In the College of Health Sciences (2017), the Nursing (B.S.) program had an NCLEX-RN licensure pass rate of 79.55 percent, which was below the national average of 87.12 percent. The program used clickers to increase the amount of statistical analysis, integrated Assessment Technology Institute (ATI) modules, and increased individual faculty-student meetings to review study habits and NCLEX-RN prep question results. The average NCLEX-RN scores increased to 94 percent in 2018, 97 percent in 2019, 95 percent in 2020, and 89 percent in 2021.
- In the College of Science and Engineering (2017), the Engineering (B.S.) program made changes after seeing a trend of low results in their criterion “apply knowledge of mathematics, science, and engineering,” with scores of 2.68/4.00 (2017 – 2018) and 2.94/4.00 (2018 – 2019). They increased the detail in homework assignments, required more problem-solving, and introduced the concepts of vectors and free body diagrams throughout the program. This led to final exam scores increasing from 66.8 percent in 2017 to 79.0 percent in 2018, 81.3 percent in 2019, 91.9 percent in 2020, 88.9 percent in 2021, and 91.0 percent in 2022.
- In the College of Theology and Ministry, the Undergraduate Department noticed that criterion scores for “Style and Format” were low for the last three years, scoring 2.88/4.00 in 2018 – 2019, 3.29 in 2019 – 2020, and 2.93 in 2020 – 2021. The department is working on a thorough revision of the Undergraduate Style manual to rectify the problem of having multiple styles (e.g. Turabian, SBL, and APA) within the department by the end of 2022.

## 6.5 | Whole Person Assessments & Key Program Assessments – Rubrics

Whole Person Assessments were launched in the 2004 – 2005 school year. These assessments measured University and professional learning outcomes in academic and cocurricular programs. The use of rubrics offers several advantages. First, it establishes a consistent standard of assessment from year to year. Second, this standard, defined by the criterion and achievement level descriptions in the rubric, also helps to ensure that students are equitably scored relative to the rubric, and not to other students, as was the tradition for decades. Third, rubrics are powerful instructional tools. When they are used as tools in projects and presentations students can easily see what needs to be done to achieve excellence and then meet the standard. This clear communication with students helps them to more efficiently circumvent guess work and achieve the excellence the faculty is seeking. Using an example from a professional perspective, faculty expect their performance evaluation to be clearly understood and attainable. The Academy uses rubrics to help faculty achieve the goals the Academy is seeking to reach. Last, the same should hold true for students. They should have a clear idea of how their performance will be evaluated, as their work and grades have a real consequence for their future.





Between 2005 and 2023, the University Assessment System developed assignments and their associated rubrics to assess whole person education. For example, here is an assignment assessing the University outcome Spiritually Alive and proficiency Biblical Knowledge in BLIT 120 Survey of New Testament Literature found in the 2012 Whole Person Assessment Handbook:

| <b>Portraits of Jesus and the Application to Modern Society<br/>(BLIT 120/Survey of New Testament Literature) (1A)</b> |                                |                                                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| Outcome                                                                                                                | Proficiency                    | Definition                                                                                                                                          |
| <i>Spiritually Alive</i>                                                                                               | <i>Biblical Knowledge (1A)</i> | <i>The ability to accurately interpret the Scriptures in order to arrive at principles that serve as guidelines for living a Spirit-filled life</i> |

Discuss one unique portrait of Jesus that is found in each of the four gospels. Next, give evidence from each gospel to support this portrait (e.g., in the gospel of Luke, Jesus is portrayed as . . . Luke’s Jesus is shown to be . . . by the way he . . ., etc.). Give a minimum of four examples from each gospel to validate your portrait claim (be sure to include the Scripture references—e.g., Matt 1:1). Interact with each of these scripture to show how they illustrate your portrait. In the final section of the paper, discuss the application of each of these portraits individually for modern church and society.

The best approach to structuring your paper is to divide it into five sections, one for each gospel and a section in which you apply these pictures to the modern church and society. Each section should be about a page in length.

As for format, please follow the following conventions:

- Use a title page where you include the title of the paper (“Portraits of Jesus and the Application to Modern Society”), your name, your Z-number, your discussion group leader’s name, your discussion group section number, the name and number of the course, and the date.
- Please number all pages at the bottom center of the page. (Do NOT include the title page in the page numbering.)
- Double space your paper.
- Use Times New Roman 12 pt. font.
- Indent paragraphs one-half inch.
- Use one inch margins on all sides of the page.

The checklist on the following page indicates how the paper will be graded. As you write your paper, you should check the content of your paper against the items that will go into computing your grade so that you make sure everything is included and addressed properly.



## GRADING CHECKLIST

### Matthew's Portrait (22 pts.)

- \_\_\_ 2 Is the portrait of Jesus in the gospel clearly identified?  
\_\_\_ 4 Are there four (4) examples cited from the gospel to illustrate the portrait?  
\_\_\_ 16 Is an explanation given as to how each scriptural example validates the portrait (4 pts. for each example)?

### Mark's Portrait (22 pts.)

- \_\_\_ 2 Is the portrait of Jesus in the gospel clearly identified?  
\_\_\_ 4 Are there four (4) examples cited from the gospel to illustrate the portrait?  
\_\_\_ 16 Is an explanation given as to how each scriptural example validates the portrait (4 pts. for each example)?

### Luke's Portrait (22 pts.)

- \_\_\_ 2 Is the portrait of Jesus in the gospel clearly identified?  
\_\_\_ 4 Are there four (4) examples cited from the gospel to illustrate the portrait?  
\_\_\_ 16 Is an explanation given as to how each scriptural example validates the portrait (4 pts. for each example)?

### John's Portrait (22 pts.)

- \_\_\_ 2 Is the portrait of Jesus in the gospel clearly identified?  
\_\_\_ 4 Are there four (4) examples cited from the gospel to illustrate the portrait?  
\_\_\_ 16 Is an explanation given as to how each scriptural example validates the portrait (4 pts. for each example)?

### Application for Modern Church/Society (12 pts.)

- \_\_\_ 4 Is the portrait from each gospel included in the application?  
\_\_\_ 8 Is the application for modern church/society clearly explained?

**Note:** Grammar, spelling, style, and format errors will result in a deduction of 1 point each (this includes the format of the title page).

\_\_\_ Points *deducted* due to grammar, spelling, style, and format.

\_\_\_ Points *deducted* due to lateness (5 points per day late)

Total Points \_\_\_\_\_ / 100 total points = \_\_\_\_\_ %

**Portraits of Jesus and the Application to Modern Society  
(BLIT 120/Survey of New Testament Literature) (1A)**

| Criteria                                                          | Exemplary                                                                                                                                             | Competent                                                                                                                                          | Acceptable                                                                                                                 | Unacceptable                                                                                                   | Not Attempted                                                                                       |
|-------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| Knowledge of specific New Testament content                       | Demonstrates a thorough knowledge and understanding of specific New Testament content                                                                 | Demonstrates an informed knowledge and understanding of specific New Testament content                                                             | Demonstrates an adequate knowledge of specific New Testament content                                                       | Demonstrates an incorrect or superficial knowledge of specific New Testament content                           | Does not attempt to demonstrate knowledge of specific New Testament content                         |
| Knowledge of background of Biblical writings                      | Demonstrates a thorough knowledge and understanding of the background of Biblical writings according to each author's background and intended message | Demonstrates informed knowledge of the background of the Biblical writings, but does not connect the author's background with his intended message | Demonstrates some knowledge of the background of the Biblical writings                                                     | Demonstrates incorrect or superficial knowledge of the background of the Biblical writings                     | Does not attempt to demonstrate knowledge the background of the Biblical writings                   |
| Use of principles of Biblical interpretation                      | Applies principles of Biblical interpretation accurately, using all significant matters of context and genre                                          | Applies principles of Biblical interpretation accurately, using most significant matters of context and genre                                      | Applies principles of Biblical interpretation accurately, using some significant matters of context and genre              | Applies principles of Biblical interpretation inaccurately or ignores significant matters of context and genre | Does not attempt to apply principles of Biblical interpretation or use matters of context and genre |
| Articulation of Biblical life principles for a Spirit-filled life | Articulates a clear relationship between Biblical content and life principles, accurately using exceptional support from Biblical texts               | Articulates a relationship between Biblical content and life principles, accurately using sufficient support from Biblical texts                   | Articulates a relationship between Biblical content and life principles, accurately using some support from Biblical texts | Articulates inappropriately a relationship between Biblical content and life principles                        | Does not attempt to articulate a relationship between Biblical content and life principles          |
| Application of Biblical life principles for a Spirit-filled life  | Reflects properly on and applies relevant Biblical principles effectively and intentionally to a specific life situation                              | Applies relevant Biblical principles effectively and intentionally to a specific life situation                                                    | Applies Biblical principles effectively to a general life situation                                                        | Applies Biblical principles inaccurately to a life situation                                                   | Does not attempt to apply Biblical principles to a life situation                                   |

## 6.6 | Student Communication

### ePortfolio

In the 1990's the trend began across education for students to collect portfolios as a demonstration of their learning. Portfolios provided evidence of student work and whether or not learning outcomes were attained. In 1996, ORU Chairs visited Alverno College and were inspired by the idea of students using portfolios to collect evidence of student learning. At that time, faculty used portfolios during student advisement sessions and they were also used as department review assessment instruments. In 2003, ORU shifted from paper portfolios to digital portfolios by partnering with Chalk & Wire, a Canadian-based company, to collect University-wide assessment data using ePortfolio, an electronic portfolio assessment system. In doing so, ORU became the first higher education institution in the world to use ePortfolio, a product that many other institutions around the world would later adopt. ePortfolio provided the new opportunity for student work to be shared widely and for student learning data to easily go beyond the student's instructor for program improvement. Data could be aggregated and reported by college, department, program, and be disaggregated by demographics such as gender and ethnicity. In 2005, students collected two portfolios demonstrating student learning, one for University outcomes and the other for professional outcomes. The academic portfolio was used by students as evidence of their progress, and the score of the assessments was used in part to determine whether their Whole Person Scholarship was renewed. The cocurricular portfolio was used by students to supplement the academic portfolio. Students could earn extra credit through their cocurricular portfolio if their academic portfolio was not strong enough to merit scholarship renewal on its own.

Academic and cocurricular Whole Person Assessments collected in ePortfolio were documented in the 2004 – 2005 Assessment Catalog. In 2010, students were required to collect 35 Whole Person Assessments during their program. In 2012, students had the opportunity to complete cocurricular assessments generated by non-academic departments. From 2005 to 2018, ePortfolio was primarily used to collect the assessments of student work, or artifacts, that measure the University outcomes.

#### Brightspace by D2L

In 2018, the assessment of Whole Person Assessments that measured professional outcomes was reinvigorated. Every college in the University, except the College of Education, dropped ePortfolio as a cost-saving measure. This was because the learning management system for the University, Brightspace by D2L, now had the capacity to collect Whole Person Assessments in the dropbox and had the internal reporting capacity for faculty to score students on the rubric that could be used to generate a Whole Person Score. The philosophy of assessment vs. grading permeated the University at this time. In many cases, this led faculty to use a traditional grading system to score the Whole Person Assessment for the course gradebook and then assess the work again using the WPA rubric for the University Assessment System. This was double-work for many faculty. Sometimes students never saw the rubric that was used to produce their Whole Person Score for scholarship renewal. Another issue with the Brightspace framework was that data was tracked by naming the dropbox folder and rubric with the specific program name. That meant that in courses where WPAs were used for students from multiple programs and concentrations, there could be over 50 dropboxes! This left ample room for student miscommunication and

confusion when completing the WPA assignments. Thankfully, the release of the revised University outcomes coincided with the release of a new Learning Outcomes platform in Brightspace that completely updated rubric functionality.

In summer 2023, once the new Key Program Assessments were reviewed and ready to be released, they were loaded into Brightspace using the new Learning Outcomes platform. Now, in the same rubric, lines could be used for University, General Education or professional outcome assessment, and other lines for course assignments that did not align with the learning outcomes. This flexibility in the rubric design removed the need for double-grading. In addition, the data could be paired with the Student Information System data from Banner, allowing there to be only one dropbox needed for each course, which made it much easier for both faculty member and students. One problem was that if multiple rubrics are used in a dropbox, the automatic setting to calculate the achievement level in learning outcomes will not work until all the possible data points are entered. This means that when two or more rubrics carry the same learning outcomes in a dropbox both rubrics need to be scored. A workaround has been created to pull the learning outcome data from the rubric Brightspace data sets in such courses as THE 499 and PED 361 where multiple rubrics are in one dropbox. The new learning outcomes feature in Brightspace also allows for a departmental achievement scale. This allows departments to establish their own achievement level names and their percentage ranges. This is especially pertinent in Nursing, Psychology or Social Work where departments have professional accreditation needs.

Finally, the integration of the learning outcomes tool reinforces a pedagogy strategy of continuous improvement and growth model where students are working to achieve a variety of projects, tests, and assignments to show mastery of the learning outcome. When they achieve a

certain level of mastery, the course can then “unlock” the next activity or even course in the learning path using release conditions. Students may re-take assignments and develop their mastery of the learning outcome. This enables higher education to move the assessment focus from summative and mastery, to strengthening diagnostic and formative assessment by using assessment as an instructional tool for teaching.

### Whole Person Score & Scholarships

In 2005, students received a Whole Person Score. The score was the mean score of their Whole Person Assessments for their academic year. This was important, as a student’s Whole Person Scholarship was renewed in part based upon their Whole Person Score. Their score could also be compared with the average ORU score as seen below:

| Student           | Spiritually Alive | Intellectually Alert | Physically Disciplined | Socially Adept | Professionally Competent | Major      |
|-------------------|-------------------|----------------------|------------------------|----------------|--------------------------|------------|
| All ORU           | 3.0               | 3.0                  | 2.8                    | 3.4            | 3.2                      | Accounting |
| Anderson, Arthur* | 3.0               | 2.5                  | 1.9                    | 2.6            | 3.2                      | Accounting |

| Student         | Spiritually Alive | Intellectually Alert | Physically Disciplined | Socially Adept | Professionally Competent | Major   |
|-----------------|-------------------|----------------------|------------------------|----------------|--------------------------|---------|
| All ORU         | 3.0               | 3.0                  | 2.8                    | 3.4            | 3.3                      | Biology |
| Andreeson, Kay* | 3.4               | 2.8                  | 2.4                    | 3.7            | 3.0                      | Biology |

*\*Student names are fictitious*

*Excerpt from WPA Handbook | 2012*

GPA contributed 50% of the score and the Whole Person Score contributed the other 50%. This practice remained until the Assessment System Redesign Think Tank agreed to remove it in spring 2022. The 2021 - 2022 school year was the last year the Whole Person Score contributed to the decision of scholarship renewal. In 2012, cocurricular Whole Person Assessments were published by the non-academic departments. This provided an opportunity for students with a low Whole Person Score to raise their score by doing these assessments and thus keep their scholarship.

In spring 2022, the Assessment System Redesign Think Tank moved away from the Whole Person Score for several reasons. First and foremost, linking WPA scores to scholarship renewal led to grade inflation. Faculty felt that giving a truly low score would risk triggering complaints from students, parents, or others on contributing to the students scholarship loss. This pressure made it difficult to obtain honest, objective assessment, and the data seldom showed any great need for improvements as most students scored “4”s or Excellent in each criterion. All in all, this made the system somewhat inept at being able to do what it was supposed to - accurately measure student attainment of learning outcomes and provide quantitative data for continuous improvement efforts. Second, the Whole Person Score was somewhat redundant. The Whole Person Score was designed to be the median of 35 or more artifacts; however the average score of how students performed on their Whole Person Assessments was similar to their GPA. Last, evaluating students solely on academic matters is not very “whole”. In fact it is a very similar measure to GPA. Yes, students are evaluated on assignments measuring their mind, body and spirit; however, the cocurricular reasons the student was often awarded the scholarship in the first place, such as cocurricular involvement,

leadership, physical health, etc. were not valued for retaining the scholarship while at ORU. Therefore, the Think Tank recommended that assessments be gathered outside of academics from non-academic departments, and that a student's engagement and leadership involvement in these cocurricular activities would produce a Whole Leader Score that could be used for scholarship renewal. In this way, Whole Person scholarship renewal is based upon both academic performance and non-academic cocurricular engagement. This model better measures and promotes whole person education.

#### GEN 099/150

Although the Whole Person Assessment system that utilized ePortfolio was built in 2004, students needed to be trained how to use it in order to ensure success. In fall 2004, the Freshman were all trained during weeknights in the computer labs on how to use ePortfolio. A classic ed-tech story ensued. On the first night of the training, Internet access to the World Wide Web at ORU was cut. Construction between Tulsa and Oklahoma City accidentally cut the T-1 ethernet line. The training team regrouped and nevertheless trained all the Freshman in how to properly use ePortfolio on subsequent evenings. Later, in spring 2005, all of the new Freshman were trained on one Saturday, coming at one-hour intervals from 6 a.m. to 6 p.m. This training at the beginning of the fall and spring semesters continued for several years.

Then, in 2007, all Freshman students were required to enroll in GEN 099 ePortfolio: Journey to a Transformed Life, a 0-credit hour two-session course. Students received an introduction and training to whole person education and the portfolio collection process. They



also completed a reflection on the Honor Code, a paper on their career analysis, and watched a 1-hour lecture. All Freshman were trained in the computer labs on how to complete Whole Person Assessments and upload their work through their course shells. In 2009, the course was renamed GEN 099 Whole Person Assessment, and in 2017 it became a 1 credit hour course called GEN 150 Intro to Whole Person Education. By 2023, the course had two main goals: academic success and acculturation to a physical education regime. Students met on a weekly basis for 10-weeks, and were required to submit 31 assignments, four of which were Key Program Assessments used for assessing University and General Education outcomes.

#### WPA Handbooks: Academic, Cocurricular, Department

Another large step in the development of the assessment system and communication with the students was the development of the WPA Academic Handbook (see Appendix 30 – 2010 General Education WPA Academic Handbook) and the WPA Cocurricular Handbook (see Appendix 31 – 2010 General Education WPA Cocurricular Handbook). These WPA handbooks were required course texts for GEN 099 for the 2012 - 2013 school year. These handbooks showed every Whole Person Assessment that could be taken that measured the University outcomes. In 2015 – 2016, each department created a Whole Person Assessment handbook to catalog the process by which students completed the Whole Person Assessments measuring the professional outcomes of that department. The departmental handbooks contained the mission statements, outcomes, competencies, and complete Whole Person Assessments (assignment and rubric) for the department. See the Appendix 32 – 2016 WPA Department Handbooks for several examples.

## 6.7 | Faculty Communication: Data & File Management

### Faculty Meetings

Traditionally, data was collected and used by departments and colleges. It was not until the use of ePortfolio in 2005 that data was sent to a central database, skipping the department and college levels. Once this happened, there needed to be a feedback process put into place. As such, the reports were shown and compared in several meetings:

1. The fall back-to-school meetings with all faculty members
2. General Education Committee meetings, including one each year with all faculty members who taught General Education courses
3. The Institutional Improvement and Student Learning Committee (known informally as the “How Are We Doing? Committee”) with all assessment coordinators, deans, and Vice Presidents
4. The Director for Institutional Effectiveness also met personally with each department chair, as these data comprised an important element of program review.

Academic deans, chairs, and faculty members received the student learning outcomes assessment data for review during Departmental Assessment Days. Faculty members in the assessment process reviewed the data, evaluated previously implemented changes, and made additional plans for improvement.

For program improvement, faculty also drew on Student Opinion Surveys, Senior exit surveys, alumni surveys, professional advisory group recommendations, professional standard

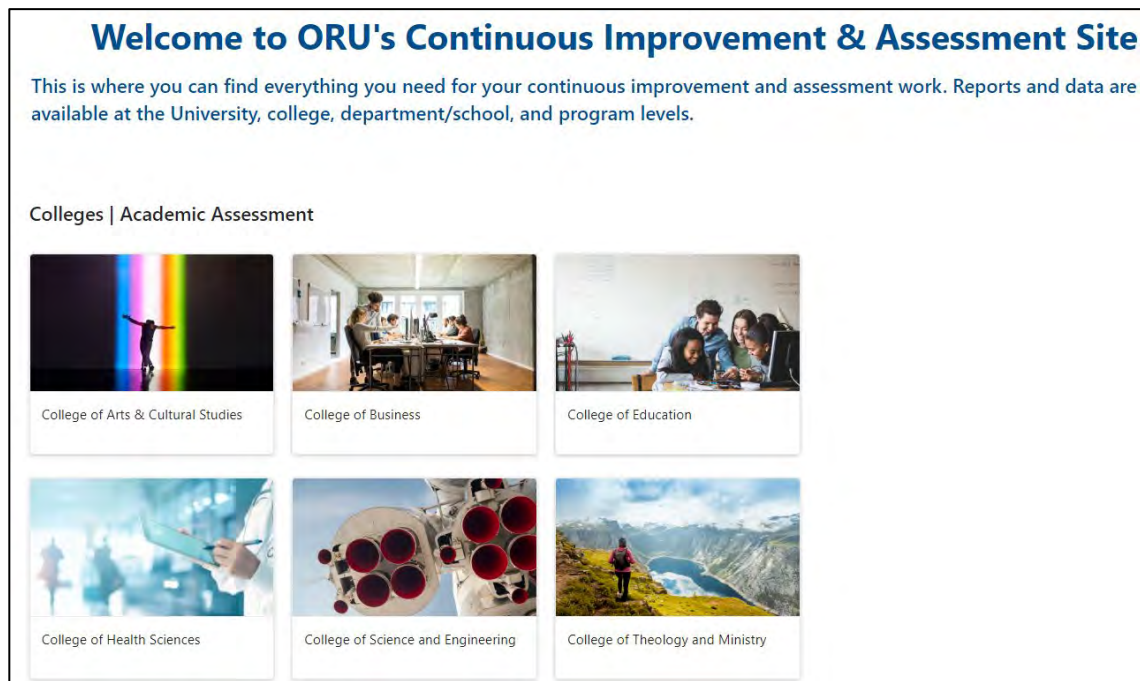
changes, and other data sources. Faculty members recorded the process and actions for continuous improvement in the annual Assessment Catalog and program review reports.

### DOMO, Continuous Improvement & Assessment SharePoint

The new Learning Outcomes framework was onboarded to Brightspace in 2022. At the same time, D2L partnered with DOMO, a business intelligence company, in order to provide customizable data reports using the Brightspace data sets. Brightspace provides 125 data sets, and 14 advanced data sets to their customers who purchased the Performance + Learning Analytics Dashboard package. The advanced data sets are cleaned to enable quick visualizations. A few of the ones the University primarily uses are:

- **All Grades:** The All Grades data set returns the grades for all gradable items for all learners in course offerings.
- **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.

Beta-testing the Learning Outcomes platform began in Fall 2022, with a full beta-test for every department in Spring 2023. At the same time as the DOMO initial feasibility study was being done, SharePoint was explored as an internal site for the Provost, deans, chairs, assessment coordinators, and any other faculty and staff who need access to be able to have a “one-stop-shop” for all things related to University assessment. Previously, University assessment files were stored in five locations on the I: drive. Now, with this SharePoint, both files, reports, and KPA data from DOMO are found in one place. Furthermore, SharePoint will save file history, so faculty and staff can see when files were changed, who changed them, and recover old data as needed. The *ORU | Continuous Improvement and Assessment SharePoint* was created in May 2022, and further developed during the summer and fall of 2023.



In summer 2023, the mapping of program outcomes to criterion lines was completed. The plan is to release charts and visualizations at the University, college, department and program levels on University, General Education, and professional program outcomes. Student information from Argos can be integrated into the data in order to provide reports on ethnicity, gender, age, year, and other demographic fields.

One of the issues with the reporting system was the lack of data being generated by assessments. During the 2020 – 2021 school year, 39% of program outcomes were measured across the University. Assessment of student learning was low. An average of three students were used to measure each professional outcome, and even General Education assessment was low. For example, the average number of students to measure the University proficiency of Biblical Literacy at the program level was five. This low participation rate by faculty needed to change. Part of the reason for this is that previous WPA dropboxes and assignments were not loaded into the residential course shells as professors forgot to copy them forward. The Online Department executes stricter control over their courses and has therefore integrated WPA/KPA dropboxes and rubrics since the spring of 2021, so their system

continued. In the summer of 2023, each KPA rubric was created and loaded into Brightspace. In addition, a residential master shell was created for each course that carried a KPA assignment and rubric. At the beginning of the residential semester, each residential course that carries a KPA had the KPA dropbox and rubric loaded into it through a bulk import. This ensures that the KPA is in the course shell, it is linked to the Learning Outcomes framework, and is ready for the professor to score.

## 6.8 | External Communication: University Assessment System Website

To prepare for the Higher Learning Commission February, 2023 10-year comprehensive visit, the public University Assessment System website was built. The website is a compilation of the work and approach that ORU has taken toward University assessment in the last several years. The site highlights the Continuous Improvement Process of the University Assessment System:



ORU's University Assessment website can be found at: <https://oru.edu/assessment> or <https://oru.edu/academics/resources/University-assessment/home.php>. On each relevant page, the site shares the continuous improvement actions that have taken place to the assessment system. The pages on the site are:

1. Home
2. Assessment Framework
3. Learning Outcomes
4. Curriculum Maps
5. Key Program Assessments
6. Evidence of Student Learning
7. Program Reports
8. Closing the Loop
9. Cocurricular Assessment
10. Glossary
11. Contact
12. History
13. Library

To view examples of the pages please see Appendix 33 – 2023 ORU University Assessment Website.

## 7 | Conclusion

God called Oral Roberts to build a University and Oral Roberts responded. From its foundation, the University was centered on whole person education, educating the whole person body, mind, and spirit. At first, this was accomplished primarily through the General Education program, with assessment of the General Education outcomes being developed in the 1990's and then flourishing with the integration of Whole Person Assessments in 2005. Academic and cocurricular departments, programs, and assignments have been assessed regularly since 1997

in a centralized manner, using a variety of assessment instruments, including Whole Person Assessments.

In 2021, the University outcomes were revised to help further the mission to raise up whole leaders for the whole world. Whole person education remains central to accomplishing this task. As in the past, professional programs are aligning their curriculum and instruction to the revised outcomes. The new assessment framework provided in ORU's learning management system, Brightspace, is allowing faculty to assess professional, General Education, and University outcomes simultaneously. Academic and cocurricular assessment using the new learning outcomes is in place. Cocurricular assessment next steps include:

- Identifying non-academic cocurricular programs where outcomes can be defined, assessment instruments created, and beginning the process of continuous improvement with assessment.
- Identifying cocurricular departments to work with to collect assessment data and make plans for continuous improvement at the department level.
- Beta-testing the use of badges and certificates within Brightspace to recognize cocurricular achievement that can be shared to LinkedIn and potentially used for scholarship renewal.

A successful transition to the revised University outcomes is largely complete. Although the system redesign is almost complete, the culture of continuous improvement, "closing the loop", and intentionally integrating the revised University outcomes into curriculum and instruction at the professional program level remain areas of focus for the coming years.

Today, the University continues to run the race and strengthen whole person education throughout the academic and cocurricular departments of the University. Just as always, the world is looking for whole leaders who can bring God's healing power. May God's word from Philippians 1:6 (NIV) hold true to ORU as God continues His work among us, "being confident of this, that he who began a good work in you will carry it on to completion until the day of Christ Jesus."



## 8 | Bibliography

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## 9 | Appendices

## **Appendix 1**

### **1965 Quest for the Whole Man Address**

## QUEST FOR THE WHOLE MAN

Address by President Oral Roberts to the First Class at O. R. U.

September 7, 1965

You young men and women who have enrolled today are our first class. As your president, I salute and congratulate you and extend to you my warm, personal welcome.

You have been carefully selected from among some of America's top young people. You have in coming to O. R. U. pledged yourselves to join with us in what I consider to be the most exciting and revolutionary quest in modern times—the quest for the whole man.

In the history of the human family there has been only one completely whole man. This was Jesus of Nazareth. This solitary life, this Word made flesh, this incarnate Son of God, has been the inspiration and foundation for this university. Our concept of the whole man derives from His life and from the example He left us. Combining what we know about Him with the most modern techniques of higher education, we have brought into being this new university and through it we reach for wholeness. Many in education have spoken of this dimension. Van Humbolt, one of the greatest of the German educators, said, "The end of man... is the most complete and harmonious development of his powers to a complete and harmonious whole."

Wholeness is a way of life here. It's something you can get—it's something you can become. It's yours and it's waiting. It's not going to come to you. You will have to lay hold of it and take it. You will have to go in and get it.

Here you can come out a whole man. You can leave as the whole person God intended you to be. You can go anywhere in the world with any people in the world under the worst conditions. You will be able to prove yourself. You will be able to think, believe, act and function to the maximum.

Here you can reach for excellence and find it. In today's world you cannot get through without it. If your muscles are flabby, you will have to toughen them. If you have been sheltered, you will have to make adjustment to the outside world. Competition is furious out there. To make the grade you will have to call forth every resource of your inner and outer man—in short, you will have to stand up on the inside and be able to take the offensive.

What am I trying to say to you? I am saying that while others are reaching for a ride to the moon, you reach for a whole life. I am asking you to get the vision of wholeness and reach it by making every effort to develop your spirit, your mind, and your body; and to help to start a unique trend toward sanity and achievement in this exploding civilization.

You want to be a whole person, but how, you ask? The greatest tool is desire. And the second is that which takes hold of desire—motivation. The third is right atmosphere. The fourth is knowledge applied with God-given wisdom. These tools are in the administration and faculty members of this university. They are also in you. What we must do with them is to recognize that they are here, put our hand to them and go to work in a cooperative venture. No one has it all or knows it all. We are a team here. We want you on that team. It's not the third team or the second team; it's the first team. It's brash, it's cocky, it has stars in its eyes; but it's humble, too, and dependent on God.

WHAT KIND OF UNIVERSITY IS O. R. U. ?

What may you expect here?

O. R. U. is a daring new concept in higher education. It was planned to be from the beginning—one that would be able and willing to innovate change in all three basic aspects of your being—the intellectual, the physical and the spiritual.

Plato said, "The direction in which education starts a man will determine his future life." Your start here is in the direction of a whole man. You have already displayed some of the qualities necessary to attain that goal. You have shown a certain amount of courage or you wouldn't be here. You have shown a certain amount of ambition by enrolling in a school of high academic standards. Of the 3,900 high-school graduates who either made application or asked for information, we accepted for this first semester only you 300. You know the world is changing and you want to help it change...for the better. You can help it change for the better by becoming a whole man, for a truly educated person is one who is developed in all areas of his being.

FIRST - There's an education here for your mind, for without the development of your intellect you cannot be a complete person.

Thomas Huxley said, "Education is the instruction of the intellect in the laws of nature, under which I include not merely things and their forces, but men and their ways. . . into an earnest and loving desire to move in harmony with those laws." Solomon said, "As a man thinketh, so is he." A fundamental reason for your being here is that you want to engage your mind in an earnest study of your world, a discipline of genuine inquiry, in learning to think and reason, and in making something of yourself that will benefit mankind.

My own definition of the marks of a truly educated person includes those of knowing how to write and speak the English language expertly, to read well, to think clearly, and to make value judgments based on reason, common sense and inner perception.

Another mark of the educated person is his willingness to do what he doesn't want to do. You may find yourself taking certain classes you don't particularly appreciate. Here is a golden opportunity to grow. In a world which no longer seems to place a high priority on self-discipline, it is well to keep in mind Huxley's statement:

"Perhaps the most valuable result of all education is the ability to make yourself do the thing you have to do, when it ought to be done, whether you like it or not; it is the first lesson that ought to be learned; and however early a man's training begins, it is probably the best lesson he learns thoroughly. "

All my life in reaching for excellence, I have found that I have had to do many things that I didn't want to do, that had to be done. I have learned that once you make up your mind, you can do this as a normal part of your life.

To develop your intellect fully, learn the art of asking questions. Someone said, "The art of asking questions is what makes little children obnoxious and adults geniuses." Learn to ask why, how and what.

Our Master had acquired the art of asking questions even at the age of twelve. He fascinated the doctors by His ability to ask questions of them, and to answer theirs. He was a student of the natural world. He was a reasoner and He made excellent use of logic. The dialogues He carried on with people of His day are remarkable in their perceptive use of logic. He understood the

profound principles of psychology and made great use of them. We often hear Him described as a great teacher. Let us remember that He was a student, too.

Throughout His lifetime He probed, questioned, reasoned and sought answers wherever there was something to be learned; to be done; to be changed. He never accepted the status quo; He always believed there was something more, an even greater revelation. He challenged the conclusions others reached and expected an open mind to prevail. He wanted men to be free in thought and to keep the inquiring mind always. He placed no limit on the revelation of truth and none shall be placed on it here. For was He not the One who said, "Ye shall know the truth and the truth shall set you free"? You and I know that Jesus Christ is ultimate truth Himself.

The Apostle Paul said, "Let this mind be in you which was in Christ Jesus." The mind that questions, that reasons, that learns, that grows, that develops—that is the mind that you want formed in you while at O. R. U.

Our distinguished Executive Vice-President, Dr. John D. Messick, is the chief designer of the academic program of the University. It is the creative ideas of this Holy Spirit-filled educator that give such great promise to your intellectual enlargement. Aided by our extraordinary young architect, Mr. Frank Wallace, and some forty experts, Dr. Messick and these men have created the Learning Resources Center, which is the educational center of the campus. The Learning Resources Center has under one roof four and one-half acres of floor space equipped with the most advanced technology to help you learn that has yet been designed. At its center is the library.

A mark of a great university is a great library. O. R. U. is dedicated to its library because it is dedicated to you. Here you have at your fingertips access to an informational and retrieval system which will speed up your study. Ultimately, whether you are in your dormitory room, or in a learning station in the Learning Resources Center, you will have push-button access to the vast volume of knowledge existing in the world today.

One thing that makes a university live is its capable and wide-awake faculty. God has impressed upon the hearts of many excellently trained and dedicated men and women to share responsibility in bringing forth this unique expression in higher education. This is a distinguished faculty. Fifteen hold doctor's degrees, four have completed their work on the doctorate, three are still in process of completion and eleven have the master's degree, for a total



of thirty-three. The teacher-student ratio this first year is 1 to 10 which will provide the most personal relationship between you and your professors.

YOU ARE A PERSON HERE, NOT AN IBM CARD! In my opinion one of the greatest reasons for the universal unrest among college students today is that too often they are treated as numbers instead of people. I consider our ministry to be "person centered." This is a university that cares and you must never forget that in the occasional moments of loneliness or discouragement which may be ahead of you. We care.

In addition, we offer our students work on C, B, and A levels. This means much more interest and work for our faculty, but it enables you to proceed toward your degree at your own speed, that is, as long as you are moving forward and not backwards.

We are dedicated to the search for truth and wisdom. Our academic slogan is "to study truth and to direct that to a worthwhile mission."

Hear this and hear it well. We know that you are not here to "goof off." We know that you realize that life is too exciting, your potential is too promising, and your opportunities on this campus are too unlimited to waste your time and ours. Therefore, I suggest that at an early date you get to know your dean, your professors, your counselor, your campus minister and doctor. They are interested in you. And they share with me a tremendous concern for your success. You may as well know that just as you have put your neck out to join us in this daring adventure, everyone of our faculty members has considered his duties here not as a job, but as a calling from God.

And please don't put any halos around any of us; we are fallible beings; but we're trying.

You made up your mind to enroll, you followed through, you are on campus, you are ready to go. All right. Open up your inner self to the joy that is before you and get off on the right foot by learning to study immediately. If you failed to develop good study habits in high school, tell your counselor about it. Don't be afraid to do this. He wants to assist you. Remember, too, you are an adult now and at O. R. U., we will treat you as an adult. You have a big job ahead of you. Learn and learn some more. Truth and knowledge are here. But you must take them. You want to graduate with your head up and with a light in your eye.



Try not to become simply an encyclopedia when you use your mind to store facts. Try to get at the root of the matter, discover the key issues. Exchange your ideas with your professors, with other students. Ask questions designed to let fresh air in on the subject. Analyze, crystalize, come to important new conclusions. Be willing to change when new information moves in.

And what you do learn — apply. Learn to gear it to meet the needs of people.

It is our earnest desire and purpose to make O. R. U. not only tops academically, but a foremost university in the formation of character. Character is spiritual and moral fibre of vigor especially instilled by self-discipline and commitment to principle. This, of course, rules out cheating in every form because cheating cheapens your character and weakens your moral fibre. I believe that no person rises above his personal integrity and no one can truly fail when he has it. Let me emphasize that while we are innovators in educational techniques, we are definitely old-fashioned when it comes to Christian morals and character. We respect the integrity of each student and you will want to earn that respect.

SECOND - There's an education here for your body, for that too is essential to your development as a whole person.

Here again Jesus is our great example. He personifies health and vitality. He never knew a moment's illness and looked upon sickness and disease as His mortal enemies. He took long walks and kept Himself physically fit, and He was interested in the health of others. Oftentimes the Gospels read, "And he healed them all," or "he healed every one." In the Acts of the Apostles, He is described as "going about doing good, healing all who were oppressed...." The common people heard Him gladly. I believe they heard Him gladly because His healing made an entrance for His words. This is the way I came to know Christ. Dying with tuberculosis, and being a stammerer from childhood, I had a personal encounter with the Man from Nazareth who healed my wasted body, my stammering tongue, my sin-sick soul, and restored my life. Then in a peculiar way He let me hear His voice to share with Him in His ministry of healing for the whole man. I have endeavored to be faithful to this calling. The spirit of this calling will be carried out on this campus. I have often seen, as have many other clergymen, and many medical men, that the body and mind and spirit are tied together.

We are going to expose you to the most exciting health program you have ever known. One designed to beautify and strengthen the physical house that your inner man lives in.

The Health Resources Center is more than a gym for sports and physical exercise. It is the hub of teaching the anatomy of health. The Department of Health Resources is under the direction of Dr. James Spalding, a Christian medical doctor who has the baptism with the Holy Spirit. His concept of the whole man, from both the medical and spiritual standpoint, has greatly influenced our approach to meet your needs. Dr. Spalding will direct a health program designed to contribute toward the development of your entire person. We believe that your four years on this campus is the best time to learn positive and effective ways to develop health attitudes and health habits that will benefit you throughout life. Here you will learn to appreciate and take care of your wonderful body.

Every student will participate in intramural sports. Every student will be directed in healthful walking habits. The faculty will also take part in our walking program. Physical fitness will be stressed. A clinic for examination and individual instruction in personal health is an integral part of your education here.

You will want to bounce with vitality, bubble with joy and erupt with laughter. The Bible says, "A merry heart doeth good like medicine," and "the joy of the Lord is your strength."

Eat well, but learn good eating habits, and avoid abusing your body by overeating. Play hard but with a purpose of building muscle tone and vitality. Develop good sleep habits and learn the value of sound sleep. Think health, act health, exude health. Live abundantly.

This will mean that a business or profession hiring an O. R. U. graduate will get a man or woman with physical vitality and stamina — a person who, because he knows how to take care of his body, can be on the job and can feel good while he's on the job.

The Apostle John writing in his third epistle said, "Beloved, I wish... that thou mayest be in health...."

THIRD — There is a unique opportunity here for an education or development of the inner man, for the most important part of you is your spirit.

No one can or will attempt to force that kind of education upon you. For even God will not force a person against his will. But we do plan to make it available to you on a unique scale. We believe that the whole man can never be developed without the training of his spirit. Here you are considered to be a trinity—a spirit, a mind, and a body. You are a spirit made in the image of God, you have a mind with a free will, and a body in which your inner man lives.

Present day universities which concentrate wholly on the mind fail to see that the mind does not exist independently of the spirit or the body. You can function to the maximum only as you become a "whole" person, with spirit, mind and body working harmoniously together.

O. R. U. has a well-defined program of academic excellence. You are a witness to the fact that it took a quality of excellence on your part to get in. Along with excelling in the education of the mind, we are equally determined to add the other two dimensions of your body and spirit. Along with your academic progress and your physical fitness, we expect you to be open to the creative activity of the Holy Spirit in your inner man, indeed, in your whole person.

Toward this end, every professor at O. R. U. is qualified to help you develop in the inner man. He is available to counsel and pray with you. In addition, we are instituting a Department of Spiritual Life. The Director is Tommy Tyson, B. D. , a Methodist evangelist baptized with the Holy Spirit, who was given this appointment jointly by his Bishop and O. R. U. Tommy Tyson will not seek to take away a student's understanding and background. Instead, he will contribute to his training, experience and understanding by relating the concept of the whole man to him.

The Department of Spiritual Life is elevated to the same level as the academic at O. R. U. I cannot overemphasize its importance on this campus. A sad commentary on higher education today is that some students (in fact, in our way of thinking, most of them) get out of college having had very little or absolutely no exposure to spiritual development. A direct result is that they are all too often left at sea for a period of years; and many times they arrive in their thirties and forties, and even in their later years, without realizing that this vital dimension in their life is lacking; and therefore, they have the painful task of beginning to develop the spiritual side of their life at a late date — and most of them never do. This is the most costly waste

of human resources our society has to cope with today. It is our nation's, our world's most serious problem. When the inner man is changed, our world will have peace, and not one minute before.

Admittedly, this is a difficult area in which to work. It is not fashionable to teach college students to develop their spiritual life. Many university educations leave students virtually undeveloped in this most meaningful part of their existence. Indeed, some seriously damage what Christian convictions students may have had. Is it any wonder that students leave college bewildered and sometimes embittered, into a world bereft of ultimate meaning? With Kant's servant they say, "Sirs, you have destroyed my God." They go forth into society as "angry young men" rich in intellect and knowledge, but poor indeed in spirit. This is one of the major reasons America today bears all the earmarks of spiritual decline and moral decay, and is, as Toynbee has said, in the "ebb-tide of civilization."

The world doesn't need more college students to wave flags, carry placards, halt traffic, and riot against law and order. What our civilization needs is for you to make your spiritual development a normal part of your education and your life. I pray through this development you will build your life pattern.

Your spiritual development includes a new birth through repentance and faith in the Lord Jesus Christ, a constant cleansing of your inner self from sin, the baptism with the Holy Spirit in the charismatic dimension for empowerment and personal edification, a manifestation of the Gifts of the Holy Spirit through you for meeting needs of others, a personal witness of your Master to your fellow man, and a daily application of Christian principles to the demands of daily life.

In this way you can learn the meaning of your own life and be in a position to make a worthwhile contribution to help man solve his problems. In this way you can become a part of the answer and not a part of the problem.

Problems exist to be solved and through our problems we can make progress. But not without spiritual insight and personal faith. We hope to enable you to go from O.R.U. able to avoid the indecision, the frustration and the inner conflicts that threaten your life as a whole person and your world as a whole world. It is heartening to know that you can cancel out the so-called "barren years" through the development of your inner man.



At this point I would like to say something about the first graduate school of the University, the Seminary. It is currently housed in this building. An entire new building complex is planned for the Seminary at a later date. Ministers and other professional Christian workers will be trained for service in many different denominations and other service areas throughout the world. The Dean of the Seminary is my esteemed colleague and lifelong friend, Dr. R. O. Corvin, one of the world's foremost authorities on the life of Christ and a leader in the field of higher education. We are honored to have Dean Corvin to head the Department of Religion and Philosophy in the undergraduate division of the University. You will gain new insights into the meaning of your life and that of your world through these dedicated scholarly men.

Our program at O. R. U. includes wake-up time to good music, a positive message from the Department of Spiritual Life, tone-up exercises, walking, bicycling, good food, challenging studies, regular chapel services, Sunday-morning campus worship, Sunday-afternoon vespers, and a "stand-up-inside" attitude for spirit, mind and body. It's exciting to be alive and a part of this program.

And let me say this, I can never adequately express my gratitude to the members of the Board of Trustees of O. R. E. A., Inc., and the members of the Board of Regents of O. R. U. for their unselfish and dedicated labors in bringing this university into existence.

Young ladies and gentlemen, the business and professional world is looking for you. They will be waiting outside these doors for you to be graduated. They will have lucrative offers in their hands. They want college graduates to come and work not only for them, but with them; to devote their time and efforts toward becoming valuable partners, rather than having them constantly working out very serious emotional problems caused by their failure to become a whole person.

With your enthusiastic cooperation, I think I can safely point out to the leaders of industry and the professions that O. R. U. graduates can make thousands of productive years available to our society, because while on campus they learned to avoid needless years of "let-down" in their personal lives because the way was pointed toward the concept of the whole man.

I think you can emerge as the world's most wanted college graduates. Why not? A healthy body that you know how to take care of, a trained and disciplined mind that never settles for less than excellence, governed by an invincible spirit of integrity, inspired by a personal relationship with a living God, and driven by an irresistible desire to be a whole man to make a troubled world whole again! Yes, you will be in demand.

Now, with all your vital energies, let's get to the task together!

**Appendix 2**

**2020**

**ORU Purposes &  
Mission of the University**



**SECOND AMENDED AND RESTATED  
BYLAWS  
OF  
ORAL ROBERTS UNIVERSITY  
As of November 17, 2020**

**SECOND AMENDED AND RESTATED  
BYLAWS  
OF  
ORAL ROBERTS UNIVERSITY**  
As of November 17, 2020

**ARTICLE I.**

**Name and Offices**

Section 1.1. Name. The name of this Corporation is Oral Roberts University (referred to herein as the “University”), an Oklahoma not for profit corporation.

Section 1.2. Offices. The registered office of the University is located at 401 S. Boston Ave., Suite 1100, Tulsa, Oklahoma, 74103. The University may establish such other offices and places of business as the Board of Trustees deems appropriate for the conduct of the University's affairs.

**ARTICLE II.**

**Purposes and Mission of the University**

Section 2.1. Purposes and Mission.

The University is formed to establish, maintain, and conduct a university for the promotion and advancement of education and higher learning and to confer such degrees and grant such honors as are usually and customarily conferred in accredited institutions.

The University is founded upon and shall forever be dedicated to the promulgation and preservation of Biblical Christianity and academic excellence. The University is a Christian institution with the distinctive dimension of Holy Spirit-empowerment. The expressions of the gifts and fruit of the Holy Spirit are encouraged.

The University seeks to educate the whole person with balanced emphasis placed on the development of mind, spirit, and body, harmonizing knowledge, skills, and attitudes with faith in, and commitment to, Jesus Christ as Lord and Savior, believing Him to be the only perfect, whole person who has lived.

The University is committed to the historic Christian faith of the eternal Godhead: Father, Son, and Holy Spirit who, through the new birth and indwelling of us as believers by His Spirit, is Lord of our lives now and forever. The University is committed to assist students in their quest for knowledge of their personal relationship to God, to mankind, and to the universe in which we live. Dedicated to the realization of truth as it is totally embodied in Christ and the achievement of one's potential life capacity, the University seeks to graduate an integrated person: a person spiritually alive, intellectually alert, physically disciplined in His work on earth, and living at all times in expectancy of the Second Coming of Christ.



To accomplish these purposes and its mission, the University seeks to synthesize, by means of Holy Spirit-empowered interdisciplinary cross-pollination, the best traditions in liberal arts, professional, and graduate education to enable students to go into every person's world with God's healing power to help meet the totality of human need.

The mission of the University is summarized in its Mission Statement – “To develop Holy Spirit-empowered leaders through whole person education to impact the world.”

Section 2.2. Restrictions. No portion of the income or other assets of the University shall ever inure to the benefit of any private individual or purpose, or to be used for carrying on propaganda or otherwise attempting to influence legislation for other than charitable, educational, religious, scientific or any other legitimate purposes in advancing the mission and purpose of the University.

### **ARTICLE III.**

#### **Members**

The members of the University shall consist of the members of the Board of Trustees then in office. Members shall have no power except in their capacity as Trustees or as otherwise required by Oklahoma law.

### **ARTICLE IV.**

#### **Board of Trustees**

Section 4.1. Governing Body. The governing body of the University shall be the Board of Trustees (sometimes referred to herein as the “Board”, and the individual members of the Board of Trustees are sometimes referred to herein as the “Trustees”). Except as may otherwise be provided herein, the Board of Trustees shall have and exercise all power and authority which may be given to and exercised by a board of directors of a for-profit corporation under applicable law. The Board's ultimate authority is affirmed through its general, academic, and financial policymaking functions and its responsibility for the financial health and welfare of the University. The Board of Trustees shall exercise ultimate institutional authority as set forth in the University's Certificate of Incorporation, in these Bylaws, and in such other policy documents it deems to be appropriate. As ORU's governing body and controlling authority, the Board is responsible for articulating and adopting statements of faith and religious beliefs on various matters.

Section 4.2. Number. The number of Trustees serving from time to time shall be not less than nine (9) nor more than thirty-three (33), as determined from time to time by the Trustees. In order to qualify for election as a Trustee, individuals must:

- i. acknowledge these core beliefs of the University:
  - (1) The Bible is the expressed Word of God and is our final authority in all matters of faith and practice. (II Timothy 3.16;

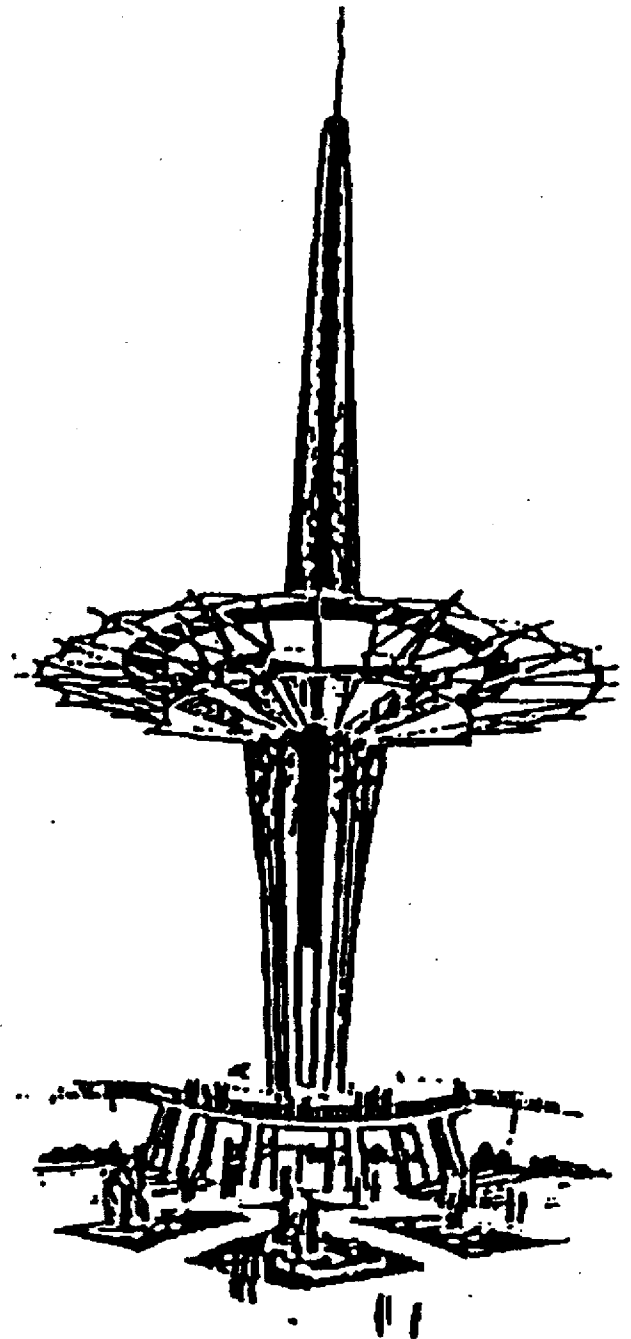
## **Appendix 3**

# **1997 Department Assessment Reviews**

School of Business

# ORAL ROBERTS UNIVERSITY

## Assessment Report 1997



## CHAPTER THREE: SCHOOL OF BUSINESS

### ASSESSMENT PROGRAM

The foundation for the ORU School of Business Assessment Program is ORU's Statement of Purpose:

It is the purpose of Oral Roberts University, in its commitment to the historic Christian faith, to assist the student in his quest for knowledge of his relationship to God, man, and the universe. Dedicated to the realization of Truth and the achievement of one's potential life capacity, the University seeks to graduate an integrated person—spiritually alive, intellectually alert, and physically disciplined.

To accomplish this purpose, Oral Roberts University seeks to synthesize by means of interdisciplinary cross-pollination the best traditions of liberal arts, professional, and graduate education with a charismatic concern to enable students to go into every man's world with healing for the totality of human need.

Our assessment plan encompasses the statement of purpose through the five areas listed below. An active time-line is included with each section. The first time line encompasses both curriculum and students.

1. Curriculum
2. Student Achievement
3. Faculty
4. Facilities/Resources
5. Administration and Structure

#### Curriculum

The curriculum combines liberal arts and professional education for the individual and professional development of each student. It provides foundation knowledge for the professional standards of the major, as well as higher level knowledge for the specialization for the major and for graduate programs. Each course within the curriculum supports one or more of the student outcomes listed in the following section.

## Student Achievement

### I. Assessment Outcome Criteria

- A. Student outcomes specified by terminal curriculum objectives for business programs:
  - 1. Internalization of Christian ethics, Christian spiritual growth, and professionalism
  - 2. Interpretation of the dynamics of business within the social and professional context
  - 3. Competent foundation built for graduate study and specialization in business
  - 4. Analysis of business practices within selected area of specialization
  - 5. Synthesis of Business Administration Principles, education, research, and practice in a selected Christian role model
  - 6. Internalization of a broad base of knowledge from cross-pollination with other disciplines
  - 7. Integration of Christian principles into the modern work-place with a Charismatic concern for going into every person's world
  - 8. Understanding the correlation between a healthy body and success in business.
- B. Student outcomes specified by required criteria of the AACSB/ACBSP:
  - 1. Critical thinking (skills in reasoning, analysis, research, or decision making relevant to the discipline)
  - 2. Communication (abilities in areas such as written, oral and nonverbal communication, group process, information technology, and/or media production)
- C. Related indicators specified by required criteria of the AACSB/ACBSP:
  - 1. Graduation rates
  - 2. Patterns of employment of graduates
  - 3. Class size
  - 4. Credentials of faculty
  - 5. Research by faculty
  - 6. Publications by faculty
- D. Indicators specified under optional criteria of the AACSB/ACBSP:
  - 1. Program satisfaction (evaluation of the program by major constituencies such as students, alumni, employers, or faculty)
  - 2. Professional development (graduates' participation in professional activities such as continuing education, formal education, professional organizations, and research)
  - 3. Percentage passage on professional examination

E. Other Indicators of Student Achievement

Listed in this section are other indicators that are related to student achievement, but did not appear in the previous sections. Although these indicators can offer valuable information, only number 7 is considered a direct measure of student achievement.

1. Incoming scores on SAT or ACT
2. Recommendations of pastor
3. High school rankings
4. College GPAs for transfer students
5. College GPA for undergraduate degree
6. GPA for each major area of the program
7. Professional examinations in the discipline (CPA, CMA, CIA, CFP, CFA, etc.)

## II. Curriculum and Student Achievement: Schedule, Persons Involved, Assessment Tools

| Schedule                                 | Person Involved                                                                                                        | Tool(s)                                                                                                                                                  | Assessment Criteria Addressed<br>(numbers refer to section "I")                                     |
|------------------------------------------|------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| Prior to Admission                       | Admissions and Faculty                                                                                                 | SAT or ACT scores<br>Pastor Recommendation<br>High School Ranking<br>GPA for transfer student                                                            | E, 1-4                                                                                              |
| Each term,<br>Each course                | Students and Faculty                                                                                                   | Faculty/Course Evaluation<br><br>Strategic Presentations (MGT 431)                                                                                       | A, 1-7; D, 1<br><br>B, 1-2                                                                          |
| Senior year                              | Faculty                                                                                                                | Senior paper<br>Peer review (BUS 499)                                                                                                                    | B, 1-2                                                                                              |
| At graduation                            | Graduate<br><br>Administration                                                                                         | Graduate Survey<br><br>Computation of graduation rates for class                                                                                         | C, 2 D, 1-2; A, 1-7<br><br>C, 1                                                                     |
| Annual                                   | Dean & Dept. Chair                                                                                                     | Regent's Report<br><br>Contracts                                                                                                                         | C,3-6<br><br>C,4                                                                                    |
| Approx. every two years                  | Dean & Dept. Chair                                                                                                     | GPA reports from Registrar                                                                                                                               | E, 5-6                                                                                              |
| Semi-Annually                            | Professional Accreditation Agencies                                                                                    | Professional examinations                                                                                                                                | E, 7                                                                                                |
| One, five, and ten years post-graduation | Graduate<br><br>Employer<br><br>Alumni Advisory Council<br><br>Business Club Council<br><br>Professional Organizations | Alumni Survey<br><br>Employer Survey<br><br>Reports, Questionnaires, and Meetings<br><br>Reports, Questionnaires, and Meetings<br><br>Professional Exams | A, 1-8<br><br>B, 1; D, 1<br>C, 2; D, 2<br><br>A, 3-6<br><br>A, 3-6<br><br>A, 3-4; B, 1-2; D, 2, D,3 |

## Faculty

### I. Assessment Criteria

- A. Related to job description
  - 1. Quality of teaching
  - 2. Consulting involvement
  - 3. Administrative performance
  - 4. Scholarly productivity
  - 5. Community involvement (on and off campus)
  - 6. Personal and professional growth
  - 7. Personal spiritual growth
- B. Related to overall faculty composite profile
  - 1. Number with earned doctorate
  - 2. Ranking structure
  - 3. Adherence to faculty contract workload guidelines (numbers and utilization issues)
  - 4. Student: faculty classroom ratios
  - 5. Diversity among faculty



II. Faculty: Schedule, Individuals Involved, and Tools for Assessment

| Schedule             | Persons Involved           | Tool(s)                                                                                           | Assessment Criteria Addressed<br>(numbers refer to section, "I") |
|----------------------|----------------------------|---------------------------------------------------------------------------------------------------|------------------------------------------------------------------|
| Monthly              | Faculty<br>Staff           | Prayer Meetings (possibly invite Chaplain occasionally)                                           | A, 7                                                             |
| End-of-each semester | Students                   | University Faculty Evaluation Tool<br><br>Conference with Chairman to review evaluation and array |                                                                  |
|                      | Faculty<br>Faculty<br>Peer | Faculty Self- and Peer-evaluation based on job description                                        | A, 1-6                                                           |
|                      | Administration             | Evaluation tool based on job description                                                          | A, 1-6                                                           |
| Annually in Fall     | Administration<br>Faculty  | Faculty Objective Centered Appraisal form (based on 3-year goals)                                 | A, 1-6                                                           |
| Annually in Spring   | Administration             | Plan Evaluation                                                                                   | B, 1-5                                                           |

## Facilities/Resources

### I. Assessment Criteria

- A. Adequacy of fiscal resources
  - 1. Faculty salaries
  - 2. Type and Number of support personnel
  - 3. Resources to support faculty development, research, and instruction
- B. Adequacy of physical facilities
  - 1. Office space
  - 2. Space for instructional activities
  - 3. Storage space
  - 4. Space for non-instructional activities
  - 5. Research-related facilities and computer equipment
- C. Adequacy of library resources
  - 1. Number
  - 2. Diversity
  - 3. Currency
  - 4. Assessability

### II. Facilities/Resources: Schedule, Individuals Involved, and Tools for Assessment

| Schedule | Persons Involved       | Tool(s)                                                        | Assessment Criteria Addressed<br>(numbers refer to section, "I") |
|----------|------------------------|----------------------------------------------------------------|------------------------------------------------------------------|
| Annually | Library Committee      | Report of library adequacy                                     | C, 1-4                                                           |
| Annually | Faculty Administration | Review of adequacy of physical facilities and fiscal resources | A, 1-3; B, 1-5                                                   |

## Administration and Structure

### I. Assessment Criteria

- A. Department elements
  - 1. Mission and goals
  - 2. Diversity among students
  - 3. Participation of students and faculty in governance
  - 4. Qualifications, authority, and performance of administrator
  - 5. Policies for faculty and students
  - 6. Effectiveness of structure and governance
  - 7. Effectiveness of overall evaluation plan
- B. Department relationship to University
  - 1. Participation of department students and faculty in governance
  - 2. Congruence of mission and goals
  - 3. Equity of resource allocation

### II. Administration and Structure: Schedule, Individuals Involved, and Assessment Tools

| Schedule | Persons Involved                        | Tool(s)                                           | Assessment Criteria Addressed<br>(numbers refer to section, "I") |
|----------|-----------------------------------------|---------------------------------------------------|------------------------------------------------------------------|
| Annually | Administration                          | Student Profile                                   | A, 2                                                             |
|          | Alumni                                  | Alumni Advisory Council                           | A, 2                                                             |
|          | Faculty                                 | Review of mission and goals                       | A, 1; B, 2                                                       |
|          |                                         | Evaluation of structure and governance            | A, 1-7; B, 1 and 3                                               |
|          | Alumni                                  | Alumni Advisory Council                           | A, 5-7; B, 2-3                                                   |
|          | New graduates (summer after graduation) | Evaluation of department structure and governance | A, 1-7                                                           |
|          | Bylaws and Handbook Committee           | Annual Report on Bylaws and Handbook              | A, 3, 5, 6                                                       |

## **OUTCOME GOALS FOR PROGRAMS IN ORU'S SCHOOL OF BUSINESS**

### **PURPOSE OF ORAL ROBERTS UNIVERSITY SCHOOL OF BUSINESS**

It is the purpose of the School of Business of ORU, in its commitment to the historic Christian faith, to provide a base of professional skills, ethics, and analytical abilities to enable each business student to actualize the realization of Truth and achievement of one's potential life capacity in the business environment. More specifically, the purpose is accomplished through the School of Business seeking to provide an education that will enable business graduates to manage people and resources within the context of Christian love and biblical principles of concern for the welfare of the whole person. To this end, students are challenged to develop in body, mind, and spirit—and to develop a perspective of wholeness in their personal lives—so they might help their clients develop wholeness as a way of life.

### **Goals of Accounting Major**

The primary goal of the accounting program is to prepare a student for an active role in professional accounting. An objective of this program is to combine the board foundation of business administration with professional accounting knowledge so that the student has the potential of maximum achievement in several of the varied fields within accounting (i.e., public auditing, internal auditing, taxation, and general practice). The courses in the accounting program are designed to develop an integrated person—spiritually alive, intellectually alert, and physically disciplined.

### **Goals of Business Administration Major**

The primary goal of the business administration program is to prepare a student for an active role in the general area of business administration. An objective of this program is to provide a more general exposure which allows each student to elect a minor program to prove a much broader based of specialized knowledge in order to become an effective member of the business society. The courses in the business administration program are designed to develop an integrated person—spiritually alive, intellectually alert, and physically disciplined.

## **Goals of Business Education Major**

The primary goal of the business education program is to prepare a student for an active role in the area of business education at the high school level. An objective of this program is to provide a means for teacher certification in secondary schools. Satisfactory completion of the prescribed courses of study will prepare students to teach business subjects on the secondary level. Balance and depth in student development are provided by the inclusion of courses in the Computer Science, Economics, Accounting, Business Law, Management, and Marketing. The courses in the business education program are designed to develop an integrated person—spiritual alive, intellectually alert, and physically disciplined.

## **Goals of Finance Major**

The primary goal of the finance program is to prepare a student for an active role in professional finance. The program combines the broad foundation of business administration with professional financial knowledge so that the student has the potential of maximum achievement in several of the varied fields within finance (i.e. banking, financial management, and investments). An objective of this program is to focus on the interpretation and implementation of financial decisions. The courses in the finance program are designed to develop an integrated person—spiritually alive, intellectually alert, and physically disciplined.

## **Goals of International Business**

The primary goal of the international business program is to prepare a student for an active role in increasing important area of global enterprises. An objective of this program is to provide the student the broad basic concepts of business administration as they apply to the international field coupled with skills in the chosen language. A further objective of this major is to acquaint each student with the culture and social systems of the world as they relate to analysis of the business environment in other countries. The courses in the international business program are designed to develop an integrated person—spiritual alive, intellectually alert, and physically disciplined.

## **Goals of Management Major**

The primary goal of the management program is to prepare a student for an active role in the general area of management. An objective of this program is to focus on effectively managing the resources of the firm through the functions of planning, organizing, controlling, staffing, and directing. The student has the potential of maximum achievement in several of the varied fields within management (i.e. human resource management, industrial management, and real estate management). The courses in the management program are designed to develop an integrated person—spiritual alive, intellectually alert, and physically disciplined.

## **Goals of Management Information Systems Major**

The primary goal of the management information systems program is to prepare a student for an active role in professional information and systems management. An objective of this program is to focus on preparing the student to enter a business firm with a thorough knowledge of information requirements of executive decision-making and the computer system skills necessary to process and present this information. The program, in keeping with current technology, places and emphasis on current methods of systems analysis and design and a task force approach to business analysis and problem-solving. The courses in the MIS program are designed to develop an integrated person—spiritually alive, intellectually alert, and physically disciplined.

## **Goals of Marketing Major**

The primary goal of the marketing program is to prepare a student for an active role in the means and methods of the marketing of products and services in the broad business environment including international markets. An objective of this program is to focus on preparing the student to provide marketing expertise in the areas of product sales, promotional planning, customer research, market analysis, marketing institutions, and pricing methods. The courses in the marketing program are designed to develop an integrated person—spiritually alive, intellectually alert, and physically disciplined.

## **Goals of the Master of Business Administration Program**

The primary goal of the Master of Business Administration program is to prepare well rounded leaders capable of directing and managing the profit oriented firm as well as the not for profit organization. Students will achieve in a multifaceted educational program designed to encourage decisions that effectively and efficiently marshal the capital and human resource of the organization while balancing all decisions in a framework of Christian ethics and stewardship.

To accomplish the stated goals of each listed major, students must be able to 1) solve problems utilizing critical thinking, analysis, and decision-making methods, 2) communicate effectively in both oral and written expression, 3) view the world from a global perspective, and 4) demonstrate interpersonal leadership skills. Graduate students must also be able to 5) integrate advanced ethical consideration into making complex management decisions and 6) demonstrate effective stewardship of all resources including interpersonal, financial time, and capital.

## **ASSESSMENT MEASURES**

The Assessment Program of the ORU School of Business evaluates individual student accomplishment while monitoring the faculty and curriculum internally and reviewing the future trends and alumni performance in the workplace externally. The following material will speak to the program in each area.

### **I. STUDENT ASSESSMENT (QN=quantitative, QL=qualitative)**

The School of Business uses a number of quantitative as well as qualitative procedures to assess students at the entry, intermediate, capstone, and exit/professional levels. The admission test scores of students are analyzed with respect to the grades that the students make in their courses. Other assessment tools which are used are: examinations, problem solving assignments, case analyses, in basket projects, individual projects, group interaction projects, portfolios, group presentations, internships, research projects in the business environment, computer analysis presentations, role playing project assessments, alumni questionnaires, alumni advisory council recommendations, honor student questionnaire surveys, and employer surveys. Assessment stimuli have been formulated and integrated into each syllabus for all courses in the School of Business.

A. BACCALAUREATE

1. Entry Level of Assessment
  - a. Academic History QN
  - b. Entrance Exam QN
  - c. Recommendations QL
2. Intermediate Level of Assessment
  - a. Annual Academics Review QN
  - b. Semi Annual Physical Review QN
  - c. Spiritual Review—Continuous QL
  - d. Character Review—Continuous QL
  - e. Program/Major Review—Semi annually w/advisor QN/QL
  - f. Portfolio Creation—Continuous QN/QL
  - g. Course Review—Midterm QN
  - h. General Education Review—End of second year QN
  - i. Senior Audit/Candidacy—End of third year QN/QL
3. Capstone Level of Assessment
  - a. Senior Paper - QN/QL
  - b. Strategic Management Course - QN/Q
4. Exit/Professional Level of Assessment
  - a. Post Graduation—Graduate entrance exams QN
  - b. Career Tracking QL

B. GRADUATE

1. Entry Level of Assessment
  - a. Academic History QN
  - b. Entrance Exams QN
  - c. Recommendations QL
2. Intermediate Level of Assessment
  - a. Leveling Courses Review—Semester QN
  - b. Semi Annual Physical Review QN
  - c. Spiritual Review—Continuous QL
  - d. Character Review—Continuous QL
  - e. Course Review—Midterm QN
  - f. Core Course—Before GBUS 566 QN/QL
  - g. Academic Progress—Annual QN/QL
  - h. Degree Audit/Candidacy—Third semester or after 24 hours QN
3. Capstone Level of Assessment
  - a. Strategic Management—Last Semester QN/QL
  - b. Simulation—QN
4. Exit/Professional Level of Assessment
  - a. Post Graduation
    - (1) Professional exams QN
    - (2) Entrance to doctoral program QL
  - b. Career Tracking QL



## **II. FACULTY ASSESSMENT**

- A. Student Opinion Survey—Semester QN/QL
- B. Performance Appraisal—Annual QN/QL
- C. Student Comment/Feedback—Continuous QL
- D. Grading Review—Semester QN
- E. Faculty Development Report—Annual QN/QL

## **III. CURRICULUM ASSESSMENT**

- A. Curriculum Review—Continuous—Monthly QL
- B. Course Review—Semester QL
- C. Student Progress—Special Report QN

## **RESULTS**

Beginning in the Fall of 1996 portfolio information was collected on each freshman student to help assess how they progress through their college career. This process will continue until information is collected on all business students throughout their entire academic career. Eventually each student will have a portfolio which reflects such major outcomes as: enterprising problem solving, interpersonal leadership, oral communication skills (video tape), and written communication skills. The students who are doing internships are required to have their superior evaluate their management skills by the use of an employer evaluation form.

In addition, the Alumni Council of the School of Business meets annually to discuss means for improving the curriculum and programs. Their input has lead to several significant changes in the type of courses offered and the means of delivery.

## **RECOMMENDATIONS**

The recommendations come from course assessment committees which are composed of faculty members who have expertise in the areas of accounting and finance; management and management information systems; business administration, business education, international business; and marketing. Other recommendations come from our alumni advisory committee, our

employer surveys, and honor students surveys. Very important portfolio information on each student is evaluated by the Comprehensive Advisement Center Advisor from the business faculty. The portfolios provide a wealth of information on how the student is progressing with respect to communication skills, critical thinking skills, enterprising problem solving skills, and interpersonal leadership skills. The CAC advisor evaluates the documents in each portfolio to make decisions on how the student can improve. He and the department chairman make the decisions such as whether the student should: continue as a business major, go onto the next sequential course, be referred to the Collaborative Learning Center, be referred to take the career advisement aptitude test, take more courses in English, take more courses in verbal communication, be advised to be assigned a tutor, change his major to one of the other seven majors in the School of Business, or change his major to one of the other majors in the university. The results of the surveys from employers, alumni advisory council, and honor students are compiled and analyzed by the faculty in order to make recommendations.

#### **ACTION TAKEN**

On the basis of an employer questionnaire survey, the management information system major requirements were changed. Advanced mathematics courses were removed because it was felt these skills were not needed. Courses in Accounting, Quantitative Analysis, Business Law, Strategic Management, Principles of Economics, and Principles of Marketing were substituted in place of the mathematics courses. As a result of the Alumni Advisory Committee survey, the Business Communication course was changed by requiring more oral communication presentations. As the result of poor grades in Accounting, Economics, and Marketing, some students were counseled into other majors of the university. This was done after a counseling session with the student, and after the student had taken the aptitude test which is administered by the Career Planning and Placement Department. As a result of the evaluation of some of the documents in the portfolio, a student may be advised to take more communication courses. If the documents in the portfolio reflect that the student has poor written communication skills, he is advised to take more English courses or he is advised to work with the Collaborative Learning Center in order to improve. If the management evaluation form of a student who is doing an internship is unsatisfactory, the student is given a "no pass" grade and it is recommended that he take specific courses to remedy his deficiency.

## **Appendix 4**

### **1997 Long Range Goals**

## **ORAL ROBERTS UNIVERSITY GOALS**

*Below are the 10 primary goals of Oral Roberts University. Each goal is followed by representative samples of objectives, which are currently being articulated with input from students, faculty, staff, and administration. A complete list of objectives for each goal, including strategies for implementation, will be developed throughout the 1996-97 academic year as part of the university's long-range planning efforts and preparation for the 1997 NCA on-site visitation and evaluation for accreditation.*

**GOAL #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.***

- Raise and maintain standards for admission and graduation that will encourage prospective students to strive for academic excellence.
- Achieve and maintain high standards of academic, physical, and spiritual excellence which will qualify ORU to be one of the outstanding liberal arts and graduate schools in the nation.
- Increase student enrollment to 5,500 through effective retention and recruitment efforts. This includes 2,900 students in the dormitories, as well as 2,600 full-time and part-time commuters.
- Rebuild ORU's technological infrastructure.
- Refurbish and maintain the Learning Resources Center with an excellent collection of books, periodicals, and resource materials.
- Maintain all campus facilities and add buildings as needed.
- Recruit and maintain high quality faculty and staff.

**GOAL #2** ***Strengthen and expand academic programs with an emphasis on interdisciplinary cross-pollination.***

- Continue to review the University's curricula and academic programs and their relevance to its mission in order that the graduates may be prepared to go into every man's world to bring healing for the totality of human need.
- Encourage courses with an interdisciplinary emphasis.
- Increase off-campus course offerings through the School of Lifelong Education, including courses through the internet and ORU's television programming.

**GOAL #3** *Produce graduates who will be a vital force in changing the moral and ethical environment of the world through their chosen professions.*

- Encourage students and graduates to go where God's light is dim, His voice is heard small, and His healing power is not known."
- Produce students and graduates who continue to win awards for excellence in state, regional, national, and international competitions and learned societies.
- Assess student success in moral and ethical areas.

**GOAL #4** *Make a significant impact for the Gospel of Christ through community outreach, evangelism, and world-wide missions efforts.*

- Assume a leading role in the spiritual and educational development of the world-wide Pentecostal/Charismatic movement.
- Encourage and support the involvement of students, faculty, staff, and alumni in short-term missions programs.
- Continue and expand the Community Outreach program, in which students, faculty, and staff donate their time and talents to assist community service organizations.
- Provide resources to support the missionary efforts of ORU graduates and others whose purpose is compatible with ORU's.

**GOAL #5** *Expand the University's international scope through student and faculty recruitment, academic program development, and missions training programs.*

- Establish an infrastructure to bring together and strengthen current international efforts, as well as to address current and future needs.
- Actively recruit international students.
- Hire more faculty and staff with international experience and utilize them in internationalization efforts.
- Provide international experiences for faculty and staff.
- Take further steps to internationalize the curriculum.

**GOAL #6** *Engage in strong public relations and development efforts to further enhance the University's image and strengthen relationships locally, nationally, and internationally.*

- Increase awareness of ORU's history, accomplishments, and vision for the future by developing relationships with media contacts, corporate leaders, and ministry representatives.
- Rebuild the Office of Development in order to establish and maintain relationships with all constituencies of the university.
- Establish the Office of Ministerial Relations in order to develop long-term relationships with churches and ministries.
- Increase ORU's public exposure through further development of the university's television network, mail ministry, and internet presence.

**GOAL #7** *Develop and maintain a competitive NCAA Division I intercollegiate athletic program.*

- Join a NCAA conference with quality members to enhance the opportunities for ORU's athletic programs and student athletes.
- Develop an effective marketing program to promote support for ORU's intercollegiate athletic program.
- Strengthen and support women's and Olympic sports to provide increased opportunities for ORU student athletes.
- Continue to encourage the spiritual development of student athletes to represent the values promoted by ORU.

**GOAL #8** *Build and maintain a strong endowment sufficient to sustain the mission for which the University was founded.*

- Secure the commitment of 3,000 churches/ministries to support ORU annually.
- Continue our relationship with an outside property management firm, who will secure and manage leases in the CityPlex facility in order to increase its value and provide ongoing support to ORU's endowment fund.
- Pursue financial contributions for the endowment fund through the development office.

**GOAL #9** ***Provide extensive services for business professionals, churches and ministries, laity, and non-profit organizations across America and around the world.***

- Pursue international affiliation and extension programs.
- Provide educational programs to churches and ministries through the School of Lifelong Education, the School of theology and Missions, and the ORU Educational Fellowship.
- Provide consulting and counseling services to churches, ministries, and businesses through ORU's faculty and staff.
- Provide information and expertise to churches and ministries in planned giving, stewardship, and estate planning programs.
- Provide services and exposure for organizations through ORU's television programming.
- Develop services that meet specific needs of partners and alumni.

**GOAL #10** ***Develop and sustain a pattern of administration, management, and financial policies which reflects the Christian principles of the University and promotes excellence and integrity.***

- Continue to encourage the high moral and spiritual values as exemplified in ORU's Honor Code and chapel programs.
- Establish salaries and benefits at the median of comparable universities to attract and retain administrator, faculty, and staff who are committed to academic and spiritual excellence.
- Maintain a sufficient operating budget to support instructional and research programs and to provide scholarships, fellowships, and assistantships in harmony with the goals and purposes of the University.
- Keep the public better informed of ORU's financial status.
- Eliminate the University's current debt and pay all new bills in a timely manner.
- Continue the University's current policy of supporting other ministries and worthy programs by tithing.

## **Appendix 5**

# **2021 ORU University Student Outcomes**



## Oral Roberts University Outcomes | 2021

### **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.

## **Appendix 6**

### **1997 Course Syllabi**

Biology 101

Chemistry 111

Communication 101

|                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>Dr. Duane Thurman</u><br>Name of Instructor                                                                                                                                                                                                                                                                                  | <u>Biology 101</u><br>Course #                                                                                                                                                                                                                                                                       | <u>Principles of Biology Lecture</u><br>Title of Course                                                                                                                                                                                                                                                         | <u>Biology</u><br>Name of Department                                                                                                                                                                                |
| <u>MISSION</u><br><br>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.                                                                                                                            | <u>MAJOR OUTCOMES</u><br><br><u>Analysis/Problem Solving:</u><br><br>Be proficient in biology by acquisition of a broad-based knowledge in biology and by the development of scientific skills.<br><br>Be equipped to do independent investigation, analysis, and evaluation of a scientific nature. | <u>COURSE OUTCOMES</u><br><br>To understand the principles of life common to plants and animals.<br><br>To use the scientific method in analyzing and solving problems such as world hunger, population, and environmental stewardship.<br><br>Apply biological principles to contemporary biological problems. | <u>ASSESSMENT OF COURSE OUTCOMES</u><br><br><u>STIMULI:</u><br><br>Examinations on knowledge of common life principles<br><br>Problem-solving exercises that apply basic biological and problem-solving principles. |
| <u>GENERAL OUTCOMES</u><br><br>1. Spiritual Development<br><br>2. Physical Development<br><br>3. Communication<br><br>4. Analysis<br><br>5. Problem Solving<br><br>6. Valuing in Decision-making<br><br>7. Social Interaction<br><br>8. Global Perspectives<br><br>9. Effective Citizenship<br><br>10. Aesthetic Responsiveness | <u>Communication:</u><br><br>Be able to effectively communicate science in written and oral format<br><br><u>Global Perspective/Spiritual Development:</u><br><br>Be able to develop a scientific world view consistent with Biblical truth.                                                         | <u>CRITERIA:</u><br><br>Correctly answer exam questions over scientific method, biological principles, and contemporary problems of biological nature.<br><br>Correctly analyze problems in problem-solving exercises.                                                                                          |                                                                                                                                                                                                                     |

Ritzhaupt, Gary  
Name of Instructor

MISSION

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General Outcomes

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

CHE 111-01 & 02  
Course #

MAJOR OUTCOMES

1. Global Perspective  
Graduates globally minded medical doctors and dentists who choose to use their profession to heal the sick around the world.  
Participates in summer mission team to work outside U.S.
2. Valuing in Decision-Making  
Spiritual Development  
Make sound medical decisions in line with Biblical principles (Pro-life vs. Pro-choice)
3. Critical Thinking  
Problem Solving  
Graduate Students with working knowledge of chemical concepts and marketable skills. Analyze chemical problems and offer solutions
4. Communication  
Communicates effectively and scientifically using the language, concepts and models of chemistry
5. Analysis  
Exhibits competency in researching the literature and use the information for analyzing research data and strategies and also to interpret data correctly

General Chemistry I Lec.  
Title of Course

COURSE OUTCOME

1. Solve basic chemical problems mathematically
2. Apply chemical concepts to more in-depth studies and in different sequences
3. Develop an understanding of chemical structure, reactions and bonding

Chemistry  
Name of Department

ASSESSMENT OF COURSE OUTCOME

STIMULI

1. 4 hour exams
2. Final exam
3. 5 quizzes
4. Student response to teacher initiated questions
5. Student initiated questions in review sessions

CRITERIA

1. Student performance on tests and quizzes
2. Faculty evaluation to instructor initiated discussion

|                    |            |                    |                    |
|--------------------|------------|--------------------|--------------------|
| C. Lewandowski     | COM-101    | Oral Communication | Communication Arts |
| Name of Instructor | Course No. | Title of Course    | Name of Department |

**MISSION**

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.

**GENERAL OUTCOMES**

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

**MAJOR OUTCOMES**

Communication:  
Uses appropriate listening styles for various situations—Informative, evaluative, supportive. Displays awareness of the uniqueness of message reception and the verification of accuracy. Clearly articulates Christian experience and knowledge to aid or encourage others.

Analysis/critical thinking/valuing:  
Selects meaningful evidence and information necessary to support all ideas sent or received. Uses established criteria to effectively organize ideas for presentation. Uses ethical considerations when selecting material for inclusion in messages sent.

Self perception/social interaction:  
Displays a positive self concept and verbally and nonverbally communicates self esteem and confidence developed from peer commendations. Habitually uses carefully selected behaviors to build unselfish commitment to interpersonal relationships that collaborate, compromise, and resolve conflict in the process of healthy, positive relationships.

**COURSE OUTCOMES**

Global perspectives/cross cultural experiences:  
Carefully selects components of the verbal and nonverbal message, having carefully the specific personal needs and cultural values of the receiver.

Responsible and effective citizenship/leadership and spiritual development:  
Critically evaluates persuasive messages for content, support, intent, and speaker credibility to enable informed voting. Works effectively with others as both leader and participant in small group activities to solve problems of community, nations, and world of both civic and spiritual citizenship. Skillfully presents self for elected leadership positions through informed analysis, sound judgment, accurate research, ethical presentation, and effective public and/or media presentation.

**ASSESSMENT OF COURSE GOALS**

**Stimuli:**  
Quizzes and exams.  
Interview/Introduction speech.  
Small group project.  
Interpersonal triads and diads.  
Information-gathering Interview.  
Personal case study of Interview.  
Jobarl Window Profile.  
Speech outlines.  
Informative speech.  
Persuasive speech.  
Commercials.  
Peer oral and written critiques.  
Written self critique.  
Written communication event critiques.  
Peer speaker Introductions.  
Videotaped speeches and critiques.  
Classroom activities.

**Criteria:**  
Stated in the syllabus for specific values.

## **Appendix 7**

# **2018 General Education Criteria (Excerpts)**

GEN-1-A: Biblical Knowledge

GEN-2-A: Critical Thinking, Intellectual Creativity & Aesthetic Appreciation

GEN-3-A: Healthy Lifestyle

GEN-4-A: Ethical Behavior

# WPA-GEN-1-Master Rubric

Course: ORU Online

| Criteria                        | Level 4                                                                                           | Level 3                                                                                             | Level 2                                                                                             | Level 1                                                                                              | Level 0                                                                                    | Criterion Score |
|---------------------------------|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|-----------------|
| GEN-1-A-1-Entire OT Knowledge   | 4 points<br>Demonstrates thorough knowledge of biblical content over whole range of Old Testament | 3 points<br>Demonstrates adequate knowledge of biblical content over most sections of Old Testament | 2 points<br>Demonstrates adequate knowledge of biblical content over some sections of Old Testament | 1 point<br>Demonstrates incorrect or superficial knowledge of biblical content of Old Testament      | 0 points<br>Does not attempt to demonstrate knowledge of biblical content of Old Testament | / 4             |
| GEN-1-A-2-Specific OT Knowledge | 4 points<br>Demonstrates thorough knowledge and understanding of specific Old Testament content   | 3 points<br>Demonstrates informed knowledge and understanding of specific Old Testament content     | 2 points<br>Demonstrates adequate knowledge of specific Old Testament content                       | 1 point<br>Demonstrates incorrect or superficial knowledge of specific Old Testament content         | 0 points<br>Does not attempt to demonstrate knowledge of specific Old Testament content    | / 4             |
| GEN-1-A-3-Entire NT Knowledge   | 4 points<br>Demonstrates thorough knowledge of biblical content over whole range of New Testament | 3 points<br>Demonstrates adequate knowledge of biblical content over most sections of New Testament | 2 points<br>Demonstrates adequate knowledge of biblical content over some sections of New Testament | 1 point<br>Demonstrates incorrect or only superficial knowledge of biblical content of New Testament | 0 points<br>Does not attempt to demonstrate knowledge of biblical content of New Testament | / 4             |

| Criteria                                  | Level 4                                                                                                                                                      | Level 3                                                                                                                                        | Level 2                                                                                                                   | Level 1                                                                                                                    | Level 0                                                                                                         | Criterion Score |
|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-----------------|
| GEN-1-A-4-Specific NT Knowledge           | 4 points<br>Demonstrates thorough knowledge and understanding of specific New Testament content                                                              | 3 points<br>Demonstrates informed knowledge and understanding of specific New Testament content                                                | 2 points<br>Demonstrates adequate knowledge of specific New Testament content                                             | 1 point<br>Demonstrates incorrect or superficial knowledge of specific New Testament content                               | 0 points<br>Does not attempt to demonstrate knowledge of specific New Testament content                         | / 4             |
| GEN-1-A-5-Background of Biblical Writings | 4 points<br>Demonstrates thorough knowledge and understanding of background of biblical writings, according to each author's background and intended message | 3 points<br>Demonstrates informed knowledge of background of biblical writings, but does not connect author's background with intended message | 2 points<br>Demonstrates some knowledge of background of biblical writings                                                | 1 point<br>Demonstrates incorrect or superficial knowledge of background of biblical writings                              | 0 points<br>Does not attempt to demonstrate knowledge of background of biblical writings                        | / 4             |
| GEN-1-A-6-Biblical Interpretation         | 4 points<br>Applies principles of biblical interpretation accurately, using all significant matters of context and genre                                     | 3 points<br>Applies principles of biblical interpretation accurately, using most significant matters of context and genre                      | 2 points<br>Applies principles of biblical interpretation accurately, using some significant matters of context and genre | 1 point<br>Applies principles of biblical interpretation inaccurately, or ignores significant matters of context and genre | 0 points<br>Does not attempt to apply principles of biblical interpretation or use matters of context and genre | / 4             |



| Criteria                                                          | Level 4                                                                                                                                                                  | Level 3                                                                                                                                                           | Level 2                                                                                                                                                     | Level 1                                                                                                           | Level 0                                                                                                               | Criterion Score |
|-------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-----------------|
| GEN-1-A-7-<br>Articulation of<br>Spirit-filled Life<br>Principles | 4 points<br>Articulates a clear<br>relationship<br>between Biblical<br>content and life<br>principles,<br>accurately using<br>exceptional support<br>from Biblical texts | 3 points<br>Articulates a<br>relationship<br>between Biblical<br>content and life<br>principles,<br>accurately using<br>sufficient support<br>from Biblical texts | 2 points<br>Articulates a<br>relationship<br>between Biblical<br>content and life<br>principles,<br>accurately using<br>some support from<br>Biblical texts | 1 point<br>Articulates<br>inappropriately a<br>relationship<br>between Biblical<br>content and life<br>principles | 0 points<br>Does not attempt<br>to articulate a<br>relationship<br>between Biblical<br>content and life<br>principles | / 4             |
| GEN-1-A-8-<br>Application of<br>Spirit-filled Life<br>Principles  | 4 points<br>Reflects properly<br>on and applies<br>relevant biblical<br>leadership<br>principles<br>effectively and<br>intentionally to a<br>specific life<br>situation  | 3 points<br>Applies relevant<br>biblical leadership<br>principles<br>effectively and<br>intentionally to a<br>specific life<br>situation                          | 2 points<br>Applies biblical<br>leadership<br>principles<br>effectively to a<br>general life<br>situation                                                   | 1 point<br>Applies biblical<br>leadership<br>principles<br>inaccurately to a<br>life situation                    | 0 points<br>Does not attempt<br>to apply biblical<br>leadership<br>principles to a life<br>situation                  | / 4             |
| GEN-1-B-1-<br>Personal<br>Devotional Life                         | 4 points<br>Applies scripture<br>effectively and<br>intentionally to<br>personal devotional<br>life                                                                      | 3 points<br>Applies scripture<br>adequately to<br>personal devotional<br>life                                                                                     | 2 points<br>Applies scripture to<br>personal devotional<br>life                                                                                             | 1 point<br>Applies scripture<br>inappropriately to<br>personal devotional<br>life                                 | 0 points<br>Does not apply<br>scripture to<br>personal devotional<br>life                                             | / 4             |

# WPA-GEN-2-Master Rubric

Course: ORU Online

| Criteria                             | Level 4                                                                                             | Level 3                                                                  | Level 2                                           | Level 1                                                          | Level 0                                             | Criterion Score |
|--------------------------------------|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|---------------------------------------------------|------------------------------------------------------------------|-----------------------------------------------------|-----------------|
| GEN-2-A-1-Critical Thinking Purpose  | 4 points<br>Identifies clearly and addresses consistently realistic and significant purpose or goal | 3 points<br>Identifies clearly realistic and significant purpose or goal | 2 points<br>Identifies reasonable purpose or goal | 1 point<br>Identifies unclear and/or unrealistic purpose or goal | 0 points<br>Does not identify purpose or goal       | / 4             |
| GEN-2-A-2-Critical Thinking Question | 4 points<br>Identifies and addresses consistently an important question or problem                  | 3 points<br>Identifies an important question or problem                  | 2 points<br>Identifies a question or problem      | 1 point<br>Identifies an insignificant question or problem       | 0 points<br>Does not identify a question or problem | / 4             |

| Criteria                                      | Level 4                                                                                                                                                                       | Level 3                                                                                                                                                   | Level 2                                                                                                                   | Level 1                                                                                               | Level 0                                                                                   | Criterion Score |
|-----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|-----------------|
| GEN-2-A-3-Critical Thinking Hypothesis        | <p>4 points</p> <p>Identifies and addresses consistently an important hypothesis that demonstrates complexity of thought through the design of a problem-solving strategy</p> | <p>3 points</p> <p>Identifies an important hypothesis that demonstrates complexity of thought through the design of a problem-solving strategy</p>        | <p>2 points</p> <p>Identifies a hypothesis that demonstrates thought through the design of a problem-solving strategy</p> | <p>1 point</p> <p>Identifies a discernible position that simply identifies a personal perspective</p> | <p>0 points</p> <p>Does not identify a hypothesis</p>                                     | / 4             |
| GEN-2-A-4-Critical Thinking Underlying Nature | <p>4 points</p> <p>Identifies and explains underlying nature of a problem or issue using content from the course and additional information from outside of course</p>        | <p>3 points</p> <p>Identifies underlying nature of a problem or issue using content from the course and additional information from outside of course</p> | <p>2 points</p> <p>Identifies underlying nature of a problem or issue using content from the course</p>                   | <p>1 point</p> <p>Identifies incorrectly a problem or issue by misusing content from the course</p>   | <p>0 points</p> <p>Does not identify a problem or issue using content from the course</p> | / 4             |

| Criteria                                             | Level 4                                                                                                                                        | Level 3                                                                                                                                | Level 2                                                                                                                      | Level 1                                                                                           | Level 0                                                         | Criterion Score |
|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|-----------------|
| GEN-2-A-5-Critical Thinking Evidence                 | 4 points<br>Presents clearly and accurately all necessary information, data, or formulas                                                       | 3 points<br>Presents clearly and accurately most necessary information, data, or formulas                                              | 2 points<br>Presents accurately some necessary information, data, or formulas                                                | 1 point<br>Presents significant amount of inaccurate or irrelevant information, data, or formulas | 0 points<br>Does not present any information, data, or formulas | / 4             |
| GEN-2-A-6-Critical Thinking Conceptual Understanding | 4 points<br>Responds clearly and effectively using appropriate and sufficient course content and outside sources                               | 3 points<br>Responds clearly using appropriate and sufficient course content                                                           | 2 points<br>Responds using appropriate and sufficient course content                                                         | 1 point<br>Responds using insufficient and/or inappropriate course content                        | 0 points<br>Does not respond using course content               | / 4             |
| GEN-2-A-7-Critical Thinking Assumptions              | 4 points<br>Presents justified assumptions and consistently performs reasonability checks on calculated answers and numbers reported by others | 3 points<br>Presents justified assumptions and performs some reasonability checks on calculated answers and numbers reported by others | 2 points<br>Presents assumptions and performs some reasonability checks on calculated answers and numbers reported by others | 1 point<br>Presents contradictory assumptions or does not perform reasonability checks            | 0 points<br>Does not present assumptions                        | / 4             |

| Criteria                                                     | Level 4                                                                                                                                                                             | Level 3                                                                                                                        | Level 2                                                                                                                                              | Level 1                                                                                          | Level 0                                         | Criterion Score |
|--------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-------------------------------------------------|-----------------|
| GEN-2-A-8-Critical Thinking Inferences                       | 4 points<br>Presents clearly and accurately valid conclusions based on issue, object, or work that demonstrate solid understanding based on fully developed rationale               | 3 points<br>Presents valid conclusions based on issue, object, or work that demonstrate solid understanding based on rationale | 2 points<br>Presents some conclusions based on issue, object, or work that demonstrate adequate understanding based on partially developed rationale | 1 point<br>Presents inaccurate conclusions based on issue, object, or work                       | 0 points<br>Does not present conclusions        | / 4             |
| GEN-2-A-9-Critical Thinking Christian Worldview Presentation | 4 points<br>Presents clearly and adheres consistently to appropriate Christian worldview while acknowledging, refuting, synthesizing, or extending other perspectives appropriately | 3 points<br>Presents clearly appropriate Christian worldview while giving some consideration to other perspectives             | 2 points<br>Presents appropriate Christian worldview with at least one other perspective acknowledged                                                | 1 point<br>Presents inappropriate Christian worldview or does not acknowledge other perspectives | 0 points<br>Does not identify any point of view | / 4             |

| Criteria                                                    | Level 4                                                                                                                                                                              | Level 3                                                                                                                                                       | Level 2                                                                                                                                            | Level 1                                                                                                                                                 | Level 0                                                                                 | Criterion Score |
|-------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-----------------|
| GEN-2-A-10-Critical Thinking Christian Worldview Evaluation | 4 points<br>Evaluates effectively and presents coherently multiple perspectives with respect to Christian worldview while demonstrating ability to negotiate between competing ideas | 3 points<br>Evaluates and presents multiple perspectives with respect to Christian worldview while demonstrating ability to negotiate between competing ideas | 2 points<br>Evaluates and presents multiple perspectives with respect to Christian worldview while attempting to negotiate between competing ideas | 1 point<br>Evaluates inappropriately multiple perspectives with respect to Christian worldview or does not attempt to negotiate between competing ideas | 0 points<br>Does not evaluate multiple perspectives with respect to Christian worldview | / 4             |
| GEN-2-A-11-Critical Thinking Christian Worldview Analysis   | 4 points<br>Analyzes a work by comparing and contrasting work's worldview to Christian worldview using multiple, significant criteria                                                | 3 points<br>Analyzes a work by comparing and contrasting work's worldview to Christian worldview using multiple criteria                                      | 2 points<br>Analyzes a work by comparing and contrasting work's worldview to Christian worldview using some criteria                               | 1 point<br>Analyzes a work by incorrectly comparing and/or contrasting work's worldview to Christian worldview                                          | 0 points<br>Does not attempt to analyze a work by comparing and contrasting worldviews  | / 4             |

| Criteria                                | Level 4                                                                                                                         | Level 3                                                                                                                          | Level 2                                                                                                                          | Level 1                                                                                                                                     | Level 0                                                                                                                                        | Criterion Score |
|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| GEN-2-A-12-Critical Thinking Evaluation | 4 points<br>Evaluates all information used to support student-generated idea, solution, or thesis, and references valid sources | 3 points<br>Evaluates most information used to support student-generated idea, solution, or thesis, and references valid sources | 2 points<br>Evaluates some information used to support student-generated idea, solution, or thesis, and references valid sources | 1 point<br>Evaluates incorrectly information used to support student-generated idea, solution, or thesis, and/or references invalid sources | 0 points<br>Does not evaluate information used to support student-generated idea, solution, or thesis, and/or does not reference valid sources | / 4             |
| GEN-2-A-13-Creativity Presentation      | 4 points<br>Presents a student-generated idea, solution, or thesis with significant supporting reasoning                        | 3 points<br>Presents a student-generated idea, solution, or thesis with sufficient supporting reasoning                          | 2 points<br>Presents a student-generated idea, solution, or thesis with some supporting information                              | 1 point<br>Presents an idea, solution, or thesis not generated by the student with little or no supporting information                      | 0 points<br>Does not present an idea, solution, or thesis with supporting information                                                          | / 4             |
| GEN-2-A-14-Creativity Discussion        | 4 points<br>Discusses new or previously unknown applications or uses for a student-generated idea, solution, or thesis          | 3 points<br>Discusses relevant applications or uses for a student-generated idea, solution, or thesis                            | 2 points<br>Discusses possible applications or uses for a student-generated idea, solution, or thesis                            | 1 point<br>Discusses irrelevant applications or uses for a student-generated idea, solution, or thesis                                      | 0 points<br>Does not discuss applications or uses for a student-generated idea, solution, or thesis                                            | / 4             |

| Criteria                          | Level 4                                                                                                                           | Level 3                                                                                    | Level 2                                                                                               | Level 1                                                                                           | Level 0                                                                                     | Criterion Score |
|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|-----------------|
| GEN-2-A-15-Creativity Exploration | 4 points<br>Effectively explores new directions or approaches in project                                                          | 3 points<br>Attempts to explore project by going in new directions or approaches           | 2 points<br>Strictly adheres to parameters of assignment as given                                     | 1 point<br>Does not fulfill parameters of assignment                                              | 0 points<br>Does not address parameters of assignment                                       | / 4             |
| GEN-2-A-16-Creativity Complexity  | 4 points<br>Successfully utilizes broad range of strategies and adapts unexpected strategies in response to problem or assignment | 3 points<br>Successfully utilizes multiple strategies in response to problem or assignment | 2 points<br>Explores several strategies in response to problem or assignment, not always successfully | 1 point<br>Is limited to single predictable strategy in response to problem or assignment         | 0 points<br>Does not present coherent strategy in response to problem or assignment         | / 4             |
| GEN-2-A-17-Creativity Synthesis   | 4 points<br>Goes beyond synthesizing and transforms existing ideas and solutions into entirely new forms                          | 3 points<br>Synthesizes diverse or contradictory ideas or solutions into a coherent whole  | 2 points<br>Identifies connections among diverse or contradictory ideas or solutions                  | 1 point<br>Identifies inappropriate connections among diverse or contradictory ideas or solutions | 0 points<br>Does not identify connections among diverse or contradictory ideas or solutions | / 4             |



| Criteria                                      | Level 4                                                                                                                                                     | Level 3                                                                                                                                        | Level 2                                                                                                                                    | Level 1                                                                                                                         | Level 0                                                                                                                                 | Criterion Score |
|-----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| GEN-2-A-18-Aesthetic Appreciation Knowledge   | 4 points<br>Identifies significant themes/ideas that determine authenticity, and characteristics that distinguish an artist's work or period from others    | 3 points<br>Identifies significant characteristics that distinguish an artist's work or period from others                                     | 2 points<br>Identifies some characteristics that describe an artist's work or period                                                       | 1 point<br>Identifies incorrectly characteristics that describe an artist's work or period                                      | 0 points<br>Does not attempt to identify characteristics that describe an artist's work or period                                       | / 4             |
| GEN-2-A-19-Aesthetic Appreciation Description | 4 points<br>Describes, using multiple, significant criteria, how an artist is influenced by a time period, or how a time period is influenced by the artist | 3 points<br>Describes, using multiple criteria, how an artist is influenced by a time period, or how a time period is influenced by the artist | 2 points<br>Describes, using some criteria, how an artist is influenced by a time period, or how a time period is influenced by the artist | 1 point<br>Describes incorrectly how an artist is influenced by a time period, or how a time period is influenced by the artist | 0 points<br>Does not attempt to describe how an artist is influenced by a time period, or how a time period is influenced by the artist | / 4             |
| GEN-2-A-20-Aesthetic Appreciation Technique   | 4 points<br>Describes accurately all significant elements or principles used in a work                                                                      | 3 points<br>Describes accurately most significant elements or principles used in a work                                                        | 2 points<br>Describes accurately some significant elements or principles used in a work                                                    | 1 point<br>Describes inaccurately elements or principles used in a work                                                         | 0 points<br>Does not attempt to describe elements or principles used in a work                                                          | / 4             |

| Criteria                                                   | Level 4                                                                                                                                                        | Level 3                                                                                                                             | Level 2                                                                                                                       | Level 1                                                                                                                                                 | Level 0                                                                                                           | Criterion Score |
|------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-----------------|
| GEN-2-A-21-<br>Aesthetic<br>Appreciation<br>Analysis       | 4 points<br>Describes accurately how all significant techniques used in a work reinforce theme, meaning, mood, or feeling                                      | 3 points<br>Describes accurately how most significant techniques used in a work reinforce theme, meaning, mood, or feeling          | 2 points<br>Describes accurately how some significant techniques used in a work reinforce theme, meaning, mood, or feeling    | 1 point<br>Describes inaccurately how techniques used in a work reinforce theme, meaning, mood, or feeling                                              | 0 points<br>Does not attempt to describe how techniques used in a work reinforce theme, meaning, mood, or feeling | / 4             |
| GEN-2-A-22-<br>Aesthetic<br>Appreciation<br>Interpretation | 4 points<br>Forms critically insightful and reasonable hypothesis about symbolic or metaphorical meaning and supports it with significant evidence from a work | 3 points<br>Forms reasonable hypothesis about symbolic or metaphorical meaning and supports it with sufficient evidence from a work | 2 points<br>Forms reasonable hypothesis about symbolic or metaphorical meaning and supports it with some evidence from a work | 1 point<br>Forms unreasonable hypothesis about symbolic or metaphorical meaning and/or does not support reasonable hypothesis with evidence from a work | 0 points<br>Does not attempt to form hypothesis about symbolic or metaphorical meaning                            | / 4             |
| GEN-2-A-23-<br>Aesthetic<br>Appreciation<br>Evaluation     | 4 points<br>Uses accurately multiple, significant criteria to judge a work                                                                                     | 3 points<br>Uses accurately multiple criteria to judge a work                                                                       | 2 points<br>Uses accurately some criteria to judge a work                                                                     | 1 point<br>Uses criteria inaccurately to judge a work                                                                                                   | 0 points<br>Does not attempt to use criteria to judge a work                                                      | / 4             |

# WPA-GEN-3-Master Rubric

Course: ORU Online

| Criteria                                                      | Level 4                                                                                                                                    | Level 3                                                                                                                                | Level 2                                                                                                                                | Level 1                                                                                                                                   | Level 0                                                           | Criterion Score |
|---------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|-----------------|
| GEN-3-A-1-Lifestyle Assessment Survey                         | 4 points<br>Receives score of less than 41 on lifestyle assessment survey                                                                  | 3 points<br>Receives score of 41 to 70 on lifestyle assessment survey                                                                  | 2 points<br>Receives score of 71 to 100 on lifestyle assessment survey                                                                 | 1 point<br>Receives score greater than 100 on lifestyle assessment survey                                                                 | 0 points<br>Does not receive score on lifestyle assessment survey | / 4             |
| GEN-3-A-2-Differential Growth for Lifestyle Assessment Survey | 4 points<br>Receives differential growth score showing increase greater than 30 percent from beginning of GEN 150 to end of Health Fitness | 3 points<br>Receives differential growth score showing increase of 21 to 30 percent from beginning of GEN 150 to end of Health Fitness | 2 points<br>Receives differential growth score showing increase of 10 to 20 percent from beginning of GEN 150 to end of Health Fitness | 1 point<br>Receives differential growth score showing increase of less than 10 percent from beginning of GEN 150 to end of Health Fitness | 0 points<br>Does not receive differential score                   | / 4             |

# WPA-GEN-4-Master Rubric

Course: ORU Online

| Criteria                                                                          | Level 4                                                                                                                                                                                                       | Level 3                                                                                                                                                                                                       | Level 2                                                                                                                                                                                                   | Level 1                                                                                                                                                                                                                              | Level 0                                                                                                                                                                                                                 | Criterion Score |
|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| GEN-4-A-1-<br>Knowledge of<br>the University<br>Honor Code                        | 4 points<br>Demonstrates<br>thorough<br>knowledge of<br>university honor<br>code                                                                                                                              | 3 points<br>Demonstrates<br>adequate<br>knowledge of<br>university honor<br>code                                                                                                                              | 2 points<br>Demonstrates<br>limited knowledge<br>of university honor<br>code                                                                                                                              | 1 point<br>Demonstrates<br>incorrect or only<br>superficial<br>knowledge of<br>university honor<br>code                                                                                                                              | 0 points<br>Does not attempt<br>to demonstrate<br>knowledge of<br>university honor<br>code                                                                                                                              | / 4             |
| GEN-4-A-2-<br>Knowledge of<br>Religious and/or<br>Professional<br>Codes of Ethics | 4 points<br>Demonstrates<br>thorough<br>knowledge of<br>different ethical<br>perspectives and<br>concepts derived<br>from ethical<br>framework such as<br>religious and/or<br>professional codes<br>of ethics | 3 points<br>Demonstrates<br>adequate<br>knowledge of<br>different ethical<br>perspectives and<br>concepts derived<br>from ethical<br>framework such as<br>religious and/or<br>professional codes<br>of ethics | 2 points<br>Demonstrates<br>limited knowledge<br>of different ethical<br>perspectives and<br>concepts derived<br>from ethical<br>framework such as<br>religious and/or<br>professional codes<br>of ethics | 1 point<br>Demonstrates<br>incorrect or only<br>superficial<br>knowledge of<br>different ethical<br>perspectives and<br>concepts derived<br>from ethical<br>framework such as<br>religious and/or<br>professional codes<br>of ethics | 0 points<br>Does not attempt<br>to demonstrate<br>knowledge of<br>different ethical<br>perspectives and<br>concepts derived<br>from ethical<br>framework such as<br>religious and/or<br>professional codes<br>of ethics | / 4             |

| Criteria                                                     | Level 4                                                                                                                        | Level 3                                                                                                                | Level 2                                                                                               | Level 1                                                                                                                             | Level 0                                                                                                          | Criterion Score |
|--------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-----------------|
| GEN-4-A-3-<br>Articulation of<br>Personal Ethical<br>Beliefs | 4 points<br>Articulates<br>consistently and<br>effectively personal<br>ethical beliefs and<br>approach to ethical<br>decisions | 3 points<br>Articulates<br>consistently<br>personal ethical<br>beliefs and<br>approach to ethical<br>decisions         | 2 points<br>Articulates<br>personal ethical<br>beliefs and<br>approach to ethical<br>decisions        | 1 point<br>Articulates<br>inconsistently or<br>superficially<br>personal ethical<br>beliefs and<br>approach to ethical<br>decisions | 0 points<br>Does not attempt<br>to articulate<br>personal ethical<br>beliefs or approach<br>to ethical decisions | / 4             |
| GEN-4-A-4-<br>Ability to Make<br>Morally Correct<br>Choices  | 4 points<br>Makes morally<br>correct choices and<br>clearly understands<br>why these choices<br>are correct                    | 3 points<br>Makes morally<br>correct choices but<br>only marginally<br>understands why<br>these choices are<br>correct | 2 points<br>Makes morally<br>correct choices but<br>does not know why<br>these choices are<br>correct | 1 point<br>Makes morally<br>inappropriate<br>choices                                                                                | 0 points<br>Does not attempt<br>to make morally<br>correct choices                                               | / 4             |
| GEN-4-A-5-<br>Identification of<br>Ethical<br>Dilemmas       | 4 points<br>Identifies ethical<br>dilemmas clearly<br>and effectively<br>articulates ethical<br>principles of<br>dilemma       | 3 points<br>Identifies ethical<br>dilemmas and<br>articulates ethical<br>principles of<br>dilemma                      | 2 points<br>Identifies ethical<br>dilemmas                                                            | 1 point<br>Identifies ethical<br>dilemmas<br>inappropriately and<br>does not articulate<br>ethical principles of<br>dilemma         | 0 points<br>Does not attempt<br>to identify ethical<br>dilemmas                                                  | / 4             |

| Criteria                                                                | Level 4                                                                                                                                                   | Level 3                                                                                                                                   | Level 2                                                                                                                                           | Level 1                                                                                                                                                                 | Level 0                                                                                                                                                      | Criterion Score |
|-------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| GEN-4-A-6-Use of the Bible in Handling Ethical Dilemmas                 | 4 points<br>Utilizes consistently biblical principles and identifies multiple scriptural references that clarify Christian response to an ethical dilemma | 3 points<br>Utilizes biblical principles and identifies a few scriptural references that clarify Christian response to an ethical dilemma | 2 points<br>Utilizes biblical principles without identifying specific scriptural references that clarify Christian response to an ethical dilemma | 1 point<br>Utilizes biblical principles inappropriately and identifies incorrectly specific scriptural references that clarify Christian response to an ethical dilemma | 0 points<br>Does not attempt to utilize biblical principles or identify specific scriptural references that clarify Christian response to an ethical dilemma | / 4             |
| GEN-4-A-7-Use of the University Honor Code in Handling Ethical Dilemmas | 4 points<br>Utilizes consistently university honor code to develop response to ethical dilemmas and identifies multiple components of code                | 3 points<br>Utilizes university honor code and identifies a few components of code from which to develop response to ethical dilemmas     | 2 points<br>Utilizes university honor code                                                                                                        | 1 point<br>Utilizes university honor code inappropriately to develop response to ethical dilemmas                                                                       | 0 points<br>Does not attempt to utilize university honor code or identify components of code from which to develop response to ethical dilemmas              | / 4             |

| Criteria                                                                                    | Level 4                                                                                                                                 | Level 3                                                                                                                 | Level 2                                                                                                    | Level 1                                                                                                                   | Level 0                                                                                                                                                                 | Criterion Score |
|---------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| GEN-4-A-8-Use of Religious and/or Professional Codes of Ethics in Handling Ethical Dilemmas | 4 points<br>Utilizes consistently and effectively religious and/or professional codes of ethics to develop response to ethical dilemmas | 3 points<br>Utilizes consistently religious and/or professional codes of ethics to develop response to ethical dilemmas | 2 points<br>Utilizes religious and/or professional codes of ethics to develop response to ethical dilemmas | 1 point<br>Utilizes religious and/or professional codes of ethics inappropriately to develop response to ethical dilemmas | 0 points<br>Does not attempt to utilize religious and/or professional codes of ethics or identify components of code from which to develop response to ethical dilemmas | / 4             |
| GEN-4-A-9-Analysis of Ethical Dilemma                                                       | 4 points<br>Analyzes an ethical dilemma thoroughly, examining consequences from Christian worldview                                     | 3 points<br>Analyzes an ethical dilemma thoroughly, examining consequences from Christian worldview                     | 2 points<br>Analyzes appropriately an ethical dilemma, examining consequences from Christian worldview     | 1 point<br>Analyzes inappropriately an ethical dilemma and does not examine consequences from Christian worldview         | 0 points<br>Does not attempt to analyze an ethical dilemma                                                                                                              | / 4             |
| GEN-4-A-10-Analysis of Social Influences                                                    | 4 points<br>Analyzes clearly and insightfully social influences on personal ethical decisions                                           | 3 points<br>Analyzes clearly social influences on personal ethical decisions                                            | 2 points<br>Analyzes appropriately social influences on personal ethical decisions                         | 1 point<br>Analyzes inappropriately social influences on personal ethical decisions                                       | 0 points<br>Does not attempt to analyze social influences on personal ethical decisions                                                                                 | / 4             |

| Criteria                                                       | Level 4                                                                                                                                                                                                     | Level 3                                                                                                                                                                                     | Level 2                                                                                                                                                                            | Level 1                                                                                                                                                                            | Level 0                                                                                                                                                                                                                        | Criterion Score |
|----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| GEN-4-A-11-<br>Evaluation of<br>Different Ethical<br>Decisions | 4 points<br>Raises consistently<br>multiple relevant<br>critical questions<br>concerning ethical<br>decisions and<br>defends a position<br>with good<br>reasoning and<br>understanding of<br>opposing views | 3 points<br>Raises a few<br>relevant critical<br>questions<br>concerning ethical<br>decisions and<br>defends a position<br>with good<br>reasoning and<br>understanding of<br>opposing views | 2 points<br>Raises a few critical<br>questions<br>concerning ethical<br>decisions but<br>defends a position<br>with limited<br>reasoning and<br>understanding of<br>opposing views | 1 point<br>Raises irrelevant<br>questions<br>concerning ethical<br>decisions and does<br>not defend a<br>position with good<br>reasoning and<br>understanding of<br>opposing views | 0 points<br>Does not attempt<br>to raise relevant<br>critical questions<br>concerning ethical<br>decisions and does<br>not attempt to<br>defend a position<br>with good<br>reasoning and<br>understanding of<br>opposing views | / 4             |
| GEN-4-B-1-<br>Knowledge of<br>Cultural<br>Diversity            | 4 points<br>Identifies multiple,<br>significant cultural<br>components or<br>traditions from a<br>culture or cultures<br>outside a student's<br>ethnic or national<br>origin                                | 3 points<br>Identifies multiple<br>cultural<br>components or<br>traditions from a<br>culture or cultures<br>outside a student's<br>ethnic or national<br>origin                             | 2 points<br>Identifies some<br>cultural<br>components or<br>traditions from a<br>culture or cultures<br>outside a student's<br>ethnic or national<br>origin                        | 1 point<br>Identifies<br>incorrectly cultural<br>components or<br>traditions from a<br>culture or cultures<br>outside a student's<br>ethnic or national<br>origin                  | 0 points<br>Does not attempt<br>to identify cultural<br>components or<br>traditions from a<br>culture or cultures<br>outside a student's<br>ethnic or national<br>origin                                                       | / 4             |
| GEN-4-B-2-<br>Analysis of<br>Cultural<br>Differences           | 4 points<br>Identifies multiple,<br>significant effects<br>of cultural<br>differences                                                                                                                       | 3 points<br>Identifies multiple<br>effects of cultural<br>differences                                                                                                                       | 2 points<br>Identifies some<br>effects of cultural<br>differences                                                                                                                  | 1 point<br>Identifies<br>improperly effects<br>of cultural<br>differences                                                                                                          | 0 points<br>Does not attempt<br>to identify cultural<br>differences                                                                                                                                                            | / 4             |



## **Appendix 8**

### **2018 Course Syllabi**

PSY 201 – Principles of Psychology

MAT 201 – Calculus I

Masters Business Administration Internship

## Course Inventory for ORU's Student Learning Outcomes

### PSY 201 Principles of Psychology

Fall 2018

This course contributes to the ORU student learning outcomes as indicated below:

**Significant Contribution** – Addresses the outcome directly and includes targeted assessment.

**Moderate Contribution** – Addresses the outcome directly or indirectly and includes some assessment.

**Minimal Contribution** – Addresses the outcome indirectly and includes little or no assessment.

**No Contribution** – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

| OUTCOMES & Proficiencies/Capacities |                                                                        | Significant Contribution | Moderate Contribution | Minimal Contribution | No Contribution |
|-------------------------------------|------------------------------------------------------------------------|--------------------------|-----------------------|----------------------|-----------------|
| <b>1</b>                            | <b>Outcome #1 – Spiritually Alive</b><br>Proficiencies/Capacities      |                          |                       |                      |                 |
| 1A                                  | Biblical literacy                                                      |                          |                       | X                    |                 |
| 1B                                  | Spiritual Formation                                                    |                          |                       | X                    |                 |
| <b>2</b>                            | <b>Outcome #2 – Intellectually Alert</b><br>Proficiencies/Capacities   |                          |                       |                      |                 |
| 2A                                  | Critical thinking, creativity, and aesthetics                          | X                        |                       |                      |                 |
| 2B                                  | Global & historical perspectives                                       |                          | X                     |                      |                 |
| 2C                                  | Information literacy                                                   |                          | X                     |                      |                 |
| 2D                                  | Knowledge of the physical and natural world                            |                          |                       | X                    |                 |
| <b>3</b>                            | <b>Outcome #3 – Physically Disciplined</b><br>Proficiencies/Capacities |                          |                       |                      |                 |
| 3A                                  | Healthy lifestyle                                                      |                          | X                     |                      |                 |
| 3B                                  | Physically disciplined lifestyle                                       |                          |                       | X                    |                 |
| <b>4</b>                            | <b>Outcome #4 – Socially Adept</b><br>Proficiencies/Capacities         |                          |                       |                      |                 |
| 4A                                  | Ethical reasoning and behavior                                         | X                        |                       |                      |                 |
| 4B                                  | Intercultural knowledge and engagement                                 |                          | X                     |                      |                 |
| 4C                                  | Written and Oral Communication                                         |                          | X                     |                      |                 |
| 4D                                  | Leadership capacity                                                    |                          |                       | X                    |                 |

## Course Inventory for ORU's Student Learning Outcomes

### Calculus I—MAT 201 Fall 2018

This course contributes to the ORU student learning outcomes as indicated below:

**Significant Contribution** – Addresses the outcome directly and includes targeted assessment.

**Moderate Contribution** – Addresses the outcome directly or indirectly and includes some assessment.

**Minimal Contribution** – Addresses the outcome indirectly and includes little or no assessment.

**No Contribution** – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

| OUTCOMES & Proficiencies/Capacities |  | Significant Contribution | Moderate Contribution | Minimal Contribution | No Contribution |
|-------------------------------------|--|--------------------------|-----------------------|----------------------|-----------------|
|-------------------------------------|--|--------------------------|-----------------------|----------------------|-----------------|

|          |                                                                   |  |  |   |  |
|----------|-------------------------------------------------------------------|--|--|---|--|
| <b>1</b> | <b>Outcome #1 – Spiritually Alive</b><br>Proficiencies/Capacities |  |  |   |  |
| 1A       | Biblical literacy                                                 |  |  | X |  |
| 1B       | Spiritual Formation                                               |  |  | X |  |

|          |                                                                      |   |   |   |  |
|----------|----------------------------------------------------------------------|---|---|---|--|
| <b>2</b> | <b>Outcome #2 – Intellectually Alert</b><br>Proficiencies/Capacities |   |   |   |  |
| 2A       | Critical thinking, creativity, and aesthetics                        | X |   |   |  |
| 2B       | Global & historical perspectives                                     |   |   | X |  |
| 2C       | Information literacy                                                 |   |   | X |  |
| 2D       | Knowledge of the physical and natural world                          |   | X |   |  |

|          |                                                                        |  |  |  |   |
|----------|------------------------------------------------------------------------|--|--|--|---|
| <b>3</b> | <b>Outcome #3 – Physically Disciplined</b><br>Proficiencies/Capacities |  |  |  |   |
| 3A       | Healthy lifestyle                                                      |  |  |  | X |
| 3B       | Physically disciplined lifestyle                                       |  |  |  | X |

|          |                                                                |  |   |   |  |
|----------|----------------------------------------------------------------|--|---|---|--|
| <b>4</b> | <b>Outcome #4 – Socially Adept</b><br>Proficiencies/Capacities |  |   |   |  |
| 4A       | Ethical reasoning and behavior                                 |  |   | X |  |
| 4B       | Intercultural knowledge and engagement                         |  |   | X |  |
| 4C       | Written and Oral Communication                                 |  | X |   |  |
| 4D       | Leadership capacity                                            |  |   | X |  |

(Revised 8/1/17)

## Course Inventory for ORU's Student Learning Outcomes

### Internship— GACT, GBUS, GFIN, GMGT, GMKT 500 Fall 2018

This course contributes to the ORU student learning outcomes as indicated below:

**Significant Contribution** – Addresses the outcome directly and includes targeted assessment.

**Moderate Contribution** – Addresses the outcome directly or indirectly and includes some assessment.

**Minimal Contribution** – Addresses the outcome indirectly and includes little or no assessment.

**No Contribution** – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

| OUTCOMES & Proficiencies/Capacities |  | Significant Contribution | Moderate Contribution | Minimal Contribution | No Contribution |
|-------------------------------------|--|--------------------------|-----------------------|----------------------|-----------------|
|-------------------------------------|--|--------------------------|-----------------------|----------------------|-----------------|

|          |                                                                   |  |  |  |   |
|----------|-------------------------------------------------------------------|--|--|--|---|
| <b>1</b> | <b>Outcome #1 – Spiritually Alive</b><br>Proficiencies/Capacities |  |  |  |   |
| 1A       | Biblical literacy                                                 |  |  |  | X |
| 1B       | Spiritual Formation                                               |  |  |  | X |

|          |                                                                      |  |  |   |   |
|----------|----------------------------------------------------------------------|--|--|---|---|
| <b>2</b> | <b>Outcome #2 – Intellectually Alert</b><br>Proficiencies/Capacities |  |  |   |   |
| 2A       | Critical thinking, creativity, and aesthetics                        |  |  | X |   |
| 2B       | Global & historical perspectives                                     |  |  |   | X |
| 2C       | Information literacy                                                 |  |  |   | X |
| 2D       | Knowledge of the physical and natural world                          |  |  |   | X |

|          |                                                                        |  |  |  |   |
|----------|------------------------------------------------------------------------|--|--|--|---|
| <b>3</b> | <b>Outcome #3 – Physically Disciplined</b><br>Proficiencies/Capacities |  |  |  |   |
| 3A       | Healthy lifestyle                                                      |  |  |  | X |
| 3B       | Physically disciplined lifestyle                                       |  |  |  | X |

|          |                                                                |  |  |   |   |
|----------|----------------------------------------------------------------|--|--|---|---|
| <b>4</b> | <b>Outcome #4 – Socially Adept</b><br>Proficiencies/Capacities |  |  |   |   |
| 4A       | Ethical reasoning and behavior                                 |  |  | X |   |
| 4B       | Intercultural knowledge and engagement                         |  |  |   | X |
| 4C       | Written and Oral Communication                                 |  |  |   | X |
| 4D       | Leadership capacity                                            |  |  |   | X |

## **Appendix 9**

### **2023 Course Syllabi**

BIB 222 – Old Testament Introduction

BIO 310L – Microbiology Laboratory

BUS 202 – Principles of Microeconomics

**Primary Program: Biblical Literature**  
**BIB 222—Old Testament Introduction**  
**Fall 2023**

This course contributes to the University and program outcomes as indicated below:

**Significant Contribution** – Addresses the outcome directly and includes targeted assessment.

**Moderate Contribution** – Addresses the outcome directly or indirectly and includes some assessment.

**Minimal Contribution** – Addresses the outcome indirectly and includes little or no assessment.

| OUTCOMES                                                                                                                                                       | Significant | Moderate | Minimal |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|----------|---------|
| <b>Spiritual Integrity</b>                                                                                                                                     |             |          |         |
| BIB 222 – Outcome E: Demonstrate a basic knowledge of the Old Testament books as they dialogue with the world around them                                      |             | X        |         |
| Biblical Literature Program – Outcome 3: Demonstrate an understanding of Christian theology and life application in the global Christian community.            |             | X        |         |
| <b>Personal Resilience</b>                                                                                                                                     |             |          |         |
| BIB 222 – Outcome B: Demonstrate a basic understanding of the geography of ancient Israel and indicate how geography affected the events of the Old Testament. |             | X        |         |
| Biblical Literature Program – Outcome 2: Apply working knowledge of appropriate hermeneutical and language skills to biblical studies.                         |             | X        |         |
| <b>Intellectual Pursuit</b>                                                                                                                                    |             |          |         |
| BIB 222 – Outcome A: Identify the various peoples and events in Old Testament history.                                                                         | X           |          |         |
| BIB 222 – Outcome C: Place a given period, i.e., Patriarchal, Monarchial, Exilic, etc., within the context of the ancient Near East.                           | X           |          |         |
| BIB 222 – Outcome D: Discuss how Old Testament stories engage contemporary ancient Near Eastern cultures.                                                      | X           |          |         |
| Biblical Literature Program – Outcome 1: Use critical thinking and writing skills in the exegetical field of biblical studies.                                 | X           |          |         |
| <b>Global Engagement</b>                                                                                                                                       |             |          |         |
| BIB 222 – Outcome E: Demonstrate a basic knowledge of the Old Testament books as they dialogue with the world around them                                      |             | X        |         |
| Biblical Literature Program – Outcome 3: Demonstrate an understanding of Christian theology and life application in the global Christian community.            |             | X        |         |
| <b>Bold Vision</b>                                                                                                                                             |             |          |         |
| BIB 222 – Outcome E: Demonstrate a basic knowledge of the Old Testament books as they dialogue with the world around them                                      |             | X        |         |
| Biblical Literature Program – Outcome 3: Demonstrate an understanding of Christian theology and life application in the global Christian community.            |             | X        |         |

**Primary Program: Biology (B.S.)**  
**Microbiology Laboratory – BIO 310L**  
**Fall 2023**

This course contributes to the University and program outcomes as indicated below:

**Significant Contribution** – Addresses the outcome directly and includes targeted assessment.

**Moderate Contribution** – Addresses the outcome directly or indirectly and includes some assessment.

**Minimal Contribution** – Addresses the outcome indirectly and includes little or no assessment.

| OUTCOMES                                                                                                                                                                                                                                                                                                                                                             | Significant Contribution | Moderate Contribution | Minimal Contribution |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-----------------------|----------------------|
| <b>Spiritual Integrity</b>                                                                                                                                                                                                                                                                                                                                           |                          |                       |                      |
| Encourage students to integrate their Christian faith with the discipline of biology, appreciate the glory and majesty of Christ visible in the biological process and creatures of life, and recognize our roles as stewards of God's creation.                                                                                                                     |                          |                       | X                    |
| Embolden our students to apply their Christian worldview to ethical dilemmas in medicine, research, environment, and other biological-related issues in human society; and to develop and exhibit Christ-like compassion by using their scientific training to bring healing to those suffering from disease, inadequate healthcare, food insecurity, and pollution. |                          |                       | X                    |
| <b>Personal Resilience</b>                                                                                                                                                                                                                                                                                                                                           |                          |                       |                      |
| Prepare our students for entry into graduate programs or health programs.                                                                                                                                                                                                                                                                                            |                          | X                     |                      |
| <b>Intellectual Pursuit</b>                                                                                                                                                                                                                                                                                                                                          |                          |                       |                      |
| Equip students to scientifically investigate biological based problems and communicate their research to the scientific community.                                                                                                                                                                                                                                   |                          | X                     |                      |
| Educate students to be knowledgeable of current biological trends, concepts, and facts.                                                                                                                                                                                                                                                                              |                          | X                     |                      |
| Encourage students to integrate their Christian faith with the discipline of biology, appreciate the glory and majesty of Christ visible in the biological process and creatures of life, and recognize our roles as stewards of God's creation.                                                                                                                     |                          |                       | X                    |
| Embolden our students to apply their Christian worldview to ethical dilemmas in medicine, research, environment, and other biological-related issues in human society; and to develop and exhibit Christ-like compassion by using their scientific training to bring healing to those suffering from disease, inadequate healthcare, food insecurity, and pollution. |                          |                       | X                    |
| <b>Global Engagement</b>                                                                                                                                                                                                                                                                                                                                             |                          |                       |                      |
| Encourage students to integrate their Christian faith with the discipline of biology, appreciate the glory and majesty of Christ visible in the biological process and creatures of life, and recognize our roles as stewards of God's creation.                                                                                                                     |                          |                       | X                    |
| Embolden our students to apply their Christian worldview to ethical dilemmas in medicine, research, environment, and other biological-related issues in human society; and to develop and exhibit Christ-like compassion by using their scientific training to bring healing to those suffering from disease, inadequate healthcare, food insecurity, and pollution. |                          |                       | X                    |
| <b>Bold Vision</b>                                                                                                                                                                                                                                                                                                                                                   |                          |                       |                      |
| Embolden our students to apply their Christian worldview to ethical dilemmas in medicine, research, environment, and other biological-related issues in human society; and to develop and exhibit Christ-like compassion by using their scientific training to bring healing to those suffering from disease, inadequate healthcare, food insecurity, and pollution. |                          |                       | X                    |

**Primary Program: All College of Business Programs**  
**BUS 202 – Principles of Microeconomics**  
**Fall 2023**

This course contributes to the University and program outcomes as indicated below:

**Significant Contribution** – Addresses the outcome directly and includes targeted assessment.

**Moderate Contribution** – Addresses the outcome directly or indirectly and includes some assessment.

**Minimal Contribution** – Addresses the outcome indirectly and includes little or no assessment.

| <b>OUTCOMES</b>            | <b>Significant Contribution</b> | <b>Moderate Contribution</b> | <b>Minimal Contribution</b> |
|----------------------------|---------------------------------|------------------------------|-----------------------------|
| <b>Spiritual Integrity</b> |                                 |                              |                             |
| Course Outcome ....        |                                 |                              | <b>X</b>                    |

|                               |  |  |          |
|-------------------------------|--|--|----------|
| <b>Personal Resilience</b>    |  |  |          |
| Course Outcomes...            |  |  |          |
| College of Business Outcome 3 |  |  | <b>X</b> |

|                               |  |          |          |
|-------------------------------|--|----------|----------|
| <b>Intellectual Pursuit</b>   |  |          |          |
| Course Outcome ....           |  |          |          |
| College of Business Outcome 2 |  | <b>X</b> |          |
| College of Business Outcome 3 |  |          | <b>X</b> |
| College of Business Outcome 6 |  |          | <b>X</b> |

|                               |  |  |          |
|-------------------------------|--|--|----------|
| <b>Global Engagement</b>      |  |  |          |
| Course Outcome...             |  |  |          |
| College of Business Outcome 3 |  |  | <b>X</b> |

|                               |  |          |          |
|-------------------------------|--|----------|----------|
| <b>Bold Vision</b>            |  |          |          |
| Course Outcome ....           |  |          |          |
| College of Business Outcome 2 |  | <b>X</b> |          |
| College of Business Outcome 3 |  |          | <b>X</b> |



# **Appendix 10**

## **2022 Professional Program Outcomes**

**Cinema, Television, and Digital Media (BS)**

**Communication (BA)**

**Art (BFA)**

**History (BA)**

## College of Arts and Cultural Studies

### School of Communication and Public Affairs

#### Cinema, Television, and Digital Media

| # | Program Outcome                                                                                                                                                                                                                                       |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Students will demonstrate basic competency in the processes of storyline development and scriptwriting.                                                                                                                                               |
| 2 | Students will demonstrate leadership abilities while creating, organizing, and executing every stage of the production process for a dramatic visual media product.                                                                                   |
| 3 | The student will demonstrate competency with industry standard video editing software, including concepts of importing, organizing, and assembling footage (both video and audio) onto the timeline of a to sequence and export a short film project. |
| 4 | Students will use and apply industry tools and technology in the creation, production and distribution of digital media products.                                                                                                                     |
| 5 | Students will demonstrate business acumen reflecting Christian worldview, emphasizing honest and ethical behavior at professional industry venues.                                                                                                    |

## Communication (BA)

| # | Program Outcome                                                                                                                                         |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | The student will integrate and apply Christian faith and biblical truth to the study and practice of interpersonal communication.                       |
| 2 | The student will identify, research and analyze organizational situations and recommend communication improvements.                                     |
| 3 | The student will research, write and deliver presentations suitable to a broad range of communication situations.                                       |
| 4 | The student will establish an argument, ethically persuade listeners and logically defend their views.                                                  |
| 5 | The student will participate in formal and informal cultural experiences.                                                                               |
| 6 | The student will synthesize communication research to identify and apply key theories of communication to generate solutions to communication problems. |

## Art (BFA)

| # | Program Outcome – Core                                                                                                                                                                                            |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | The student will demonstrate achievement of professional, entry-level competence in the major area of specialization.                                                                                             |
| 2 | The student will demonstrate competence by developing a body of work for evaluation in the major area of study.                                                                                                   |
| 3 | The student will form and defend value judgments about art and design and to communicate art/design ideas, concepts, and requirements to professionals and laypersons related to the practice of the major field. |

| #  | Program Outcome – Art Education                                                                                                                                                                                                                                                   |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | The student will identify and show experience in the application of the elements and principles of art and design.                                                                                                                                                                |
| 2  | The student will create a portfolio of his/her own artwork and demonstrate mastery in one of the media studied.                                                                                                                                                                   |
| 3  | The student will demonstrate a sound philosophical understanding of visual art education and is able to support, justify, and implement the visual art curriculum.                                                                                                                |
| 4  | The student will identify past, current, and future trends and issues in art education as well as art education research.                                                                                                                                                         |
| 5  | The student will demonstrate knowledge of developmentally appropriate visual art content including aesthetics, art criticism, and art history, around a core of art production.                                                                                                   |
| 6  | The student will show knowledge of and will have experience in integration of the arts with other fine arts areas as well as other academic disciplines.                                                                                                                          |
| 7  | The student will understand art history including various styles, periods, ethnic groups, and cultures from around the world.                                                                                                                                                     |
| 8  | The student will show understanding of aesthetics (the field of study that relates to beauty in the arts) and art criticism (art review and commentary), along with teaching strategies appropriate for both areas that involve a variety of media and awareness of developmental |
| 9  | The student will understand and has experience in various methods of art production and creative development including drawing, figure drawing, color and design, painting, printmaking, sculpture, clay, applied design, and technology. the                                     |
| 10 | The student will design teaching strategies that are developmentally appropriate and inclusive of various student learning styles and is sensitive to the needs of diverse ethnic and cultural groups and those with disabilities.                                                |
| 11 | The student will show that contests and competitions a valuable place in art education; however, they should not drive the development of the local curriculum.                                                                                                                   |
| 12 | The student will demonstrate a knowledge of a wide variety of arts resources including community resources, materials, equipment, and information about exhibitions and/or major collections.                                                                                     |
| 13 | The student will recognize the important role of technology in education and that it may serve as a supportive tool in art education.                                                                                                                                             |
| 14 | The student will use the art-related competencies in Oklahoma's core curriculum and knows how to incorporate them into various art classes.                                                                                                                                       |

| # | Program Outcome – Graphic Design                                                                                                               |
|---|------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | The student will conceive, design and evaluate visual communications principles, processes and systems (NASAD X.C.3.b.1-7)                     |
| 2 | The student will incorporate research and findings regarding people and contexts into communication design decision-making (NASAD X.C.3.c.1-3) |
| 3 | The student will collaborate and work effectively in interdisciplinary or multidisciplinary teams to solve complex problems. (NASAD X.C.3.d)   |
| 4 | The student will choose appropriate design technology based on understanding of and the ability to use (NASAD X.C.3.e.1-4)                     |
| 5 | The student will justify and integrate basic research and analysis procedures and skills (NASAD X.C.3.f.1-4)                                   |
| 6 | The student will report on functional knowledge of professional design practices and processes (NASAD X.C.3.g)                                 |
| 7 | The student will choose and evaluate design knowledge, skills and experience beyond the classroom (NASAD X.C.3.h)                              |
| 8 | The student will defend the self-identified role of Christian Faith in professional practice.                                                  |

| # | Program Outcome – Studio Art                                                                                                                                                       |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | The student will articulate a mastery of the traditional technical and conceptual approaches to drawing. (NASAD IX.D.3.c)                                                          |
| 2 | The student will distinguish their work with support from a functional knowledge of the history of their chosen discipline. (NASAD IX.D.3.d)                                       |
| 3 | The student will create a portfolio that supports a consistent, personal direction and style. (NASAD IX.K.3.e)                                                                     |
| 4 | The student will design and complete a final project related to the exhibition of original work. (NASAD IX.D.3.f)                                                                  |
| 5 | The student will create a portfolio that analyzes complex processes and methods of their chosen specialization. (NASAD IX.D.3.b)                                                   |
| 6 | The student will create a portfolio that supports a sophisticated use of design, concepts, formats, and the ability to apply them with specific aesthetic intent. (NASAD IX.K.3.a) |

## History

| # | Program Outcome                                                                                                                       |
|---|---------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Students will demonstrate the ability to think critically about key Public Affairs concepts.                                          |
| 2 | Students will be able to effectively communicate effective Public Affairs explanations and arguments.                                 |
| 3 | Students will demonstrate the skills and perseverance needed to undertake undergraduate Public Affairs research.                      |
| 4 | Students will participate in a meaningful, practical, field-learning experience.                                                      |
| 5 | Demonstrate the ability to apply their Christian faith and worldview to their Public Affairs specialization to promote God's healing. |

## **Appendix 11**

### **2023 General Education Curriculum Map**

## General Education

### Curriculum Map

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

|               |                                        |                   |                                                                  |
|---------------|----------------------------------------|-------------------|------------------------------------------------------------------|
| CORE LITERACY | INTERCULTURAL KNOWLEDGE AND ENGAGEMENT | LIFELONG WELLNESS | GLOBAL ISSUES, PROBLEM-SOLVING, CRITICAL THINKING AND CREATIVITY |
|---------------|----------------------------------------|-------------------|------------------------------------------------------------------|

| CORE GENERAL EDUCATION REQUIREMENTS   |                       |                                                  |   |   |   |   |
|---------------------------------------|-----------------------|--------------------------------------------------|---|---|---|---|
| Course Code                           | Required/<br>Elective | Course Name                                      |   |   |   |   |
| <b>RESIDENTIAL</b>                    |                       |                                                  |   |   |   |   |
| GEN 150                               | R                     | Intro to Whole Person Education (1 cr.)          | I | I | I | I |
| COM 101                               | R                     | Oral Communication (3 cr.)                       | D | D | D | D |
| COMP 102                              | R                     | Composition II (3 cr.)                           | D | D |   | D |
| BLIT 111 OR<br>BIB 222                | R                     | Christian Life I: Old Testament (3 cr.)          | D | D |   | D |
| BLIT 122 OR<br>BIB 261                | R                     | Christian Life II: New Testament (3 cr.)         | D | D |   | D |
| THE 104                               | R                     | Spirit-Empowered Living (2 cr.)                  | D | D |   | D |
| THE 105                               | R                     | Spirit-Empowered Leadership (2 cr.)              | D | D |   | D |
| MAT 232 OR<br>MAT 325                 | R                     | Statistics (3 cr.)                               | D | D |   | D |
| HPE 155                               | R                     | Health Fitness (1 cr.)                           | I |   | I | I |
| HPE 400                               | R                     | Lifelong Wellness (1 cr.)                        | D |   | D | D |
| GHPE 503                              | R                     | Graduate Health Fitness (1 cr.)                  | I |   | I | I |
| ### ## Holy<br>Spirit<br>Empowerment  | R                     | Holy Spirit Empowerment (2 cr.)                  | D | D |   | D |
| GHPE Activity<br>Course               | R                     | Activity Course (0.5 cr.)                        |   |   | I |   |
| <b>ONLINE</b>                         |                       |                                                  |   |   |   |   |
| LGEN 114                              | R                     | Intro to Whole Person Education (1 cr.)          | I | I | I | I |
| LCOM 101                              | R                     | Oral Communication (3 cr.)                       | D | D | D | D |
| LCMP 102                              | R                     | Composition II (3 cr.)                           | D | D |   | D |
| LBLT 111 OR<br>LBIB 222               | R                     | Christian Life I: Old Testament (3 cr.)          | D | D |   | D |
| LBLT 122 OR<br>LBIB 261               | R                     | Christian Life II: New Testament (3 cr.)         | D | D |   | D |
| LTHE 104                              | R                     | Spirit-Empowered Living (2 cr.)                  | D | D |   | D |
| LTHE 105                              | R                     | Spirit-Empowered Leadership (2 cr.)              | D | D |   | D |
| LMAT 151 OR<br>LMAT 232               | R                     | Statistics (3 cr.)                               | D | D |   | D |
| LHPE 171 AND<br>LHPE 172              | R                     | Discovering Health Fitness I and II (1 cr. each) | I |   | I | I |
| LHPE 101 AND<br>LHPE 102              | R                     | Fitness for Life I and II (1 cr. each)           | I |   | I | I |
| GHPE<br>503/703/903                   | R                     | Graduate Health Fitness (1 cr.)                  | I |   | I | I |
| G### ## Holy<br>Spirit<br>Empowerment | R                     | Spirit Empowered Ministry (2 cr.)                | D | D |   | D |
| GHPE Activity<br>Course               | R                     | Activity Course (0.5 cr.)                        |   |   | I |   |



## **Appendix 12**

### **2022 General Education Course & ORU Outcome Crosswalk**

| General Education Courses   Level of Instruction |                                            |                     |                     |                      |                   |             |
|--------------------------------------------------|--------------------------------------------|---------------------|---------------------|----------------------|-------------------|-------------|
| 1 - Minimal; 2 - Moderate; 3 - Significant       |                                            |                     |                     |                      |                   |             |
| Course Code                                      | Course Name                                | Spiritual Integrity | Personal Resilience | Intellectual Pursuit | Global Engagement | Bold Vision |
| ARA 101                                          | Elementary Arabic I                        | 1                   | 1                   | 2                    | 3                 | 1           |
| ARA 102                                          | Elementary Arabic II                       | 1                   | 1                   | 2                    | 3                 | 1           |
| ARA 203                                          | Intermediate Arabic I                      | 1                   | 1                   | 2                    | 3                 | 1           |
| ARA 204                                          | Intermediate Arabic II                     | 1                   | 1                   | 2                    | 3                 | 1           |
| ART 103                                          | Art History Survey I                       | 1                   | 1                   | 3                    | 2                 | 1           |
| ART 104                                          | Art History Survey II                      | 1                   | 1                   | 3                    | 2                 | 1           |
| ART 307                                          | Art History Survey III                     | 1                   | 1                   | 3                    | 2                 | 1           |
| BIB 222                                          | Old Testament Introduction                 | 1                   | 1                   | 3                    | 2                 | 1           |
| BIB 261                                          | New Testament Introduction                 | 3                   | 1                   | 2                    | 1                 | 2           |
| BIO 101                                          | Principles of Biology Lecture              | 1                   | 1                   | 2                    | 1                 |             |
| BIO 101L                                         | Principles of Biology Laboratory           | 1                   | 1                   | 2                    | 1                 |             |
| BIO 104                                          | Tropical Biology                           | 1                   | 2                   | 2                    | 2                 |             |
| BIO 111                                          | Introductory Biology Lecture               | 1                   | 2                   | 3                    | 1                 |             |
| BIO 111L                                         | Introductory Biology Laboratory            | 1                   | 2                   | 3                    | 1                 |             |
| BIO 112                                          | Introductory Biology II Lecture            | 1                   | 2                   | 3                    | 1                 |             |
| BIO 112L                                         | Introductory Biology II Laboratory         | 1                   | 2                   | 3                    | 1                 |             |
| BIO 150                                          | Human Biology and Global Health Lecture    | 1                   | 1                   | 3                    | 2                 |             |
| BIO 150L                                         | Human Biology and Global Health Laboratory | 1                   | 1                   | 3                    | 2                 |             |
| BLIT 111                                         | Old Testament                              | 2                   | 2                   | 3                    | 1                 | 2           |
| BLIT 122                                         | New Testament                              | 2                   | 2                   | 3                    | 1                 | 2           |
| BUS 201                                          | Principles of Economics I                  | 1                   | 1                   | 2                    | 2                 | 1           |
| CHE 101                                          | Principles of Chemistry Lecture            | 1                   | 1                   | 2                    | 1                 |             |
| CHE 101L                                         | Principles of Chemistry Laboratory         | 1                   | 1                   | 2                    | 1                 |             |
| CHE 111                                          | General Chemistry Lecture                  | 1                   | 2                   | 3                    | 1                 |             |
| CHE 111L                                         | General Chemistry Laboratory               | 1                   | 2                   | 3                    | 1                 |             |
| CHE 112                                          | General Chemistry II Lecture               | 1                   | 2                   | 3                    | 1                 |             |
| CHE 112L                                         | General Chemistry II Laboratory            | 1                   | 2                   | 3                    | 1                 |             |
| CHI 101                                          | Elementary Chinese I                       | 1                   | 1                   | 2                    | 3                 | 1           |
| CHI 102                                          | Elementary Chinese II                      | 1                   | 1                   | 2                    | 3                 | 1           |
| CHI 203                                          | Intermediate Chinese I                     | 1                   | 1                   | 2                    | 3                 | 1           |
| CHI 204                                          | Intermediate Chinese II                    | 1                   | 1                   | 2                    | 3                 | 1           |
| COM 101                                          | Oral Communication                         | 2                   | 1                   | 3                    | 2                 | 2           |
| COMP 102                                         | Composition II                             | 2                   | 1                   | 3                    | 2                 | 1           |
| COMP 303                                         | Critical Reading and Writing               | 3                   | 2                   | 3                    | 2                 | 2           |
| CSC 111                                          | Introduction to Computing                  | 2                   |                     | 3                    |                   |             |
| CSC 201                                          | Introduction to Data Science               | 2                   |                     | 2                    |                   | 1           |
| DANP 125                                         | History of Dance I                         | 2                   | 1                   | 3                    | 3                 | 1           |
| DRAM 210                                         | Theatre History II                         | 2                   | 1                   | 3                    | 3                 | 1           |
| DRAM 215                                         | Introduction to Theatre                    | 2                   | 1                   | 3                    | 3                 | 3           |
| DRAM 275                                         | Costume History                            | 2                   | 1                   | 3                    | 3                 | 2           |
| DRAM 304                                         | Theatre History I                          | 2                   | 1                   | 3                    | 3                 | 1           |
| EVR 250                                          | Environmental Science Lecture              | 1                   |                     | 2                    | 2                 |             |
| EVR 250L                                         | Environmental Science Laboratory           | 1                   | 1                   | 2                    | 2                 |             |
| FIN 244                                          | Personal Financial Planning                | 1                   | 1                   | 2                    | 2                 | 1           |
| FRE 101                                          | Elementary French I                        | 1                   | 1                   | 2                    | 3                 |             |
| FRE 102                                          | Elementary French II                       | 1                   | 1                   | 2                    | 3                 |             |
| FRE 203                                          | Intermediate French I                      | 1                   | 1                   | 2                    | 3                 |             |
| FRE 204                                          | Intermediate French II                     | 1                   | 1                   | 2                    | 3                 |             |
| GEN 150                                          | Introduction to Whole Person Education     | 2                   | 3                   | 2                    | 1                 |             |
| GEN 150                                          | Introduction to Whole Person Education     | 2                   | 3                   | 2                    | 1                 |             |
| GEN 301                                          | Global Development and Sustainability      | 1                   |                     | 3                    | 2                 | 1           |
| GEN 304                                          | Health Psychology                          | 3                   | 3                   | 3                    | 2                 | 2           |

## General Education Courses | Level of Instruction

**1 - Minimal; 2 - Moderate; 3 - Significant**

| Course Code | Course Name                                                | Spiritual Integrity | Personal Resilience | Intellectual Pursuit | Global Engagement | Bold Vision |
|-------------|------------------------------------------------------------|---------------------|---------------------|----------------------|-------------------|-------------|
| GEN 307     | Women's History                                            |                     |                     |                      |                   |             |
| GEN 310     | World Literature                                           | 2                   | 1                   | 3                    | 3                 | 2           |
| GEN 314     | The Mystery of Sound                                       | 2                   |                     | 2                    |                   |             |
| GEN 318     | Global Leadership                                          | 1                   | 1                   | 3                    | 3                 | 1           |
| GEN 322     | Leading Through Disaster                                   | 1                   | 3                   | 3                    | 1                 | 2           |
| GEN 332     | Campaigns and Elections                                    | 1                   |                     | 2                    | 1                 | 2           |
| GEN 333     | Science Travel Studies                                     | 2                   | 2                   | 1                    | 3                 | 2           |
| GEN 343     | Middle East Today                                          | 1                   |                     | 3                    | 3                 | 2           |
| GEN 355     | Monotheistic Religion: Conflict & Convergence              | 1                   | 1                   | 3                    | 3                 | 2           |
| GEN 356     | Biomedical Ethics                                          | 2                   | 1                   | 3                    | 3                 | 2           |
| GEN 365     | Introduction to the Parables of Jesus                      | 2                   | 1                   | 3                    | 2                 | 2           |
| GEN 375     | Healing Teams - A Global Training Course                   |                     |                     |                      |                   |             |
| GEN 377     | Christian Worldview, Culture, and Apologetics              |                     |                     |                      |                   |             |
| GEN 380     | Israel - The People and the Land                           | 3                   | 2                   | 3                    | 3                 | 2           |
| GEN 401     | Communication Ethics                                       |                     |                     |                      |                   |             |
| GEN 415     | Science and Christian Philosophy                           | 3                   | 2                   | 3                    |                   |             |
| GEN 420     | A Biblical Approach to Middle Eastern Religious Literature | 3                   | 2                   | 3                    | 3                 | 2           |
| GEN 430     | Peacebuilding, Communication, and Culture                  | 1                   | 1                   | 2                    | 2                 | 2           |
| GEN 434     | Game Theory and Politics                                   | 1                   | 2                   | 3                    | 2                 | 1           |
| GEN 999     | SIC Elective                                               | NA                  | NA                  | NA                   | NA                | NA          |
| GOV 101     | American Government and Politics                           | 1                   |                     | 2                    | 1                 | 1           |
| GOV 103     | Comparative Government and Politics                        | 1                   |                     | 2                    | 3                 | 1           |
| HEB 101     | Elementary Hebrew I                                        | 1                   | 1                   | 2                    | 3                 | 1           |
| HEB 102     | Elementary Hebrew II                                       | 1                   | 1                   | 2                    | 3                 | 1           |
| HEB 203     | Intermediate Hebrew I                                      | 1                   | 1                   | 2                    | 3                 | 1           |
| HEB 204     | Intermediate Hebrew II                                     | 1                   | 1                   | 2                    | 3                 | 1           |
| HIS 110     | American History Survey I (To 1877)                        | 1                   | 1                   | 2                    |                   |             |
| HIS 111     | American History Survey II (1877-Present)                  | 1                   | 1                   | 2                    |                   |             |
| HIS 200     | World History                                              | 1                   | 1                   | 2                    |                   |             |
| HLSS 319    | Applied Anatomy and Physiology                             | 3                   | 3                   | 3                    | 3                 | 3           |
| HONR 411    | Artistic Expression                                        | 1                   | 1                   | 3                    | 2                 | 1           |
| HONR 412    | Philosophy of Science                                      | 3                   | 2                   | 3                    |                   |             |
| HONR 421    | Principles of Leadership                                   | 2                   | 1                   | 3                    | 3                 | 3           |
| HONR 422    | History of Quantitative Thought                            | 2                   | 1                   | 2                    | 2                 | 1           |
| HONR 423    | Science & Global Sustainability Lecture                    | 2                   | 2                   | 3                    | 2                 | 2           |
| HONR 423L   | Science & Global Sustainability Laboratory                 | 2                   | 2                   | 2                    | 2                 | 2           |
| HONR 431    | Faith and Civilization in Context                          | 3                   | 2                   | 3                    | 3                 | 2           |
| HONR 433    | Science and the Imagination                                | 2                   | 2                   | 3                    | 3                 | 2           |
| HPE 003-199 | HPE Activity Courses                                       |                     | 3                   |                      |                   |             |
| HPE 006     | Indoor Cycling                                             |                     | 3                   |                      |                   |             |
| HPE 155     | Health Fitness                                             |                     | 3                   |                      |                   |             |
| HPE 400     | Lifelong Wellness                                          |                     | 3                   |                      |                   |             |
| HUM 201     | Wisdom of the Ancient World                                | 1                   | 1                   | 2                    |                   |             |
| HUM 202     | Classical Roman Civilization                               | 1                   | 1                   | 2                    |                   |             |
| HUM 203     | Learning from the Late Middle Ages                         | 1                   | 1                   | 2                    |                   |             |
| HUM 204     | Understanding Modern Western Civilization                  | 1                   | 1                   | 2                    |                   |             |
| HUM 333     | Humanities Travel Studies                                  | 1                   | 1                   | 2                    | 3                 |             |
| HUM 342     | Europe Today                                               | 1                   | 1                   | 2                    |                   |             |
| MAT 231     | Essentials for Elementary Statistics                       |                     | 1                   | 1                    |                   |             |
| MAT 232     | Elementary Statistics                                      | 1                   | 1                   | 2                    |                   |             |
| MAT 325     | Probability and Statistics                                 |                     |                     | 3                    |                   |             |
| MUS 130     | Music Appreciation                                         | 2                   | 1                   | 3                    | 3                 | 1           |
| MUS 208     | Music in World Cultures                                    | 2                   | 1                   | 3                    | 3                 | 1           |
| PHY 101     | General Physics Lecture                                    | 1                   | 1                   | 3                    | 1                 | 1           |
| PHY 101L    | General Physics Laboratory                                 | 1                   | 1                   | 3                    | 1                 | 1           |
| PHY 102     | General Physics II Lecture                                 | 1                   | 1                   | 3                    | 1                 | 1           |
| PHY 102L    | General Physics II Laboratory                              | 1                   | 1                   | 3                    | 1                 | 1           |
| PHY 111     | Physics I Lecture                                          | 1                   | 1                   | 3                    | 1                 | 1           |
| PHY 111L    | Physics I Laboratory                                       | 1                   | 1                   | 3                    | 1                 | 1           |
| PSC 101     | Principles of Physical Science Lecture                     | 1                   | 1                   | 3                    | 1                 | 1           |
| PSC 101L    | Principles of Physical Science Laboratory                  | 1                   | 1                   | 3                    | 1                 | 1           |
| PSC 201     | Principles of Earth Science Lecture                        | 2                   | 1                   | 3                    | 1                 | 1           |

| <b>General Education Courses   Level of Instruction</b> |                                        |                            |                            |                             |                          |                    |
|---------------------------------------------------------|----------------------------------------|----------------------------|----------------------------|-----------------------------|--------------------------|--------------------|
| <b>1 - Minimal; 2 - Moderate; 3 - Significant</b>       |                                        |                            |                            |                             |                          |                    |
| <b>Course Code</b>                                      | <b>Course Name</b>                     | <b>Spiritual Integrity</b> | <b>Personal Resilience</b> | <b>Intellectual Pursuit</b> | <b>Global Engagement</b> | <b>Bold Vision</b> |
| PSC 201L                                                | Principles of Earth Science Laboratory | 1                          | 1                          | 3                           | 1                        | 1                  |
| PSY 201                                                 | Principles of Psychology               | 1                          | 2                          | 3                           | 2                        | 1                  |
| SOC 101                                                 | Introduction to Sociology              | 1                          | 2                          | 3                           | 3                        | 1                  |
| SOC 201                                                 | Marriage and the Family                | 2                          | 3                          | 3                           | 1                        | 1                  |
| SOC 323                                                 | Child and Family in the Social Context | 1                          | 2                          | 3                           | 2                        | 1                  |
| SPA 101                                                 | Elementary Spanish I                   | 1                          | 1                          | 2                           | 3                        | 1                  |
| SPA 102                                                 | Elementary Spanish II                  | 1                          | 1                          | 2                           | 3                        | 1                  |
| SPA 203                                                 | Intermediate Spanish I                 | 1                          | 1                          | 2                           | 3                        | 1                  |
| SPA 204                                                 | Intermediate Spanish II                | 1                          | 1                          | 2                           | 3                        | 1                  |
| SWK 202                                                 | Introduction to Social Work            | 1                          | 2                          | 3                           | 3                        | 1                  |
| THE 104                                                 | Spirit-Empowered Living                | 3                          | 2                          | 3                           | 3                        | 2                  |
| THE 105                                                 | Spirit-Empowered Leadership            | 3                          | 2                          | 3                           | 3                        | 3                  |

## **Appendix 13**

### **2022 Professionally Accredited Programs**

| Oral Roberts University   Professionally Accredited Programs   2022 |                           |                                              |                                              |                                       |                                 |                                                                     |
|---------------------------------------------------------------------|---------------------------|----------------------------------------------|----------------------------------------------|---------------------------------------|---------------------------------|---------------------------------------------------------------------|
| * = Seeking accreditation                                           |                           |                                              |                                              |                                       |                                 |                                                                     |
| #                                                                   | College                   | Department                                   | Major                                        | National Standards                    | National Accreditation          | Program Specific Standards<br>Program Specific Accreditation        |
| 1                                                                   | Arts and Cultural Studies | School of Worship, Media and Performing Arts | Music Arts                                   | <a href="#">NASM</a>                  | <a href="#">NASM</a>            |                                                                     |
| 2                                                                   | Arts and Cultural Studies | School of Worship, Media and Performing Arts | Music Composition                            | <a href="#">NASM</a>                  | <a href="#">NASM</a>            |                                                                     |
| 3                                                                   | Arts and Cultural Studies | School of Worship, Media and Performing Arts | Music Performance                            | <a href="#">NASM</a>                  | <a href="#">NASM</a>            |                                                                     |
| 4                                                                   | Arts and Cultural Studies | School of Worship, Media and Performing Arts | Music Production                             | <a href="#">NASM</a>                  | <a href="#">NASM</a>            |                                                                     |
| 5                                                                   | Arts and Cultural Studies | School of Worship, Media and Performing Arts | Music Therapy                                | <a href="#">NASM</a>                  | <a href="#">NASM</a>            | <a href="#">American Music Therapy Association</a>                  |
| 6                                                                   | Arts and Cultural Studies | School of Worship, Media and Performing Arts | Music Education                              | <a href="#">NASM</a>                  | <a href="#">NASM</a>            |                                                                     |
| 7                                                                   | Business                  | Business (Graduate)                          | Leadership Master of Business Administration | <a href="#">ACBSP</a>                 | <a href="#">ACBSP</a>           |                                                                     |
| 8                                                                   | Business                  | Business (Graduate)                          | Master of Business Administration            | <a href="#">ACBSP</a>                 | <a href="#">ACBSP</a>           |                                                                     |
| 9                                                                   | Business                  | Business (Undergraduate)                     | Accounting                                   | <a href="#">ACBSP</a>                 | <a href="#">ACBSP</a>           |                                                                     |
| 10                                                                  | Business                  | Business (Undergraduate)                     | Business Administration                      | <a href="#">ACBSP</a>                 | <a href="#">ACBSP</a>           |                                                                     |
| 11                                                                  | Business                  | Business (Undergraduate)                     | Business Analytics                           | <a href="#">ACBSP</a>                 | <a href="#">ACBSP</a>           |                                                                     |
| 12                                                                  | Business                  | Business (Undergraduate)                     | Entrepreneurship *                           | <a href="#">ACBSP</a>                 | <a href="#">ACBSP</a>           |                                                                     |
| 13                                                                  | Business                  | Business (Undergraduate)                     | Finance                                      | <a href="#">ACBSP</a>                 | <a href="#">ACBSP</a>           |                                                                     |
| 14                                                                  | Business                  | Business (Undergraduate)                     | Financial Management                         | <a href="#">ACBSP</a>                 | <a href="#">ACBSP</a>           |                                                                     |
| 15                                                                  | Business                  | Business (Undergraduate)                     | Human Resource Management                    | <a href="#">ACBSP</a>                 | <a href="#">ACBSP</a>           |                                                                     |
| 16                                                                  | Business                  | Business (Undergraduate)                     | International Business                       | <a href="#">ACBSP</a>                 | <a href="#">ACBSP</a>           |                                                                     |
| 17                                                                  | Business                  | Business (Undergraduate)                     | International Business & Ministry            | <a href="#">ACBSP</a>                 | <a href="#">ACBSP</a>           |                                                                     |
| 18                                                                  | Business                  | Business (Undergraduate)                     | Management                                   | <a href="#">ACBSP</a>                 | <a href="#">ACBSP</a>           |                                                                     |
| 19                                                                  | Business                  | Business (Undergraduate)                     | Marketing                                    | <a href="#">ACBSP</a>                 | <a href="#">ACBSP</a>           |                                                                     |
| 20                                                                  | Education                 | Education (Graduate)                         | Doctor in Educational Leadership             | <a href="#">NELP - District Level</a> | <a href="#">CAEP - Advanced</a> | <a href="#">NELP - District Level</a> <a href="#">OK State</a>      |
| 21                                                                  | Education                 | Education (Graduate)                         | Education Specialist                         | <a href="#">NELP - District Level</a> | <a href="#">CAEP - Advanced</a> | <a href="#">NELP - District Level</a> <a href="#">OK State</a>      |
| 22                                                                  | Education                 | Education (Graduate)                         | Interdisciplinary Studies                    | <a href="#">NELP - Building Level</a> | <a href="#">CAEP - Advanced</a> | <a href="#">NELP - Building Level</a> <a href="#">OK State</a>      |
| 23                                                                  | Education                 | Education (Graduate)                         | School Administration                        | <a href="#">NELP - Building Level</a> | <a href="#">CAEP - Advanced</a> | <a href="#">NELP - Building Level</a> <a href="#">OK State</a>      |
| 24                                                                  | Education                 | Education (Graduate)                         | Special Education Certificate                | <a href="#">CEC 2020</a>              | <a href="#">CAEP - Advanced</a> | <a href="#">OK State Special Education</a> <a href="#">OK State</a> |

## Oral Roberts University | Professionally Accredited Programs | 2022

\* = Seeking accreditation

| #  | College                 | Department                     | Major                                             | National Standards                          | National Accreditation                           | Program Specific Standards                  | Program Specific Accreditation |
|----|-------------------------|--------------------------------|---------------------------------------------------|---------------------------------------------|--------------------------------------------------|---------------------------------------------|--------------------------------|
| 25 | Education               | Education (Graduate)           | Teaching and Educational Leadership               | <a href="#">NELP - Building Level</a>       | <a href="#">CAEP - Advanced</a>                  | <a href="#">NELP - Building Level</a>       | <a href="#">OK State</a>       |
| 26 | Education               | Education (Undergraduate)      | Early Childhood                                   | <a href="#">InTASC</a>                      | <a href="#">CAEP - Initial</a>                   | <a href="#">NAEYC 2021</a>                  | <a href="#">OK State</a>       |
| 27 | Education               | Education (Undergraduate)      | Elementary Education                              | <a href="#">InTASC</a>                      | <a href="#">CAEP - Initial</a>                   | <a href="#">OK State Elem. Ed.</a>          | <a href="#">OK State</a>       |
| 28 | Education               | Education (Undergraduate)      | English Language Learner                          | <a href="#">InTASC</a>                      | <a href="#">CAEP - Initial</a>                   | <a href="#">TESOL 2018</a>                  | <a href="#">OK State</a>       |
| 29 | Education               | Education (Undergraduate)      | English Language Learner Certificate              | <a href="#">InTASC</a>                      | <a href="#">CAEP - Initial</a>                   | <a href="#">TESOL 2018</a>                  | <a href="#">OK State</a>       |
| 30 | Education               | Education (Undergraduate)      | English Language Teaching in the Global Classroom | <a href="#">InTASC</a>                      | <a href="#">CAEP - Initial</a>                   | <a href="#">TESOL 2018</a>                  | <a href="#">OK State</a>       |
| 31 | Education               | Education (Undergraduate)      | Secondary Education - Art                         | <a href="#">InTASC</a>                      | <a href="#">CAEP - Initial</a>                   | <a href="#">OK State Art</a>                | <a href="#">OK State</a>       |
| 32 | Education               | Education (Undergraduate)      | Secondary Education - English                     | <a href="#">InTASC</a>                      | <a href="#">CAEP - Initial</a>                   | <a href="#">NCTE 2012</a>                   | <a href="#">OK State</a>       |
| 33 | Education               | Education (Undergraduate)      | Secondary Education - Math                        | <a href="#">InTASC</a>                      | <a href="#">CAEP - Initial</a>                   | <a href="#">NCTM 2012</a>                   | <a href="#">OK State</a>       |
| 34 | Education               | Education (Undergraduate)      | Secondary Education - Social Studies              | <a href="#">InTASC</a>                      | <a href="#">CAEP - Initial</a>                   | <a href="#">OK State Social Studies</a>     | <a href="#">OK State</a>       |
| 35 | Education               | Education (Undergraduate)      | Secondary Education - Theatre                     | <a href="#">InTASC</a>                      | <a href="#">CAEP - Initial</a>                   | <a href="#">OK State Theatre</a>            | <a href="#">OK State</a>       |
| 36 | Education               | Education (Undergraduate)      | Special Education                                 | <a href="#">InTASC</a>                      | <a href="#">CAEP - Initial</a>                   | <a href="#">CEC 2020</a>                    | <a href="#">OK State</a>       |
| 37 | Health Sciences         | Nursing (Graduate)             | Doctor of Nursing Practice*                       | <a href="#">AACN &amp; DNP</a>              | <a href="#">CCNE</a>                             | <a href="#">AACN &amp; DNP</a>              | <a href="#">OBN</a>            |
| 38 | Health Sciences         | Nursing (Graduate)             | Master of Science in Nursing                      | <a href="#">AACN - Advanced Level</a>       | <a href="#">CCNE</a>                             | <a href="#">AACN - Advanced Level</a>       | <a href="#">OBN</a>            |
| 39 | Health Sciences         | Nursing (Undergraduate)        | Nursing                                           | <a href="#">AACN - Entry Level</a>          | <a href="#">CCNE</a>                             | <a href="#">AACN - Entry Level</a>          | <a href="#">OBN</a>            |
| 40 | Science and Engineering | Behavioral Sciences            | Social Work                                       | <a href="#">EPAS</a>                        | <a href="#">Council on Social Work Education</a> |                                             |                                |
| 41 | Science and Engineering | Biology and Chemistry          | Science Secondary Education (Biology)             | <a href="#">InTASC</a>                      | <a href="#">CAEP - Initial</a>                   | <a href="#">NGSS 2017</a>                   | <a href="#">OK State</a>       |
| 42 | Science and Engineering | Computing and Mathematics      | Computer Information Technology*                  | <a href="#">ABET - Computing Programs</a>   | <a href="#">ABET</a>                             | <a href="#">ABET - Computing Programs</a>   | <a href="#">ABET</a>           |
| 43 | Science and Engineering | Computing and Mathematics      | Computer Science*                                 | <a href="#">ABET - Computing Programs</a>   | <a href="#">ABET</a>                             | <a href="#">ABET - Computing Programs</a>   | <a href="#">ABET</a>           |
| 44 | Science and Engineering | Engineering                    | Biomedical Engineering                            | <a href="#">ABET - Engineering Programs</a> | <a href="#">ABET</a>                             | <a href="#">ABET - Engineering Programs</a> | <a href="#">ABET</a>           |
| 45 | Science and Engineering | Engineering                    | Engineering                                       | <a href="#">ABET - Engineering Programs</a> | <a href="#">ABET</a>                             | <a href="#">ABET - Engineering Programs</a> | <a href="#">ABET</a>           |
| 46 | Science and Engineering | Health, Leisure/Sport Sciences | Physical Education/K-12                           | <a href="#">InTASC</a>                      | <a href="#">CAEP - Initial</a>                   | <a href="#">OK State Physical Education</a> | <a href="#">OK State</a>       |

| Oral Roberts University   Professionally Accredited Programs   2022 |                       |                                  |                                 |                                          |                        |                                  |                                |
|---------------------------------------------------------------------|-----------------------|----------------------------------|---------------------------------|------------------------------------------|------------------------|----------------------------------|--------------------------------|
| * = Seeking accreditation                                           |                       |                                  |                                 |                                          |                        |                                  |                                |
| #                                                                   | College               | Department                       | Major                           | National Standards                       | National Accreditation | Program Specific Standards       | Program Specific Accreditation |
| 47                                                                  | Theology and Ministry | Theology and Ministry (Graduate) | Biblical Literature             | <a href="#">ATS Commission Standards</a> | <a href="#">ATS</a>    |                                  |                                |
| 48                                                                  | Theology and Ministry | Theology and Ministry (Graduate) | Doctor of Ministry              | <a href="#">ATS Commission Standards</a> | <a href="#">ATS</a>    |                                  |                                |
| 49                                                                  | Theology and Ministry | Theology and Ministry (Graduate) | Doctor of Philosophy - Theology | <a href="#">ATS Commission Standards</a> | <a href="#">ATS</a>    |                                  |                                |
| 50                                                                  | Theology and Ministry | Theology and Ministry (Graduate) | Intercultural Studies           | <a href="#">ATS Commission Standards</a> | <a href="#">ATS</a>    |                                  |                                |
| 51                                                                  | Theology and Ministry | Theology and Ministry (Graduate) | Master of Christian Ministry    | <a href="#">ATS Commission Standards</a> | <a href="#">ATS</a>    |                                  |                                |
| 52                                                                  | Theology and Ministry | Theology and Ministry (Graduate) | Master of Divinity              | <a href="#">ATS Commission Standards</a> | <a href="#">ATS</a>    |                                  |                                |
| 53                                                                  | Theology and Ministry | Theology and Ministry (Graduate) | Practical Theology              | <a href="#">ATS Commission Standards</a> | <a href="#">ATS</a>    |                                  |                                |
| 54                                                                  | Theology and Ministry | Theology and Ministry (Graduate) | Professional Counselor          | <a href="#">ATS Commission Standards</a> | <a href="#">ATS</a>    | <a href="#">CACREP Standards</a> | <a href="#">CACREP</a>         |
| 55                                                                  | Theology and Ministry | Theology and Ministry (Graduate) | Theological/Historical Studies  | <a href="#">ATS Commission Standards</a> | <a href="#">ATS</a>    |                                  |                                |



## **Appendix 14**

### **2022 Proprietary Assessments**

| Proprietary Professional Examinations |                                                                                        |                                                             |                                                                                                                            |
|---------------------------------------|----------------------------------------------------------------------------------------|-------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| College                               | Program                                                                                | Professional Test or Survey for External Program Comparison | Owner                                                                                                                      |
| Business                              | All Undergraduate (every semester) and Graduate Residential Programs (every 2-3 years) | ETS Major Field Test                                        | Educational Testing Service                                                                                                |
| Business                              | All Undergraduate and Graduate Online Programs                                         | Peregrine Assessment Exam                                   | Peregrine Global Services                                                                                                  |
| Business                              | Note: UG is using the exam; Graduate needs development                                 | Skyfactor's Interview Survey                                | Skyfactor Benchworks                                                                                                       |
| Education                             | Graduate School Administration                                                         | Performance Assessment for School Leaders (PASL)            | Educational Testing Service                                                                                                |
| Education                             | Bachelor of Arts in Education                                                          | Praxis Performance Assessment of Teachers (PPAT)            | Educational Testing Service                                                                                                |
| Education                             | Bachelor of Arts in Education                                                          | OGET                                                        | Certification Examinations for Oklahoma Educators created for Office of Educational Quality and Accountability in Oklahoma |
| Education                             | Bachelor of Arts in Education                                                          | OSAT                                                        | Certification Examinations for Oklahoma Educators created for Office of Educational Quality and Accountability in Oklahoma |
| Education                             | Bachelor of Arts in Education                                                          | CPAST                                                       | The Ohio State University                                                                                                  |
| Education                             | Bachelor of Arts in Education                                                          | Google 1                                                    | Google                                                                                                                     |
| Education                             | Bachelor of Arts in Education                                                          | Google 2                                                    | Google                                                                                                                     |
| Education                             | Graduate Education - School Administration                                             | McREL                                                       | McREL                                                                                                                      |
| Health Sciences                       | Bachelor of Nursing                                                                    | NCLEX-RN                                                    | National Council of State Boards of Nursing, Inc.                                                                          |
| Science and Engineering               | Chemistry                                                                              | ETS Major Field Test                                        | Educational Testing Service                                                                                                |
| Science and Engineering               | Psychology                                                                             | ETS Major Field Test                                        | Educational Testing Service                                                                                                |
| Science and Engineering               | Social Work                                                                            | ETS or ATS                                                  | Educational Testing Service or Admission Test Series                                                                       |

## **Appendix 15**

### **2010 Cocurricular Activity List**

| Elective/Co-Curricular General Education Whole Person Assessment (WPA) Artifacts (Recommended if You Participate in These Activities) |                                                             |                   |                                                   |                                  |
|---------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|-------------------|---------------------------------------------------|----------------------------------|
| Course                                                                                                                                | Artifact Name                                               | Outcome           | Proficiency                                       | Assessor                         |
| Accounting Society                                                                                                                    | Reflection paper                                            | Socially Adept    | Leadership Capacity                               | Ray Gregg                        |
| American Chemical Society                                                                                                             | Reflection paper                                            | Socially Adept    | Leadership Capacity                               | Lois Ablin                       |
| American Society of Mechanical Engineers                                                                                              | Reflection paper                                            | Socially Adept    | Leadership Capacity                               | John Matson                      |
| APA/Co-curricular activities                                                                                                          | APA Tutoring Reflection paper                               | Socially Adept    | Interpersonal Skills                              | Danny Zinax                      |
| APA/Co-curricular activities                                                                                                          | Wing vision reflection paper                                | Socially Adept    | Leadership Capacity                               | Danny Zinax                      |
| Association of Computing Machinery (ACM)                                                                                              | Reflection paper                                            | Socially Adept    | Leadership Capacity                               | Dave Elard                       |
| Campus Israel Alliance                                                                                                                | Reflection paper                                            | Socially Adept    | Leadership Capacity                               | John Swails                      |
| Career Services                                                                                                                       | Writing a resumé                                            | Socially Adept    | Communication Skills                              | Beth Johnson                     |
| Chapel/Co-curricular activities                                                                                                       | Chapel experience reflection paper                          | Spiritually Alive | Biblical Knowledge                                | Women's Chaplain/Men's Chaplain* |
| Chapel/Co-curricular activities                                                                                                       | Holy Spirit experience reflection paper                     | Spiritually Alive | Sensitivity to the Holy Spirit                    | Women's Chaplain/Men's Chaplain* |
| Chapel/Co-curricular activities                                                                                                       | Martin Luther King, Jr. chapel reflection paper             | Socially Adept    | Appreciation of Cultural & Linguistic Differences | Women's Chaplain/Men's Chaplain* |
| Chapel/Co-curricular activities                                                                                                       | Ministry experience reflection paper                        | Spiritually Alive | Sensitivity to the Holy Spirit                    | Women's Chaplain/Men's Chaplain* |
| Chapel/Co-curricular activities                                                                                                       | Missions chapel reflection paper                            | Socially Adept    | Appreciation of Cultural & Linguistic Differences | Women's Chaplain/Men's Chaplain* |
| Chaplain/Co-curricular activities                                                                                                     | Chaplain leadership program reflection paper                | Spiritually Alive | Leadership Capacity                               | Women's Chaplain/Men's Chaplain* |
| Chaplain/Co-curricular activities                                                                                                     | Floor Vision or Dorm Group reflection paper                 | Socially Adept    | Leadership Capacity                               | Women's Chaplain/Men's Chaplain* |
| Chaplain/Co-curricular activities                                                                                                     | Joint student-leader program reflection paper               | Socially Adept    | Interpersonal Skills                              | Women's Chaplain/Men's Chaplain* |
| Christian Legal Society                                                                                                               | Reflection paper                                            | Socially Adept    | Leadership Capacity                               | Sonny Branham                    |
| Club Officer/Member/Co-curricular activities                                                                                          | Reflection paper                                            | Socially Adept    | Leadership Capacity                               | Faculty Club Advisor**           |
| College Democrats                                                                                                                     | Reflection paper                                            | Socially Adept    | Leadership Capacity                               | Michael Hirflinger               |
| Collegiate Music Educators National Conference (CMENC)                                                                                | Reflection Paper                                            | Socially Adept    | Leadership Capacity                               | Scott Quant                      |
| College Libertarians                                                                                                                  | Reflection paper                                            | Socially Adept    | Leadership Capacity                               | Stephen Peterson                 |
| College Republicans                                                                                                                   | Reflection paper                                            | Socially Adept    | Leadership Capacity                               | Sonny Branham                    |
| Community Outreach/Co-curricular activities                                                                                           | Ministry experience reflection paper                        | Spiritually Alive | Sensitivity to the Holy Spirit                    | Community Outreach               |
| Community Outreach, Co-curricular activities                                                                                          | Reflection paper                                            | Socially Adept    | Leadership Capacity                               | Missions                         |
| Community Outreach/Co-curricular activities                                                                                           | Team outreach reflection paper (community service)          | Socially Adept    | Responsible Citizenship                           | Missions                         |
| Community Outreach/Co-curricular activities                                                                                           | Team outreach reflection paper (evangelism)                 | Spiritually Alive | Evangelistic Capability                           | Missions                         |
| Computer Club                                                                                                                         | Reflection paper                                            | Socially Adept    | Leadership Capacity                               | Dave Elard                       |
| The Core (Whole Person Scholarship Winners)                                                                                           | Reflection paper                                            | Socially Adept    | Leadership Capacity                               | Nancy Brainard                   |
| C.S. Lewis and the Inklings Club                                                                                                      | Reflection paper                                            | Socially Adept    | Leadership Capacity                               | Mark R. Hall                     |
| Directing (DRAM 336)                                                                                                                  | Prompt Book: Stage Manager                                  | Socially Adept    | Leadership Capacity                               | Laura Holland                    |
| Education Honor Society (Kappa Delta Pi)                                                                                              | Reflection paper                                            | Socially Adept    | Leadership Capacity                               | Tim Norton                       |
| The English Club (The Pentangle)                                                                                                      | Reflection paper                                            | Socially Adept    | Leadership Capacity                               | Joann Allen                      |
| English Honor Society (Sigma Tau Delta)                                                                                               | Reflection paper                                            | Socially Adept    | Leadership Capacity                               | Kay Meyers                       |
| Environmental Stewardship Club/Co-curricular                                                                                          | Community service reflection paper (off-campus involvement) | Socially Adept    | Responsible Citizenship                           | Stephen Herr                     |
| Environmental Stewardship Club/Co-curricular                                                                                          | Community service reflection paper (on-campus involvement)  | Socially Adept    | Responsible Citizenship                           | Stephen Herr                     |
| French Club                                                                                                                           | Reflection paper                                            | Socially Adept    | Leadership Capacity                               | Robert Skinner                   |
| French Honor Society (Pi Delta Phi)                                                                                                   | Reflection paper                                            | Socially Adept    | Leadership Capacity                               | Robert Skinner                   |
| Freshman Honor Society (Alpha Lambda Delta)                                                                                           | Reflection paper                                            | Socially Adept    | Leadership Capacity                               | Catherine Klehm                  |
| Harbor                                                                                                                                | Survey                                                      | Socially Adept    | Communication Skills                              | Student Experience               |
| Harbor                                                                                                                                | Survey                                                      | Socially Adept    | Interpersonal Skills                              | Student Experience               |
| Harbor                                                                                                                                | Survey                                                      | Socially Adept    | Appreciation of Cultural & Linguistic Differences | Student Experience               |
| Harbor                                                                                                                                | Survey                                                      | Socially Adept    | Responsible Citizenship                           | Student Experience               |
| Harbor                                                                                                                                | Survey                                                      | Socially Adept    | Leadership Capacity                               | Student Experience               |
| Hebrew Culture Club                                                                                                                   | Reflection paper                                            | Socially Adept    | Leadership Capacity                               | Lenore Mullican                  |
| History Club-Chi Epsilon (Pi Alpha Theta)                                                                                             | Reflection paper                                            | Socially Adept    | Leadership Capacity                               | Gary Pranger                     |
| Honors Program Student Council                                                                                                        | Reflection paper                                            | Socially Adept    | Leadership Capacity                               | Kay Meyers                       |
| Ignite                                                                                                                                | Reflection paper                                            | Socially Adept    | Leadership Capacity                               | Dean of Men                      |
| Institute of Electrical and Electronic Engineers (IEEE)                                                                               | Reflection paper                                            | Socially Adept    | Leadership Capacity                               | Sophie Liu                       |
| International Community Development Club                                                                                              | Reflection paper                                            | Socially Adept    | Leadership Capacity                               | Solomon Gameda                   |
| International Development                                                                                                             | Reflection paper                                            | Socially Adept    | Appreciation of Cultural & Linguistic Differences | Steve Greene                     |
| International Development                                                                                                             | Reflection paper                                            | Socially Adept    | Interpersonal Skills                              | Steve Greene                     |
| International Development                                                                                                             | Reflection paper                                            | Socially Adept    | Leadership Capacity                               | Steve Greene                     |
| International Honor Society of Nursing-Mu Iota (Sigma Theta Tau)                                                                      | Reflection paper                                            | Socially Adept    | Leadership Capacity                               | Audrey Thompson                  |
| Elective/Co-Curricular General Education Whole Person Assessment (WPA) Artifacts (Recommended if You Participate in These Activities) |                                                             |                   |                                                   |                                  |

| Course                                                         | Artifact Name                                               | Outcome                | Proficiency                                       | Assessor                   |
|----------------------------------------------------------------|-------------------------------------------------------------|------------------------|---------------------------------------------------|----------------------------|
| International Student Organization                             | Reflection paper                                            | Socially Adept         | Leadership Capacity                               | Richard Hammon             |
| International Worship Center/Co-curricular activities          | Team outreach reflection paper (community service)          | Socially Adept         | Responsible Citizenship                           | ORU Worship                |
| Intramurals                                                    | Participation Record                                        | Physically Disciplined | Physically Disciplined Lifestyle                  | Student Experience         |
| Mathematical Association of America (MAA)                      | Reflection paper                                            | Socially Adept         | Leadership Capacity                               | Andy Lang                  |
| Mathematics Honor Society (Kappa Mu Epsilon)                   | Reflection paper                                            | Socially Adept         | Leadership Capacity                               | Vincent Dimiceli           |
| Missions/Co-curricular activities                              | Ministry experience reflection paper                        | Spiritually Alive      | Sensitivity to the Holy Spirit                    | Missions                   |
| Missions/Co-curricular activities                              | Missions experience reflection paper                        | Socially Adept         | Appreciation of Cultural & Linguistic Differences | Missions                   |
| Missions, Co-curricular activities                             | Reflection paper                                            | Socially Adept         | Leadership Capacity                               | Missions                   |
| Missions/Co-curricular activities                              | Team building activities reflection paper                   | Socially Adept         | Interpersonal Skills                              | Missions                   |
| Missions/Co-curricular activities                              | Team outreach reflection paper (evangelism)                 | Spiritually Alive      | Evangelistic Capability                           | Missions                   |
| Missions/Co-curricular activities                              | Testimony opportunity reflection paper                      | Spiritually Alive      | Evangelistic Capability                           | Missions                   |
| Missions Society                                               | Reflection paper                                            | Socially Adept         | Leadership Capacity                               | James Shaw                 |
| Model United Nations (MUN)                                     | Reflection paper                                            | Socially Adept         | Leadership Capacity                               | Solomon Gameda             |
| Mu Phi Epsilon (Music)                                         | Reflection paper                                            | Spiritually Alive      | Leadership Capacity                               | Joyce Bridgman             |
| National Honoraty Theatre Society (Alpha Psi Omega)            | Reflection paper                                            | Socially Adept         | Leadership Capacity                               | Christopher Martin         |
| Oklahoma Intercollegiate Legislature (OIL)                     | Reflection paper                                            | Socially Adept         | Leadership Capacity                               | Michael Hirlinger          |
| ORU Recyclists/Co-curricular activities                        | Community service reflection paper (off-campus involvement) | Socially Adept         | Responsible Citizenship                           | Stephen Herr               |
| ORU Recyclists/Co-curricular activities                        | Community service reflection paper (on-campus involvement)  | Socially Adept         | Responsible Citizenship                           | Stephen Herr               |
| Premedical Honors Society (Alpha Epsilon Delta)                | Reflection paper                                            | Socially Adept         | Leadership Capacity                               | Hal Reed                   |
| Publications/Co-curricular activities                          | Reflection paper                                            | Socially Adept         | Leadership Capacity                               | Kevin Armstrong            |
| Public Relations Student Society of America (PRSSA)            | Reflection paper                                            | Socially Adept         | Leadership Capacity                               | Christi Freudenrich        |
| Psychology Club (Psi Chi Rho)                                  | Reflection paper                                            | Socially Adept         | Leadership Capacity                               | Andrea Walker              |
| RA/Co-curricular activities                                    | RA reflection paper                                         | Socially Adept         | Interpersonal Skills                              | Dean of Women/Dean of Men* |
| RA/Co-curricular activities                                    | RA reports reflection paper                                 | Socially Adept         | Interpersonal Skills                              | Dean of Women/Dean of Men* |
| RA/Co-curricular activities                                    | Floor programming reflection paper                          | Socially Adept         | Leadership Capacity                               | Dean of Women/Dean of Men* |
| RA/Co-curricular activities                                    | Wing vision reflection paper                                | Socially Adept         | Leadership Capacity                               | Dean of Women/Dean of Men* |
| Students in Free Enterprise (S.I.F.E)/Co-curricular activities | Community service reflection paper (off-campus involvement) | Socially Adept         | Leadership Capacity                               | Steve Greene               |
| Students in Free Enterprise (S.I.F.E)/Co-curricular activities | Community service reflection paper (on-campus involvement)  | Socially Adept         | Leadership Capacity                               | Steve Greene               |
| Students in Free Enterprise (S.I.F.E)/Co-curricular activities | Community service reflection paper (off-campus involvement) | Socially Adept         | Responsible Citizenship                           | Steve Greene               |
| Students in Free Enterprise (S.I.F.E)/Co-curricular activities | Community service reflection paper (on-campus involvement)  | Socially Adept         | Responsible Citizenship                           | Steve Greene               |
| Social Work Club                                               | Reflection paper                                            | Socially Adept         | Leadership Capacity                               | Cheyne Tucker              |
| Social Work Club                                               | Reflection paper                                            | Socially Adept         | Responsible Citizenship                           | Cheyne Tucker              |
| Society for Hispanic Professional Engineers (SHPE)             | Reflection paper                                            | Socially Adept         | Leadership Capacity                               | Robert Leland              |
| Society for Human Resource Management (SHRM )                  | Reflection paper                                            | Socially Adept         | Leadership Capacity                               | Susan McMurray             |
| Spanish Club                                                   | Reflection paper                                            | Socially Adept         | Leadership Capacity                               | Brenda Calderon            |
| Spanish Honor Society (Sigma Delta Pi)                         | Reflection paper                                            | Socially Adept         | Leadership Capacity                               | David Farnsworth           |
| Spiritual Formation/Co-curricular activities                   | Mentoring Group reflection paper                            | Socially Adept         | Leadership Capacity                               | Clarence Boyd              |
| Student Association/Co-curricular activities                   | Reflection paper                                            | Socially Adept         | Leadership Capacity                               | Student Experience         |
| Student Association/Blueprint/Co-curricular activities         | Blueprint Coordinator's reflection paper                    | Socially Adept         | Leadership Capacity                               | Student Experience         |
| Student Experience/Co-curricular activities                    | Blueprint reflection paper                                  | Socially Adept         | Leadership Capacity                               | Student Experience         |
| Student Experience/Co-curricular activities                    | Reflection paper over <i>Habitudes</i> book                 | Socially Adept         | Leadership Capacity                               | Student Experience         |
| Student Nurses' Association                                    | Reflection paper                                            | Socially Adept         | Leadership Capacity                               | Cheryl Swanson             |
| Student Oklahoma Education Association (SOEA)                  | Reflection paper                                            | Socially Adept         | Leadership Capacity                               | Gerald Landers             |
| Theological Society of Oral Roberts University                 | Reflection paper                                            | Socially Adept         | Leadership Capacity                               | Jeff Lamp                  |
| Tri Beta Biological Society/Co-curricular activities           | Community service reflection paper (off-campus involvement) | Socially Adept         | Responsible Citizenship                           | Stephen Herr               |
| Tri Beta Biological Society/Co-curricular activities           | Community service reflection paper (on-campus involvement)  | Socially Adept         | Responsible Citizenship                           | Stephen Herr               |

\*If you are a female student, submit artifacts to the Dean of Women or the Women's Chaplain. If you are a male student, submit artifacts to the Dean of Men or the Men's Chaplain, depending on the artifact.

\*\*On the ORU website, you will find the clubs in specific departments with faculty advisors listed.

## **Appendix 16**

### **2023 Cocurricular Data Review**

## Cocurricular Assessment History 2018 - 2023 Academic & Campus Life Examples

### Academic

- Students work in a professional setting with people/businesses/organizations outside of ORU
- They are evaluated by their supervisors or professors
- Data is provided from internship/clinical WPA Scores

| College                 | Department/School              | Program(s)                                                                                                                          | Artifact                                          |
|-------------------------|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| Arts & Cultural Studies | Liberal Arts                   | Art/BFA Art                                                                                                                         | Internship Journal and Samples                    |
| Arts & Cultural Studies | Liberal Arts                   | History                                                                                                                             | Civic Engagement (LHIS 410)                       |
| Arts & Cultural Studies | Worship/Media/Performing Arts  | Cinema, Television and Digital Media & Media, Strategic Media                                                                       | Internship Mentor Evaluation (CAM 451)            |
| Arts & Cultural Studies | Communication & Public Affairs | Global Studies, International Relations, International Development, Leadership Studies, Political Science, Liberal Studies, History | Department Internship Reflection Essay (HHG 399)  |
| Arts & Cultural Studies | Communication & Public Affairs | Global Studies, International Relations, International Development, Leadership Studies, Political Science, Liberal Studies, History | Department Internship and Feedback Form (HHG 399) |
| Arts & Cultural Studies | Worship/Media/Performing Arts  | Music Therapy                                                                                                                       | Music Therapy Internship (MUT 480)                |
| Education               | Undergraduate                  | Undergraduate                                                                                                                       | Pre-Clinical Experience                           |
| Education               | Undergraduate                  | Undergraduate                                                                                                                       | CPAST                                             |
| Education               | Undergraduate                  | Undergraduate                                                                                                                       | PPAT                                              |
| Education               | Graduate                       | M.Ed. Administration                                                                                                                | McREL Building                                    |

| Education             | Graduate                           | Ed.D. Administration                                                   | McREL District                                             |
|-----------------------|------------------------------------|------------------------------------------------------------------------|------------------------------------------------------------|
| Education             | Graduate                           | Administration                                                         | PASL                                                       |
| Health Sciences       | Nursing                            | Nursing                                                                | Clinical Evaluation (NUR 413)                              |
| Health Sciences       | Nursing                            | Doctor of Nursing Practice                                             | OSCE SOAP Note (GDNP 636)                                  |
| Science & Engineering | Behavioral Sciences                | Psychology, Sociology                                                  | Community Service                                          |
| Science & Engineering | Behavioral Sciences                | Social Work                                                            | Field Evaluation                                           |
| Science & Engineering | Health, Leisure and Sport Sciences | Health & Exercise Science                                              | Internship (HLSS 481)                                      |
| Science & Engineering | Health, Leisure and Sport Sciences | Sports Management                                                      | Internship Journal (HLSS 483)                              |
| Science & Engineering | Health, Leisure and Sport Sciences | Sports Management                                                      | Internship Presentation (HLSS 483)                         |
| Theology & Ministry   | Undergraduate                      | Ministry & Leadership                                                  | Internship Journal                                         |
| Theology & Ministry   | Undergraduate                      | Ministry & Leadership - CHAC                                           | Internship Summary Paper                                   |
| Theology & Ministry   | Undergraduate                      | Christian Care & Counseling - OL                                       | Senior Practicum/Paper: Second Letter from the supervisor  |
| Theology & Ministry   | Graduate                           | MA Intercultural Studies, MA in Practical Theology, Master of Divinity | Ministry Practicum Supervisor Evaluation (FED 672/673/750) |
| General Education     | General Education                  | General Education                                                      | Service Learning                                           |



Reports & data provided by staff:

- Surveys of students

| Assessment Catalogs   Instruments used by Program         |                |                |                |                |                |                |                |                |                |  |  |
|-----------------------------------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|--|--|
| Cocurricular Department                                   | 2004 -<br>2005 | 2010 -<br>2011 | 2011 -<br>2012 | 2015 -<br>2016 | 2017 -<br>2018 | 2018 -<br>2019 | 2019 -<br>2020 | 2020 -<br>2021 | 2021 -<br>2022 |  |  |
| Admissions Enrollment                                     |                |                |                | 8              | 7              | 7              |                |                |                |  |  |
| Athletics                                                 | 6              | 6              | 6              |                |                | 3              |                |                |                |  |  |
| Career Services                                           | 5              | 7              | 7              | 5              | 4              | 4              |                |                |                |  |  |
| Chaplain                                                  |                |                |                | 3              |                |                |                |                |                |  |  |
| Community Outreach                                        | 2              | 2              | 5              |                |                |                |                |                |                |  |  |
| Dean of Student Development (Dean of Men & Dean of Women) | 14             | 14             | 14             | 2              |                |                |                |                |                |  |  |
| Disability Services                                       |                |                |                |                | 3              | 3              |                |                |                |  |  |
| Housing                                                   | 1              | 1              |                | 3              | 3              |                |                |                |                |  |  |
| International Center                                      |                |                |                | 5              | 3              | 3              |                |                |                |  |  |
| Office of Global Services – Study Abroad                  |                |                |                |                | 4              | 3              |                |                |                |  |  |
| Office of Global Services – Healing Teams                 |                |                |                |                | 3              | 3              |                |                |                |  |  |
| Missions and Outreach                                     | 6              | 6              | 6              | 4              | 6              | 3              | 6              |                |                |  |  |
| Music Ministries                                          | 7              | 7              |                |                |                |                |                |                |                |  |  |
| Registrar                                                 | 2              | 4              | 4              | 8              |                |                |                |                |                |  |  |
| Spiritual Formation                                       | 3              | 7              | 7              | 2              |                |                |                |                |                |  |  |
| Student Counseling Services                               |                |                |                | 4              | 5              | 5              |                |                |                |  |  |
| Student Resources                                         |                |                |                | 5              |                |                |                |                |                |  |  |
| Leadership Training                                       |                |                |                |                |                |                |                | 1              | 1              |  |  |
| Facilities                                                |                |                |                |                |                |                |                |                | 1              |  |  |

## [2019 – 2020 KPI Report](#)

- **Missions:** Social media engagement improved from 2-3% to 6%, compared to the national average of 3-4%. Shared the gospel 1,013 times, with 89, 526 people impacted and 729 confirmed salvations.
- **International Center:** Offered tailored orientation to meet the needs of incoming international students, created the International Faculty Advisory Group to support international students' academic success, improved Culture Fest attendance to 1,694, an increase of 6.2% from 2018.
- **Prayer Movement:** 241 students participating, a 56% increase from spring 2018.
- **Community Outreach:** 3,228 outreaches by students, a 10.5% increase from 2018.
- **Internships:** 90.1% of graduates experienced a real-life learning experience, an increase of 2.1% from 2018.
- **Internships:** 100% of Education, Nursing, and Theology participate in internships; College of Business initiating a new internship requirement; College of Arts and Cultural Studies and Science and Engineering introducing internships requirements in specific programs.
- **Entrepreneurship:** Opened the Stovall Center for Entrepreneurship and initiated the LAUNCH student entrepreneurship competition in partnership with Jim Stovall and SCORE Tulsa.
- **Co-Curricular Leadership Training:** Evaluated the current role of leadership in the following areas of student life: Residential Advisors, Chaplains, Worship Leadership, Missions Leadership, Outreach, Student Association and Prayer Movement.
- **Leadership Training:** Leadership Task Force surveyed faculty for presence and use of leadership development in the ORU curriculum and Leadership Task Force identified the "Multi-Institutional Study of Leadership" as a possible measurement framework.
- **Leadership Training:** Mission teams faculty and students were surveyed to identify best practices to increase student capacity to lead collaborative and multi-cultural teams to identify and address real-world problems.
- **Center for Leadership:** Leadership training and curriculum was expanded to support leadership development in the classroom.

## [2020 – 2021 KPI Report](#)

- **Community Outreach:** Average of 125 students participating on a weekly basis, an increase from 118 in 2019-20 and 106 in 2018-19.

- ***Intercultural Experiences:*** Graduates with intercultural experience increased to 89% and participation in GO courses has increased from 10% to 25% year-over-year
- ***Leadership Training:*** Purchased tokens for students to take “The Leadership Challenge” developed by Kouzes and Bosner. Convened the Missions & Leadership Task Force to review the current Missions Teams structure to provide greater leadership development opportunities to ORU students
- ***Leadership Training:*** Assessed and ranked 5 different cocurricular interventions from across the nation to foster leadership efficacy, the results were: (1) High Point University, (2) Auburn University, (3) Georgia Institute of Technology, (4) Arkansas University, and (5) Arizona State.
- ***Internships:*** 92.5% of graduates experienced a real-life learning experience, an increase of 2.4% from 2019.
- ***ORU Live:*** recorded, produced and marketed album “My Offering” with 302.7k streams and translated and recorded the song “With All” in Spanish

## [2021 – 2022 KPI Report](#)

- ***Facilities:*** Surveyed students to measure overall satisfaction with on-campus facilities. Resulted in (1) the improved placement of academic support (tutoring) to make it more prominent, larger, and more easily accessible, (2) a plan to improve the Aerobics Center, and (3) creating three additional on-campus activities/events focused on providing fun/engaging on-campus entertainment options for students on weekends: Freshmen connect event, Senior celebration event, and Intramural Olympics, and (4) the creation of the Office of the Concierge to help students.
- ***Community Outreach:*** 3,300 outreach events, increasing to an average of 127 per week from 2020-2021.
- ***Internships:*** 94% of graduates experienced a real-life learning experience, an increase of 1.5% from 2020-2021.
- ***Intercultural Experiences:*** 94% of graduates participated in *intercultural experiences* and 1,382 students participated in *GO courses, an increase of 13% from 2020-2021.*
- Graduates with intercultural experience increased to 89% and participation in GO courses has increased from 10% to 25% year-over-year
- ***Leadership Training:*** Developed and tested ORU’s cocurricular leadership development intervention and assessment tool based on the five University outcomes with resident assistants and chaplains. “The Leadership Challenge” by Kouzes and Bosner was deployed was beta-tested. The Golden Eagle Academy, a first-year leadership program was implemented in partnership with Student Development, Athletics and Academics to provide leadership development training.

- *International Center:* 79% of new international students and approximately 88% of the total international student population have experienced an American home visit. Resident Advisors and Chaplains were trained on cross-cultural communication during their training session in the Fall semester.

## **Appendix 17**

### **2023 Cocurricular Activity List**



## ORU Cocurricular List | 2022 - 2023

| Co-Curricular Activity                              | Leader                              | E-mail                                                 |
|-----------------------------------------------------|-------------------------------------|--------------------------------------------------------|
| <b>Admissions</b>                                   |                                     |                                                        |
| Student Ambassador                                  | Brooke Sims                         | <a href="mailto:bsims@oru.edu">bsims@oru.edu</a>       |
| <b>Athletics</b>                                    |                                     |                                                        |
| Athletic Team Member                                | Director of Operations (Various)    | <a href="mailto:estone@oru.edu">estone@oru.edu</a>     |
| ELI Center                                          | Sierra Beall                        | <a href="mailto:sbeall@oru.edu">sbeall@oru.edu</a>     |
| S.O.A.R.                                            | Emily Stone                         | <a href="mailto:estone@oru.edu">estone@oru.edu</a>     |
| <b>Campus Employment &amp; Work Study</b>           |                                     |                                                        |
| Work/Work Study                                     | Luke Henry                          | <a href="mailto:lhenny@oru.edu">lhenny@oru.edu</a>     |
| <b>Career Services</b>                              |                                     |                                                        |
| Internships                                         | Glenda Bailey                       | <a href="mailto:glbailey@oru.edu">glbailey@oru.edu</a> |
| <b>Clubs &amp; Organizations</b>                    | <b>Taylor Miller</b>                |                                                        |
| American Chemical Society                           | Student President & Faculty Advisor | <a href="mailto:tmmiller@oru.edu">tmmiller@oru.edu</a> |
| AED Pre-Health Club                                 | Student President & Faculty Advisor | <a href="mailto:tmmiller@oru.edu">tmmiller@oru.edu</a> |
| African-American Student Union                      | Student President & Faculty Advisor | <a href="mailto:tmmiller@oru.edu">tmmiller@oru.edu</a> |
| American Society of Mechanical Engineers - ASME     | Student President & Faculty Advisor | <a href="mailto:tmmiller@oru.edu">tmmiller@oru.edu</a> |
| Association Of Computing Machinery                  | Student President & Faculty Advisor | <a href="mailto:tmmiller@oru.edu">tmmiller@oru.edu</a> |
| Azar                                                | Student President & Faculty Advisor | <a href="mailto:tmmiller@oru.edu">tmmiller@oru.edu</a> |
| College of Democrats                                | Student President & Faculty Advisor | <a href="mailto:tmmiller@oru.edu">tmmiller@oru.edu</a> |
| Dance Club                                          | Student President & Faculty Advisor | <a href="mailto:tmmiller@oru.edu">tmmiller@oru.edu</a> |
| Debate and Forensics                                | Student President & Faculty Advisor | <a href="mailto:tmmiller@oru.edu">tmmiller@oru.edu</a> |
| Empowered Women                                     | Student President & Faculty Advisor | <a href="mailto:tmmiller@oru.edu">tmmiller@oru.edu</a> |
| Enactus                                             | Student President & Faculty Advisor | <a href="mailto:tmmiller@oru.edu">tmmiller@oru.edu</a> |
| Finance Society                                     | Student President & Faculty Advisor | <a href="mailto:tmmiller@oru.edu">tmmiller@oru.edu</a> |
| Freestyle Friday                                    | Student President & Faculty Advisor | <a href="mailto:tmmiller@oru.edu">tmmiller@oru.edu</a> |
| Girl-Up                                             | Student President & Faculty Advisor | <a href="mailto:tmmiller@oru.edu">tmmiller@oru.edu</a> |
| Graduate Theology Student Assembly (GTSA)           | Student President & Faculty Advisor | <a href="mailto:tmmiller@oru.edu">tmmiller@oru.edu</a> |
| Leading in Style and Excellence                     | Student President & Faculty Advisor | <a href="mailto:tmmiller@oru.edu">tmmiller@oru.edu</a> |
| MAPS (Minority Association of Pre-Medical Students) | Student President & Faculty Advisor | <a href="mailto:tmmiller@oru.edu">tmmiller@oru.edu</a> |
| Oklahoma Intercollegiate Legislature (OIL)          | Student President & Faculty Advisor | <a href="mailto:tmmiller@oru.edu">tmmiller@oru.edu</a> |
| OKO (ORU Korean Organization) Club                  | Student President & Faculty Advisor | <a href="mailto:tmmiller@oru.edu">tmmiller@oru.edu</a> |
| ORU Astronomy Club                                  | Student President & Faculty Advisor | <a href="mailto:tmmiller@oru.edu">tmmiller@oru.edu</a> |
| ORU College Of Republicans                          | Student President & Faculty Advisor | <a href="mailto:tmmiller@oru.edu">tmmiller@oru.edu</a> |
| ORU Gaming Club                                     | Student President & Faculty Advisor | <a href="mailto:tmmiller@oru.edu">tmmiller@oru.edu</a> |
| ORU Pre-PA Club                                     | Student President & Faculty Advisor | <a href="mailto:tmmiller@oru.edu">tmmiller@oru.edu</a> |
| ORU Pre-Veterinary and Animal Science Club          | Student President & Faculty Advisor | <a href="mailto:tmmiller@oru.edu">tmmiller@oru.edu</a> |



## ORU Cocurricular List | 2022 - 2023

| Co-Curricular Activity                                                 | Leader                              | E-mail                                                         |
|------------------------------------------------------------------------|-------------------------------------|----------------------------------------------------------------|
| ORU United for Israel on Campus                                        | Student President & Faculty Advisor | <a href="mailto:tmmiller@oru.edu">tmmiller@oru.edu</a>         |
| Pre- Dental Club                                                       | Student President & Faculty Advisor | <a href="mailto:tmmiller@oru.edu">tmmiller@oru.edu</a>         |
| Promethia Literary Journal and Writing Club                            | Student President & Faculty Advisor | <a href="mailto:tmmiller@oru.edu">tmmiller@oru.edu</a>         |
| Promethia Writing Club & Literary Magazine                             | Student President & Faculty Advisor | <a href="mailto:tmmiller@oru.edu">tmmiller@oru.edu</a>         |
| PSI CHI RHO                                                            | Student President & Faculty Advisor | <a href="mailto:tmmiller@oru.edu">tmmiller@oru.edu</a>         |
| Sigma Iota Rho, Honor Society for International Relations              | Student President & Faculty Advisor | <a href="mailto:tmmiller@oru.edu">tmmiller@oru.edu</a>         |
| SOAR                                                                   | Student President & Faculty Advisor | <a href="mailto:tmmiller@oru.edu">tmmiller@oru.edu</a>         |
| SPOT Club                                                              | Student President & Faculty Advisor | <a href="mailto:tmmiller@oru.edu">tmmiller@oru.edu</a>         |
| Students for Sustainability and Stewardship                            | Student President & Faculty Advisor | <a href="mailto:tmmiller@oru.edu">tmmiller@oru.edu</a>         |
| Teacher Candidate Leadership Association                               | Student President & Faculty Advisor | <a href="mailto:tmmiller@oru.edu">tmmiller@oru.edu</a>         |
| The Accounting Society                                                 | Student President & Faculty Advisor | <a href="mailto:tmmiller@oru.edu">tmmiller@oru.edu</a>         |
| The C. S. Lewis and the Inklings Society                               | Student President & Faculty Advisor | <a href="mailto:tmmiller@oru.edu">tmmiller@oru.edu</a>         |
| THE FORUM                                                              | Student President & Faculty Advisor | <a href="mailto:tmmiller@oru.edu">tmmiller@oru.edu</a>         |
| The Justice League                                                     | Student President & Faculty Advisor | <a href="mailto:tmmiller@oru.edu">tmmiller@oru.edu</a>         |
| The Marketing Society                                                  | Student President & Faculty Advisor | <a href="mailto:tmmiller@oru.edu">tmmiller@oru.edu</a>         |
| The Social Work Club                                                   | Student President & Faculty Advisor | <a href="mailto:tmmiller@oru.edu">tmmiller@oru.edu</a>         |
| TriBeta Mu Kappa                                                       | Student President & Faculty Advisor | <a href="mailto:tmmiller@oru.edu">tmmiller@oru.edu</a>         |
| <b>College of Arts &amp; Cultural Studies</b>                          |                                     |                                                                |
| English Honor Society (Sigma Tau Delta)                                | Laura Krohn                         | <a href="mailto:lkrohn@oru.edu">lkrohn@oru.edu</a>             |
| Collegiate National Association for Music Education (Collegiate NAFME) | Dr. Scott Quant                     | <a href="mailto:squant@oru.edu">squant@oru.edu</a>             |
| French Club                                                            | Lyn Manghum                         | <a href="mailto:lmanghum@oru.edu">lmanghum@oru.edu</a>         |
| French Honor Society (Pi Delta Phi)                                    | Lyn Manghum                         | <a href="mailto:lmanghum@oru.edu">lmanghum@oru.edu</a>         |
| Global Crisis Simulation                                               | Dr. Ruby Libertus                   | <a href="mailto:rlibertus@oru.edu">rlibertus@oru.edu</a>       |
| Honors Program Student Council                                         | Nathan Opp                          | <a href="mailto:nopp@oru.edu">nopp@oru.edu</a>                 |
| Oracle                                                                 | Michael Overall                     | <a href="mailto:goverall@oru.edu">goverall@oru.edu</a>         |
| Model United Nations (MUN)                                             | Ruby Libertus                       | <a href="mailto:rlibertus@oru.edu">rlibertus@oru.edu</a>       |
| National Honorary Theatre Society (Alpha Psi Omega)                    | Lia Jennings                        | <a href="mailto:ljennings@oru.edu">ljennings@oru.edu</a>       |
| Public Relations Student Society of America (PRSSA)                    | Cristi Freudenrich                  | <a href="mailto:cfreudenrich@oru.edu">cfreudenrich@oru.edu</a> |



## ORU Cocurricular List | 2022 - 2023

| Co-Curricular Activity                                            | Leader                                    | E-mail                                                                                                          |
|-------------------------------------------------------------------|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| Spanish Club                                                      | Emily Reid                                | <a href="mailto:ereid@oru.edu">ereid@oru.edu</a>                                                                |
| Translation & Interpreting Club                                   | David Farnsworth                          | <a href="mailto:dfarnsworth@oru.edu">dfarnsworth@oru.edu</a>                                                    |
| <b>College of Business</b>                                        |                                           |                                                                                                                 |
|                                                                   |                                           |                                                                                                                 |
| <b>College of Education</b>                                       |                                           |                                                                                                                 |
| Education Honor Society (Kappa Delta Pi)                          | Amanda Wilson & Gweth Holzmman            | <a href="mailto:awilson@oru.edu">awilson@oru.edu</a> & <a href="mailto:gholzmman@oru.edu">gholzmman@oru.edu</a> |
| <b>College of Health Sciences</b>                                 |                                           |                                                                                                                 |
| International Honor Society of Nursing--Mu Iota (Sigma Theta Tau) | Mrs. Angela Foster                        | <a href="mailto:afoster@oru.edu">afoster@oru.edu</a>                                                            |
| Student Nurses Association                                        | Mrs. JoeAnn Robinson & Ms. Maleatha James | <a href="mailto:jrobinson@oru.edu">jrobinson@oru.edu</a> & <a href="mailto:mjames@oru.edu">mjames@oru.edu</a>   |
| <b>College of Science &amp; Engineering</b>                       |                                           |                                                                                                                 |
| Institute of Electrical and Electronic Engineers (IEEE)           | Dr. Robert Leland                         | <a href="mailto:rleland@oru.edu">rleland@oru.edu</a>                                                            |
| Mathematical Association of America (MAA)                         | Dr. Jane Harder                           | <a href="mailto:jharder@oru.edu">jharder@oru.edu</a>                                                            |
| Mathematics Honor Society (Kappa Mu Epsilon)                      | Dr. Enrique Valderrama                    | <a href="mailto:evalderrama@oru.edu">evalderrama@oru.edu</a>                                                    |
| Premedical Honors Society (Alpha Epsilon Delta)                   | Dr. Hal Reed and Dr. Celestino Velasquez  | <a href="mailto:hreed@oru.edu">hreed@oru.edu</a> & <a href="mailto:cvelasquez@oru.edu">cvelasquez@oru.edu</a>   |
| <b>College of Theology &amp; Ministry</b>                         |                                           |                                                                                                                 |
| Undergradaute Theological Society of Oral Roberts University      | Dr. Bunn & Dr. French                     | <a href="mailto:dbunn@oru.edu">dbunn@oru.edu</a> & <a href="mailto:nfrench@oru.edu">nfrench@oru.edu</a>         |
| <b>International Student Center</b>                               |                                           |                                                                                                                 |
| CultureFest                                                       | Julissa Flores                            | <a href="mailto:jflores@oru.edu">jflores@oru.edu</a>                                                            |
| AC2Connect Sessions                                               | Julissa Flores                            | <a href="mailto:jflores@oru.edu">jflores@oru.edu</a>                                                            |
| Student Workers                                                   | Julissa Flores                            | <a href="mailto:jflores@oru.edu">jflores@oru.edu</a>                                                            |
| Student Driver                                                    | Julissa Flores                            | <a href="mailto:jflores@oru.edu">jflores@oru.edu</a>                                                            |
| Converge Worship Nights                                           | Julissa Flores                            | <a href="mailto:jflores@oru.edu">jflores@oru.edu</a>                                                            |
| One Time Events                                                   | Julissa Flores                            | <a href="mailto:jflores@oru.edu">jflores@oru.edu</a>                                                            |
| Family Connect                                                    | Julissa Flores                            | <a href="mailto:jflores@oru.edu">jflores@oru.edu</a>                                                            |
| Big Brother/Sister                                                | Julissa Flores                            | <a href="mailto:jflores@oru.edu">jflores@oru.edu</a>                                                            |
| <b>ORU Worship Center</b>                                         |                                           |                                                                                                                 |
| ORU Prayer Movement                                               | Kimmie Simon                              | <a href="mailto:ksimon@oru.edu">ksimon@oru.edu</a>                                                              |
| Souls A' Fire                                                     | Kimmie Simon                              | <a href="mailto:ksimon@oru.edu">ksimon@oru.edu</a>                                                              |
| ORU Worship Team                                                  | Kimmie Simon                              | <a href="mailto:ksimon@oru.edu">ksimon@oru.edu</a>                                                              |
| Song Writing Team                                                 | Kimmie Simon                              | <a href="mailto:ksimon@oru.edu">ksimon@oru.edu</a>                                                              |





## ORU Cocurricular List | 2022 - 2023

| Co-Curricular Activity             | Leader                       | E-mail                                                                                                                  |
|------------------------------------|------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| Student Workers                    | Kimmie Simon                 | <a href="mailto:ksimon@oru.edu">ksimon@oru.edu</a>                                                                      |
| <b>President's Office</b>          |                              |                                                                                                                         |
| Order of the Golden Eagles         | Alyssa Sanders               | <a href="mailto:alsanders@oru.edu">alsanders@oru.edu</a>                                                                |
| <b>Spiritual Life</b>              |                              |                                                                                                                         |
| Chaplain                           | Augustine and Allie Mendoza  | <a href="mailto:augiemendoza@oru.edu">augiemendoza@oru.edu</a> & <a href="mailto:amendoza@oru.edu">amendoza@oru.edu</a> |
| Head Chaplain                      | Augustine and Allie Mendoza  | <a href="mailto:augiemendoza@oru.edu">augiemendoza@oru.edu</a> & <a href="mailto:amendoza@oru.edu">amendoza@oru.edu</a> |
| Outreach - Team Leader             | Augustine and Allie Mendoza  | <a href="mailto:augiemendoza@oru.edu">augiemendoza@oru.edu</a> & <a href="mailto:amendoza@oru.edu">amendoza@oru.edu</a> |
| Missions - Team Leader             | Augustine and Allie Mendoza  | <a href="mailto:augiemendoza@oru.edu">augiemendoza@oru.edu</a> & <a href="mailto:amendoza@oru.edu">amendoza@oru.edu</a> |
| Missions - Assistant Team Leader   | Augustine and Allie Mendoza  | <a href="mailto:augiemendoza@oru.edu">augiemendoza@oru.edu</a> & <a href="mailto:amendoza@oru.edu">amendoza@oru.edu</a> |
| Missions Student Staff             | Augustine and Allie Mendoza  | <a href="mailto:augiemendoza@oru.edu">augiemendoza@oru.edu</a> & <a href="mailto:amendoza@oru.edu">amendoza@oru.edu</a> |
| <b>Student Development</b>         |                              |                                                                                                                         |
| Chapel Attendance                  | Lori Cook & Zachary Robinson | <a href="mailto:lcook@oru.edu">lcook@oru.edu</a> & <a href="mailto:zrobinson@oru.edu">zrobinson@oru.edu</a>             |
| Resident Advisor (RA)              | Lori Cook & Zachary Robinson | <a href="mailto:lcook@oru.edu">lcook@oru.edu</a> & <a href="mailto:zrobinson@oru.edu">zrobinson@oru.edu</a>             |
| Head Resident Advisor              | Lori Cook & Zachary Robinson | <a href="mailto:lcook@oru.edu">lcook@oru.edu</a> & <a href="mailto:zrobinson@oru.edu">zrobinson@oru.edu</a>             |
| <b>Student Experience</b>          |                              |                                                                                                                         |
| Commuter Engagement                | Taylor Miller                | <a href="mailto:tmmiller@oru.edu">tmmiller@oru.edu</a>                                                                  |
| Intramurals                        | Taylor Miller                | <a href="mailto:tmmiller@oru.edu">tmmiller@oru.edu</a>                                                                  |
| Student Association                | Taylor Miller                | <a href="mailto:tmmiller@oru.edu">tmmiller@oru.edu</a>                                                                  |
| E-Sports                           | Taylor Miller                | <a href="mailto:tmmiller@oru.edu">tmmiller@oru.edu</a>                                                                  |
| <b>Student Success</b>             |                              |                                                                                                                         |
| Peer Success Coaches               | Greg Grogan                  | <a href="mailto:ggrogan@oru.edu">ggrogan@oru.edu</a>                                                                    |
| <b>Study Abroad</b>                |                              |                                                                                                                         |
| Study Abroad Programs              | Filipe Azevedo               | <a href="mailto:fazevedo@oru.edu">fazevedo@oru.edu</a>                                                                  |
| Student Workers                    | Filipe Azevedo               | <a href="mailto:fazevedo@oru.edu">fazevedo@oru.edu</a>                                                                  |
| Student Ambassador                 | Filipe Azevedo               | <a href="mailto:fazevedo@oru.edu">fazevedo@oru.edu</a>                                                                  |
| Study Trips                        | Filipe Azevedo               | <a href="mailto:fazevedo@oru.edu">fazevedo@oru.edu</a>                                                                  |
| <b>Stovall Center for Entrepr.</b> |                              |                                                                                                                         |
| Student Workers                    | Filipe Azevedo               | <a href="mailto:fazevedo@oru.edu">fazevedo@oru.edu</a>                                                                  |
| Enactus                            | Filipe Azevedo               | <a href="mailto:fazevedo@oru.edu">fazevedo@oru.edu</a>                                                                  |
| Sky Ventures                       | Filipe Azevedo               | <a href="mailto:fazevedo@oru.edu">fazevedo@oru.edu</a>                                                                  |
| Entrepreneurship Events            | Filipe Azevedo               | <a href="mailto:fazevedo@oru.edu">fazevedo@oru.edu</a>                                                                  |
| Launch Competition                 | Filipe Azevedo               | <a href="mailto:fazevedo@oru.edu">fazevedo@oru.edu</a>                                                                  |

## Appendix 18

# 2018 Academic Program Mission Statement and Outcomes

B.A. Communication

# 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)

## **Appendix 19**

### **2017 HLC Assessment Academy**



(/members/member-  
notification/)



Get Help  
(<https://www.hlcommission.org/help-request-form.html>)

## ORAL ROBERTS UNIVERSITY (/MEMBERS/INSTITUTION-POFILE- LANDING/?INSTITUTIONID=3010)

Favorite

### ORAL ROBERTS UNIVERSITY - ASL PROJECT

**Cohort:** Assessment Academy Fall 2017  
**Start Date:** 10/25/2017 | **End Date:** 10/31/2021  
**Status:** Active

### PROJECT CONTRIBUTORS



### TIMELINE SNAPSHOT



**Context**  
Aug - Oct 2017



**Project Update 1**  
November 2017



**Project Update 2**  
Aug - Sept 2018



**Project**  
Feb - I

Project Details

Expand All

Sort by:

Date Desc.



### POST-ACADEMY PROGRESS UPDATE

*Started 6/27/2022 - Completed 7/31/2022*





## CONSOLIDATED RESPONSE



**What are some critical things to which the institution should consider as they move forward with their work in improve assessment and student learning?**

Posted 08/09/2022 06:03 PM



**Shari Jorissen**  
Mentor



**Janice Denton**  
Scholar

**Shari Jorissen, Mentor:**

First, let me say congratulations on completing the Academy and all of the work that you have completed during it!

As you move forward, there are two larger things that the institution needs to watch out for. The first is that once the Academy is concluded it will be easy for the institution to redirect attention to other things than assessment and the momentum that the institution generated in the Academy may lessen greatly. This happens when focuses shift and there is not the motivation of participating in the Academy to keep focus on assessment. It is also easy for assessment to not be seen as "important" once the system has been improved so it is not something that would be a concern in accreditation visits and/or when the institution is not in the active preparation for an accreditation visit. It is important for administrators and others to keep assessment as a priority so that the wins you have gained are not diminished or lost over time.

Another possible thing that can happen after completing the Academy is that the loss of the structure/goals of the Academy can cause some issues keeping on track going forward. It may be possible that the institution can push things back in relation to assessment or reduce funding and support of the assessment efforts (related to the first thing). Another thing that could happen is that the institution get caught up more in assessing and making changes to the "process of assessment" rather than the cycle of assessment related to learning outcomes and student work. This is something to be kept in mind so that the assessment of student learning at your institution continuing to be focused on appropriate data and continuous improvement cycle related to student learning rather than the process.

**Janice Denton, Scholar:**

Shari raises good points, and I suspect the first question you asked in your update is tied to Shari's comment about keeping focused. The fact the Team has built such a robust and collaborative faculty and staff professional development program around measuring student learning should help with focus. You have engaged faculty by inviting them into the process and listening to what they care about.

The second point Shari makes is really the one that determines whether an institution sustains a healthy, institution-wide assessment program focused on improving student learning. If the conversation starts revolving around process changes and not about student learning data, what they mean and how to address learning issues, then the faculty will disengage. Having regular pair/share reporting sessions with groups of faculty is a "quick win" confidence and engagement builder activity. Assessing student learning is challenging to do in isolation. Having peer support is crucial, and the professional feedback day you mention in the report is exactly the type of event you want to replicate on a regular basis so nobody goes too long without feedback.

## Feedback and Guidance

**Provide any additional feedback and guidance for the Academy team.**

Posted 08/09/2022 06:03 PM



**Shari Jorissen**  
Mentor



**Janice Denton**  
Scholar

### **Shari Jorissen, Mentor:**

To answer your questions...

1. As I spoke to in the previous item, once the Academy is completed (and if preparing for the next accreditation visit is not imminent), it will be easy for the institution to shift focuses away from assessment. I would recommend to determine who are "friends" of assessment at the institution and working with them closely to maintain their support of assessment and championing assessment and its importance. Quick wins may not be completing whole steps in your plans but may be celebrating and sharing the good assessment work that individuals and/or departments are doing. This may be sharing a great rubric that has been developed as an exemplar, a well written assessment data analysis, or an action plan that resulted in positive data changes. Sharing these individual/department "wins", and crediting those who were instrumental in those "wins", can go a long way in keeping people engaged, sharing information that can be helpful to many, and also can spur a bit of "competition" to do well in assessment.

2. I think that this is an area that many are struggling with in relation to higher education. Not only does co-curricular assessment mean assessing the student learning that is occurring outside of the classroom but it also includes assessing the effectiveness of improving student learning by those entities that interact with students outside of the classroom. Assessing the effectiveness of those entities is a bit easier (for example by using the Baldrige criteria) but the assessment of the actual student learning is more difficult as learning that happens outside of the classroom is more free-flowing and not as structured as classroom learning. Here is where you need to remember that there is not a "one size fits all" approach to assessing student learning outside of the classroom. Here is where you are going to need to encourage folks to be creative and give them more latitude regarding how they are going to do this type of assessment.

Again, I think that you have done an excellent job during your time in the Academy. I know the COVID related pivots that institutions had to do changed focuses of the institution so it is understandable that plans related to the assessment of student learning had to take the back seat as we figured out those things.

I hope that your institution is setting into the new normal and is able to pull some focus back onto the assessment of student learning. As you go forward, it is important that there are champions of assessment within the institution so that the things I talked about in the previous item are kept to a minimum so that you can maintain the momentum you have gotten through your work with the Academy.

I have enjoyed working with your team and am looking forward to your institution continuing in this direction.

### **Janice Denton, Scholar:**

I offered some comments on question 1 in the previous section. Let me add to Shari's comments about co-curricular. Don't make co-curricular into something bigger than it really is and be selective about what you designate co-curricular. If programming is really co-curricular, then the program will have been designed with intentional learning goals in mind. Students will have specific tasks to complete and there will be a way for students to demonstrate the skills they have acquired.

For example, maybe students have joined a student leadership program and one of the requirements is they each lead a group of incoming students on a tour of the campus. The program leader, or designee, observes the student's performance and uses a rubric as a checklist to indicate they demonstrated various skills. The rubric won't be as detailed as one that might be used in a classroom. After all, students elect



to participate in co-curricular and no grades are given, but you still get useful information that can help redesign pieces of the program to achieve better learning. Institutions are in the very early stages of co-curricular development. They are still trying to decide what is "co-" and what is "extra-". I think it will be a while before we see the type of data your mention.

One of my colleagues, the assistant dean of student affairs at the University of Cincinnati Blue Ash, is working with her team on co-curricular. They have designated programs as co-curricular, tied the learning outcomes to the university's General Education outcomes and this fall will start collecting data on student learning. Sarah Wolfe is happy to talk with folks about their co-curricular journey if you would like to contact her. [meaghesh@UCMAIL.UC.EDU](mailto:meaghesh@UCMAIL.UC.EDU) (<mailto:meaghesh@UCMAIL.UC.EDU>).

Kim, please send my best wishes to the Academy Team. Perhaps we might meet again at the HLC annual conference and catch up.

## COMMENTS



## IMPACT REPORT PART 2



*Started 11/1/2021 - Completed 12/5/2021*

## IMPACT REPORT PART II



**Summarize the Academy Team's sustainability plan developed during the Results Forum.**

Posted 11/15/2021 06:12 PM



**Kim Boyd**  
Team Lead

- Making the Assessment Committee a permanent part of the Academic Council
  - Committee Members should include:

ORU's HLC liaison, University Assessment Coordinator, Academy of Exceptional Teaching and Innovation, representation from all colleges,

## **Appendix 20**

### **University Assessment Catalogs**

2001 - 2002

2004 - 2005

2015 - 2016

2018 - 2019

# ASSESSMENT CATALOG

2002

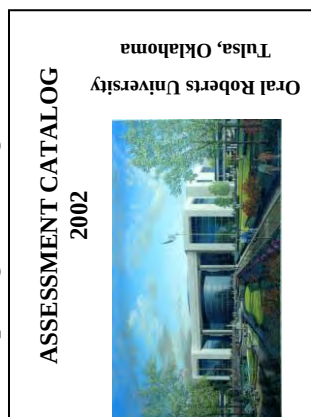


**Oral Roberts University**  
**Tulsa, Oklahoma**

## Oral Roberts University Assessment Catalog

The Assessment Catalog is a tool that is contributing to creating a culture of assessment at Oral Roberts University. We first learned of such a tool when Dr. Ralph Fagin, our Academic Vice President, attended a session at the Higher Learning Commission conference in Chicago in 2001. Dr. (Major) Marie Revak at the United States Air Force Academy presented the concept of the Assessment Catalog. We thought that such a catalog could be valuable to our institution.

We already had a number of assessments occurring at the institutional, departmental, and course levels, but we did not have a way of capturing information about all these activities. Our Institutional Improvement and Student Learning Committee set about the process of compiling a catalog. We considered the benefits to our institution from an Assessment Catalog. It would provide a record of all assessment efforts at Oral Roberts University, grouped by academic and service departments. It would foster a cross-flow of assessment ideas between and among departments/schools. Various departments could see what other departments are doing and could replicate or adapt assessment techniques. The Assessment Catalog would identify internal and external sources of assessment data, both qualitative and quantitative assessment methods, and most importantly, decisions based on assessment data.



The Assessment Catalog would further identify the frequency of use of assessment methods, provide judgments about the usefulness of various assessment methods, and would identify those persons in the departments who are responsible for various assessment activities.

Fully convinced of the benefits of the Assessment Catalog, the Institutional Improvement and Student Learning Committee set about the ambitious task of gathering assessment information from every department on campus. Members of the Committee were first trained in a role-play session, featuring Dr. Edward Pierce, then went out and "harvested" the information by personally visiting with each Dean/Department Chair and explaining the concept of the Assessment Catalog and the format to be used in submitting the information to the Office of Institutional Research.

The Assessment Catalog is a compilation of our most recent work in categorizing and documenting assessment efforts at Oral Roberts University. The Assessment Catalog provides an at-a-glance summary of assessment efforts related to student academic achievement, performance of ORU graduates, and performance of the departments in their educational and service missions.

*Cal Easterling*

Director, Office of Institutional Research



**RALPH FAGIN, PH.D.**  
**VICE PRESIDENT FOR ACADEMIC AFFAIRS**

#### The Paradigm Shift from Teaching to Learning

Higher education is moving rapidly from an input model to an output model. While input variables, like student-teacher ratio, library holdings, lab facilities, and faculty qualifications are still important, greater emphasis is now being placed upon student learning outcomes. The focus upon measuring the value added from a college experience reflects the paradigm shift *from* being teacher-centered *toward* a learner-centered culture. I believe these are positive developments that can contribute to ORU's growth and development.

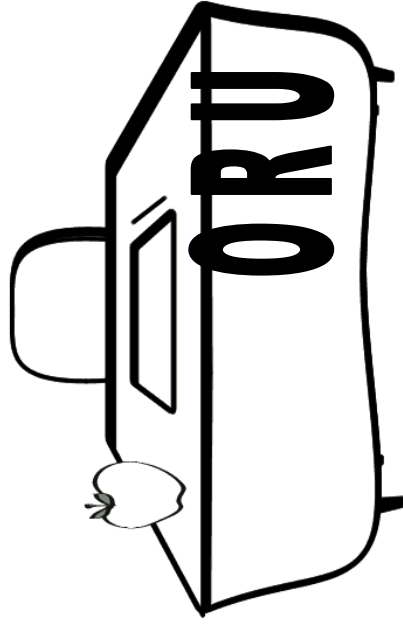
With a rich history of "raising up students," ORU is well positioned to capitalize on the paradigm shift to assessment and student-learning outcomes. Learner-centered indicators, such as engaging students through mentoring, inter-disciplinary learning, and collaborative relationships have long been assets of the ORU culture.

If we are to continue to be a "mission driven" culture, we must know whether we are making progress toward our learning outcomes. Through assessment we need to evaluate how we are doing in order to make the appropriate adjustments in our programs, curriculum and teaching methods. This Assessment Catalog is one of our major efforts to continually monitor our quality. Every department in the University is evaluating its programs to see what alterations need to be made to improve. A rigorous quality-assurance program through well-planned assessment measures allows us to say with integrity that "we are building God a university."

|                                                   |              |
|---------------------------------------------------|--------------|
| <b>Art</b>                                        | <b>1</b>     |
| <b>Art Education</b>                              | <b>2</b>     |
| <b>Athletics</b>                                  | <b>3-4</b>   |
| <b>Biology</b>                                    | <b>5</b>     |
| <b>Business, Graduate</b>                         | <b>6</b>     |
| <b>Business, Undergraduate</b>                    | <b>7</b>     |
| <b>Chemistry</b>                                  | <b>8</b>     |
| <b>College and Career Guidance</b>                | <b>9-10</b>  |
| <b>Communication Arts</b>                         | <b>11-15</b> |
| <b>Community Outreach</b>                         | <b>16</b>    |
| <b>Computer Science and Mathematics</b>           | <b>17-18</b> |
| <b>Dean of Men</b>                                | <b>19</b>    |
| <b>Dean of Women</b>                              | <b>20</b>    |
| <b>Education, Graduate</b>                        | <b>21-27</b> |
| <b>Education, Undergraduate</b>                   | <b>28-34</b> |
| <b>Engineering and Physics</b>                    | <b>35-36</b> |
| <b>English</b>                                    | <b>37-39</b> |
| <b>Financial Aid</b>                              | <b>40</b>    |
| <b>Foreign Language Education</b>                 | <b>41-44</b> |
| <b>Health, Physical Education, and Recreation</b> | <b>45-46</b> |
| <b>History, Humanities, and Government</b>        | <b>47</b>    |
| <b>Housing</b>                                    | <b>48</b>    |
| <b>Institutional Research</b>                     | <b>49</b>    |
| <b>Instruction</b>                                | <b>50-52</b> |
| <b>Learning Resources</b>                         | <b>53-54</b> |
| <b>Modern Language</b>                            | <b>55</b>    |
| <b>Music</b>                                      | <b>56-57</b> |
| <b>Music Ministries</b>                           | <b>58</b>    |
| <b>Nursing</b>                                    | <b>59-61</b> |
| <b>ORU Missions</b>                               | <b>62</b>    |
| <b>Psychology</b>                                 | <b>63</b>    |
| <b>Registrar</b>                                  | <b>64</b>    |
| <b>Social Work</b>                                | <b>65-66</b> |
| <b>Sociology</b>                                  | <b>67</b>    |
| <b>Spiritual Life</b>                             | <b>68</b>    |
| <b>Theology and Missions, Graduate</b>            | <b>69-71</b> |
| <b>Theology, Undergraduate</b>                    | <b>72-73</b> |

# ASSESSMENT CATALOG

## CONTENTS



## Art

| Label                        | Description                                                            | Data Source                | Type of Instrument | Date/ Frequency              | Feedback Loop Action                                                   | Time Required                   | Expense Involved                      | Responsible Entity     | Utility Rank |
|------------------------------|------------------------------------------------------------------------|----------------------------|--------------------|------------------------------|------------------------------------------------------------------------|---------------------------------|---------------------------------------|------------------------|--------------|
| Senior Project/<br>Portfolio | Portfolio presentation in a Senior Art Show.                           | Internal 3 Faculty Members | P                  | Annually                     | Excellent tool, could institute a Junior Portfolio Review              | 1 Hour                          | Amount varies, Student Responsibility | Department Chairman    | 1            |
| Class Critiques              | Critical in-class review of student art works by students and faculty. | Internal Faculty Members   | ER                 | All Studio Courses           | Excellent tool.                                                        | 2 Hours, 3-4 times per semester |                                       | All Faculty            | 2            |
| Exams/ Papers                | Terminology tests and research papers.                                 | Internal Faculty Members   | LT                 | Required in Some Art Courses | Excellent tool.                                                        | 2-4 per semester                |                                       | All Faculty            | 3            |
| Internship Host              | On-site host for Graphic Design Internships                            | External                   | BO ER              | Semi Annually                | Excellent tool, monitored continually for effectiveness.               | 1 semester                      |                                       | Graphic Design Faculty | 4            |
| Student Teacher Host         | Public or private school host for student art teacher.                 | External                   | BO ER              | Semi Annually                | Excellent tool, maintained through School of Education.                | 1 semester                      |                                       | Host                   | 5            |
| Juried Art Show              | Annual student art show with external judge                            | External                   | ER                 | Annually                     | Excellent tool, needs advanced planning.                               | 1 Hour                          | \$150 Honorarium to Judge             | External Art Judge     | 6            |
| Alumni                       | Graduates of ORU Art Department.                                       | External                   | I                  | Whenever Possible            | Excellent tool, needs additional contact through newsletter.           |                                 |                                       | All Faculty            | 7            |
| Awards/<br>Scholarships      | Annual monetary awards based on talent and financial need.             | Internal Faculty Members   | SQ                 | Annually                     | Talent indicator.                                                      |                                 | Dollars from Restricted Accounts      | Department Chairman    | 8            |
| Tulsa World Want Ads         | Posted ads for Art related jobs in Tulsa Area                          | External                   | AR                 | Weekly                       | Excellent tool. Indicates professional requirements in the job market. |                                 | Sunday paper                          | Graphic Design Faculty | 9            |

Types of assessment technique or treatment coded as listed below:

AR: Archived Records, BO: Behavioral Observation, CT: Commercial Test, ER: Evaluation or Review, FG: Focus Group,

I: Interview, LT: Local Test, P: Portfolio, SQ: Survey or Questionnaire



## Art Education

| Label                       | Description                          | Data Source                        | Type of Instrument | Date/ Frequency                              | Feedback Loop Action                     | Time Required | Expense Involved | Responsible Entity | Utility Rank |
|-----------------------------|--------------------------------------|------------------------------------|--------------------|----------------------------------------------|------------------------------------------|---------------|------------------|--------------------|--------------|
| Student/ Teacher Evaluation | Student Opinion Faculty Survey       | Internal Students                  | SP                 | Fall Semester                                | Excellent tool for assessment of faculty | 20 minutes    |                  | Individual Faculty | 1            |
| OGET Test                   | Oklahoma General Education Test      | External                           | CT                 | Pass before PED Interview                    | Required by State Board of Education     | 1 hour        | \$75.00          |                    | 2            |
| PED                         | Professional Education Interview     | Internal Art and Education Faculty | I                  | Pass for acceptance into School of Education | Excellent personalized assessment tool   | 1 hour        |                  | Dr. Linda Dunham   | 3            |
| OSAP Test                   | Oklahoma Subject Area Test           | External                           | CT                 | Pass for Certification                       | Required by State Board of Education     | 1 hour        | \$75.00          |                    | 4            |
| OPEP Test                   | Oklahoma Professional Education Test | External                           | CT                 | Pass for Certification                       | Required by State Board of Education     | 1 hour        | \$75.00          |                    | 5            |

Types of assessment technique or treatment coded as listed below:

AR: Archived Records, BO: Behavioral Observation, CT: Commercial Test, ER: Evaluation or Review, FG: Focus Group,

I: Interview, LT: Local Test, P: Portfolio, SQ: Survey or Questionnaire

### ORU's Commitment to Excellence

Oral Roberts University has a long and rich tradition of academic excellence. In addition to being student-centered, ORU is also learning focused. What does "learning focused" mean? It means that the faculty, staff, administration and the Board of Regents are committed to providing not only quality instruction but the time, effort and resources to constantly monitor and improve ORU's instructional program.



## Athletics

| <b>Label</b>                       | <b>Description</b>                                                                                                                                                                       | <b>Data Source</b>         | <b>Type of Instrument</b>   | <b>Date/ Frequency</b>      | <b>Feedback Loop Action</b>                                                                                                                                   | <b>Time Required</b>                                                | <b>Expense Involved</b> | <b>Responsible Entity</b>                                | <b>Utility Rank</b> |
|------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|-----------------------------|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|-------------------------|----------------------------------------------------------|---------------------|
| Exit Interviews                    | Questionnaire and Interview with all exhausted eligibility and student-athletes no longer participating                                                                                  | Internal<br>Students       | Interview and Questionnaire | April, 2002<br>Annual       | Results are reviewed and compiled into a reporting instrument that is reviewed with administrative staff and coaches.                                         | One Week for interview process. One week for review of information. | \$0                     | Scott Williams, Director of Compliance                   | 2                   |
| Progress Reports                   | Measures student-athlete class performance through periodic updates from faculty                                                                                                         | Internal<br>Faculty        | Evaluation                  | 3 times each semester       | Information is used to track student-athlete progress, necessity of tutor assistance, and study hall requirements. Assists with enrollment of future athletes | 1 week                                                              | \$0                     | Michael McDaniel, Director of Athletic Academics         | 5                   |
| Student-Athlete Advisory Committee | Student-Athlete representatives from each sport who review all student-athlete welfare issues from academics to athletics make recommendations to athletic and university administration | Internal<br>Students       | Focus Group                 | Once a month                | Recommendations are forwarded by Faculty Athletics Representative to Athletic Department Executive Committee                                                  | 1 hour meetings followed by a five minute report to committee       | \$0                     | Terry Unruh, Faculty Athletics Representative            | 2                   |
| Tutor Evaluation                   | Tutors report on student-athlete progress in class and preparation for tutoring session                                                                                                  | External<br>Tutors         | Survey                      | Weekly                      | Information is used to improve study sessions and communicate with student-athletes regarding performance                                                     | 5 Minutes                                                           | \$0                     | Michael McDaniel, Director of Athletic Academics         | 5                   |
| Study Hall                         | Identify students with low GPA and provide a healthy study environment                                                                                                                   | Internal<br>Academic Staff | Observation                 | Dec. & May<br>Twice a Year  | Identify student-athletes whose performance falls below a certain level, monitor progress throughout semester                                                 | Daily                                                               | \$0                     | Ashlee Ornelas, Assistant Director of Athletic Academics | 5                   |
| NCAA Eligibility Regulations       | Established guidelines that assist student-athletes achieve progress towards graduation                                                                                                  | External<br>NCAA           | Evaluation                  | Dec. & July<br>Twice a Year | Provides standards to measure progress towards graduation on a semester by semester basis                                                                     | 1 week                                                              | \$0                     | Terry Unruh, Faculty Athletics Representative            | 4                   |

## Athletics

| Label                           | Description                                                                                                                                       | Data Source                                        | Type of Instrument | Date/<br>Frequency                  | Action                                                                                                                | Time Required | Expense Involved | Responsible Entity                                  | Utility Rank |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|--------------------|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------|---------------|------------------|-----------------------------------------------------|--------------|
| Athletic Advisory Council       | Provides assistance with establishing policies and procedures for student-athlete welfare                                                         | External<br>_____<br>Faculty and Community Members | Focus Group        | Dec. & May<br>_____<br>Twice a Year | Members of the athletic department meet with the committee and review recommendations                                 | 2 hours       | \$0              | Mike Carter,<br>Athletic Director                   | 1            |
| Academic Staff and Center       | Evaluate student-athlete's academic progress                                                                                                      | Internal<br>_____<br>Academic Staff                | Observation        | Daily                               | Meet daily with student-athletes and faculty to review academic issues ranging from curriculum to academic advisement | Daily         | \$0              | Michael McDaniel,<br>Director of Athletic Academics | 5            |
| Faculty Athletic Representative | Liaison between athletic department and academic community, serves as eligibility certifying officer, Chair of Student Athlete Advisory Committee | External<br>_____<br>Faculty                       | Observation        | Daily                               | Reports to administrative staff any issues related to faculty or student-athlete concerns.                            | Daily         | \$0              | Mike Carter,<br>Athletic Director                   | 4            |

## Biology

| Label                                                                      | Description                                                                     | Data Source                          | Type of Instrument      | Date/Frequency               | Feedback Loop Action                                                                                | Time Required                      | Expense Involved                      | Responsible Entity                            | Utility Rank |
|----------------------------------------------------------------------------|---------------------------------------------------------------------------------|--------------------------------------|-------------------------|------------------------------|-----------------------------------------------------------------------------------------------------|------------------------------------|---------------------------------------|-----------------------------------------------|--------------|
| Biology Field Test (ETS)                                                   | Standardized biology test for senior biology students                           | External Students                    | National Test           | March<br>Annual              | Compare with national norms and adjust curriculum and course content for improvement                | 2 days                             | \$700                                 | Chair                                         | Medium       |
| Medical College Admission Test (MCAT)                                      | Standardized exam for all pre-medical students                                  | External Students                    | National Test           | April & August<br>Semiannual | Compare with national norms and adjust curriculum and course content for improvement                | 2 days                             | \$1100 per student; no expense to ORU | Chair and Health Professions (HP) Advisor     | Medium       |
| Acceptance rates into medical, health profession (HP) and graduate schools | Evaluation of academic, character, and extracurricular activities of applicants | Internal External Students & Faculty | National criteria       | Continuous<br>Annual         | Compare with national standards and previous ORU graduates, adjust advising, curriculum accordingly | N/A                                | None                                  | Student, Academic Advisor, Chair & HP advisor | High         |
| Student Opinion Surveys                                                    | Student perspective on courses and instructors                                  | Internal Students                    | Survey or Questionnaire | Dec.<br>Annual               | Students to faculty and to chair                                                                    | 20 min per class                   | None                                  | Faculty                                       | High         |
| Classroom observation                                                      | Peer observation in class                                                       | Internal Faculty                     | Observation             | Spring/Fall<br>Annual        | Faculty to faculty                                                                                  | 1 day for chair; 2 hrs for faculty | None                                  | Chair and faculty                             | Low          |
| External seminars (OAS, BBB) and publications                              | Presentation of student research projects at scientific meetings                | External Faculty and judges          | Student competition     | Spring/Fall<br>Annual        | Compare with peers at other institutions                                                            | 2 days                             | \$100 per student                     | Faculty research advisor, chair               | Medium       |
| HP Character Evaluations                                                   | Evaluation of character traits; e.g. work ethic                                 | Internal Faculty                     | Questionnaire           | Spring<br>Annual             | Faculty to HP advisor                                                                               | 1 day per faculty                  | None                                  | HP advisor                                    | High         |

## Business, Graduate

| Label                  | Description                                                                                      | Data Source              | Type of Instrument            | Date/<br>Frequency   | Feedback Loop<br>Action                                                                                               | Time<br>Required                         | Expense<br>Involved     | Responsible<br>Entity  | Utility<br>Rank  |
|------------------------|--------------------------------------------------------------------------------------------------|--------------------------|-------------------------------|----------------------|-----------------------------------------------------------------------------------------------------------------------|------------------------------------------|-------------------------|------------------------|------------------|
|                        |                                                                                                  |                          |                               |                      |                                                                                                                       |                                          |                         |                        |                  |
| Admission Advisor      | 24 hours of leveling courses                                                                     | Transcript               | Transcript Degree Plan        | Admission            | Pre-requisites to graduate courses                                                                                    | 15 minutes                               |                         | Advisor                | Modera te        |
| Entrance Exam          | Assessment of quantitative, qualitative, and writing skills                                      | GMAT Exam                | Standardized test             | Prior to Admission   | Must be taken prior to enrollment beyond 12 hours                                                                     | 3 hours                                  | \$180 - born by student | GMAT Testing Service   | Modera te        |
| Proficiency            | English Writing Proficiency                                                                      | Internal                 | course                        | Before Graduation    | Student receives feedback on written assignments                                                                      | 1 semester                               |                         | Faculty                | Low to Modera te |
| Core Classes           | Four 3 credit hour courses                                                                       | Internal                 | Courses                       | Semester             | Student receives feedback on written assignments - Advisement                                                         | 10 minutes                               |                         | Faculty                | High             |
| Capstone Course        | 3 hr course taken after core - requires integration, oral presentation & written skills assessed | Faculty                  | Professor(s)                  | Last year of program | Student receives feedback on written assignments. Minimum grade required on individual assignment - multi item review | Semester                                 |                         | Faculty                | High             |
| Simulation (MBA Only)  | Competition in BUS simulation environment                                                        | Annual Financial Reports | Computer Simulation           | With capstone course | Feedback report after each of 8 decisions                                                                             | Semester                                 | Born by student         | Faculty                | High             |
| End of Course Critique | Supervisor and Dean meet at time of contract renewal                                             | Internal / Students      | Standardized assessment       | Each fall semester   | Comparison of individual and group                                                                                    | 30 minutes administer, 5 minutes discuss |                         | Faculty, Student, Dean | Modera te        |
| Grade History          | Review of course grades                                                                          | Internal / Supervisor    | Registrar grade reports       | Every semester       | Discussion if needed                                                                                                  | 2 hours / semester                       |                         | Supervisor             | Low              |
| Classroom Observation  | Observation of teaching method                                                                   | Internal / Faculty       | Professional Development Form | Every third year     | Feedback form provided to Dean, Dean of Instruction, and Faculty                                                      | 4 hours per semester                     |                         | Dean and Faculty       | Low              |
| Syllabi Review         | Review of behavioral objectives                                                                  | Internal / Faculty       | Syllabi                       | Every semester       | Review and approval process                                                                                           | Many hours                               |                         | Dept. Chair / Dean     | Low              |

## Business, Undergraduate

| Label                                                   | Description                                                                                            | Data Source                                | Type of Instrument                                | Date/ Frequency                                        | Feedback Loop Action                                                                         | Time Required | Expense Involved | Responsible Entity                         | Utility Rank |
|---------------------------------------------------------|--------------------------------------------------------------------------------------------------------|--------------------------------------------|---------------------------------------------------|--------------------------------------------------------|----------------------------------------------------------------------------------------------|---------------|------------------|--------------------------------------------|--------------|
| Completion of course assignments                        | Papers, projects, reports, and tests                                                                   | Course work                                | Written tests, objective tests, projects, reports | By semester                                            | Impacts course revision                                                                      |               |                  | Faculty                                    | Medium       |
| Junior and Senior Mentoring                             | Junior & Senior Practicum students complete practicum contract. Social Interactive Business Practicum. | Students Executives from selective company | Student completes instructed tasks.               | Practicum for students during fall and spring semester | Impacts evaluation of student performance, and company experience.                           |               |                  | Students, faculty, and company executives. | Medium       |
| Periodic survey of seniors                              | National Field Test for Business Administration                                                        | Seniors                                    | Test                                              | Every year.                                            | Impacts course planning and program development. Continuous quality improvement              |               |                  | Graduates and faculty                      | High         |
| Internship                                              | Business practicum selected companies                                                                  | Juniors and Seniors                        | Portfolio                                         | Each semester                                          | Impacts evaluation of student performance                                                    |               |                  | Faculty                                    | Medium       |
| Senior Paper Consulting Project                         | Team written consulting report                                                                         | Company and published data                 | Evaluation of all company data.                   | Semester                                               | Impacts evaluation of student performance                                                    |               |                  | Faculty                                    | High         |
| Honor Student Retreat and evaluation of course content. | Annual assessment of course material by student representatives and faculty                            | Students and faculty in course discussions | Focus Group approach                              | Annual                                                 | Impacts course content in business course offerings, scheduling, emphasis needs of students. |               |                  | Students and faculty                       | High         |
| Course/ teacher evaluations                             | Class by class evaluation by students & faculty. 16 meetings are required before graduating            | Students and faculty                       | Institutional questionnaire                       | After each course                                      | Impacts course content and teaching methods                                                  |               |                  | Students                                   | High         |
| Executive Seminar Meeting                               | 16 meetings are required before graduating                                                             | Student and Executives                     | Evaluation document & resume on file              | 8 per 2 semesters                                      | Impacts Ethics and Business Development, Resume Evaluation                                   |               |                  | Students, Executives, & Faculty            | Medium       |

## Chemistry

| Label                                  | Description                                                         | Data Source          | Type of Instrument      | Date/<br>Frequency            | Feedback Loop<br>Action                                                                                                       | Time<br>Required                | Expense<br>Involved                   | Responsible<br>Entity | Utility<br>Rank |
|----------------------------------------|---------------------------------------------------------------------|----------------------|-------------------------|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------|---------------------------------|---------------------------------------|-----------------------|-----------------|
| American Chemical Society Exams        | National Standardized Exams from ACS                                | Internal<br>Students | National Test           | Dec & April<br>Semi Annual    | Compare with National Norms and adjust Curriculum for improvement                                                             | 2 days                          | \$500                                 | Course directors      | Medium          |
| Medical College Admissions Test (MCAT) | Medical college standard entrance exam                              | External<br>Students | National Test           | April & August<br>Semi Annual | ORU Pre-Med Advisor forwards test results<br>Chemistry Chair who judges effectiveness of ORU organic and biochemistry courses | 2 days                          | \$1100 per student; no charge to ORU. | Chemistry Chair       | Medium          |
| Curriculum Reviews                     | Open discussion among chemistry faculty and chair about all courses | Internal<br>Faculty  | Evaluation Review       | September<br>Annual           | Results in adjustments to topics and coverage of courses                                                                      | 1 day                           | None                                  | Course directors      | High            |
| Student Opinion Surveys                | Provides info on student perspective on courses and instructors     | Internal<br>Students | Survey or Questionnaire | December<br>Annual            | Students to faculty and chair                                                                                                 | 20 min per class first semester | None                                  | Course directors      | High            |
| Classroom observation and development  | Peer observation in the classroom                                   | Internal<br>Faculty  | Observation             | Spring<br>Annual              | Faculty to faculty                                                                                                            | Chair observes all in dept.     | None                                  | Course directors      | Low             |

This Assessment Catalog was compiled by Dr. Cal Easterling, Director, Office of Institutional Research, (ceasterling@oru.edu, 918-495-6538) in conjunction with the Institutional Improvement and Student Learning Committee, the Department Chairs and Deans, Carole Todd, and Elisha Moore. Particular thanks to those who "harvested" the information:

Dr. Edward Pierce  
Scott Williams  
Dr. Lanny Endicott  
Dr. Dominic Halsmer  
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Dr. Wendy Shirk

Joe B. Cannon  
Dr. Debra O. Sowell  
Dr. James Tollett  
Dr. David Connor  
Dr. Ralph Fagin  
Dr. Cal Easterling

# ASSESSMENT CATALOG

## 2005

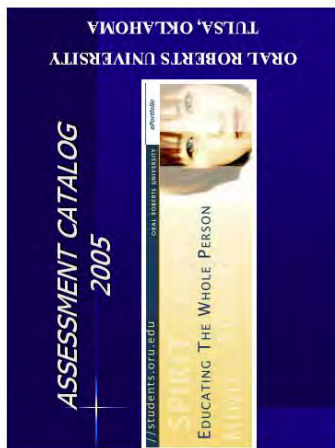
ORAL ROBERTS UNIVERSITY  
TULSA, OKLAHOMA





# Oral Roberts University Assessment Catalog

The Assessment Catalog is a tool that is contributing to creating a culture of assessment at Oral Roberts University. We first learned of such a tool when Dr. Ralph Fagin, our Academic Vice President, attended a session at the Higher Learning Commission conference in Chicago in 2001. Dr. (Major) Marie Revak at the United States Air Force Academy presented the concept of the Assessment Catalog. We thought that such a catalog could be valuable to our institution.



We already had a number of assessments occurring at the institutional, departmental, and course levels, but we did not have a way of capturing information about all these activities. Our Institutional Improvement and Student Learning Committee set about the process of compiling a catalog. We considered the benefits to our institution from an Assessment Catalog. It would provide a record of all assessment efforts at Oral Roberts University, grouped by academic and service departments. It would foster a cross-flow of assessment ideas between and among departments/schools. Various departments could see what other departments are doing and could replicate or adapt assessment techniques. The Assessment Catalog would identify internal and external sources of assessment data, both qualitative and quantitative assessment methods, and most importantly, decisions based on assessment data.

The Assessment Catalog would further identify the frequency of use of assessment methods, provide judgments about the usefulness of various assessment methods, and would identify those persons in the departments who are responsible for various assessment activities.

Fully convinced of the benefits of the Assessment Catalog, the Institutional Improvement and Student Learning Committee set about the ambitious task of gathering assessment information from every department on campus. Members of the Committee were first trained in a role-play session, featuring Dr. Edward Pierce, then went out and "harvested" the information by personally visiting with each Dean/Department Chair and explaining the concept of the Assessment Catalog and the format to be used in submitting the information to the Office of Institutional Research.

The 2005 Assessment Catalog represents the fourth compilation of our work in categorizing and documenting assessment efforts at Oral Roberts University. The Assessment Catalog provides an at-a-glance summary of assessment efforts related to student academic achievement, performance of ORU graduates, and performance of the departments in their educational and service missions.

*Cal Easterling*

Director, Office of Institutional Research

## New Items in the 2005 Assessment Catalog

### Dr. Ralph Fagin, Vice President for Academic Affairs



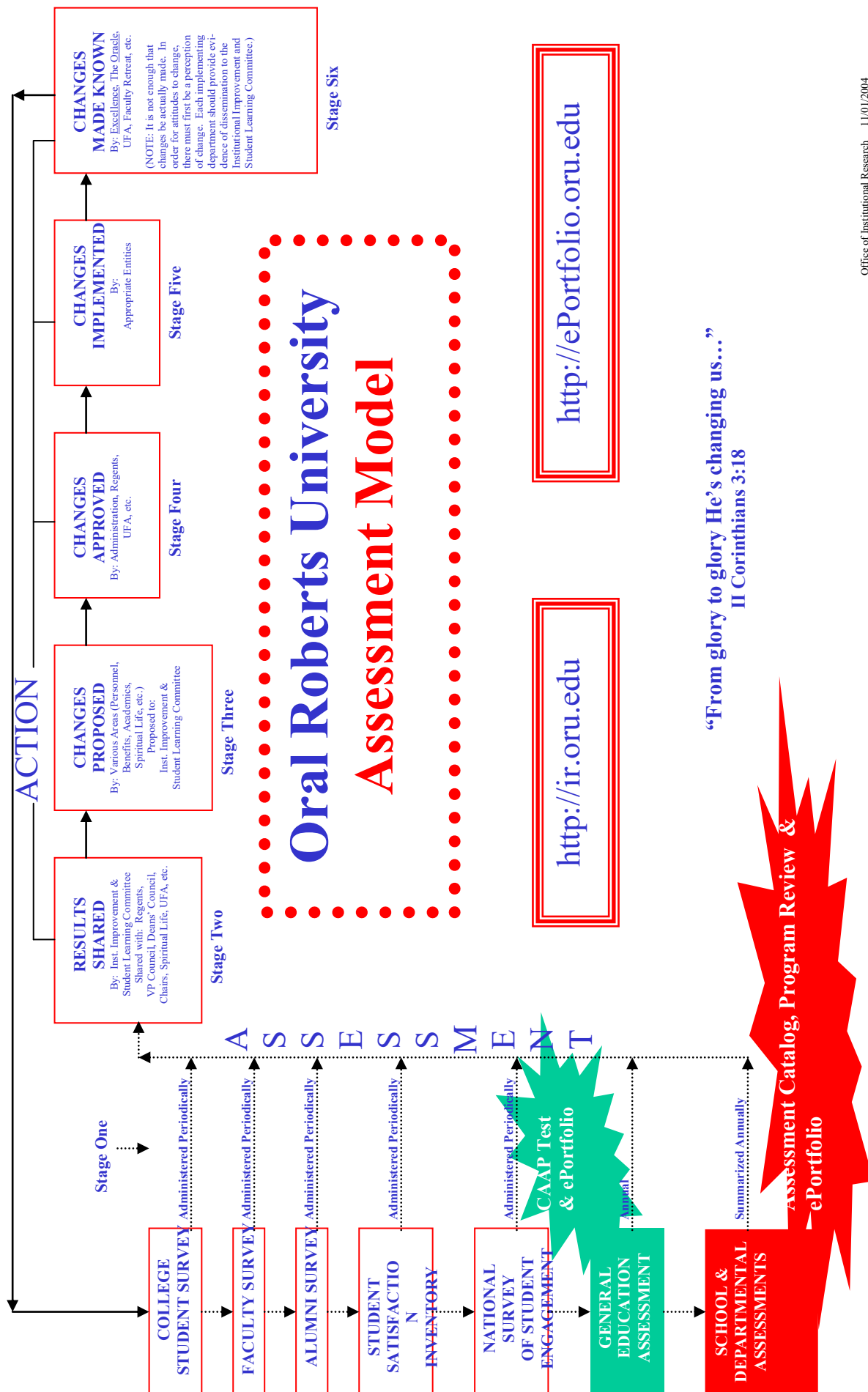
During the 200-2005 academic year, Oral Roberts University took a number of steps toward improvement. A major paradigm shift was continued--a shift from a focus upon teaching excellence toward a focus on student learning. Intentional care was taken to ensure that ORU's student learning expectations, practices, and development objectives align with the University's mission, vision, and philosophy of education. The University continued 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 are preparing students to live in a diverse world and that the options accommodate a variety of student learning styles.

### Student Learning Outcomes

| 1. Spiritually Alive                                                                                                                                                                | 2. Intellectually Alert                                                                                                                                                                                                             | 3. Physically Disciplined                                                                                                                                   | 4. Socially Adept                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>A. Biblical Knowledge</li> <li>B. Sensitivity to the Holy Spirit</li> <li>C. Evangelistic Capability</li> <li>D. Ethical Behavior</li> </ul> | <ul style="list-style-type: none"> <li>A. Critical Thinking</li> <li>B. Analytical Problem Solving</li> <li>C. Global and Historical Perspectives</li> <li>D. Aesthetic Appreciation</li> <li>E. Intellectual Creativity</li> </ul> | <ul style="list-style-type: none"> <li>A. Healthy Lifestyle</li> <li>B. Physically Active Lifestyle</li> <li>C. Properly Balanced Nutrition Plan</li> </ul> | <ul style="list-style-type: none"> <li>A. Communication Skills</li> <li>B. Interpersonal Skills</li> <li>C. Appreciation of Cultural &amp; Linguistic Differences</li> <li>D. Responsible Leadership</li> <li>E. Leadership Capacity</li> </ul> |

In an effort to document some of these changes, the Oral Roberts University Assessment Catalog was updated for the 2005 edition. The departments began to include ePortfolio items. We also decided to continue the practice of documenting whether a listed assessment was direct or indirect and also to link each assessment with one or more of the University Student Learning Outcomes.

ePortfolio results from the 2004-2005 academic year are presented, as well as the rubrics used for each artifact. The Assessment Catalog serves to document how the University-wide ePortfolio program effectively links our mission with the implementation and achievement of learning outcomes.



|                                                            |  |
|------------------------------------------------------------|--|
| Art                                                        |  |
| Art Education                                              |  |
| Athletics                                                  |  |
| Biology                                                    |  |
| Business, Graduate                                         |  |
| Business, Undergraduate                                    |  |
| Business Administration, School of Life Long Education     |  |
| Chemistry                                                  |  |
| Church Development, Weekend University                     |  |
| Church Ministries, School of Life Long Education           |  |
| Christian Care & Counseling, School of Life Long Education |  |
| College and Career Guidance                                |  |
| Communication Arts                                         |  |
| Community Outreach                                         |  |
| Computer Science and Mathematics                           |  |
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| Dean of Women                                              |  |
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| Health, Physical Education, and Recreation                 |  |
| History, Humanities, and Government                        |  |
| Housing                                                    |  |
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| Social Work                                                |  |
| Sociology                                                  |  |
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| Theology, Undergraduate                                    |  |

# ASSESSMENT CATALOG

# CONTENTS



ORU

# Art

| Label                    | Description                                                            | Data Source                                                  | Type of Instrument                      | Date/Frequency                     | Responsible Entity        | Utility Rank               | Direct/Indirect | University Outcomes                | Improvements Planned                                                | Date Implemented |
|--------------------------|------------------------------------------------------------------------|--------------------------------------------------------------|-----------------------------------------|------------------------------------|---------------------------|----------------------------|-----------------|------------------------------------|---------------------------------------------------------------------|------------------|
| Senior Project/Portfolio | Portfolio presentation in a Senior Art Show.                           | <u>Internal</u> <u>3</u><br>Faculty<br>Senior Art<br>Members | P                                       | Annually<br>Spring '03             | Department<br>Chairman    | 5<br>Excellent             | Direct          | 2 A, B, D, E                       |                                                                     |                  |
| Class Critiques          | Critical in-class review of student art works by students and faculty. | <u>Internal</u><br>Faculty<br>Members                        | ER                                      | All Studio<br>Courses              | All Faculty               | 4<br>High                  | Direct          | 2 A, B, D, E                       |                                                                     |                  |
| Exams/ Papers            | Terminology tests and research papers.                                 | <u>Internal</u><br>Faculty<br>Members                        | LT                                      | Required in<br>Some Art<br>Courses | All Faculty               | 3<br>Moderate              | Direct          | 2 A, B, D, E                       |                                                                     |                  |
| Internship Host          | On-site host for Graphic Design Internships                            | External                                                     | BO<br>ER                                | Semi Annually                      | Graphic Design<br>Faculty | 4<br>High                  | Direct          | 2 A, B, C, D, E<br>4 A, B, C, D, E |                                                                     |                  |
| Student Teacher Host     | Public or private school host for student art teacher.                 | External                                                     | BO<br>ER                                | Semi Annually                      | Host                      | 5<br>Excellent             | Direct          | 2 A, B, D, E<br>4 A, B, C, D, E    |                                                                     |                  |
| Juried Art Show          | Annual student art show with external judge                            | External                                                     | ER                                      | Annually<br>Spring '01             | External Art<br>Judge     | 3<br>Moderate              | Direct          | 2 A, B, D, E<br>4 A                |                                                                     |                  |
| Alumni                   | Graduates of ORU Art Department.                                       | External                                                     | I                                       | Whenever<br>Possible               | All Faculty               | 2<br>Low but<br>Increasing | Indirect        | 1, 2, 3, 4                         |                                                                     |                  |
| Awards/ Scholarships     | Annual monetary awards based on talent and financial need.             | <u>Internal</u><br>Faculty<br>Members                        | SQ                                      | Annually<br>Spring '03             | Department<br>Chairman    | 3<br>Moderate              | Indirect        | 1, 2, 3, 4                         |                                                                     |                  |
| Tulsa World Want Ads     | Posted ads for Art related jobs in Tulsa Area                          | External                                                     | AR                                      | Weekly                             | Graphic Design<br>Faculty | 3<br>Moderate              | Indirect        | 2 A, C<br>4 A                      |                                                                     |                  |
| Pre/Post Test            |                                                                        | External<br>Arts.com                                         | COMM Test                               | Semester 1/8                       | Advisor                   | 3 Modular                  | Direct          | 2 A, B, C, D                       | Launch Art<br>E - Portfolio                                         | Fall 05          |
| Drawing Pre/Post Test    | Evaluation or ability to draw                                          | Art<br>E - Portfolio                                         | Evaluation<br>Rubric                    | Semester 1/8                       | Advisor                   | 4 High                     | Direct          | 2 A, D, E                          | Launch Art<br>E - Portfolio                                         | Fall 05          |
| Design Pre/Post Test     | Evaluation or ability to draw                                          | Art<br>E - Portfolio                                         | Evaluation<br>Rubric                    | Semester 1/8                       | Advisor                   | 4 High                     | Direct          | 2 A, D, E                          | Launch Art<br>E - Portfolio                                         | Fall 05          |
| Disposition Forms        | Behavior Evaluation                                                    | Art<br>E - Portfolio                                         | Behavior<br>Observation                 | Semester 4/8                       | Advisor                   | 3 Modular                  | Direct          | 1 D<br>4 A, B                      | Launch Art<br>E - Portfolio                                         | Fall 05          |
| Portfolio Review         | Portfolio Presentation via Art E-Portfolio                             | Art<br>E - Portfolio                                         | Individual<br>Interview                 | Semester 4/8                       | Art<br>Faculty            | 5 Excellent                | Direct          | 2 A, B, D, E                       | Launch Art<br>E - Portfolio                                         | Fall 05          |
| Program Review           | Faculty Alumni/Student Evaluation of Major                             | <u>Internal</u> / <u>External</u><br>Faculty/ <u>Alumni</u>  | Evaluation/<br>Review By<br>Focus Group | Every<br>7 (?)<br>Years            | Art<br>Faculty            | 5 Excellent                | Direct/Indirect | All                                | Submit<br>Assessment via<br>Program Preview<br>to Dean MTS &<br>SCI | Fall 05          |

### **Art – Mission Statement**

The Art Department validates and nurtures each student's call to be a Christian artist or art teacher. The faculty desires to instill a firm foundation of creative experiences in the second and third dimensions and a critical knowledge of art of the past and present. They teach students the necessary technical art skills and written skills to pursue their chosen disciplines. All these facets collectively assist students in the preparation of portfolios enabling them to be competitive in the marketplace or in application to graduate school.

## Art Education

| Label                      | Description                                 | Data Source                                                   | Type of Instrument           | Date/Frequency                               | Responsible Entity                                | Utility Rank   | Direct/Indirect | University Outcomes | Improvements Planned                                       | Date Implemented |
|----------------------------|---------------------------------------------|---------------------------------------------------------------|------------------------------|----------------------------------------------|---------------------------------------------------|----------------|-----------------|---------------------|------------------------------------------------------------|------------------|
| OGET Test                  | Oklahoma General Education Test             | External                                                      | CT                           | Pass before PED Interview                    |                                                   | 5<br>Excellent | Direct          | 2 A, B, C, D, E     |                                                            |                  |
| PED                        | Professional Education Interview            | Internal <u>Art and Education Faculty</u>                     | I                            | Pass for acceptance into School of Education | Dr. Linda Dunham                                  | 4<br>High      | Direct          | 4 A, B, E           |                                                            |                  |
| OSAP Test                  | Oklahoma Subject Area Test                  | External                                                      | CT                           | Pass for Certification                       |                                                   | 5<br>Excellent | Direct          | 2 A, B, C, D, E     |                                                            |                  |
| OPEI Test                  | Oklahoma Professional Education Test        | External                                                      | CT                           | Pass for Certification                       |                                                   | 5<br>Excellent | Direct          | 2 A, B, C, D, E     |                                                            |                  |
| Student/Teacher Evaluation | Student Opinion Faculty Survey              | Internal <u>Students</u>                                      | SP                           | Fall Semester 2003                           | Individual Faculty                                | 4<br>High      | Direct          | 1, 2, 3, 4          |                                                            |                  |
| OGET Test                  | Oklahoma General Education Test             | External                                                      | CT                           | Pass before PED Interview                    |                                                   | 5<br>Excellent | Direct          | 2 A, B, C, D, E     |                                                            |                  |
| PED                        | Professional Education Interview            | Internal <u>Art and Education Faculty</u>                     | I                            | Pass for acceptance into School of Education | Dr. Linda Dunham                                  | 4<br>High      | Direct          | 4 A, B, E           |                                                            |                  |
| OSAP Test                  | Oklahoma Subject Area Test                  | External                                                      | CT                           | Pass for Certification                       |                                                   | 5<br>Excellent | Direct          | 2 A, B, C, D, E     |                                                            |                  |
| OPEI Test                  | Oklahoma Professional Education Test        | External                                                      | CT                           | Pass for Certification                       |                                                   | 5<br>Excellent | Direct          | 2 A, B, C, D, E     |                                                            |                  |
| Pre/Post Test              |                                             | External <u>Arts.com</u>                                      | COMM Test                    | Semester 1/8                                 | Advisor                                           | 3 Modular      | Direct          | 2 A, B, C, D        | Launch Art E - Portfolio                                   | Fall 05          |
| Drawing Pre/Post Test      | Evaluation or ability to draw               | Art E - Portfolio                                             | Evaluation Rubric            | Semester 1/8                                 | Advisor                                           | 4 High         | Direct          | 2 A, D, E           | Launch Art E - Portfolio                                   | Fall 05          |
| Design Pre/Post Test       | Evaluation or ability to draw               | Art E - Portfolio                                             | Evaluation Rubric            | Semester 1/8                                 | Advisor                                           | 4 High         | Direct          | 2 A, D, E           | Launch Art E - Portfolio                                   | Fall 05          |
| Disposition Fornis         | Behavior Evaluation                         | Art E - Portfolio                                             | Behavior Observation         | Semester 4/8                                 | Advisor                                           | 3 Modular      | Direct          | 1 D<br>4 A, B       | Launch Art E - Portfolio                                   | Fall 05          |
| Portfolio Review           | Portfolio Presentation via Art E-Portfolio  | Art E - Portfolio                                             | Individual Interview         | Semester 4/8                                 | Art Faculty                                       | 5 Excellent    | Direct          | 2 A, B, D, E        | Launch Art E - Portfolio                                   | Fall 05          |
| Program Review             | Faculty Evaluation of art Education Program | Internal/External OCTP Oklahoma Certified Teacher Preparation | Evaluation by OCTP Committee | Every 7 Years                                | Indicates whether Art Education Standards are met | 5 Excellent    | Direct/Indirect | All                 | Submit Assessment via Program Preview to Dean of Education | Summer 05        |

## Athletics

| Label                              | Description                                                                                                                                                                              | Data Source                   | Type of Instrument          | Date/Frequency                 | Responsible Entity                                       | Utility Rank | Direct/Indirect | University Outcomes | Improvements Planned | Date Implemented |
|------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-----------------------------|--------------------------------|----------------------------------------------------------|--------------|-----------------|---------------------|----------------------|------------------|
| Exit Interviews                    | Questionnaire and Interview with all exhausted eligibility and student-athletes no longer participating                                                                                  | Internal _____ Students       | Interview and Questionnaire | April, 2002 _____ Annual       | Scott Williams, Director of Compliance                   | 2            | Indirect        | 2                   |                      |                  |
| Progress Reports                   | Measures student-athlete class performance through periodic updates from faculty                                                                                                         | Internal _____ Faculty        | Evaluation                  | 3 times each semester          | Michael McDaniel, Director of Athletic Academics         | 5            | Direct          | 2                   |                      |                  |
| Student-Athlete Advisory Committee | Student-Athlete representatives from each sport who review all student-athlete welfare issues from academics to athletics make recommendations to athletic and university administration | Internal _____ Students       | Focus Group                 | Once a month                   | Terry Unruh, Faculty Athletics Representative            | 2            | Indirect        | 4                   |                      |                  |
| Tutor Evaluation                   | Tutors report on student-athlete progress in class and preparation for tutoring session                                                                                                  | External _____ Tutors         | Survey                      | Weekly                         | Michael McDaniel, Director of Athletic Academics         | 5            | Indirect        | 2                   |                      |                  |
| Study Hall                         | Identify students with low GPA and provide a healthy study environment                                                                                                                   | Internal _____ Academic Staff | Observation                 | Dec. & May _____ Twice a Year  | Ashlee Ornelas, Assistant Director of Athletic Academics | 5            | Indirect        | 2 & 4               |                      |                  |
| NCAA Eligibility Regulations       | Established guidelines that assist student-athletes achieve progress towards graduation                                                                                                  | External _____ NCAA           | Evaluation                  | Dec. & July _____ Twice a Year | Terry Unruh, Faculty Athletics Representative            | 4            | Direct          | 2                   |                      |                  |



## Biology

| Label                                                                      | Description                                                                     | Data Source                                | Type of Instrument      | Date/Frequency               | Responsible Entity                            | Utility Rank | Direct/Indirect | University Outcomes                       | Improvements Planned | Date Implemented |
|----------------------------------------------------------------------------|---------------------------------------------------------------------------------|--------------------------------------------|-------------------------|------------------------------|-----------------------------------------------|--------------|-----------------|-------------------------------------------|----------------------|------------------|
| Biology Field Test (ETS)                                                   | Standardized biology test for senior biology students                           | External<br>Students                       | National Test           | March<br>Annual              | Chair                                         | Medium       | Direct          | 2A, 2B, 2E                                |                      |                  |
| Medical College Admission Test (MCAT)                                      | Standardized exam for all pre-medical students                                  | External<br>Students                       | National Test           | April & August<br>Semiannual | Chair and Health Professions (HP) Advisor     | Medium       | Direct          | 2A, 2B, 2E                                |                      |                  |
| Acceptance rates into medical, health profession (HP) and graduate schools | Evaluation of academic, character, and extracurricular activities of applicants | Internal<br>External<br>Students & Faculty | National criteria       | Continuous<br>Annual         | Student, Academic Advisor, Chair & HP advisor | High         | Direct          | 1D<br>2. A,B, E<br>3. A.<br>4. A, B, D, E |                      |                  |
| Student Opinion Surveys                                                    | Student perspective on courses and instructors                                  | Internal<br>Students                       | Survey or Questionnaire | Dec.<br>Annual               | Faculty                                       | High         | Indirect        | 1. B, D<br>2. A-E<br>4. A, B              |                      |                  |
| Classroom observation                                                      | Peer observation in class                                                       | Internal<br>Faculty                        | Observation             | Spring/Fall<br>Annual        | Chair and faculty                             | Low          | Indirect        | 1. B, D<br>2. A, B, E<br>4. A, B, D       |                      |                  |
| External seminars (OAS, BBB) and publications                              | Presentation of student research projects at scientific meetings                | External<br>Faculty and judges             | Student competition     | Spring/Fall<br>Annual        | Faculty research advisor, chair               | Medium       | Direct          | 1. D<br>2. A-E<br>4. A, B, D, E           |                      |                  |
| HP Character Evaluations                                                   | Evaluation of character traits; e.g. work ethic                                 | Internal<br>Faculty                        | Questionnaire           | Spring<br>Annual             | HP advisor                                    | High         | Indirect        | 1, D ; 2. A-E<br>3.A ; 4 A-E              |                      |                  |

### Biology – Mission Statement

The Biology department trains students to be knowledgeable of current biological trends, concepts and facts and to be equipped to scientifically investigate biologically-based problems. The department prepares students for vocations in education, research and service in the biological sciences, as well as for subsequent training in medical and other health professional schools and graduate biology programs. The department challenges students to integrate Christian faith with the discipline of biology by encouraging them to 1) appreciate the glory and majesty of Christ visible in the biological processes and creatures of life and our roles as stewards of God's creation; 2) accurately discern among science, religion and pseudoscience; 3) apply their faith to ethical dilemmas in biologically-based problems in human society; and 4) exhibit Christ-like compassion by using their biological knowledge to help others suffering from disease, inadequate health care, limited food availability and contaminated water supplies.

## Biology 2004-2005

| Departmental / General Education | Rubric                                                                                                 | Exemplary | Competent | Acceptable | Unacceptable | Not Attempted | N    |
|----------------------------------|--------------------------------------------------------------------------------------------------------|-----------|-----------|------------|--------------|---------------|------|
| General Education                | Sunflower Germination Lab Report (BIO 101L/Principles of Biology Laboratory) (2A)                      | 11%       | 29%       | 36%        | 23%          | 1%            | 140  |
| General Education                | Yeast Experiment Lab Report (BIO 111L/Introductory Biology I Laboratory) (2A)                          | 20%       | 49%       | 18%        | 11%          | 2%            | 45   |
| General Education                | Contemporary Biology Issue Article Summary (BIO 101/Principles of Biology Lecture) (2C)                | 47%       | 33%       | 20%        | 0%           | 0%            | 15   |
| General Education                | Response Paper to Biology Through the Eyes of Faith Book (BIO 111/Introductory Biology I Lecture) (2C) | 10%       | 38%       | 49%        | 1%           | 2%            | 235  |
| General Education                | TOTAL                                                                                                  | 55        | 157       | 177        | 40           | 7             | 435  |
| General Education                | TOTAL                                                                                                  | 13%       | 36%       | 41%        | 9%           | 2%            | 100% |

**General Education Competent or Higher = 49%**

**RUBRIC Sunflower Germination Lab Report  
(BIO 101L/Principles of Biology Laboratory) (2A)**

| Criteria                 | Exemplary                                                                                            | Competent                                                        | Acceptable                                               | Unacceptable                                                    | Not Attempted                           |
|--------------------------|------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|----------------------------------------------------------|-----------------------------------------------------------------|-----------------------------------------|
| Purpose or goal          | Identifies clearly and addresses consistently a realistic and significant purpose or goal            | Identifies clearly a realistic and significant purpose or goal   | Identifies a reasonable purpose or goal                  | Identifies an unclear and/or unrealistic purpose or goal        | Does not identify a purpose or goal     |
| Hypothesis               | Identifies and addresses consistently an important hypothesis                                        | Identifies an important hypothesis                               | Identifies a hypothesis                                  | Identifies an insignificant hypothesis                          | Does not identify a hypothesis          |
| Evidence                 | Presents clearly and accurately all of the necessary data                                            | Presents clearly and accurately most of the necessary data       | Presents accurately some of the necessary data           | Presents inaccurately some data or irrelevant data              | Does not present data                   |
| Conceptual understanding | Responds clearly and effectively using appropriate and sufficient course content and outside sources | Responds clearly using appropriate and sufficient course content | Responds using appropriate and sufficient course content | Responds using insufficient and/or inappropriate course content | Does not respond using course content   |
| Inferences               | Draws clear and valid conclusions or inferences supported by content                                 | Draws valid conclusions or inferences supported by content       | Draws valid conclusions or inferences                    | Draws inaccurate conclusions or inferences                      | Does not draw conclusions or inferences |

**RUBRIC Yeast Experiment Lab Report  
(BIO 111L/Introductory Biology I Laboratory) (2A)**

| Criteria                 | Exemplary                                                                                            | Competent                                                        | Acceptable                                               | Unacceptable                                                    | Not Attempted                           |
|--------------------------|------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|----------------------------------------------------------|-----------------------------------------------------------------|-----------------------------------------|
| Purpose or goal          | Identifies clearly and addresses consistently a realistic and significant purpose or goal            | Identifies clearly a realistic and significant purpose or goal   | Identifies a reasonable purpose or goal                  | Identifies an unclear and/or unrealistic purpose or goal        | Does not identify a purpose or goal     |
| Hypothesis               | Identifies and addresses consistently an important hypothesis                                        | Identifies an important hypothesis                               | Identifies a hypothesis                                  | Identifies an insignificant hypothesis                          | Does not identify a hypothesis          |
| Evidence                 | Presents clearly and accurately all of the necessary data                                            | Presents clearly and accurately most of the necessary data       | Presents accurately some of the necessary data           | Presents inaccurately some data or irrelevant data              | Does not present data                   |
| Conceptual understanding | Responds clearly and effectively using appropriate and sufficient course content and outside sources | Responds clearly using appropriate and sufficient course content | Responds using appropriate and sufficient course content | Responds using insufficient and/or inappropriate course content | Does not respond using course content   |
| Inferences               | Draws clear and valid conclusions or inferences supported by content                                 | Draws valid conclusions or inferences supported by content       | Draws valid conclusions or inferences                    | Draws inaccurate conclusions or inferences                      | Does not draw conclusions or inferences |

**RUBRIC** Contemporary Biology Issue Article Summary and Response  
(BIO 111/Introductory Biology I Lecture) (2C)

| Criteria                                                                                                   | Exemplary                                                                                                                                                      | Competent                                                                                                                                      | Acceptable                                                                                                                  | Unacceptable                                                                                                                         | Not Attempted                                                                                                                    |
|------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| Understanding of current situations within a broader human context                                         | Discusses effectively and analyzes critically multiple and significant perspectives different from the student's to deepen understanding of current situations | Discusses effectively and analyzes critically multiple perspectives different from the student's to deepen understanding of current situations | Discusses adequately some perspectives different from the student's to deepen understanding of current situations           | Discusses inadequately perspectives different from the student's to deepen understanding of current situations                       | Does not discuss perspectives different from the student's                                                                       |
| Rational decision-making in light of global perspectives                                                   | Examines clearly and insightfully choices, responses, or decisions from different perspectives to develop and propose solutions for modern problems or issues  | Examines clearly choices, responses, or decisions from different perspectives to develop solutions for modern problems or issues               | Examines choices, responses, or decisions from different perspectives to develop solutions for modern problems or issues    | Examines incorrectly choices, responses, or decisions from different perspectives to develop solutions for modern problems or issues | Does not examine choices, responses, or decisions from different perspectives to develop solutions for modern problems or issues |
| Analysis of rational decision-making based on global perspectives in connection with a Christian worldview | Analyzes rational decision-making based on global perspectives in connection with a Christian worldview using multiple, significant criteria                   | Analyzes rational decision-making based on global perspectives in connection with a Christian worldview using multiple criteria                | Analyzes rational decision-making based on global perspectives in connection with a Christian worldview using some criteria | Analyzes incorrectly rational decision-making based on global perspectives in connection with a Christian worldview                  | Does not analyze rational decision-making based on global perspectives in connection with a Christian worldview                  |

**RUBRIC** Contemporary Biology Issue Article Summary and Response  
(BIO 111/Introductory Biology I Lecture) (2C)

| Criteria                                                                                                   | Exemplary                                                                                                                                                      | Competent                                                                                                                                      | Acceptable                                                                                                                  | Unacceptable                                                                                                                         | Not Attempted                                                                                                                    |
|------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| Understanding of current situations within a broader human context                                         | Discusses effectively and analyzes critically multiple and significant perspectives different from the student's to deepen understanding of current situations | Discusses effectively and analyzes critically multiple perspectives different from the student's to deepen understanding of current situations | Discusses adequately some perspectives different from the student's to deepen understanding of current situations           | Discusses inadequately perspectives different from the student's to deepen understanding of current situations                       | Does not discuss perspectives different from the student's                                                                       |
| Rational decision-making in light of global perspectives                                                   | Examines clearly and insightfully choices, responses, or decisions from different perspectives to develop and propose solutions for modern problems or issues  | Examines clearly choices, responses, or decisions from different perspectives to develop solutions for modern problems or issues               | Examines choices, responses, or decisions from different perspectives to develop solutions for modern problems or issues    | Examines incorrectly choices, responses, or decisions from different perspectives to develop solutions for modern problems or issues | Does not examine choices, responses, or decisions from different perspectives to develop solutions for modern problems or issues |
| Analysis of rational decision-making based on global perspectives in connection with a Christian worldview | Analyzes rational decision-making based on global perspectives in connection with a Christian worldview using multiple, significant criteria                   | Analyzes rational decision-making based on global perspectives in connection with a Christian worldview using multiple criteria                | Analyzes rational decision-making based on global perspectives in connection with a Christian worldview using some criteria | Analyzes incorrectly rational decision-making based on global perspectives in connection with a Christian worldview                  | Does not analyze rational decision-making based on global perspectives in connection with a Christian worldview                  |

## Business, Graduate

| Label                         | Description                                                                          | Data Source                      | Type of Instrument            | Date/Frequency                     | Responsible Entity     | Utility Rank    | Direct/Indirect | University Outcomes | Improvements Planned                                  | Date Implemented |
|-------------------------------|--------------------------------------------------------------------------------------|----------------------------------|-------------------------------|------------------------------------|------------------------|-----------------|-----------------|---------------------|-------------------------------------------------------|------------------|
| Admission Advisor             | 24 hours of leveling courses                                                         | Transcript                       | Transcript Degree Plan        | Admission                          | Advisor                | Moderate        | D               | All                 |                                                       |                  |
| Entrance Exam                 | Assessment of quantitative, qualitative, and writing skills                          | GMAT Exam                        | Standardized test             | Prior to Admission                 | GMAT Testing Service   | Moderate        | D               | 2B, E, 4A           |                                                       |                  |
| Proficiency                   | English Writing Proficiency                                                          | Internal                         | course                        | Before Graduation                  | Faculty                | Low to Moderate | D               | 4A                  |                                                       |                  |
| Core Classes MBA MMGT         | MBA 3 hours four 3 credit hour courses<br>MMGT 2 hours three courses + ½ curriculum  | Internal Review & e-Portfolio    | Courses                       | Semester                           | Faculty                | High            | D               | 2A - F              | Bus., Gov't. & Soc. Change to Comp. Bus. Intelligence | Fall 2004        |
| Capstone Course MBA MMGT      | taken after core - requires integration, oral presentation & written skills assessed | Faculty Assessment & e-Portfolio | Professor(s)                  | Last year of program               | Faculty                | High            | D               | 2ABCEF, 4A-E        |                                                       |                  |
| Simulation (MBA Only)         | Competition in BUS simulation environment                                            | Annual Financial Reports         | Computer Simulation           | With capstone course               | Faculty                | High            | D               | 2A-C, E, F          | Convert to internet based program                     | Fall 2005        |
| End of Course Critique        | Supervisor and Dean meet at time of contract renewal                                 | Internal / Reports               | Standardized assessment       | Each fall semester                 | Faculty, Student, Dean | Moderate        | I               | 2, 4                |                                                       |                  |
| Grade History                 | Review of course grades                                                              | Internal / Supervisor            | Registrar grade reports       | Every semester                     | Supervisor             | Low             | I               |                     |                                                       |                  |
| Classroom Observation         | Observation of teaching method                                                       | Internal / Faculty               | Professional Development Form | Every third year                   | Dean and Faculty       | Low             | I               | 1, 2, 4             |                                                       |                  |
| Syllabi Review                | Review of behavioral objectives                                                      | Internal / Faculty               | Syllabi                       | Every semester                     | Dept. Chair / Dean     | Low             | I               | 1, 2, 4             |                                                       |                  |
| Alumni Questionnaire          | Alumni Feedback                                                                      | Self Generated Instrument        | Questionnaire                 | Every 2-3 years                    | Marshal Wright         | Moderate        | I               | All                 |                                                       |                  |
| Employee Questionnaire        | MTCC                                                                                 | MTCC                             | Questionnaire                 | Every 5 years                      | MTCC                   | High            |                 | 2, 4                |                                                       |                  |
| Advisory Council              | Questionnaire Community & Alumni                                                     | Meetings Discussions             | Minutes of meeting            | Twice Annually                     | Dean and Faculty       | Moderate        | I               | All                 |                                                       |                  |
| Hooding Response              | Student Testimonials                                                                 | Student submitted paper          | Student reflection            | Annual                             | Marshal Wright         | Moderate        | I               | 1, 3, 4             |                                                       |                  |
| Outcomes-Based Program Review | Effectiveness of Program                                                             | e-Portfolio                      | Artifact                      | Every semester beginning spring 05 | Dept. Chair            | High            | Both            | All                 |                                                       |                  |

## Business, Undergraduate

| Label                                                   | Description                                                                 | Data Source                                | Type of Instrument                                                | Date/Frequency                   | Responsible Entity                                 | Utility Rank | Direct/Indirect | University Outcomes | Improvements Planned                                                          | Date Implemented |
|---------------------------------------------------------|-----------------------------------------------------------------------------|--------------------------------------------|-------------------------------------------------------------------|----------------------------------|----------------------------------------------------|--------------|-----------------|---------------------|-------------------------------------------------------------------------------|------------------|
| Completion of course assignments                        | Papers, projects, reports, and tests                                        | Course work                                | Written tests, objective tests, projects, reports and e-Portfolio | Each semester                    | Faculty                                            | Moderate     | Direct          | 2, 4                |                                                                               |                  |
| National Field Test                                     | ETS National Field Test given in Strategic Management                       | Seniors                                    | Test                                                              | Fall and Spring semesters        | Faculty                                            | High         | Direct          | 2, 4                |                                                                               |                  |
| Internship                                              | Business practicum selected companies                                       | Juniors and Seniors                        | Portfolio                                                         | All semesters                    | Faculty                                            | Moderate     | Direct          | 1, 2, 4             |                                                                               |                  |
| Senior Paper Consulting Project                         | Team written consulting report                                              | Company and published data                 | Evaluation of all company data.                                   | Fall and Spring semesters        | Faculty                                            | High         | Direct          | 1, 2, 4             |                                                                               |                  |
| Honor Student Retreat and evaluation of course content. | Annual assessment of course material by student representatives and faculty | Students and faculty in course discussions | Survey                                                            | Annual                           | Faculty                                            | Moderate     | Indirect        | 1, 2, 3, 4          |                                                                               |                  |
| Course/teacher evaluations                              | Class by class evaluation by students & faculty.                            | Students and faculty                       | Institutional questionnaire                                       | Spring semester                  | Faculty and Institutional Administration           | High         | Indirect        | 2, 4                | Implement School of Business evaluation instrument. Expand to every semester. | Fall 2005        |
| Professional Seminar Meetings                           | 16 meetings are required before graduating                                  | Student and Executives                     | Evaluation document & resume on file                              | Fall and Spring semesters        | Students, Professionals, & Faculty                 | Moderate     | Indirect        | 1, 2, 4             |                                                                               |                  |
| General Education Learning Outcomes                     | 4 critical outcomes with 18 sub-outcomes                                    | e-Portfolio                                | Artifacts                                                         | Fall and Spring semesters        | General Education Sub-Administrator                | High         | Both            | All                 |                                                                               |                  |
| School of Business Learning Outcomes                    | 10 critical outcomes                                                        | e-Portfolio                                | Artifacts                                                         | Every semester beginning Fall 05 | Department Chair and e-Portfolio Sub-administrator | High         | Both            | All                 |                                                                               |                  |

### School of Business – Mission Statement

The School of Business at Oral Roberts University is firmly grounded in a concept of abundant life and the belief that all people are capable of finding prosperous living with God as their Source. The comprehensive, integrated curriculum is designed to provide a business education with a commitment to the Christian way of life.

The School of Business seeks to graduate well-qualified professionals who will provide expert business leadership as corporate leaders, entrepreneurs, government officials, counselors, nonprofit administrators, and teachers. The School of Business seeks to provide an education that will enable business graduates to manage people and resources within the context of Christian love and Biblical principles of concern for the welfare of the whole person. To this end, students are challenged to develop in body, mind, and spirit and to develop a perspective of wholeness in their personal lives so they might help their clients or students develop wholeness as a way of life.

| Undergraduate Business 2004-2005<br>ePortfolio Performance Levels by Rubric |                                                   |           |           |            |              |                  |
|-----------------------------------------------------------------------------|---------------------------------------------------|-----------|-----------|------------|--------------|------------------|
| Departmental /<br>General<br>Education                                      | Rubric                                            | Exemplary | Competent | Acceptable | Unacceptable | Not<br>Attempted |
| Departmental                                                                | MGT 130 (Principles of<br>Management): Case Study | 43%       | 57%       | 0%         | 0%           | 0%               |
| Departmental                                                                | TOTAL                                             | 43%       | 57%       | 0%         | 0%           | 0%               |
| Departmental Competent or Higher = 100%                                     |                                                   |           |           |            |              |                  |



**RUBRIC** Management Skills - MGT 130 (Principles of Management): Case Study  
(MGT 130/Principles of Management)

| Criteria           | Exemplary                                                                                   | Competent                                                                                                           | Acceptable                                                                                               | Unacceptable                                                                                                              | Not Attempted                                     |
|--------------------|---------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| Content            | Subject content is well presented throughout. Information is clear, accurate, and relevant. | Content is generally appropriate. Lacks some cohesiveness with respect to purpose.                                  | Minimal evidence of appropriate content. Some information is missing, confusing, unrelated or flawed.    | Little evidence of appropriate content. Much information is confusing, missing, unrelated or flawed.                      | No evidence of appropriate content.               |
| Style & Vocabulary | Demonstrates appropriate style and vocabulary. Style and vocabulary enhance effectiveness.  | Style and vocabulary are generally appropriate. Contains some minor errors which do not detract from effectiveness. | Minimal evidence of correct style and vocabulary. Contains some errors which detract from effectiveness. | Little evidence of correct style and vocabulary.                                                                          | No evidence of correct style and vocabulary.      |
| Analysis           | Excellent analysis of information. Conclusions are valid and well supported.                | Correct analysis of information. Most of the analysis valid. Contains some minor flaws.                             | Minimal evidence of accurate and effective analysis. Conclusions not fully supported.                    | Little evidence of accurate and effective analysis. Incorrectly interprets information with poor analysis or conclusions. | No evidence of analysis.                          |
| Organization       | Organization is logical, clear and consistent.                                              | Organization is logical. Has some imperfections in clarity and consistency.                                         | Minimal evidence of effective organization. Somewhat logical, but flaws detract from effectiveness.      | Little evidence of effective organization. Sequence not logical. Obscure and disconnected ideas.                          | No attempt at effective organization.             |
| Spelling & Grammar | Follows rules of spelling and grammar. Spelling and grammar enhance effectiveness.          | Most rules of spelling and grammar followed. Minor flaws do not detract from effectiveness.                         | Minimal evidence of accurate spelling and grammar. Flaws detract from effectiveness.                     | Little evidence of accurate spelling and grammar.                                                                         | No attempt at using correct spelling and grammar. |

## Business Administration, School of LifeLong Education

| Label                        | Description                                                                            | Data Source | Type of Instrument            | Date/Frequency                                                                                     | Responsible Entity              | Utility Rank | Direct/Indirect | University Outcomes    | Improvements Planned              | Date Implemented |
|------------------------------|----------------------------------------------------------------------------------------|-------------|-------------------------------|----------------------------------------------------------------------------------------------------|---------------------------------|--------------|-----------------|------------------------|-----------------------------------|------------------|
| Objective Questions          | Questions to test acquisition of course content                                        | Course work | Local test and/or test banks  | Three times per course                                                                             | Professor of record             | Moderate     | Direct          | 2 A, B, C              |                                   |                  |
| Essay/Short-Answer Questions | Questions to test acquisition of course content and writing ability                    | Course work | Local test and/or test banks  | Three times per course                                                                             | Professor of record             | Moderate     | Direct          | 2 A, B, C              |                                   |                  |
| Problem-Solving Analyses     | Practical scenarios to test application of course content and critical thinking        | Course work | Written work                  | Three times in Financial Management, Business Law I & II, Quantitative Analysis, Accounting I & II | Professor of record             | High         | Direct          | 2 A, B, C, E<br>4 A    |                                   |                  |
| Computer Projects            | Analyzes ability to use computers in business applications                             | Course work | Written work                  | Three times in I course                                                                            | Professor of record             | High         | Direct          | 2 A, B, E              |                                   |                  |
| Research Papers              | Evaluation of student's research, critical thinking, and writing skills                | Course work | Written report                | Once per course                                                                                    | Professor of record             | High         | Direct          | 2 A, B, C, E<br>4 A    | Inclusion as ePortfolio artifacts | Fall 2005        |
| Personal Strategic Plan      | Personal development and goal-setting paper                                            | Student     | Written report                | Once in Strategic Management                                                                       | Student and professor of record | High         | Direct          | 2 A, B, C, E<br>4 A, E |                                   |                  |
| Final Project                | Assignment in lieu of final exam                                                       | Course work | Designed by faculty of record | Once per semester in selected courses                                                              | Professor of record             | High         | Direct          | 2 A, B, C, E<br>4 A    |                                   |                  |
| Final Exam                   | Test to evaluate acquisition of course content and accomplishment of course objectives | Test        | Local test                    | Once per semester                                                                                  | Professor of record             | High         | Direct          | 2 A, B, C, E<br>4 A    |                                   |                  |

## Business Administration, School of LifeLong Education

| Label                   | Description                                                                                                                                                                       | Data Source       | Type of Instrument                                   | Date/Frequency                                                   | Responsible Entity                                                     | Utility Rank | Direct/Indirect     | University Outcomes                                          | Improvements Planned                                               | Date Implemented |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|------------------------------------------------------|------------------------------------------------------------------|------------------------------------------------------------------------|--------------|---------------------|--------------------------------------------------------------|--------------------------------------------------------------------|------------------|
|                         |                                                                                                                                                                                   |                   |                                                      |                                                                  |                                                                        |              |                     |                                                              |                                                                    |                  |
| Senior Paper/Internship | Business practicum at selected companies                                                                                                                                          | Seniors           | Evaluation of Co. data                               | One time only                                                    | Student, professor of record, and Co. executives                       | Excellent    | Direct and Indirect | 1 D<br>2 A, B, C, E<br>4 A, B, C, D, E                       | Inclusion as ePortfolio artifact                                   | Fall 2005        |
| Senior Paper Defense    | Oral defense of written work and internship                                                                                                                                       | Seniors           | Oral defense                                         | One time, if eligible for Honors                                 | Sr. Paper advisor, Coordinator of Distance Ed., and other SLLE faculty | Excellent    | Direct              | 2 A, B, C, E<br>4 A, B, D, E                                 |                                                                    |                  |
| ePortfolio              | Artifacts: Assignments selected from existing coursework that demonstrate attainment of University and Departmental Outcomes<br>Survey of student opinion of course effectiveness | Coursework        | Written and uploaded into the student's ePortfolio   | Periodically depending on Gen. Ed. and Departmental requirements | Professor of record                                                    | Excellent    | Direct              | 1 A, B, C, D<br>2 A, B, C, D, E<br>3 A, B<br>4 A, B, C, D, E | Commencement of ePortfolio requirements for incoming SLLE students | Fall 2005        |
| Student Opinion Surveys |                                                                                                                                                                                   | Student responses | Survey with multiple-choice and open-ended questions | Periodically                                                     | Professor of record, SLLE Dean                                         | High         | Direct              |                                                              |                                                                    |                  |

# Chemistry

| Label                                         | Description                                                         | Data Source         | Type of Instrument      | Date/Frequency | Responsible Entity              | Utility Rank | Direct/Indirect                        | University Outcomes | Improvements Planned | Date Implemented |
|-----------------------------------------------|---------------------------------------------------------------------|---------------------|-------------------------|----------------|---------------------------------|--------------|----------------------------------------|---------------------|----------------------|------------------|
| American Chemical Society Exams               | National Standardized Exams from ACS                                | Internal Students   | National Test           | Semi Annual    | Course directors                | Medium       | American Chemical Society Exams        | 2A, 2B, 2F,         |                      |                  |
| Medical College Admissions Test (MCAT)        | Medical college standard entrance exam                              | External Students   | National Test           | Semi Annual    | Chemistry Chair                 | Medium       | Medical College Admissions Test (MCAT) | 2A, 2B, 2F,         |                      |                  |
| Curriculum Reviews                            | Open discussion among chemistry faculty and chair about all courses | Internal Faculty    | Evaluation Review       | Annual         | Course directors                | High         | Curriculum Reviews                     | 2A, 2B, 2F, 4A, 4E  |                      |                  |
| Student Opinion Surveys                       | Provides info on student perspective on courses and instructors     | Internal Students   | Survey or Questionnaire | Annual         | Course directors                | High         | Student Opinion Surveys                | 2A, 2B, 2F, 4A, 4E  |                      |                  |
| Classroom observation and development         | Peer observation in the classroom                                   | Internal Faculty    | Observation             | Annual         | Course directors                | Low          | Classroom observation and development  | 2A, 2B, 2F, 4A, 4E  |                      |                  |
| Meat Analysis Lab Abstract                    | Summary of an experiment                                            | Internal ePortfolio | Written paper           | Each Semester  | Student Evaluated by Instructor | Low          | Direct                                 | 2A                  |                      |                  |
| Gen Chem Dimensional Analysis Lab Problem Set | Problem Set                                                         | Internal ePortfolio | Written Paper           | Each Semester  | Student Evaluated by Instructor | Medium       | Direct                                 | 2A                  |                      |                  |
| Gen Chem Kinetics Lab Abstract                | Lab Report                                                          | Internal ePortfolio | Water Paper             | Each Semester  | Student Evaluated by Instructor | Medium       | Direct                                 | 2A                  |                      |                  |
| Principles of Chem Science News Report        | Scientific literature analysis paper                                | Internal ePortfolio | Analytical Paper        | Each Semester  | Student Evaluated by Instructor | Low          | Direct                                 | 2C                  |                      |                  |
| Gen Chem Life Impact Statement                | Summary paper                                                       | Internal ePortfolio | Written Paper           | Annual         | Student Evaluated by Instructor | High         | Direct                                 | 4A                  |                      |                  |
| Disposition Evaluation #1                     | Summary paper                                                       | Internal ePortfolio | Written Paper           | Annual         | Student Evaluated by Instructor | High         | Direct                                 | 4A                  |                      |                  |
| Degree Plan Sheet Rubric                      | Rubric                                                              | Internal ePortfolio | Rubric                  |                | Faculty                         | Medium       | Direct                                 | 2A                  |                      |                  |

### Chemistry – Mission Statement

The mission of the ORU Department of Chemistry is to educate students in a professional knowledge base of chemical concepts, and in analytical laboratory skills, all aided and inspired by the power of the Holy Spirit, to solve problems in medicine, biochemistry, education, the environment, forensics, toxicology, energy, research and development and other fields.

| Chemistry 2004-2005                         |                                                                                     |           |           |            |              |      |
|---------------------------------------------|-------------------------------------------------------------------------------------|-----------|-----------|------------|--------------|------|
| ePortfolio Performance Levels by Rubric     |                                                                                     |           |           |            |              |      |
| Departmental / General Education            | Rubric                                                                              | Exemplary | Competent | Acceptable | Unacceptable | N    |
| Departmental                                | General Chemistry I Laboratory: Dimensional Analysis Lab                            | 13%       | 56%       | 31%        | 0%           | 16   |
| Departmental                                | General Chemistry II Laboratory: Kinetics Lab Abstract                              | 8%        | 50%       | 25%        | 17%          | 12   |
| Departmental                                | General Chemistry II Laboratory: Life Impact Statement                              | 100%      | 0%        | 0%         | 0%           | 3    |
| Departmental                                | Disposition Evaluation #1                                                           | 100%      | 0%        | 0%         | 0%           | 2    |
| Departmental                                | Degree Plan Sheet Rubric                                                            | 100%      | 0%        | 0%         | 0%           | 2    |
|                                             |                                                                                     | 10        | 15        | 8          | 2            | 35   |
| Departmental                                | TOTAL                                                                               | 29%       | 43%       | 23%        | 6%           | 100% |
| Departmental Competent or Higher = 72%      |                                                                                     |           |           |            |              |      |
| General Education                           | Meat Analysis Lab Abstract (CHE 101L/Principles of Chemistry Laboratory) (2A)       | 3%        | 62%       | 32%        | 3%           | 240  |
| General Education                           | Dimensional Analysis Lab Problem Set (CHE 111L/General Chemistry I Laboratory) (2A) | 4%        | 48%       | 38%        | 8%           | 160  |
| General Education                           | Kinetics Lab Abstract (CHE 112L/General Chemistry II Laboratory) (2A)               | 8%        | 47%       | 37%        | 7%           | 104  |
| General Education                           | Science News Report (CHE 101/Principles of Chemistry Lecture) (2C)                  | 10%       | 38%       | 49%        | 1%           | 235  |
|                                             |                                                                                     | 45        | 364       | 291        | 30           | 739  |
| General Education                           | TOTAL                                                                               | 6%        | 49%       | 39%        | 4%           | 100% |
| General Education Competent or Higher = 55% |                                                                                     |           |           |            |              |      |

**RUBRIC General Chemistry I Laboratory: Dimensional Analysis Lab**

| Criteria                      | Exemplary                                                                                             | Competent                                                             | Acceptable                                                    | Unacceptable                                                                       | Not Attempted                                           |
|-------------------------------|-------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|---------------------------------------------------------------|------------------------------------------------------------------------------------|---------------------------------------------------------|
| Evidence                      | Presents clearly and accurately all of the necessary data                                             | Presents clearly and accurately most of the necessary data            | Presents accurately some of the necessary data                | Presents inaccurately some data or irrelevant data                                 | Presents no data                                        |
| Conceptual understanding      | Responds clearly and effectively using appropriate and sufficient course content and outside sources  | Responds clearly using appropriate and sufficient course content      | Responds using appropriate and sufficient course content      | Responds using insufficient and/or inappropriate course content                    | Responds without using course content                   |
| Assumptions                   | Presents and justifies crucial and consistent assumptions                                             | Presents and justifies consistent assumptions                         | Presents consistent assumptions                               | Presents extraneous and/or contradictory assumptions                               | Presents no assumptions                                 |
| Implications and consequences | Identifies clearly and effectively significant and logical implications and consequences of reasoning | Identifies clearly logical implications and consequences of reasoning | Identifies logical implications and consequences of reasoning | Identifies insignificant or unrealistic implications and consequences of reasoning | Identifies no implications or consequences of reasoning |

**RUBRIC General Chemistry II Laboratory: Kinetics Lab Abstract**

| Criteria                 | Exemplary                                                                                                    | Competent                                                                                                     | Acceptable                                                                                        | Unacceptable                                                                     | Not Attempted                           |
|--------------------------|--------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|-----------------------------------------|
| Purpose                  | Identifies clearly and addresses consistently more than one appropriate question                             | Identifies clearly at least one appropriate question                                                          | Identifies at least one appropriate question                                                      | Identifies an unclear and/or unrealistic question                                | Does not identify a question            |
| Conceptual understanding | Responds clearly and effectively using appropriate and sufficient course content and outside sources         | Responds clearly using appropriate and sufficient course content                                              | Responds using appropriate and sufficient course content                                          | Responds using inappropriate and/or insufficient course content                  | Does not respond using course content   |
| Evidence                 | Presents clearly and accurately all of the necessary procedural differences and results in the three factors | Presents clearly and accurately most of the necessary procedural differences and results in the three factors | Presents accurately some of the necessary procedural differences and results in the three factors | Presents inaccurately the procedural differences or results in the three factors | Presents no data                        |
| Inferences               | Draws clear and valid conclusions or inferences supported by collision theory                                | Draws valid conclusions or inferences supported by collision theory                                           | Draws valid conclusions or inferences                                                             | Draws inaccurate conclusions or inferences                                       | Does not draw conclusions or inferences |

**RUBRIC Meat Analysis Lab Abstract**  
**(CHE 101L/Principles of Chemistry Laboratory) (2A)**

| Criteria                 | Exemplary                                                                                            | Competent                                                        | Acceptable                                               | Unacceptable                                                    | Not Attempted                           |
|--------------------------|------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|----------------------------------------------------------|-----------------------------------------------------------------|-----------------------------------------|
| Purpose or goal          | Identifies clearly and addresses consistently a realistic and significant purpose or goal            | Identifies clearly a realistic and significant purpose or goal   | Identifies a reasonable purpose or goal                  | Identifies an unclear and/or unrealistic purpose or goal        | Does not identify a purpose or goal     |
| Hypothesis               | Identifies and addresses consistently an important hypothesis                                        | Identifies an important hypothesis                               | Identifies a hypothesis                                  | Identifies an insignificant hypothesis                          | Does not identify a hypothesis          |
| Evidence                 | Presents clearly and accurately all of the necessary data                                            | Presents clearly and accurately most of the necessary data       | Presents accurately some of the necessary data           | Presents inaccurately some data or irrelevant data              | Does not present data                   |
| Conceptual understanding | Responds clearly and effectively using appropriate and sufficient course content and outside sources | Responds clearly using appropriate and sufficient course content | Responds using appropriate and sufficient course content | Responds using insufficient and/or inappropriate course content | Does not respond using course content   |
| Assumptions              | Presents and justifies crucial and consistent assumptions                                            | Presents and justifies consistent assumptions                    | Presents consistent assumptions                          | Presents extraneous and/or contradictory assumptions            | Does not present assumptions            |
| Inferences               | Draws clear and valid conclusions or inferences supported by content                                 | Draws valid conclusions or inferences supported by content       | Draws valid conclusions or inferences                    | Draws inaccurate conclusions or inferences                      | Does not draw conclusions or inferences |

**RUBRIC Dimensional Analysis Lab Problem Set**  
**(CHE 111L/General Chemistry I Laboratory) (2A)**

| Criteria                      | Exemplary                                                                                             | Competent                                                             | Acceptable                                                    | Unacceptable                                                                       | Not Attempted                                               |
|-------------------------------|-------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|---------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------|
| Evidence                      | Presents clearly and accurately all of the necessary data                                             | Presents clearly and accurately most of the necessary data            | Presents accurately some of the necessary data                | Presents inaccurately some data or irrelevant data                                 | Does not present data                                       |
| Conceptual understanding      | Responds clearly and effectively using appropriate and sufficient course content and outside sources  | Responds clearly using appropriate and sufficient course content      | Responds using appropriate and sufficient course content      | Responds using insufficient and/or inappropriate course content                    | Does not respond using course content                       |
| Assumptions                   | Presents and justifies crucial and consistent assumptions                                             | Presents and justifies consistent assumptions                         | Presents consistent assumptions                               | Presents extraneous and/or contradictory assumptions                               | Does not present assumptions                                |
| Implications and consequences | Identifies clearly and effectively significant and logical implications and consequences of reasoning | Identifies clearly logical implications and consequences of reasoning | Identifies logical implications and consequences of reasoning | Identifies insignificant or unrealistic implications and consequences of reasoning | Does not identify implications or consequences of reasoning |

**RUBRIC Kinetics Lab Abstract**  
**(CHE 112L/General Chemistry II Laboratory) (2A)**

| Criteria                 | Exemplary                                                                                            | Competent                                                        | Acceptable                                               | Unacceptable                                                    | Not Attempted                           |
|--------------------------|------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|----------------------------------------------------------|-----------------------------------------------------------------|-----------------------------------------|
| Purpose or goal          | Identifies clearly and addresses consistently a realistic and significant purpose or goal            | Identifies clearly a realistic and significant purpose or goal   | Identifies a reasonable purpose or goal                  | Identifies an unclear and/or unrealistic purpose or goal        | Does not identify a purpose or goal     |
| Evidence                 | Presents clearly and accurately all of the necessary data                                            | Presents clearly and accurately most of the necessary data       | Presents accurately some of the necessary data           | Presents inaccurately some data or irrelevant data              | Does not present data                   |
| Conceptual understanding | Responds clearly and effectively using appropriate and sufficient course content and outside sources | Responds clearly using appropriate and sufficient course content | Responds using appropriate and sufficient course content | Responds using insufficient and/or inappropriate course content | Does not respond using course content   |
| Inferences               | Draws clear and valid conclusions or inferences supported by content                                 | Draws valid conclusions or inferences supported by content       | Draws valid conclusions or inferences                    | Draws inaccurate conclusions or inferences                      | Does not draw conclusions or inferences |

**RUBRIC Science News Report**  
**(CHE 101/Principles of Chemistry Lecture) (2C)**

| Criteria                                                                                                   | Exemplary                                                                                                                                                     | Competent                                                                                                                        | Acceptable                                                                                                                  | Unacceptable                                                                                                                         | Not Attempted                                                                                                                    |
|------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| Knowledge of global perspectives                                                                           | Identifies multiple, significant perspectives from a community or communities outside the student's ethnic or national origin                                 | Identifies multiple perspectives from a community or communities outside the student's ethnic or national origin                 | Identifies some perspectives from a community or communities outside the student's ethnic or national origin                | Identifies perspectives incorrectly from a community or communities outside the student's ethnic or national origin                  | Does not identify perspectives from a community or communities outside the student's ethnic or national origin                   |
| Analysis of differences in global perspectives                                                             | Identifies effects of differences in global perspectives from multiple and diverse points of view                                                             | Identifies effects of differences in global perspectives from multiple points of view                                            | Identifies effects of differences in global perspectives from a single point of view                                        | Identifies improperly effects of differences in global perspectives                                                                  | Does not identify differences in global perspectives                                                                             |
| Rational decision-making in light of global perspectives                                                   | Examines clearly and insightfully choices, responses, or decisions from different perspectives to develop and propose solutions for modern problems or issues | Examines clearly choices, responses, or decisions from different perspectives to develop solutions for modern problems or issues | Examines choices, responses, or decisions from different perspectives to develop solutions for modern problems or issues    | Examines incorrectly choices, responses, or decisions from different perspectives to develop solutions for modern problems or issues | Does not examine choices, responses, or decisions from different perspectives to develop solutions for modern problems or issues |
| Analysis of rational decision-making based on global perspectives in connection with a Christian worldview | Analyzes rational decision-making based on global perspectives in connection with a Christian worldview using multiple, significant criteria                  | Analyzes rational decision-making based on global perspectives in connection with a Christian worldview using multiple criteria  | Analyzes rational decision-making based on global perspectives in connection with a Christian worldview using some criteria | Analyzes incorrectly rational decision-making based on global perspectives in connection with a Christian worldview                  | Does not analyze rational decision-making based on global perspectives in connection with a Christian worldview                  |



## Church Development, Weekend University

| Label                       | Description                                                                                                                                        | Data Source | Type of Instrument             | Date/Frequency                   | Responsible Entity                               | Utility Rank | Direct/Indirect     | University Outcomes                             | Improvements Planned | Date Implemented |
|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------------------------|----------------------------------|--------------------------------------------------|--------------|---------------------|-------------------------------------------------|----------------------|------------------|
| Writing Assignments         | Responses to texts and reading assignments                                                                                                         | Course work | Written report                 | Varies                           | Professor of record                              | Moderate     | Direct              | 1 A<br>2 A, B, C, E<br>4 A                      |                      |                  |
| Projects                    | Group and individual projects                                                                                                                      | Course work | Verbal and written evaluations | Varies                           | Professor of record                              | Moderate     | Direct              | 1 A, D<br>2 A, B, C, E<br>4 A, B, C, D, E       |                      |                  |
| Class Presentations         | Oral presentations                                                                                                                                 | Course work | Verbal and written evaluations | Varies                           | Students, professor of record                    | Moderate     | Direct              | 1 A<br>2 A, B, C, E<br>4 A                      |                      |                  |
| Book Reviews                | Written analysis of pertinent books                                                                                                                | Course work | Written report                 | Several required courses         | Professor of record                              | Moderate     | Direct              | 1 A, D<br>2 A, B, C, E<br>4 A                   |                      |                  |
| Practicum and/or Internship | Supervised ministry in a local church or ministry setting under assigned mentor                                                                    | Course work | Local forms                    | Various required classes         | Student, professor of record, site mentor        | High         | Direct and Indirect | 1 D<br>2 A, B, E<br>4 A, B, E                   |                      |                  |
| Final Exam                  | Test to evaluate acquisition of course content and accomplishment of course objectives                                                             | Test        | Local Test                     | Once per semester                | Professor of record                              | High         | Direct              | 2 A, B, C, E<br>4 A                             |                      |                  |
| Senior Paper /Portfolio     | Church-related practicum experience and written paper documenting experience, philosophy of ministry, and research on specialized area of ministry | Course work | Written report                 | One time                         | Student, professor of record, supervising pastor | High         | Direct and Indirect | 1 A, B, C, D<br>2 A, B, C, E<br>4 A, B, C, D, E |                      |                  |
| Senior Defense              | Oral defense of senior paper                                                                                                                       | Senior      | Oral presentation              | One time, if eligible for Honors | Student, Theology Advisor and SLLE Faculty       | High         | Direct              | 1 A, B, C, D<br>2 A, B, C, E<br>4 A, D, E       |                      |                  |

## Church Ministries, School of Life Long Education

| Label                        | Description                                                             | Data Source | Type of Instrument           | Date/Frequency           | Responsible Entity  | Utility Rank | Direct/Indirect | University Outcomes              | Improvements Planned              | Date Implemented |
|------------------------------|-------------------------------------------------------------------------|-------------|------------------------------|--------------------------|---------------------|--------------|-----------------|----------------------------------|-----------------------------------|------------------|
| Objective Questions          | Questions to test acquisition of course content                         | Course work | Local test and/or test banks | Three times per course   | Professor of record | Moderate     | Direct          | 1 A<br>2 A, B, C                 |                                   |                  |
| Essay/Short-Answer Questions | Questions to test acquisition of course content and writing ability     | Course work | Local test and/or test banks | Three times per course   | Professor of record | Moderate     | Direct          | 1 A<br>2 A, B, C                 |                                   |                  |
| Research Papers              | Evaluation of student's research, critical thinking, and writing skills | Course work | Written report               | Once per course          | Professor of record | High         | Direct          | 1 A, D<br>2 A, B, C, E<br>4 A    | Inclusion as ePortfolio artifacts | Fall 2005        |
| Exegesis Papers              | Written report on Scriptural words/passages                             | Course work | Written report               | 5-6 required courses     | Professor of record | High         | Direct          | 1 A, D<br>2 A, B, C, E<br>4 A    | Inclusion as ePortfolio artifacts | Fall 2005        |
| Inductive Bible study        | Bible study method used to analyze God's Word                           | Course work | Bible study tool             | Several required courses | Professor of record | Moderate     | Direct          | 1 A<br>2 A, B, C, E              | Inclusion as ePortfolio artifacts | Fall 2005        |
| Book Critiques               | Written analysis of pertinent books                                     | Course work | Written report               | Several required courses | Professor of record | Moderate     | Direct          | 1 A, D<br>2 A, B, C, E<br>4 A    |                                   |                  |
| Prayer Journals              | Written record of prayer activities                                     | Course work | Written report               | Periodically             | Professor of record | Moderate     | Direct          | 1 A, B<br>4 A                    |                                   |                  |
| Witnessing Reports           | Written record of witnessing activities                                 | Course work | Written report               | Periodically             | Professor of record | Moderate     | Direct          | 1 A, B, C<br>4 A, B, C, E        |                                   |                  |
| Sermon Outlines              | Written record of sermon preparation                                    | Course work | Written report               | Periodically             | Professor of record | High         | Direct          | 1 A, B, C<br>2 A, B, C, E<br>4 A | Inclusion as ePortfolio artifacts | Fall 2005        |

## Church Ministries, School of Life Long Education

| Label                    | Description                                                                                                                                        | Data Source       | Type of Instrument                                   | Date/Frequency                   | Responsible Entity                                                                                                                            | Utility Rank | Direct/Indirect                  | University Outcomes                                                      | Improvements Planned              | Date Implemented |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|------------------------------------------------------|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------|----------------------------------|--------------------------------------------------------------------------|-----------------------------------|------------------|
| Videotapes               | Videotape of student preaching                                                                                                                     | Course work       | Videotapes                                           | Periodically                     | Professor of record                                                                                                                           | High         | Direct                           | 1 A, B, C<br>2 A, B, C, E<br>4 A, E                                      |                                   |                  |
| Administrator's notebook | Information gathered for future ministry use                                                                                                       | Course work       | Portfolio                                            | 2 courses                        | Professor of record                                                                                                                           | Moderate     | Direct                           | 1 A, C<br>2 A, B, C, E<br>4 A                                            |                                   |                  |
| Final Exam               | Test to evaluate acquisition of course content and accomplishment of course objectives                                                             | Test              | Local test                                           | Once per semester                | Academic counseling and remediation; prompts any necessary course revisions                                                                   | 2 hours      | \$15 testing fee paid by student | Professor of record                                                      |                                   |                  |
| Senior Paper/Portfolio   | Church-related practicum experience and written paper documenting experience, philosophy of ministry, and research on specialized area of ministry | Course work       | Written report                                       | One time                         | Give feedback to students; pinpoint areas of needed improvement; academic counseling and remediation; prompts any necessary program revisions | 150 hours    |                                  | Student, professor of record, supervising pastor                         | Inclusion as ePortfolio artifacts | Fall 2005        |
| Senior Defense           | Oral defense                                                                                                                                       | Senior            | Oral defense                                         | One time, if eligible for Honors | Feedback given to student; SLLE receives feedback on program; prompts any necessary course or program revisions                               |              |                                  | Student, Theology advisor, Coordinator of Distance Ed., and SLLE faculty |                                   |                  |
| Student Opinion Surveys  | Survey of student opinion of course effectiveness                                                                                                  | Student responses | Survey with multiple-choice and open-ended questions | Periodically                     | Reviewed by Dean; recommend action to professor for course and/or teaching method modifications                                               |              |                                  | Professor of record, SLLE Dean                                           |                                   |                  |

## Christian Care & Counseling, School of Life Long Education

| <b>Label</b>                 | <b>Description</b>                                                                                                                                        | <b>Data Source</b>                              | <b>Type of Instrument</b>    | <b>Date/Frequency</b>  | <b>Responsible Entity</b>            | <b>Utility Rank</b> | <b>Direct/Indirect</b> | <b>University Outcomes</b>                      | <b>Improvements Planned</b>    | <b>Date Implemented</b> |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|------------------------------|------------------------|--------------------------------------|---------------------|------------------------|-------------------------------------------------|--------------------------------|-------------------------|
| Objective Questions          | Questions to test acquisition of course content                                                                                                           | Course work                                     | Local test and/or test banks | Three times per course | Professor of record                  | Moderate            | Direct                 | 1 A<br>2 A, B, C                                | Review of program requirements | 2005-2006               |
| Essay/Short-Answer Questions | Questions to test acquisition of course content and writing ability                                                                                       | Course work                                     | Local test and/or test banks | Three times per course | Professor of record                  | Moderate            | Direct                 | 1 A<br>2 A, B, C                                | Review of program requirements | 2005-2006               |
| Research Paper               | Evaluation of student's research, critical thinking, and writing skills                                                                                   | Course work                                     | Written report               | Once per course        | Professor of record                  | High                | Direct                 | 1 A, D<br>2 A, B, C, E<br>4 A                   | Review of program requirements | 2005-2006               |
| Book Critiques               | Written analysis of pertinent books                                                                                                                       | Course work                                     | Written report               | Periodically           | Professor of record                  | Moderate            | Direct                 | 1 A, D<br>2 A, B, C, E<br>4 A                   | Review of program requirements | 2005-2006               |
| Final Exam                   | Test to evaluate acquisition of course content and accomplishment of course objectives                                                                    | Test                                            | Local test                   | Once per semester      | Professor of record                  | High                | Direct                 | 1 A, D<br>2 A, B, C, E<br>4 A, B, C, D, E       | Review of program requirements | 2005-2006               |
| Professional Assessment      | Evaluation of student's performance by site supervisor                                                                                                    | External site supervisor                        | Evaluation form              | One time only          | Professor of record; site supervisor | High                | Indirect               | 1 A, B, C, D<br>2 A, B, C, E<br>4 A, B, C, D, E | Review of program requirements | 2005-2006               |
| Senior Practicum             | A practicum in a church counseling setting. Students interact with professionals and become familiar with counseling as it is practiced within an agency. | Student, site supervisor, & professor of record | Portfolio                    | Senior year            | Professor of record; site supervisor | High                | Direct and Indirect    | 1 A, B, C, D<br>2 A, B, C, E<br>4 A, B, C, D, E | Review of program requirements | 2005-2006               |

## Christian Care & Counseling, School of Life Long Education

| <b>Label</b>            | <b>Description</b>                                                                                                              | <b>Data Source</b> | <b>Type of Instrument</b>                            | <b>Date/ Frequency</b>                                    | <b>Responsible Entity</b>      | <b>Utility Rank</b> | <b>Direct/ Indirect</b> | <b>University Outcomes</b>                                   | <b>Improvements Planned</b>                                        | <b>Date Implemented</b> |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------|--------------------|------------------------------------------------------|-----------------------------------------------------------|--------------------------------|---------------------|-------------------------|--------------------------------------------------------------|--------------------------------------------------------------------|-------------------------|
| ePortfolio              | Artifacts:<br>Assignments selected from existing coursework that demonstrate attainment of University and Departmental Outcomes | Coursework         | Written and uploaded into the student's ePortfolio   | Periodically depending on Gen. Ed. and Dept. requirements | Professor of record            | Excellent           | Direct                  | 1 A, B, C, D<br>2 A, B, C, D, E<br>3 A, B<br>4 A, B, C, D, E | Commencement of ePortfolio requirements for incoming SLLE students | Fall 2005               |
| Student Opinion Surveys | Survey of student opinion of course effectiveness                                                                               | Student responses  | Survey with multiple-choice and open-ended questions | Periodically                                              | Professor of record, SLLE Dean | High                | Direct                  |                                                              | Review of program requirements                                     | 2005-2006               |

## College & Career Guidance Center

| Label                                  | Description                                                                                                                                   | Data Source                                                                    | Type of Instrument                                                                                                                                        | Date/ Frequency                                                                                                                                   | Responsible Entity                                                                                                                  | Utility Rank | Direct/ Indirect | University Outcomes                                                                                                                                    | Improvements Planned                                                                                                                             | Date Implemented |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|--------------|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| "Career Direct" ® Assessment Test      | Validated National assessment used for college students and adults utilized to measure Personality, Interests, Skills, and Values.            | Internal test results compared to National database                            | Commercially developed validated multi-faceted psychometric assessment instrument created by a nonprofit organization under controlled academic standards | Administered daily throughout school year and mandatory for all freshmen and incoming students as a compulsory artifact for Gen 099 (e-Portfolio) | John F. Brown, Director of CCGC.                                                                                                    | 1            | Direct           | Provides effective academic advisement and a guide for complimentary experiential learning activities for career placement.                            |                                                                                                                                                  | October 2001     |
| Strengths & Purposes Assessment Review | Student drafted Reflection assignment associated with the mandatory implementation of the Career Direct Assessment Test for all new students. | Advisory evaluation and review of student crafted reflection assignment.       | Standard Word document associated with testing instrument results and designated as an Artifact for Gen 099 Course.                                       | Required from all new undergraduate students once per semester.                                                                                   | John F. Brown, Director of CCGC, Dr. Cal Easterling, Institutional Research, and Dr. Connie Sjoberg, Director of Leadership Academy | 1            | Direct           | Three (3) tier rubric established for Gen 099 designed to assess a student's sensitivity to the Holy Spirit and awareness for career and life purpose. |                                                                                                                                                  | August 2004      |
| Placement File/Career Objectives       | Demographic and Objective based file information collected on each student                                                                    | Internal information gathered. Currently not compiled for statistical purposes | Archived records (career related)                                                                                                                         | Collected individual from each student when services are initially provided                                                                       | John F. Brown, Director of CCGC.                                                                                                    | 2            | Direct           | Establishes a historical record of advisement and academic related activities to document and measure strategies.                                      |                                                                                                                                                  | October 2001     |
| Monster Trak / Eagle Trak .com         | Internet Placement Database & Applicant file system                                                                                           | Student and Employer provided data                                             | Student Data includes: resume/profile/and demographic information - Employer Data includes searchable opportunities                                       | Collected individual from each student and maintained periodically                                                                                | John F. Brown, Director of CCGC.                                                                                                    | 1            | Direct           | Creates a database profile that may be queried at the elemental field level for placement use.                                                         | To be replaced by College Central Network web resources by August 2005 with the ability to produce web and e-mail based surveys whenever needed. | August 1999      |
| Organizational Survey - Career Events  | Voluntary Recruitment participation Survey                                                                                                    | Information gathered from external sources regarding activities & events       | Survey                                                                                                                                                    | Consideration of data beneficial in planning future events                                                                                        | John F. Brown, Director of CCGC.                                                                                                    | 2            | Direct           | Assists with determining effective strategies to increase recruitment relationships.                                                                   |                                                                                                                                                  | Annually Updated |

## College & Career Guidance Center

| Label                      | Description                                | Data                                                              | Type of Instrument | Date/ Frequency | Responsible Entity                                                    | Utility Rank                     | Direct/ Indirect | University Outcomes | Improvements Planned                                                                                          | Date Implemented |
|----------------------------|--------------------------------------------|-------------------------------------------------------------------|--------------------|-----------------|-----------------------------------------------------------------------|----------------------------------|------------------|---------------------|---------------------------------------------------------------------------------------------------------------|------------------|
| Student and Alumni Surveys | Voluntary student and Alumni participation | Departmental analysis Internally gathered following Career events | Survey             |                 | Associated with periodic on-campus events and departmental activities | John F. Brown, Director of CCGC. | 2                | Direct              | Assists with implementing methods to improve student participation and thereby increase placement statistics. | Annually Updated |

### College & Career Guidance Center - Mission Statement

The mission of the College & Career Guidance Center (CCGC) is to assist and support the students and graduates of Oral Roberts University in their individual and collective pursuit toward the fulfillment of God's purpose and plan for their lives. The purpose of the CCGC is to provide students and alumni with significant opportunities to network with potential employers; to equip them with the essential skills required to translate their educational experience into career objectives; to supply the resources necessary to nurture professional development; and to offer Godly counsel regarding careers.

| Career Assessment 2004-2005<br>ePortfolio Performance Levels by Rubric |                                                                                                  |           |           |            |              |               |
|------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-----------|-----------|------------|--------------|---------------|
| Departmental / General Education                                       | Rubric                                                                                           | Exemplary | Competent | Acceptable | Unacceptable | Not Attempted |
| General Education                                                      | Career Assessment Summary Pages (GEN 099/ePortfolio: Journey to a Transformed Life) (1B)         | 89%       | 1%        | 1%         | 7%           | 2%            |
| General Education                                                      | Strengths and Purpose Assessment Review (GEN 099/ePortfolio: Journey to a Transformed Life) (1B) | 93%       | 2%        | 1%         | 3%           | 1%            |
| General Education                                                      | TOTAL                                                                                            | %         | %         | %          | %            | %             |
| General Education Competent or Higher = 94%                            |                                                                                                  |           |           |            |              |               |
|                                                                        |                                                                                                  |           |           |            |              |               |

## **RUBRIC** Spiritually Alive Rubric: Sensitivity to the Holy Spirit (1B)

A maturing process of growing in wisdom to do the right things in accordance with God's will, and to expect the Spirit's direct leading in response to one's asking and receiving

*Artifact: Strengths and Purpose Assessment Review*

| Criteria                                                                          | Exemplary                                                                                                                                                           | Competent                                                                                                                                                | Acceptable                                                                                                                          | Unacceptable                                                                                                                                     | Not Attempted                                                                                                                              |
|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| Discovery of God's design for a unique and specific purpose and direction in life | Has clearly discovered God's unique design in life and is focused upon a life of specific purpose and direction                                                     | Has clearly discovered God's unique design in life and understands life purpose                                                                          | Has adequately discovered God's unique design in life but has not translated the understanding into life purpose                    | Has insufficiently discovered or recognized God's unique and specific design in life                                                             | Does not recognize or accept the premise of a God-given purpose                                                                            |
| Development of a personal plan in response to hearing God's voice                 | Develops, acts, and reflects on a personal plan in response to hearing God's voice                                                                                  | Develops and acts on a personal plan in response to hearing God's voice                                                                                  | Develops a personal plan in response to hearing God's voice                                                                         | Does not develop a personal plan in response to hearing God's voice                                                                              | Does not respond to God's voice                                                                                                            |
| Awareness of the Holy Spirit in the decision-making process                       | Discusses times when the Holy Spirit's prompting in the decision-making process was experienced, followed, and examined in personal life and in the lives of others | Discusses times when the Holy Spirit's prompting in the decision-making process was experienced and followed in personal life and in the lives of others | Discusses times when the Holy Spirit's prompting in the decision-making process was experienced and followed in the lives of others | Discusses inaccurately times when the Holy Spirit's prompting in the decision-making process was experienced and followed in the lives of others | Does not discuss times when the Holy Spirit's prompting in the decision-making process was experienced and followed in the lives of others |

## **RUBRIC** Spiritually Alive Rubric: Sensitivity to the Holy Spirit (1B)

A maturing process of growing in wisdom to do the right things in accordance with God's will, and to expect the Spirit's direct leading in response to one's asking and receiving

*Artifact: Career Assessment Summary Pages*

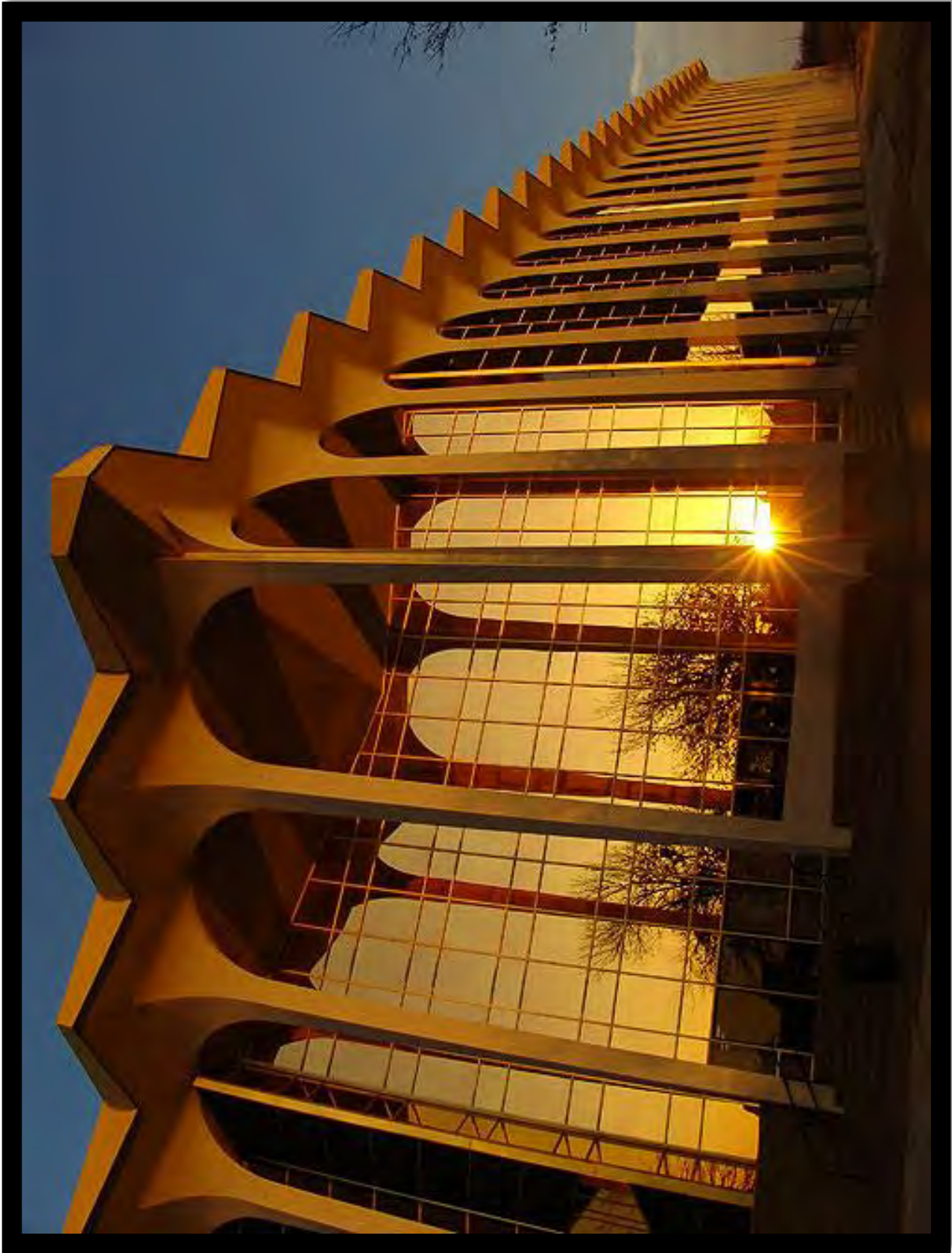
| Criteria                                                                  | Exemplary                                                                                                                                                                                                                 | Competent                                                                                                                                                                                                  | Acceptable                                                                                                                                                                                              | Unacceptable                                                                                                                        | Not Attempted                                                                           |
|---------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| Completion of Strengths Finder Survey and Career Assessment Summary pages | All sections of the Strengths Finder Survey reflect insightful and significant personal deliberation, are completed within a reasonable amount of time, and the Career Assessment Summary pages are successfully uploaded | All sections of the Strengths Finder Survey reflect significant personal deliberation, are completed within a reasonable amount of time, and the Career Assessment Summary pages are successfully uploaded | All sections of the Strengths Finder Survey reflect adequate personal deliberation, are completed within a reasonable amount of time, and the Career Assessment Summary pages are successfully uploaded | The Strengths Finder Survey does not reflect adequate personal deliberation and is not completed within a reasonable amount of time | Does not complete the Strengths Finder Survey or upload Career Assessment Summary pages |



**RUBRIC Team Outreach Reflection Paper (Evangelism)**  
**(Missions/Co-Curricular Activities) (1C)**

| Criteria                                                                                        | Exemplary                                                                                                                   | Competent                                                                                                                    | Acceptable                                                                                                            | Unacceptable                                                                                                            | Not Attempted                                                                                                               |
|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| Knowledge of the comprehensive saving message of the gospel and healing                         | Demonstrates a thorough understanding of the saving message of the gospel and healing                                       | Demonstrates an adequate understanding of the saving message of the gospel and healing                                       | Demonstrates some understanding of the saving message of the gospel and healing                                       | Demonstrates little understanding of the saving message of the gospel and healing                                       | Does not demonstrate an understanding of the saving message of the gospel and healing                                       |
| Preparedness to share the gospel and healing message                                            | Demonstrates complete preparation and has rehearsed thoroughly to share the gospel and healing message                      | Demonstrates preparation and has rehearsed adequately to share the gospel and healing message                                | Demonstrates some preparation and has rehearsed some to share the gospel and healing message                          | Demonstrates little preparation and/or has inadequately rehearsed to share the gospel and healing message               | Does not demonstrate preparation or has not rehearsed to share the gospel and healing message                               |
| Ability to utilize opportunities to share the gospel and healing message                        | Utilizes all appropriate opportunities to share the gospel and healing message                                              | Utilizes most appropriate opportunities to share the gospel and healing message                                              | Utilizes some appropriate opportunities to share the gospel and healing message                                       | Utilizes inappropriately opportunities to share the gospel and healing message                                          | Does not utilize any opportunity to share the gospel and healing message                                                    |
| Knowledge of the importance of prayer in preparation for sharing the gospel and healing message | Demonstrates a thorough understanding of the importance of prayer in preparation for sharing the gospel and healing message | Demonstrates an adequate understanding of the importance of prayer in preparation for sharing the gospel and healing message | Demonstrates some understanding of the importance of prayer in preparation for sharing the gospel and healing message | Demonstrates little understanding of the importance of prayer in preparation for sharing the gospel and healing message | Does not demonstrate an understanding of the importance of prayer in preparation for sharing the gospel and healing message |

**This Assessment Catalog was compiled by Dr. Cal Easterling, Director, Office of Institutional Research, (ceasterling@oru.edu, 918-495-6538) in conjunction with the Department Chairs and Deans, Carole Todd, and Katherine Armstrong. <http://ir.oru.edu>**



**Assessment Catalog 2016**  
*Educating the Whole Person*

**ORU**

# Oral Roberts University Assessment Catalog

In recent years, the Assessment Catalog has become a valuable tool that contributes to creating a culture of assessment at Oral Roberts University. Prior to 2001, various assessments procedures were in place at the institutional, departmental, and course levels, but there was no way to capture information about all these activities. Therefore, the Institutional Improvement and Student Learning Committee set about the process of compiling a catalog that would provide a record of all assessment efforts at Oral Roberts University, grouped by academic and service departments. It would foster a cross-flow of assessment ideas between and among departments/colleges. Various departments could see what other departments are doing and could replicate or adapt assessment techniques. The Assessment Catalog would identify internal and external sources of assessment data, both qualitative and quantitative assessment methods, and most importantly, decisions based on assessment data.



The Assessment Catalog would further identify the frequency of use of assessment methods, provide judgments about the usefulness of various assessment methods, and would identify those persons in the departments who are responsible for various assessment activities.

Fully convinced of the benefits of the Assessment Catalog, the Institutional Improvement and Student Learning Committee set about the ambitious task of gathering assessment information from every department on campus.

The 2016 Assessment Catalog represents the most recent compilation of work in categorizing and documenting assessment efforts at Oral Roberts University. The Assessment Catalog provides an at-a-glance summary of assessment efforts related to the departments in their educational and service missions.

*Cal Easterling*

Dean, Office of Institutional Research

*Have a happy day!*

# Student Learning Outcomes

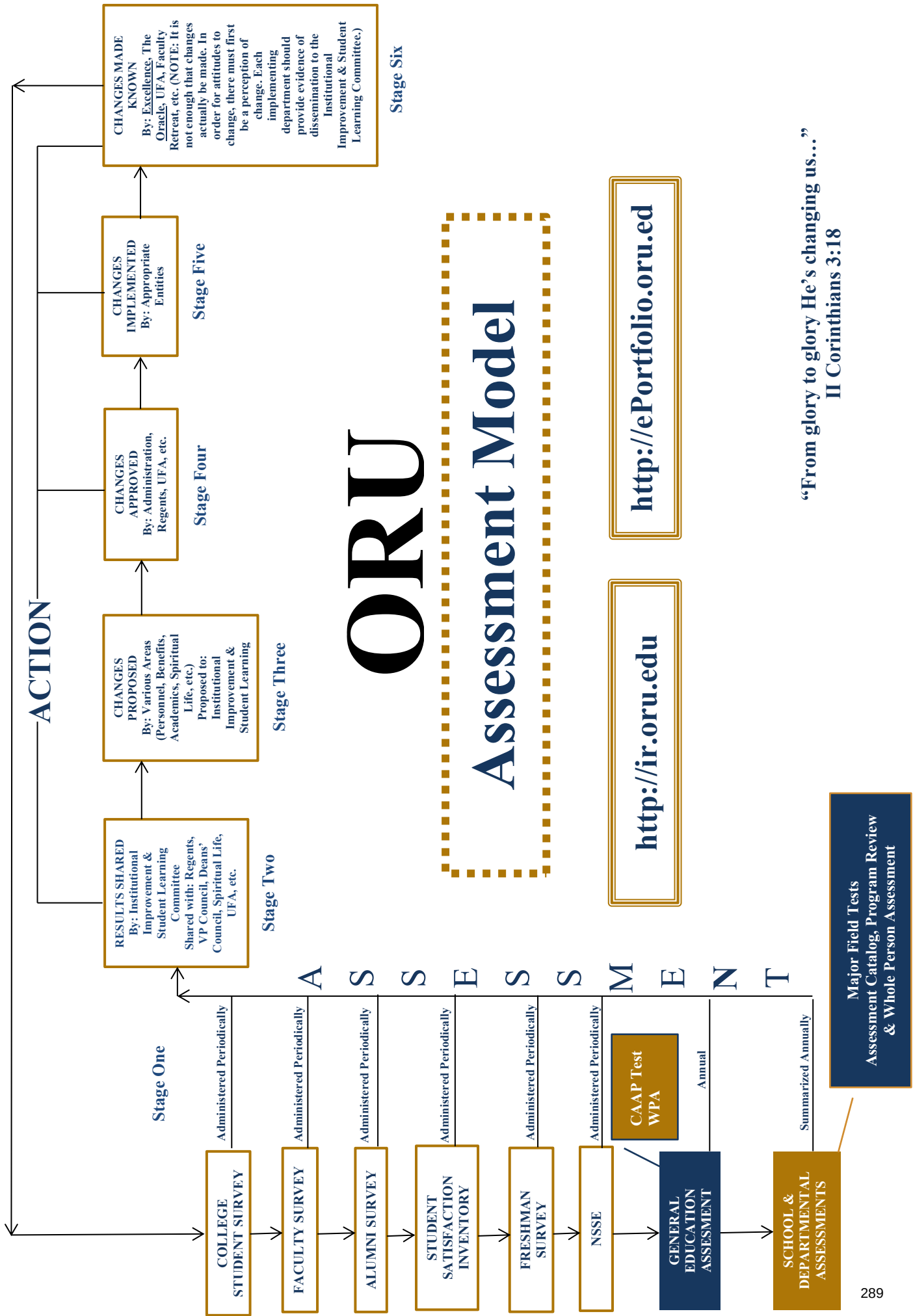
Oral Roberts University continues to take steps toward improvement, focusing on student learning. Intentional care is taken to ensure that ORU's student learning expectations, practices, and development objectives align with the university's mission, vision, and philosophy of education. The university continues with 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 are preparing students to live in a diverse world and that the options accommodate a variety of student learning styles.

## Student Learning Outcomes

| 1. Spiritually Alive                                                                                                                                                                | 2. Intellectually Alert                                                                                                                                                                                                       | 3. Physically Disciplined                                                                                           | 4. Socially Adept                                                                                                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>A. Biblical Knowledge</li> <li>B. Sensitivity to the Holy Spirit</li> <li>C. Evangelistic Capability</li> <li>D. Ethical Behavior</li> </ul> | <ul style="list-style-type: none"> <li>A. Critical Thinking</li> <li>B. Information Literacy</li> <li>C. Global and Historical Perspectives</li> <li>D. Aesthetic Appreciation</li> <li>E. Intellectual Creativity</li> </ul> | <ul style="list-style-type: none"> <li>A. Healthy Lifestyle</li> <li>B. Physically Disciplined Lifestyle</li> </ul> | <ul style="list-style-type: none"> <li>A. Communication Skills</li> <li>B. Interpersonal Skills</li> <li>C. Appreciation of Cultural &amp; Linguistic Differences</li> <li>D. Responsible Citizenship</li> <li>E. Leadership Capacity</li> </ul> |

In an effort to document some of these changes, the Oral Roberts University Assessment Catalog has been updated for the 2016 edition. Each assessment is linked with one or more of the University Student Learning Outcomes. The Assessment Catalog serves to document how the university-wide Whole Person Assessment program effectively links our mission with the implementation and achievement of learning outcomes.





“From glory to glory He’s changing us...”  
II Corinthians 3:18

# 2016 ASSESSMENT CATALOG

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## Behavioral Sciences—Psychology

| Name                                            | Description                                                                                                                                                     | Data Source                  | Type of Instrument                                            | Date/<br>Frequency                                                                       | Responsible Entity                                                                               | University Outcomes                                      | Data Reviewed                                  | Concerns Identified                                                                                                                       | Improvements Planned                                                                                                                                                                        | Date Implemented                 |
|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|---------------------------------------------------------------|------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|----------------------------------------------------------|------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|
| Whole Person Assessment (WPA) Departmental Data | General Education and Professional Measurement of Student Learning Outcomes and Competencies                                                                    | University ePortfolio System | University-wide online student artifact and assessment system | Every semester                                                                           | Office of Institutional Effectiveness, General Education Committee, Department Chair and Faculty | Measures across all university Student Learning Outcomes | Fall 2015 Departmental Meeting                 | Need to be more consistent in data collection and review in our professional program and not just in Gen. Eds.                            | In-service Faculty on timely WPA assessment                                                                                                                                                 | Spring 2016                      |
| University Program Review Data                  | Office of Institutional Effectiveness Data Report of key departmental effectiveness indicators                                                                  | University data systems      | Program Review Dashboard Report                               | Every semester                                                                           | Office of Institutional Effectiveness, Department Chair                                          |                                                          | November 2015 Departmental Meeting             | Identified decline in number of majors over the last 3 years                                                                              | More intentional marketing to incoming students & draft a plan for recruitment and retention<br><br>More activities to engage freshmen and sophomores while they are taking Gen Ed. courses | Summer 2016<br><br>Fall 2016     |
| ETS National Major Field Test for Psychology    | A comprehensive undergraduate outcomes assessments designed to measure the critical knowledge and understanding obtained by students in a major field of study. | Educational Testing Service  | Online, proctored, nationally-normed assessment               | Once per year to graduating seniors. Fall semester, 3 <sup>rd</sup> Thursday in November | Department Chair and Subadministrator                                                            | Professionally Competent                                 | January 15, 2016 Departmental Planning Meeting | Need to know how our students compare to the national average in psychology preparation                                                   | Begin offering the ETS national field test each fall to the senior class                                                                                                                    | Fall 2016                        |
| Completion of course assignments                | Papers, projects, reports, and texts                                                                                                                            | Course work                  | Written tests, objective tests, projects, reports             | By semester                                                                              | Faculty                                                                                          | 1                                                        | Fall 2013<br><br>Spring/Summer 2015            | Need for more accessible/interactional material for students<br><br>Need for better access to psychology for our non-traditional students | Add online components through use of D2L<br><br>Begin development of fully online Psychology Major                                                                                          | 2013- current<br><br>2015 (Fall) |

|                                                      |                                                |           |                             |                   |                       |   |                                                                                           |                                                                                                                                           |                                                                                                                                                  |                                                                                                                                                                                                                            |
|------------------------------------------------------|------------------------------------------------|-----------|-----------------------------|-------------------|-----------------------|---|-------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Periodic survey of graduates                         | Survey sent to graduates of psychology program | Graduates | Questionnaire               | Every 5 years     | Graduates and faculty | 2 | Informal polling of graduates through Facebook & LinkedIn<br>2011 (date of formal survey) | Strong in graduate prep everywhere except in research methods<br>Need more equipment and a better environment to do experimental research | Add a Research Methods class<br><br>Move Research Methods to spring to follow Experimental Psychology<br><br>Upgrade Experimental Psychology Lab | Added class in 2009 (Fall) based on feedback from former students in graduate school<br><br>2013 This class was moved to spring to follow Experimental Psych on the basis of current student feedback<br><br>2015 (summer) |
| Course/teacher evaluations (Student Opinion Surveys) | Class by class evaluation by students          | Students  | Institutional questionnaire | After each course | Students              | 2 | Every Semester                                                                            |                                                                                                                                           |                                                                                                                                                  |                                                                                                                                                                                                                            |

### Behavioral Sciences–Mission Statement

Mission: to equip students to be knowledgeable as defined by the disciplines of social work, psychology, and sociology, while providing a strong Christian framework with which to evaluate theories, techniques, and beliefs. This allows the department to graduate students who are academically informed, yet Biblically sound.



## Behavioral Sciences—Social Work

| Name                                                      | Description                                                                                    | Data Source                  | Type of Instrument                                            | Date/<br>Frequency | Responsible Entity                                                                               | University Outcomes                                      | Data Reviewed                                       | Concerns Identified                                                                                                                                                                                                                                                                                                                                                                                                                                  | Improvements Planned                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Date Implemented                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------|------------------------------------------------------------------------------------------------|------------------------------|---------------------------------------------------------------|--------------------|--------------------------------------------------------------------------------------------------|----------------------------------------------------------|-----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Whole Person Assessment (WPA) Departmental Data           | General Education and Professional Measurement of Student Learning Outcomes and Competencies   | University ePortfolio System | University-wide online student artifact and assessment system | Every semester     | Office of Institutional Effectiveness, General Education Committee, Department Chair and Faculty | Measures across all university Student Learning Outcomes | Data reviewed in January 2016                       | No concerns identified                                                                                                                                                                                                                                                                                                                                                                                                                               | No improvements planned                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Ongoing review                                                                                                                                                                                                                                                                                                                                                                                                                  |
| University Program Review Data                            | Office of Institutional Effectiveness Data Report of key departmental effectiveness indicators | University data systems      | Program Review Dashboard Report                               | Every semester     | Office of Institutional Effectiveness, Department Chair                                          |                                                          | Data reviewed in January 2016                       | 2015-16 Social Work Program is at 57 majors – slightly up from the past year.                                                                                                                                                                                                                                                                                                                                                                        | Continue outreach for students: student club activities, community engagement, social workers as guest speakers.                                                                                                                                                                                                                                                                                                                                                                                                                                               | Ongoing review                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Completion of course assignments and program requirements | Papers, projects, reports, practicum logs, and tests                                           | Course work                  | Written tests, objective tests, projects, reports             | By semester        | Faculty                                                                                          | Critical thinking Intellectual Creativity                | Data reviewed during the Fall, 2015 and Spring 2016 | 1. Institutional data points to 40% graduating in 4 years and 80% in 6 years. Students who transfer into the program (from inside ORU or from another school) tend to be behind in course requirements<br>2. Advisement Center staff do not understand the social work profession to adequately advise students<br>3. Get all social work students on the same page regarding course requirements, policies, etc. at the beginning of Fall Semester. | 1. Explore placing some of curriculum online in D2L. Courses will exclude basic practice and practicum courses (i.e., HBSE I & II, Social Policy, Minority Group Relations, Senior Seminar, Research Methods, Senior Research Paper)<br>2. Work with Advisement Center staff to educate them about the social work profession, ORU social work program, & referral of prospective students to social work faculty.<br>3. Continue the required pre-school orientation w/all students and prospective students in August at the beginning of the academic year. | 1. Depending on student input, experiment with placing 1 or 2 courses on-line by Fall 2017.<br>2. Meet with Advisement Center staff during the Spring 2016, to discuss social work profession and assessment of student interest.<br>3. Meet with all students in full day seminar (mandatory) in August to review program, requirements, social work curriculum, and hear from graduates who have gone before them (Fall 2016) |

|                                                     |                                                                                            |                                                   |                                                                    |                                                              |                                                                                           |                                                                  |                                                                                                                                                                     |                                                                                                                                                      |                                                                                                                                        |                                                                                                                                              |
|-----------------------------------------------------|--------------------------------------------------------------------------------------------|---------------------------------------------------|--------------------------------------------------------------------|--------------------------------------------------------------|-------------------------------------------------------------------------------------------|------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| Learning contract for senior practicum students     | Senior Practicum students complete learning contract                                       | Students, field instructors, faculty liaison      | Student completes form and reference is made to it during semester | Each senior practicum student during fall or spring semester | Students, faculty field liaison, agency instructor                                        | Socially adept<br>Responsible leadership<br>Interpersonal skills | Learning contract guides competency performance in Sr. Practicum, both Fall 2015 Spring & Summer 2016                                                               | No concerns identified                                                                                                                               | Revise the contract and competencies measured according to revised accreditation standards with CSWE                                   | Plan is to have changes in place for the 2017-18 academic year                                                                               |
| Periodic survey of graduates                        | Survey sent to graduates of social work program                                            | Graduates                                         | Questionnaire                                                      | Every 5 years                                                | Graduates and faculty                                                                     | Responsible leadership<br>Interpersonal skills                   | Reviewed                                                                                                                                                            | No concerns identified                                                                                                                               | No improvement identified, but seek to conduct the next survey on-line, LinkedIn, or Facebook                                          | Plan is to a survey again in 2017                                                                                                            |
| Social work program input                           | Informal content provided by members of Social Work Advisory Committee & Field Instructors | Community professionals on the Advisory Committee | Focus Group approach                                               | 2X per year                                                  | Social Work Advisory Committee (made up of field instructors for the social work program) | Critical thinking<br>Problem solving                             | Meetings held with field instructors who also serve in advisory capacity to the program: Fall 2015 & Spring 2016                                                    | Some students are starting late in their practicums (Junior and Senior) due to needed background checks, staff changes and other agency requirements | Students should be assigned their practicum placements and make preliminary visits one month before the placement start date           | Have students in practicum placements in April 2016 before school begins in August 2016; and November 2016 before January 2017 classes begin |
| Teacher/Course Evaluations (Student Opinion Surveys | Class by class evaluation by students                                                      | Students                                          | Institutional questionnaire                                        | After each course                                            | Students                                                                                  | Ethical<br>Behavior Analysis                                     | Reviewed                                                                                                                                                            | No concerns identified                                                                                                                               | No improvement identified                                                                                                              | Ongoing review                                                                                                                               |
| Exit Interviews based on Competency Performance     | Semester by semester                                                                       | Students                                          | Questionnaire administered in Senior Practicum                     | By semester                                                  | Students                                                                                  | Intellectual<br>Creativity<br>Responsible leadership             | All Seniors in final semester are provided an exit interview with 2 faculty and SWKR from the community; students provide written summary of competency performance | No concerns identified                                                                                                                               | Continue the exit interviews as is; this is seen as a strength in the social work program's assessment process for graduating seniors. | Ongoing review                                                                                                                               |
| Students attending graduate school in social work   | Feedback by graduates in MSW programs                                                      | Graduates                                         | Informal conversations                                             | Unknown frequency                                            | Graduates and students in MSW programs                                                    | Analytical<br>Problem Solving                                    | Informal contact with graduates attending U. of Oklahoma MSW program; and review of GPA's of all graduates from ORU social work.                                    | 3 of group graduating in the Spring 2016, are under 3.0 GPA to qualify for advanced standing in graduate work at OU.                                 | Elevate program retention GPA requirement from 2.0 to 2.5 (see "Periodic Consultation" below for rationale)                            | May 2016                                                                                                                                     |

| Service Learning Type C                                                              | Community Project                                                     | Internal General Education ePortfolio | Rubric                   | Semester SWK 202/Introduction to Social Work is taken        | Student Evaluated by Instructor | 4D                                                                                | Data is reviewed each semester following the SWK 202 class.                                             | No concern identified                                                                           | None scheduled                                                                                                                                                                                                                                                                                                              |                                               |
|--------------------------------------------------------------------------------------|-----------------------------------------------------------------------|---------------------------------------|--------------------------|--------------------------------------------------------------|---------------------------------|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|
| Periodic consultation with other social work programs both in state and out of state | Educational program feedback, policy issues and accreditation updates | Program directors and faculty         | Meetings and conferences | Conferences and specially called meetings; informal contacts | Program director and faculty    | Program improvement; policy updating; alignment with CSWE accreditation standards | Fall 2015 and Spring 2016 meetings held at two social work conferences, emails, and phone conversations | Student GPA requirement is too low compared to social work programs in the state and elsewhere. | May, 2016, raise the comprehensive GPA for program retention from 2.0 to 2.5. This will enable the student to transition to other social work programs if needed, and will raise basic competency requirements from a "C" (70%) level to "C+" (75%) level. This policy shift will affect 6 of 57 current majors or (10.5%). | At the end of Spring Semester 2016 – May 2016 |

### Behavioral Sciences–Mission Statement

Mission: to equip students to be knowledgeable as defined by the disciplines of social work, psychology, and sociology while providing a strong Christian framework with which to evaluate theories, techniques, and beliefs. This allows the department to graduate students who are academically informed, yet Biblically sound.

## Biology and Chemistry Biology

| Name                                                                       | Description                                                                     | Data Source                                | Type of Instrument | Date/<br>Frequency   | Responsible Entity                            | University Outcomes                       | Data Reviewed | Concerns Identified                                                                                                                                                                                                                                                     | Improvements Planned                                                                                                                                                                                                                                                                                                                      | Date Implemented |
|----------------------------------------------------------------------------|---------------------------------------------------------------------------------|--------------------------------------------|--------------------|----------------------|-----------------------------------------------|-------------------------------------------|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| Acceptance rates into medical, health profession (HP) and graduate schools | Evaluation of academic, character, and extracurricular activities of applicants | Internal<br>External<br>Students & Faculty | National criteria  | Continuous<br>Annual | Student, Academic Advisor, Chair & HP advisor | 1D<br>2. A, B, E<br>3 A.<br>4. A, B, D, E | 1.1.16        | The acceptance rate for all professional schools is about 80%. The average acceptance rate to medical schools for the last 5 years is 68% of those who applied; the national average is below 50%. The acceptance rate of students with a GPA of 3.6 and higher is 86%. | None. We are satisfied with this outcome.                                                                                                                                                                                                                                                                                                 | NA               |
| Biology Field Test (ETS)                                                   | Standardized biology test for senior biology students                           | External<br>Students                       | National Test      | March<br>Annual      | Chair                                         | 2A, 2B, 2E                                | 1.1.16        | Our students have consistently scored higher than the national mean score. The mean score for the last five years is 162 which is higher than the national mean of score 150.                                                                                           | No improvements planned at this time.                                                                                                                                                                                                                                                                                                     | NA               |
| Curriculum Reviews<br>New Major                                            | Faculty discussion                                                              | Internal                                   | Review             | Annual               | Faculty                                       | 2A, 2B, 2F, 4A, 4E                        | 1.1.15        | The MCAT exam structure changed drastically in 2015. One fourth of the new MCAT exam has a section with content pertaining to the field of psychology/sociology                                                                                                         | This external change dictated an adjustment in our program. A new major Medical Molecular Biology (Premed) will be offered to the students which will cover the psychology/sociology content for the MCAT examination.                                                                                                                    | Fall 2016        |
| Curriculum Reviews<br>New Course                                           | Faculty discussion                                                              | Internal                                   | Review             | Annual               | Faculty                                       | 2A, 2B, 2F, 4A, 4E                        | 2009-2010     | A departmental review revealed that some students enrolled in BIO 111 and CHE 111 did not do well in these freshman courses.                                                                                                                                            | In 2013 students with an ACT/SAT score of 22/1050 were enrolled in a leveling course BIO 105. 94% of the students believed that this course improved their study skills and 88% students believed they made a better grade in their other courses. We will continue to monitor the outcome of this course and make adjustments as needed. | 2013             |

### **Biology–Mission Statement**

The course work in Biology trains students to be knowledgeable of current biological trends, concepts and facts and to be equipped to scientifically investigate biologically-based problems. The department prepares students for vocations in education, research and service in the biological sciences, as well as for subsequent training in medical and other health professional schools and graduate biology programs. The department challenges students to integrate Christian faith with the discipline of biology by encouraging them to 1) appreciate the glory and majesty of Christ visible in the biological processes and creatures of life and our role as stewards of God’s creation; 2) accurately discern among science, religion and pseudoscience; 3) apply their faith to ethical dilemmas in biologically-based problems in human society; and 4) exhibit Christ-like compassion by using their biological knowledge to help others suffering from disease, inadequate health care, limited food availability and contaminated water supplies.





## Assessment Catalog 2018-2019

*Educating the Whole Person*

# ORU

## Oral Roberts University Assessment Catalog

The ORU Assessment Catalog is a valuable tool in the process of academic program assessment of student learning at Oral Roberts University. It serves as a record of all program assessment efforts that are grouped by academic and service departments. It fosters a cross-flow of assessment ideas between and among departments/colleges. The Assessment Catalog identifies internal and external sources of assessment data, both qualitative and quantitative assessment methods, and most importantly, program improvement based on the review of assessment data.



The Assessment Catalog identifies the frequency of use of assessment methods, provides judgments about the usefulness of various assessment sources, and indicates the people in the departments who are responsible for various assessment activities.

The 2018-2019 Assessment Catalog represents the most recent compilation of work in categorizing and documenting academic assessment efforts at Oral Roberts University. The Assessment Catalog provides an at-a-glance summary of assessment efforts related to the departments in their educational and service missions.

*Connie Spoberg, Ph.D.*

Dean, Office of Institutional Effectiveness

# Whole Person Learning Outcomes

Oral Roberts University continues to take steps toward improvement, focusing on student learning. Intentional care is taken to ensure that ORU’s student learning outcomes, instructional practices, and student development align with the university’s mission, vision, and philosophy of education. The university continues with proactive steps toward the adoption of best practices in every academic program in order to ensure that the design and delivery of student learning outcome are preparing students to live in a diverse, global world.

ORU’s University Whole Person Learning Outcomes and Proficiencies are measured within the comprehensive General Education requirements.

| 1. Spiritually Alive                                                                                            | 2. Intellectually Alert                                                                                                                             | 3. Physically Disciplined                                   | 4. Socially Adept                                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A. Biblical Knowledge<br>B. Sensitivity to the Holy Spirit<br>C. Evangelistic Capability<br>D. Ethical Behavior | A. Critical Thinking<br>B. Information Literacy<br>C. Global and Historical Perspectives<br>D. Aesthetic Appreciation<br>E. Intellectual Creativity | A. Healthy Lifestyle<br>B. Physically Disciplined Lifestyle | A. Communication Skills<br>B. Interpersonal Skills<br>C. Appreciation of Cultural & Linguistic Differences<br>D. Responsible Citizenship<br>E. Leadership Capacity |

In an effort to document some of these changes, the Oral Roberts University Assessment Catalog has been updated for the 2017 edition. Each assessment is linked with one or more of the University Whole Person Learning Outcomes. The Assessment Catalog serves to document how the university-wide Whole Person Assessment program effectively links our mission with the implementation and achievement of learning outcomes.



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## Behavioral Sciences—Psychology 2018-2019

### Psychology—Mission Statement

Mission: To educate students in general psychology, incorporating the Christian perspective and the mission of ORU to educate mind, body, and spirit, for the purpose of preparing students for professions and for graduate work in psychology and counseling-related fields. In doing so, the department seeks to embody a balanced perspective in its curriculum, incorporating (a) prominent theoretical formulations in psychology, (b) current models utilized in successful practice, (c) appropriate methodology embedded in the scientific and social foundations of inquiry, and (d) a strong integration of Christian faith and values.

| Name                                            | Description                                                                                  | Data Source           | Type of Instrument                                                             | Date/<br>Frequency | Responsible Entity                                                                             | University Outcomes                                      | Data Reviewed                                | Concerns Identified                                                                                                                                | Improvements Planned                                                                                                                             | Date Implemented            |
|-------------------------------------------------|----------------------------------------------------------------------------------------------|-----------------------|--------------------------------------------------------------------------------|--------------------|------------------------------------------------------------------------------------------------|----------------------------------------------------------|----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| Whole Person Assessment (WPA) Departmental Data | General Education and Professional Measurement of Student Learning Outcomes and Competencies | University WPA System | University-wide online student artifact and assessment system migrating to D2L | Every semester     | Office of Institutional Effectiveness, General Education Committee, Department Chair & Faculty | Measures across all university Student Learning Outcomes | 2017 - 2018 Departmental Assessment Meetings | Need to be more consistent in data collection and review in our professional program and not just in Gen. Eds.                                     | In-service Faculty on timely WPA assessment                                                                                                      | Completed Spring 2018       |
|                                                 |                                                                                              |                       |                                                                                |                    |                                                                                                |                                                          |                                              | Need to more closely align Outcomes to APA standards                                                                                               | Revise the major program benchmarks / outcomes to better align with APA professional standards                                                   | Completed Summer 2018       |
|                                                 |                                                                                              |                       |                                                                                |                    |                                                                                                |                                                          |                                              | Need to migrate all WPA artifacts and rubrics to D2L                                                                                               | Migration to new system on D2L                                                                                                                   | Completed Fall 2018         |
|                                                 |                                                                                              |                       |                                                                                |                    |                                                                                                |                                                          | 2018-2019 Departmental Assessment Meetings   | The number of artifacts collected across the major is too small (only 7). Need to assess more of the experiences already happening in the classes. | Incorporate more artifacts in the required courses to support the data already being gathered and develop a greater awareness of program issues. | Fall or Spring of 2019-2020 |
|                                                 |                                                                                              |                       |                                                                                |                    |                                                                                                |                                                          |                                              | It would be helpful to do a development                                                                                                            | Introduce a focus on introductory, developmental and                                                                                             | Fall or Spring of 2019-2020 |

|                                              |                                                                                                                                                            |                                                                                |                                                                                       |                                        |                                                                             |                                                          |                                              |                                                                                                                                                                                                                                  | level of assessment similar to that done in the Social Work program.                                                                                                                                     | capstone assessments.    |  |
|----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|----------------------------------------|-----------------------------------------------------------------------------|----------------------------------------------------------|----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--|
| University Program Review Data               | Office of Institutional Effectiveness Data Report<br><br>Key Performance Indicators                                                                        | University data systems<br><br>Annual reports collected from faculty each year | Program Review Dashboard Report<br><br>Faculty and Student self report                | Every semester<br><br>Annual summary   | Office of Institutional Effectiveness & the Department Chair<br><br>Faculty | Measures across all university Student Learning Outcomes | 2017-2018 Departmental and College meetings. | Need to increase retention of Psychology Majors by engaging them earlier in their tenure at ORU.                                                                                                                                 | More activities for early engagement of freshmen and sophomores. Also move Psychology of Learning from the Junior year to the Sophomore year.                                                            | Completed Fall of 2018   |  |
|                                              | Departmental Analysis & Academic Program Review                                                                                                            | Data reviewed from the Dean of the College of Science & Engineering            | Various analysis of departments                                                       | As periodically provided               | Dean & Online Program                                                       | Liberal Arts Education                                   |                                              | Identified increasing demand for the online psychology curriculum                                                                                                                                                                | Add senior defense, more adjunct faculty, and a Psychology Minor to the Online Program                                                                                                                   | Implemented Fall of 2018 |  |
|                                              | Gen. Ed. Program Review                                                                                                                                    | 3 year faculty/administration study                                            | University wide review and revision                                                   | 2015-2017                              | Faculty & administration                                                    |                                                          |                                              | Need for streamlined competitive Gen. Ed.                                                                                                                                                                                        | Reduce the Major from 128 hours to 120 hours                                                                                                                                                             | Implemented Fall of 2018 |  |
|                                              |                                                                                                                                                            |                                                                                | Online, proctored, nationally-normed assessment                                       |                                        |                                                                             |                                                          |                                              | Become involved in Scaffolded Interdisciplinary Courses                                                                                                                                                                          | Add "Health Psychology" as a new SIC course cross listed with PSY                                                                                                                                        | Spring 2020              |  |
| ETS National Major Field Test for Psychology | A comprehensive undergraduate outcomes assessments which measures the critical knowledge and understanding obtained by students in a major field of study. | Educational Testing Service                                                    | Once per year to Juniors completing the bulk of their major program. Spring semester. | Department Chair and Sub administrator | Professionally Competent                                                    |                                                          | April 2, 2018 Departmental Planning Meeting. | Student Scores are slightly below the national average; in part because this was voluntary, because there has been no preparation for it, and because many rushed through it just to be done since it did not count for a grade. | Include the National Field Test in our Research Design & Analysis course as a graded requirement at the end of their junior year. Create more awareness of this requirement across the academic program. | Implemented Spring 2019  |  |

|                                                               |                                                         |             |                                                         |                      |                          |                             |                                                                                                                                |                                                                                                                                                                                   |                                                                                                                                                                                                                                                              |                                                                |
|---------------------------------------------------------------|---------------------------------------------------------|-------------|---------------------------------------------------------|----------------------|--------------------------|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|
|                                                               |                                                         |             |                                                         |                      |                          |                             | April 1, 2019<br>Departmental<br>Meeting                                                                                       | Even with all<br>students now<br>taking the<br>National Field<br>Test at the end<br>of their Junior<br>and housing it<br>within a course<br>the scores were<br>still low overall. | Use the earlier<br>Psychology of<br>Learning class to<br>stress long term<br>retention in all<br>courses and<br>maintaining the<br>knowledge<br>acquired rather<br>than letting it go<br>after the exam or<br>the course is over.                            | Begin in the<br>Summer & Fall of<br>2019                       |
| Completion of<br>course<br>assignments                        | Papers, projects,<br>reports, and texts                 | Course work | Written tests,<br>objective tests,<br>projects, reports | By semester          | Faculty                  | Professionally<br>Competent | Fall 2018<br><br>Spring/Summer<br>2019                                                                                         | Faculty<br>consistency in<br>use of online<br>material to<br>support courses<br><br>Need for better<br>access to<br>psychology for<br>our non-<br>traditional<br>students         | In-service all<br>faculty on D2L<br><br>Complete the<br>development of<br>fully online<br>Psychology Major<br>& Minor                                                                                                                                        | Completed in<br>Spring 2017<br><br>Implemented in<br>Fall 2018 |
| Periodic survey of<br>graduates                               | Survey sent to<br>graduates of<br>psychology<br>program | Graduates   | Questionnaire                                           | Every 5 years        | Graduates and<br>faculty | Professionally<br>Competent | Informal<br>polling of<br>graduates<br>through<br>Facebook &<br>LinkedIn<br><br>2016 (date of<br>most recent<br>formal survey) | Strong in<br>graduate prep<br>everywhere<br>except in career<br>advisement<br><br>Need more<br>equipment in<br>experimental<br>research lab                                       | Incorporate a<br>career awareness<br>component early<br>on in Psychology<br>of Learning and<br>ongoing through<br>the other courses<br><br>Begin more active<br>involvement in<br>career fairs on<br>campus<br><br>Upgrade<br>Experimental<br>Psychology Lab | Fall 2019<br><br>Completed in<br>Spring 2017                   |
| Course/teacher<br>evaluations<br>(Student Opinion<br>Surveys) | Class by class<br>evaluation by<br>students             | Students    | Institutional<br>questionnaire                          | After each<br>course | Students                 | Faculty<br>Professionalism  | Every Semester                                                                                                                 | Need to<br>improve<br>faculty/student<br>interaction with<br>adjuncts                                                                                                             | More in-services<br>and professional<br>feedback for<br>adjuncts                                                                                                                                                                                             | Fall 2019                                                      |

### **Improvement Summary**

Last year we revised our outcomes to more fully align with the American Psychological Associations goals and outcomes for undergraduate programs. Along with the revisions across campus to a new streamlined general education program, starting this year in Fall 2018 we reduced the Psychology Major from 128 hours to a 120 hour degree. We did a major revision of our portfolio assessment process migrating it completely to the “Whole Person Assessment” process and have embedded it into D2L to be more fully integrated into our academic platform. We also continued the process of creating more “touch points” or connections with freshmen and sophomores coming into the psychology major in order to keep them engaged in the major early on when they may be taking mostly general education courses. We moved the Psychology of Learning course from the junior year to the sophomore year for that same reason. This also allows us to prepare psychology students more effectively for psychological learning at the collegiate level. We have shifted to being more intentional in the Introductory Psychology class in their freshman year and the Psychology of Learning class in their sophomore year of covering keys to academic success, psychological career directions, and developing a mindset for preparing for the National Field Test in Psychology, the Graduate Record Exam, and graduate school. Along with this we have been more intentional about career advisement and preparing student not just academically for the future but also helping them with connections, understanding, and awareness of future careers. We also identified the need to have a more intentional focus on the National Field Test as a capstone experience so that students do not just rush through it without having adequately prepared for it. This focus will be emphasized across all four years of the program As such we have intentionally embedded it into our Research Design and Analysis course rather than just asking students to volunteer for it after class hours. Finally we have made several revisions to the Online Psychology Major including; adding additional faculty to the teaching pool, adding a senior defense for honors students, and adding a Psychology Minor to the online curriculum. Finally, we also added PSY 304 Health Psychology as a scaffolded interdisciplinary course.

## Behavioral Sciences—Social Justice 2018-2019

### Social Justice—Mission Statement

Mission: to explore the complexity of social justice issues, identify the roots of inequality, be introduced to a broad range of social justice practices and strategies, prepare for advocacy and activism, and have opportunities for involvement in social justice related activities. Students will gain a deeper understanding of the possibilities and limitations of individual action in addressing social problems and the role of collective action and coalition building. Students can begin to build the skills to go into every person's world and become an effective advocate for creating a more just world.

| Name                                            | Data                                                                                         |                       | Type of Instrument                                            | Date/<br>Frequency | Responsible Entity                                                                               | University Outcomes                                      | Data Reviewed                                 | Concerns Identified                                                                                            | Improvements                                                                                          |                                              | Date Implemented |
|-------------------------------------------------|----------------------------------------------------------------------------------------------|-----------------------|---------------------------------------------------------------|--------------------|--------------------------------------------------------------------------------------------------|----------------------------------------------------------|-----------------------------------------------|----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|----------------------------------------------|------------------|
|                                                 | Description                                                                                  | Source                |                                                               |                    |                                                                                                  |                                                          |                                               |                                                                                                                | Planned                                                                                               | Implemented                                  |                  |
| Whole Person Assessment (WPA) Departmental Data | General Education and Professional Measurement of Student Learning Outcomes and Competencies | University WPA System | University-wide online student artifact and assessment system | Every semester     | Office of Institutional Effectiveness, General Education Committee, Department Chair and Faculty | Measures across all university Student Learning Outcomes | Fall 2017 Departmental Meetings               | Need to be more consistent in data collection and review in our professional program and not just in Gen. Eds. | In-service Faculty on timely WPA assessment                                                           | Completed Spring 2018                        |                  |
|                                                 |                                                                                              |                       |                                                               |                    |                                                                                                  |                                                          | Jan 8, 2018 Departmental Assessment Day       | Need to align outcomes with ASA national standards                                                             | Revise the major program benchmarks / outcomes to better align with ASA professional standards        | Spring & Summer 2018                         |                  |
|                                                 |                                                                                              |                       |                                                               |                    |                                                                                                  |                                                          | Spring 2018 Departmental Meetings             | Need to migrate all WPA artifacts and rubrics to D2L                                                           | Migrate to new system on D2L                                                                          | Summer 2018                                  |                  |
|                                                 |                                                                                              |                       |                                                               |                    |                                                                                                  |                                                          | Fall 2018 & Spring 2019 Departmental meetings | The PSY Senior Paper process is not ideally suited to Social Justice majors                                    | Change the Senior Paper to a Senior Project involving an internship with a local agency               | Piloted in Fall 2018 and it worked very well |                  |
|                                                 |                                                                                              |                       |                                                               |                    |                                                                                                  |                                                          |                                               | Students continue to struggle with program identity since no courses are identified as SOJ courses.            | Change PSY 499 Senior Paper course requirement to a SOJ 499 Senior Project course and consider adding | Spring 2020                                  |                  |

|                                              |                                                                                                                                                            |                                                                     |                                                   |                                                                                          |                                                         |                                                          |                                 |                                                                                                                                                                                     |                                                                                                      |                         |
|----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|---------------------------------------------------|------------------------------------------------------------------------------------------|---------------------------------------------------------|----------------------------------------------------------|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|-------------------------|
| University Program Review Data               | Office of Institutional Effectiveness Data Report                                                                                                          | University data systems                                             | Program Review Dashboard Report                   | Every semester                                                                           | Office of Institutional Effectiveness, Department Chair | Measures across all university Student Learning Outcomes | 2017-2018 Departmental Meetings | This relatively new major is not growing very fast.                                                                                                                                 | other distinct SOJ courses                                                                           | Summer 2018             |
|                                              | Key Performance Indicators                                                                                                                                 | Annual reports collected from the faculty each year                 | Faculty and Student self-reports                  | Annual summary                                                                           | Faculty                                                 |                                                          |                                 |                                                                                                                                                                                     | More intentional marketing to incoming students & draft a plan for recruitment and retention.        | Fall 2018               |
|                                              | Departmental Analysis & Academic Program Review                                                                                                            | Data received from the Dean of the College of Science & Engineering | Various analysis of departments                   | As periodically provided                                                                 | Dean                                                    |                                                          | 2018-2019 Departmental Meetings | We need to give this program more of an identity by cross listing courses with a SOJ prefix, offering a uniquely Social Justice, and having a dedicated faculty tied to the course. | Cross list courses with an SOJ prefix to better identify them with the major.                        | 2019-2020 Academic year |
|                                              | Gen Ed Program Review                                                                                                                                      | 3 year faculty/administration study                                 | University wide review and revisions              | 2015-2017                                                                                | Gen Ed Committee                                        | Liberal Arts Education                                   |                                 |                                                                                                                                                                                     | Add a new course titled Introduction to Social Justice                                               | ?                       |
|                                              |                                                                                                                                                            |                                                                     |                                                   |                                                                                          |                                                         |                                                          |                                 |                                                                                                                                                                                     | Add a dedicated full time faculty to take ownership of the program.                                  | ?                       |
|                                              |                                                                                                                                                            |                                                                     |                                                   |                                                                                          |                                                         |                                                          |                                 | Need for streamlined competitive Gen Ed                                                                                                                                             | Reduce the Major from 128 hours to 120 hours                                                         | Fall 2018               |
| ETS National Major Field Test for Psychology | A comprehensive undergraduate outcomes assessments which measures the critical knowledge and understanding obtained by students in a major field of study. | Educational Testing Service                                         | Online, proctored, nationally-normed assessment   | Once per year to graduating seniors. Fall semester, 3 <sup>rd</sup> Thursday in November | Department Chair and Sub administrator                  | Professionally Competent                                 | Have not taken yet              | We need to be aware of how our students compare to the national average.                                                                                                            | Research the availability of this major test, how to fund it, and when we can begin administering it | Fall 2019               |
| Completion of course assignments             | Papers, projects, reports, and texts                                                                                                                       | Course work                                                         | Written tests, objective tests, projects, reports | By semester                                                                              | Faculty                                                 | 1                                                        | Fall 2018                       | Need for more accessible/interactional material for students                                                                                                                        | Continue to add online components to courses through use of D2L                                      | Fall 2016- current      |

|                                                      |                                                |           |                             |                   |                       |   |                                                                                                             |                                                                                                                                            |                                                                                  |           |
|------------------------------------------------------|------------------------------------------------|-----------|-----------------------------|-------------------|-----------------------|---|-------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|-----------|
| Periodic survey of graduates                         | Survey sent to graduates of psychology program | Graduates | Questionnaire               | Every 5 years     | Graduates and faculty | 2 | Informal polling of graduates through Facebook & LinkedIn<br>2016 (date of formal survey)<br>Every Semester | The 2016 study predates the introduction of this major but suggests for all students that more focus on career advisement would be helpful | Incorporate a career awareness and prep component into courses in social justice | Fall 2019 |
| Course/teacher evaluations (Student Opinion Surveys) | Class by class evaluation by students          | Students  | Institutional questionnaire | After each course | Students              | 2 |                                                                                                             | None currently                                                                                                                             |                                                                                  |           |

### Improvement Summary

As a relatively new major that seems to not be growing very fast, we need to be more intentional about giving the program an identity. First we need to cross list courses so that students have ownership instead of feeling that their program has been borrowed from everyone else's. It would also help to have a new class called Introduction to Social Justice to help distinguish it from Social Work and Psychology. Additionally we need to have a designated full time faculty who is the primary advisor and administrator of the social justice program. We identified the need to have a focus on the National Field Test as a capstone experience so that we know how students compare to the national average. As yet however, we do not have a source of funding for the testing materials. We also have identified a need to be more intentional about career advisement and preparing student not just academically for the future but also helping them with connections, understanding, and awareness of future careers. Finally, this year we piloted shifting the PSY 499 Senior Paper process to a Senior Project which includes an internship with a local non-profit agency. This worked well and is a better fit for what Social Justice majors need going forward with their careers.



# **Appendix 21**

## **2022 Program Reviews**

B.S. Nursing

## **B.S. Nursing (Residential and Online)**

### **Program Review | 2018-2021**

**Department Dean:** Dr. Dean Prentice

**Assessment Coordinator:** Ms. Rachael Valentz

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I. Number of Majors | 2018 - 2021

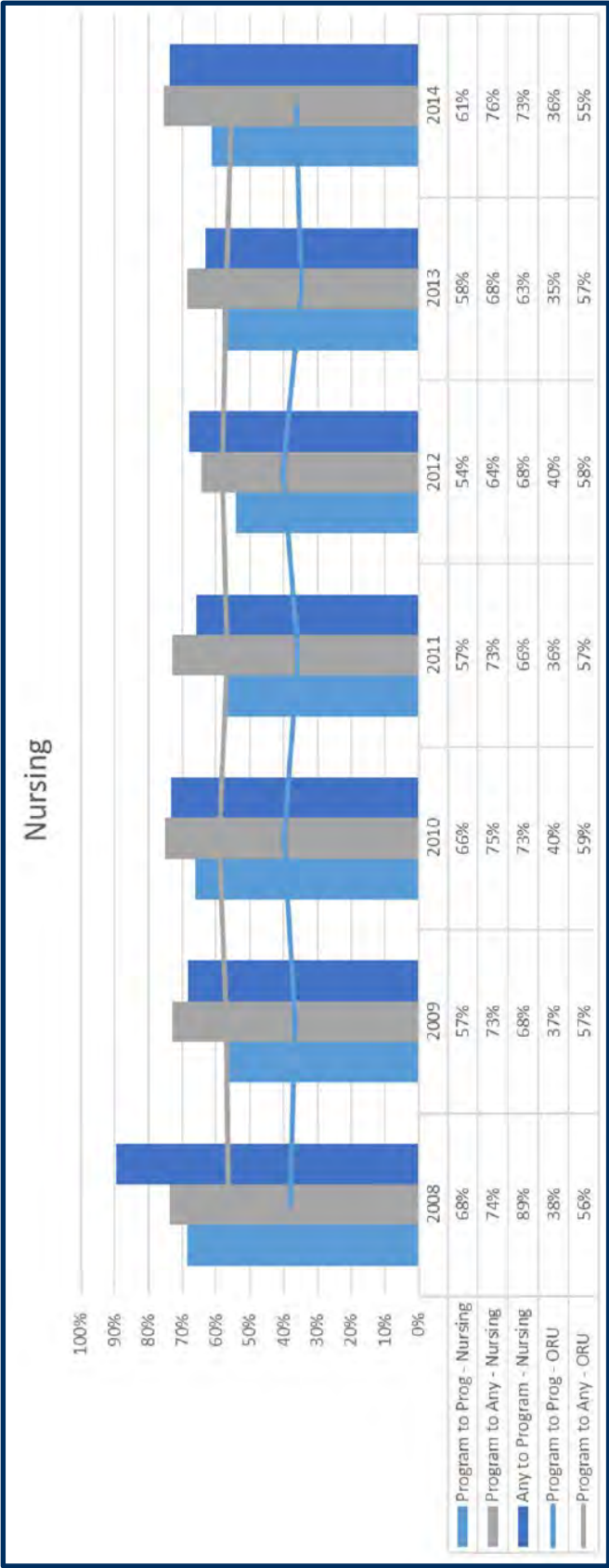
Residential:

| Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 |
|-----------|-----------|-----------|-----------|
| 217       | 186       | 243       | 278       |

Online:

| Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 |
|-----------|-----------|-----------|-----------|
| 0         | 9         | 2         | 4         |

II. Graduation Rate | Cohort of 2008 - 2014



| Scale |      |      |
|-------|------|------|
| 4.00  | 90%+ | 3.00 |
| 3.66  | 80%  | 2.00 |
| 3.33  | 70%  | 1.00 |
|       |      | 15%  |

### III. Program Outcomes

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

| Scale |      |      |
|-------|------|------|
| 4.00  | 90%+ | 3.00 |
| 3.66  | 80%  | 2.00 |
| 3.33  | 70%  | 1.00 |
|       |      | 60%  |
|       |      | 35%  |
|       |      | 15%  |

## IV. Artifact Descriptions

The new curriculum was implemented into the senior courses during the academic year of 2020-2021. Course numbers in italics are the new course numbers where the artifacts exist.

- Charge Nurse Paper** (NUR 400) Paper documenting observations of management and leadership skills employed by the charge nurse on a clinical unit.  
*This artifact was removed from the senior Medical Surgical course (NUR 407) with the implementation of the new curriculum 2020-2021.*
- Community Project Paper** (NUR 405/409) The Community Health Program paper is the developed community health program project that students identified from a community health need. The Clinical Group Project is worked on each week of clinical with each member of the clinical group and implemented during the last week of leadership class.
- Patterns of Leadership Community Project** (NUR 405/411) The Community Health Program paper is the developed community health program project that students identified from a community health need. The Clinical Group Project is worked on each week of clinical with each member of the clinical group and implemented during the last week of leadership class.
- Philosophy of Nursing Practice** (NUR 405/411) The Personal Philosophy of Professional Nursing Practice paper summarizes the student's individual philosophy of nursing leadership and management. The content presented incorporates leadership views vital to the student in regard to his/her individual nursing practice; as well as reflection of clinical experience and time spent as leader with clinical group.
- Clinical Evaluation Rubric** (NUR 406/413) Clinical instructor evaluation of student's actions in the clinical setting.
- Culturally Sensitive Nursing Care** (NUR 430/434) Paper reflecting cultural sensitivity in care of childbearing family. Describes a chosen religious, ethnic, or other distinct culture's childbearing practices. Compares practices with current evidence-based practice. Identifies contrasting cultures views with a Christian worldview.
- Senior Paper** (NUR 499): Capstone evidence-based practice paper written over the course of two semesters. Students choose to perform the literature review individually or in groups. Evaluation of understanding of research process, writing style, application of research to clinical practice, and appropriate understanding of evidence-based practice.
- Senior Paper Rubric Live Study** (NUR 499): Capstone research project completed by students who chose to perform a professor-led study instead of a literature review. Evaluation of understanding of research process, writing style, application of research to clinical practice, and appropriate understanding of evidence-based practice.

| Scale |      |      |
|-------|------|------|
| 4.00  | 90%+ | 3.00 |
| 3.66  | 80%  | 2.00 |
| 3.33  | 70%  | 1.00 |
|       |      | 60%  |
|       |      | 35%  |
|       |      | 15%  |

- 9. Senior Paper Presentation** (NUR 499): Evaluation of the professional presentation of either the literature review or the live study performed by the student. Presentation of written and oral communication content, style, and execution evaluated by faculty.

| Scale |      |      |     |  |
|-------|------|------|-----|--|
| 4.00  | 90%+ | 3.00 | 60% |  |
| 3.66  | 80%  | 2.00 | 35% |  |
| 3.33  | 70%  | 1.00 | 15% |  |

## V. Primary Evidence

### A. Program Outcomes

| # | Program Outcome                                                                                                                                                                                                                     | 2018 - 2019 |       | 2019 - 2020 |       | 2020 - 2021 |       |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------|-------------|-------|-------------|-------|
|   |                                                                                                                                                                                                                                     | n           | score | n           | score | n           | score |
| 1 | Integrate knowledge of liberal arts, sciences, theories, and concepts to provide safe, evidence-based, professional nursing care.<br>Corresponds to Essentials Document and the Curricular Organizing Theme of Nursing Judgment/EBP | 25          | 3.16  | 202         | 3.80  | 215         | 3.74  |
| 2 | Assume accountability for patient-centered, holistic nursing care across the life span of diverse populations and settings.<br>Curricular Organizing Theme = Patient centered holistic care                                         | 25          | 3.28  | 395         | 3.66  | 104         | 3.87  |
| 3 | Utilize nursing judgment supported by best current evidence to prevent illness and promote, maintain, and restore health.<br>Curricular Organizing Theme = Nursing Judgment/EBP                                                     | 25          | 3.12  | 568         | 3.71  | 463         | 3.78  |
| 4 | Collaborate in a professional, culturally sensitive style in the delivery of healthcare.<br>Curricular Organizing Theme = Teamwork/Collaboration                                                                                    | 75          | 3.04  | 681         | 3.71  | 1,723       | 3.80  |
| 5 | Promote excellence in nursing through safe practices and quality improvement.<br>Curricular Organizing Theme = Safety and Quality                                                                                                   | 50          | 3.00  | 156         | 3.45  | 94          | 3.99  |
| 6 | Employ informatics and technology in the delivery and management of healthcare.<br>Curricular Organizing Theme = Informatics/Technology                                                                                             | 50          | 2.46  | 78          | 3.18  | 151         | 3.92  |
| 7 | Demonstrate a personal leadership style that integrates Christian principles, a global perspective, wholeness, ethical behavior, and cultural awareness.<br>Curricular Organizing Theme = Professional Role/ Leadership             | 50          | 3.40  | 117         | 3.58  | 141         | 3.94  |



| Scale |      |      |     |  |
|-------|------|------|-----|--|
| 4.00  | 90%+ | 3.00 | 60% |  |
| 3.66  | 80%  | 2.00 | 35% |  |
| 3.33  | 70%  | 1.00 | 15% |  |

## B. Artifact Outcomes - Residential

| Artifact Outcomes                                       | 2018 - 2019 |       | 2019 - 2020 |       | 2020 - 2021 |       |
|---------------------------------------------------------|-------------|-------|-------------|-------|-------------|-------|
|                                                         | n           | score | n           | score | n           | score |
| WPA-NUR 499-Senior Paper                                | -           | -     | -           | -     | 26          | 3.85  |
| WPA-NUR 499-Senior Paper Presentation                   | 31          | 3.28  | 15          | 3.74  | 26          | 3.95  |
| WPA-NUR 499-Senior Paper Rubric-Live Study              | 2           | 3.40  | -           | -     | -           | -     |
| WPA-NUR-Charge Nurse Paper                              | -           | -     | 28          | 3.37  | -           | -     |
| WPA-NUR-Clinical Evaluation                             | 58          | 3.41  | 39          | 3.52  | -           | -     |
| WPA-NUR-Cultural Sensitivity                            | 37          | 3.77  | 55          | 3.74  | 47          | 3.81  |
| WPA-NUR-Patterns of Leadership Community Health Program | 18          | 3.75  | 40          | 3.72  | -           | -     |
| WPA-NUR-Philosophy of Nursing Practice                  | 20          | 3.74  | 41          | 3.82  | 37          | 3.74  |

| Scale |      |      |     |  |
|-------|------|------|-----|--|
| 4.00  | 90%+ | 3.00 | 60% |  |
| 3.66  | 80%  | 2.00 | 35% |  |
| 3.33  | 70%  | 1.00 | 15% |  |

### C. Criterion Outcomes – Residential Only

| Criterion Outcomes                                                | 2018 - 2019 |       | 2019 - 2020 |       | 2020 - 2021 |       |
|-------------------------------------------------------------------|-------------|-------|-------------|-------|-------------|-------|
|                                                                   | n           | score | n           | score | n           | score |
| NUR-1-B-a-Knowledge of Nutrition                                  | -           | -     | 35          | 3.66  | 47          | 3.81  |
| NUR-1-C-Nursing Theories and Concepts                             | 20          | 3.50  | 41          | 3.85  | 37          | 3.35  |
| NUR-1-C-Nursing Theories and Concepts and Concepts                | 18          | 3.56  | 40          | 3.75  | 10          | 3.70  |
| NUR-1-D-a-Nursing Concepts in Nursing Care                        | -           | -     | 35          | 3.94  | 47          | 4.00  |
| NUR-1-D-Nursing Concepts                                          | 20          | 3.90  | 41          | 3.98  | 37          | 3.81  |
| NUR-1-G-Evidence-based Nursing Care                               | 20          | 3.80  | 41          | 3.88  | 37          | 3.57  |
| NUR-1-G-Professional Nursing Care                                 | -           | -     | 39          | 3.56  | -           | -     |
| NUR-1-G-Provides Professional Nursing Care                        | 25          | 3.16  | -           | -     | -           | -     |
| NUR-1-H-b-Synthesis                                               | -           | -     | 28          | 3.54  | -           | -     |
| NUR-2-A-1-Preparedness                                            | 33          | 4.00  | -           | -     | -           | -     |
| NUR-2-A-2-Punctuality                                             | 33          | 3.94  | -           | -     | -           | -     |
| NUR-2-A-Accountability                                            | 25          | 3.28  | 82          | 3.46  | 47          | 3.91  |
| NUR-2-A-c                                                         | -           | -     | 39          | 4.00  | -           | -     |
| NUR-2-A-c-Professional attire                                     | 33          | 3.94  | -           | -     | -           | -     |
| NUR-2-B-Patient-centered Nursing Care                             | 25          | 3.08  | 40          | 4.00  | 10          | 3.70  |
| NUR-2-C-a                                                         | -           | -     | 39          | 3.44  | -           | -     |
| NUR-2-C-a-Holistic Nursing Care Integrating Principles of TNWP    | 25          | 2.96  | -           | -     | -           | -     |
| NUR-2-C-a-Spiritual care                                          | 33          | 3.36  | -           | -     | -           | -     |
| NUR-2-C-b-Holistic Nursing Care                                   | -           | -     | 35          | 3.83  | 47          | 3.91  |
| NUR-2-C-Father and Extended Family                                | 37          | 3.78  | -           | -     | -           | -     |
| NUR-2-C-Holistic Nursing Care Integrating Principles of the TNWP  | -           | -     | 39          | 3.62  | -           | -     |
| NUR-2-C-Wholistic nursing care integrating principles of the TNWP | 33          | 3.42  | -           | -     | -           | -     |
| NUR-3-A-b-Nursing Judgment                                        | -           | -     | 28          | 3.46  | -           | -     |
| NUR-3-A-Nursing judgement                                         | 33          | 3.33  | -           | -     | -           | -     |
| NUR-3-A-Nursing Judgment                                          | 25          | 3.12  | 81          | 3.75  | 47          | 3.81  |
| NUR-3-B-a-Evidence-based Practice                                 | 20          | 3.45  | 41          | 3.51  | 37          | 3.59  |
| NUR-3-B-b-Evidence Based Practice                                 | -           | -     | 35          | 3.91  | 47          | 3.89  |

| Scale |      |      |     |  |
|-------|------|------|-----|--|
| 4.00  | 90%+ | 3.00 | 60% |  |
| 3.66  | 80%  | 2.00 | 35% |  |
| 3.33  | 70%  | 1.00 | 15% |  |

|                                                         |    |      |    |      |    |      |
|---------------------------------------------------------|----|------|----|------|----|------|
| NUR-3-B-b-Evidence-based Practice                       | 20 | 3.55 | 41 | 3.71 | 37 | 3.49 |
| NUR-3-B-c-Evidence-based Practice                       | 20 | 3.60 | 41 | 3.78 | 37 | 3.54 |
| NUR-3-B-d-Evidence-based Practice                       | 20 | 3.50 | 41 | 3.73 | 37 | 3.78 |
| NUR-3-B-Discussion                                      | 31 | 3.23 | 15 | 4.00 | 26 | 4.00 |
| NUR-3-B-e-Evidence-based Practice                       | 20 | 3.60 | 41 | 3.95 | 37 | 3.86 |
| NUR-3-B-Evidence based practice                         | 33 | 3.36 | -  | -    | -  | -    |
| NUR-3-B-Evidence-based Practice                         | 25 | 3.12 | 40 | 3.83 | 10 | 3.50 |
| NUR-3-B-f-Evidence-based Practice                       | 20 | 3.85 | 41 | 3.71 | 37 | 3.68 |
| NUR-3-B-g-Evidence-based Practice                       | 20 | 3.85 | 41 | 3.83 | 37 | 3.92 |
| NUR-3-B-h-Evidence-based Practice                       | 20 | 3.95 | 41 | 3.88 | 37 | 3.92 |
| NUR-3-B-i-Evidence-based Practice                       | 20 | 3.95 | 41 | 3.90 | 37 | 3.76 |
| NUR-3-B-Nursing Interventions                           | 37 | 3.89 | -  | -    | -  | -    |
| NUR-4-A-a-Respect and civility                          | 33 | 3.94 | 39 | 3.92 | -  | -    |
| NUR-4-A-b-Professional behavior                         | 33 | 3.52 | 39 | 3.44 | -  | -    |
| NUR-4-A-c-Collaboration with Community                  | -  | -    | 35 | 3.86 | 47 | 3.83 |
| NUR-4-A-Collaboration                                   | 25 | 3.12 | 39 | 3.41 | -  | -    |
| NUR-4-B-a-Intro                                         | 31 | 3.58 | 15 | 3.33 | 26 | 4.00 |
| NUR-4-B-b-Background of the study/Significance          | 31 | 2.90 | 15 | 3.67 | 26 | 4.00 |
| NUR-4-B-c-Problem/Purpose/ PICO/research questions      | 31 | 3.16 | 15 | 3.73 | 26 | 4.00 |
| NUR-4-B-d-Definition of variable(s)                     | 31 | 3.06 | 15 | 3.67 | 26 | 4.00 |
| NUR-4-B-e-Methodology                                   | 31 | 3.29 | 15 | 3.80 | 26 | 3.92 |
| NUR-4-B-f-Sources of evidence                           | 31 | 3.26 | 15 | 3.27 | 26 | 3.96 |
| NUR-4-B-g-Findings                                      | 31 | 3.29 | 15 | 3.93 | 26 | 4.00 |
| NUR-4-B-h-Implications                                  | 31 | 3.00 | 15 | 3.67 | 26 | 3.96 |
| NUR-4-B-i-Strengths and Limitations and Recommendations | 31 | 3.13 | 15 | 3.13 | 26 | 4.00 |
| NUR-4-B-k-Attire                                        | 31 | 3.42 | 15 | 3.73 | 26 | 3.85 |
| NUR-4-B-l-Posture and eye contact                       | 31 | 3.58 | 15 | 3.87 | 26 | 3.85 |
| NUR-4-B-m-Preparedness                                  | 31 | 3.39 | 15 | 3.73 | 26 | 3.92 |
| NUR-4-B-n-Speaks clearly                                | 31 | 3.10 | 15 | 2.80 | 26 | 4.00 |
| NUR-4-B-Oral Communication                              | 25 | 2.92 | 41 | 4.00 | 10 | 4.00 |
| NUR-4-B-p-Time Limit                                    | 31 | 4.00 | 15 | 4.00 | 26 | 4.00 |
| NUR-4-C-a-Abstract                                      | 31 | 3.10 | 15 | 3.07 | 27 | 3.93 |

| Scale |      |      |     |  |
|-------|------|------|-----|--|
| 4.00  | 90%+ | 3.00 | 60% |  |
| 3.66  | 80%  | 2.00 | 35% |  |
| 3.33  | 70%  | 1.00 | 15% |  |

|                                             |     |      |    |      |    |      |
|---------------------------------------------|-----|------|----|------|----|------|
| NUR-4-C-aa-Changes                          | 29  | 4.00 | 15 | 3.80 | 27 | 4.00 |
| NUR-4-C-a-Depth of Information              | 31  | 3.13 | 15 | 3.80 | 26 | 3.96 |
| NUR-4-C-a-Spelling and Grammar              | 37  | 3.24 | -  | -    | -  | -    |
| NUR-4-C-a-Written Communication             | 75  | 3.53 | 81 | 3.72 | 47 | 3.66 |
| NUR-4-C-b-Introduction & Background         | 29  | 3.97 | 15 | 3.80 | 27 | 3.96 |
| NUR-4-C-b-Introduction and Background       | 2   | 4.00 | -  | -    | -  | -    |
| NUR-4-C-b-Sequencing of Information         | 31  | 3.65 | 15 | 3.93 | 26 | 4.00 |
| NUR-4-C-b-Written Communication             | 112 | 3.66 | 82 | 3.74 | 47 | 3.83 |
| NUR-4-C-c-Introduction and Background       | 31  | 3.84 | 15 | 3.60 | 27 | 3.85 |
| NUR-4-C-c-Spelling and Grammar              | 31  | 3.77 | 15 | 3.93 | 26 | 3.77 |
| NUR-4-C-c-Vocabulary and Sentence Structure | 37  | 3.41 | -  | -    | -  | -    |
| NUR-4-C-c-Written Communication             | 75  | 3.53 | 82 | 3.68 | 47 | 3.62 |
| NUR-4-C-d-Reference Citations on Slides     | 31  | 3.26 | 15 | 3.80 | 26 | 3.88 |
| NUR-4-C-d-Significance                      | 31  | 3.71 | 15 | 3.73 | 27 | 3.93 |
| NUR-4-C-d-Written Communication             | 57  | 3.56 | 41 | 3.95 | 37 | 3.76 |
| NUR-4-C-e-Problem Statement                 | 31  | 4.00 | 15 | 4.00 | 27 | 4.00 |
| NUR-4-C-e-Written Communication             | 57  | 3.35 | 41 | 3.68 | 37 | 3.89 |
| NUR-4-C-f-Research Questions                | 31  | 4.00 | 15 | 4.00 | 27 | 3.96 |
| NUR-4-C-f-Written Communication             | 20  | 4.00 | 41 | 3.98 | 38 | 3.84 |
| NUR-4-C-g-Purpose Statement                 | 31  | 3.94 | 15 | 4.00 | 27 | 4.00 |
| NUR-4-C-g-Written Communication             | 20  | 3.85 | 41 | 3.98 | 37 | 3.78 |
| NUR-4-C-h-Study Variable(s)                 | 31  | 3.87 | 15 | 3.80 | 27 | 3.93 |
| NUR-4-C-h-Written Communication             | 20  | 3.85 | 41 | 4.00 | 37 | 3.84 |
| NUR-4-C-i-Methodology: Sources of Evidence  | 31  | 3.87 | 15 | 3.93 | 27 | 4.00 |
| NUR-4-C-j-Conclusions                       | 31  | 3.03 | 15 | 3.93 | 26 | 4.00 |
| NUR-4-C-j-Findings                          | 2   | 4.00 | -  | -    | -  | -    |
| NUR-4-C-j-Research Evidence                 | 29  | 3.97 | 15 | 3.73 | 27 | 3.93 |
| NUR-4-C-k-Narrative Discussion of Findings  | 2   | 3.00 | -  | -    | -  | -    |
| NUR-4-C-k-Scope of Evidence                 | 29  | 3.97 | 15 | 3.60 | 27 | 3.89 |
| NUR-4-C-l-Findings Table                    | 29  | 3.97 | 15 | 3.93 | 27 | 3.96 |
| NUR-4-C-l-Interpretation of Findings        | 2   | 3.00 | -  | -    | -  | -    |
| NUR-4-C-m-Narrative Discussion of Findings  | 29  | 3.83 | 15 | 3.73 | 25 | 3.88 |

| Scale |      |      |     |  |
|-------|------|------|-----|--|
| 4.00  | 90%+ | 3.00 | 60% |  |
| 3.66  | 80%  | 2.00 | 35% |  |
| 3.33  | 70%  | 1.00 | 15% |  |

|                                                                      |    |      |    |      |    |      |
|----------------------------------------------------------------------|----|------|----|------|----|------|
| NUR-4-C-m-Synthesis                                                  | 2  | 4.00 | -  | -    | -  | -    |
| NUR-4-C-n-Implications for Nursing Education, Practice, and Research | 2  | 3.00 | -  | -    | -  | -    |
| NUR-4-C-n-Interpretation of Findings                                 | 29 | 3.76 | 15 | 3.93 | 25 | 4.00 |
| NUR-4-C-o-Enthusiasm                                                 | 31 | 3.19 | 15 | 4.00 | 26 | 3.92 |
| NUR-4-C-o-Strengths and Limitations                                  | 2  | 4.00 | -  | -    | -  | -    |
| NUR-4-C-o-Synthesis                                                  | 29 | 3.72 | 15 | 3.67 | 27 | 3.78 |
| NUR-4-C-p-Implications of Nursing Education, Practice, and Research  | 29 | 3.28 | 15 | 3.40 | 27 | 3.81 |
| NUR-4-C-p-Recommendations                                            | 2  | 4.00 | -  | -    | -  | -    |
| NUR-4-C-q-Conclusions                                                | 2  | 4.00 | -  | -    | -  | -    |
| NUR-4-C-q-Strengths and Limitations                                  | 29 | 3.62 | 15 | 3.87 | 27 | 4.00 |
| NUR-4-C-r-Recommendations                                            | 29 | 3.59 | 15 | 3.60 | 27 | 3.93 |
| NUR-4-C-r-Reference List                                             | 2  | 2.00 | -  | -    | -  | -    |
| NUR-4-C-s-Conclusions                                                | 29 | 3.62 | 15 | 3.73 | 27 | 3.96 |
| NUR-4-C-s-Logical Flow of Ideas                                      | 2  | 4.00 | -  | -    | -  | -    |
| NUR-4-C-t-Length of Paper                                            | 2  | 4.00 | -  | -    | -  | -    |
| NUR-4-C-t-Reference List                                             | 29 | 3.62 | 15 | 3.60 | 27 | 3.44 |
| NUR-4-C-u-Grammar                                                    | 2  | 3.00 | -  | -    | -  | -    |
| NUR-4-C-u-Logical Flow of Ideas                                      | 29 | 3.72 | 15 | 3.73 | 27 | 3.85 |
| NUR-4-C-v-Length of Paper                                            | 29 | 3.17 | 15 | 3.40 | 27 | 4.00 |
| NUR-4-C-v-Punctuation                                                | 2  | 3.00 | -  | -    | -  | -    |
| NUR-4-C-w-Grammar                                                    | 29 | 3.31 | 15 | 3.47 | 27 | 3.63 |
| NUR-4-C-Written Communication                                        | -  | -    | 34 | 3.47 | 47 | 3.60 |
| NUR-4-C-w-Spelling                                                   | 2  | 4.00 | -  | -    | -  | -    |
| NUR-4-C-x-APA Format                                                 | 2  | 2.00 | -  | -    | -  | -    |
| NUR-4-C-x-Punctuation                                                | 29 | 3.21 | 15 | 4.00 | 27 | 3.52 |
| NUR-4-C-y-Changes                                                    | 2  | 3.00 | -  | -    | -  | -    |
| NUR-4-C-y-Spelling                                                   | 29 | 3.86 | 15 | 4.00 | 27 | 3.89 |
| NUR-4-C-z-APA Format                                                 | 29 | 2.41 | 15 | 3.20 | 27 | 2.67 |
| NUR-5-A-a-Psychomotor skills                                         | 33 | 3.33 | 39 | 3.46 | -  | -    |
| NUR-5-A-b                                                            | -  | -    | 39 | 3.18 | -  | -    |
| NUR-5-A-b-Medication administration                                  | 33 | 3.24 | -  | -    | -  | -    |
| NUR-5-A-Safety                                                       | 25 | 2.92 | 39 | 4.00 | -  | -    |

| Scale |      |      |     |  |
|-------|------|------|-----|--|
| 4.00  | 90%+ | 3.00 | 60% |  |
| 3.66  | 80%  | 2.00 | 35% |  |
| 3.33  | 70%  | 1.00 | 15% |  |

|                                                                  |    |      |    |      |    |      |   |
|------------------------------------------------------------------|----|------|----|------|----|------|---|
| NUR-5-B- Quality Improvement                                     | -  | -    | 39 | 3.15 | -  | -    | - |
| NUR-5-B-a-Personal Quality Improvement                           | -  | -    | 35 | 3.86 | 47 | 3.98 |   |
| NUR-5-B-b-Personal Nursing Practice                              | -  | -    | 35 | 3.66 | 47 | 4.00 |   |
| NUR-5-B-Quality Improvement                                      | 25 | 3.08 | -  | -    | -  | -    |   |
| NUR-6-A-a-Sources                                                | -  | -    | 35 | 3.71 | 47 | 3.87 |   |
| NUR-6-A-Informatics                                              | 25 | 2.80 | 39 | 3.18 | -  | -    |   |
| NUR-6-A-Literature and Internet Resources                        | 37 | 3.89 | -  | -    | -  | -    |   |
| NUR-6-B-a-Background                                             | 31 | 3.39 | 15 | 4.00 | 26 | 4.00 |   |
| NUR-6-B-b-Text - Font Choice & Formatting                        | 31 | 3.13 | 15 | 3.93 | 26 | 4.00 |   |
| NUR-6-B-c-Use of Graphics/art                                    | 31 | 3.10 | 15 | 3.93 | 26 | 3.96 |   |
| NUR-6-B-d-Overall impression                                     | 31 | 3.00 | 15 | 3.80 | 26 | 3.85 |   |
| NUR-6-B-Technology                                               | 25 | 2.12 | 39 | 3.18 | -  | -    |   |
| NUR-7-A-a-Leadership with Christian Principles in Antenatal Care | -  | -    | 35 | 3.97 | 47 | 3.98 |   |
| NUR-7-A-Christian Worldview                                      | 37 | 3.89 | -  | -    | -  | -    |   |
| NUR-7-A-Leadership with Christian Principles                     | 25 | 3.72 | 39 | 3.41 | -  | -    |   |
| NUR-7-A-Personal Insights                                        | 37 | 3.86 | -  | -    | -  | -    |   |
| NUR-7-B-Culture Choice                                           | 37 | 3.95 | -  | -    | -  | -    |   |
| NUR-7-B-Culture-specific Practices                               | 37 | 3.92 | -  | -    | -  | -    |   |
| NUR-7-D-Ethical behavior                                         | 33 | 4.00 | 39 | 4.00 | -  | -    |   |
| NUR-7-E-a-Cultural Awareness                                     | -  | -    | 35 | 3.97 | 47 | 3.96 |   |
| NUR-7-E-b-Cultural Awareness                                     | -  | -    | 35 | 3.74 | 47 | 3.85 |   |
| NUR-7-E-Community Involvement                                    | 37 | 3.68 | -  | -    | -  | -    |   |
| NUR-7-E-Cultural Awareness in Leadership                         | 25 | 3.08 | -  | -    | -  | -    |   |
| NUR-7-E-Culturally Sensitive Nursing                             | 37 | 3.95 | -  | -    | -  | -    |   |
| NUR-7-E-Leadership and cultural awareness                        | 33 | 3.39 | 39 | 3.33 | -  | -    |   |
| NUR-7-E-Nutrition Practices                                      | 37 | 3.86 | -  | -    | -  | -    |   |
| NUR-a-Psychomotor Skills                                         | 25 | 3.08 | -  | -    | -  | -    |   |
| NUR-b-Medication Administration                                  | 25 | 3.76 | -  | -    | -  | -    |   |
| NUR-c-Respect and Civility                                       | 25 | 4.00 | -  | -    | -  | -    |   |
| NUR-d-Professional Behavior                                      | 25 | 3.04 | -  | -    | -  | -    |   |
| NUR-e-Professional Attire                                        | 25 | 4.00 | -  | -    | -  | -    |   |
| NUR-f-Spiritual Care                                             | 25 | 4.00 | -  | -    | -  | -    |   |

| Scale |      |      |     |
|-------|------|------|-----|
| 4.00  | 90%+ | 3.00 | 60% |
| 3.66  | 80%  | 2.00 | 35% |
| 3.33  | 70%  | 1.00 | 15% |

|                                                                                   |    |      |   |   |   |
|-----------------------------------------------------------------------------------|----|------|---|---|---|
| NUR-GEN-4-A-4-b-Ability to Make Morally Correct Choices                           | 25 | 3.08 | - | - | - |
| NUR-GEN-4-B-4-Respect for Beliefs of Different Ethnic, Religious, or Social Group | 25 | 3.08 | - | - | - |
| NUR-g-Ethical Behavior                                                            | 25 | 4.00 | - | - | - |

## D. University Whole Person Outcomes

| Scale |      |      |     |  |
|-------|------|------|-----|--|
| 4.00  | 90%+ | 3.00 | 60% |  |
| 3.66  | 80%  | 2.00 | 35% |  |
| 3.33  | 70%  | 1.00 | 15% |  |

| ORU Whole Person Outcomes |                                                        | 2018 – 2019 |       |        |       | 2019 – 2020 |       |        |       | 2020 – 2021 |       |        |       |
|---------------------------|--------------------------------------------------------|-------------|-------|--------|-------|-------------|-------|--------|-------|-------------|-------|--------|-------|
|                           |                                                        | Residential |       | Online |       | Residential |       | Online |       | Residential |       | Online |       |
|                           |                                                        | n           | score | n      | score | n           | score | n      | score | n           | score | n      | score |
| 1A                        | Biblical Literacy                                      | 156         | 3.89  | -      | -     | -           | -     | -      | -     | 124         | 3.88  | -      | -     |
| 1B                        | Spiritual Formation                                    | 66          | 3.88  | -      | -     | 101         | 3.94  | -      | -     | 409         | 3.76  | -      | -     |
| 2A                        | Critical Thinking, Creativity & Aesthetic Appreciation | 165         | 3.55  | -      | -     | 69          | 3.72  | -      | -     | 23          | 3.73  | -      | -     |
| 2B                        | Global & Historical Perspectives                       | 104         | 3.85  | -      | -     | 39          | 3.90  | -      | -     | 106         | 3.75  | -      | -     |
| 2C                        | Information Literacy                                   | 78          | 3.59  | -      | -     | 303         | 3.66  | -      | -     | 360         | 3.42  | -      | -     |
| 2D                        | Knowledge of the Physical & Natural World              | 53          | 3.25  | -      | -     | 51          | 3.83  | -      | -     | 106         | 3.27  | -      | -     |
| 3A                        | Healthy Lifestyle                                      | 42          | 2.64  | -      | -     | 137         | 2.42  | -      | -     | 154         | 2.50  | -      | -     |
| 3B                        | Physically Disciplined Lifestyle                       | 147         | 3.53  | -      | -     | 220         | 3.46  | -      | -     | 273         | 3.16  | -      | -     |
| 4A                        | Ethical Reasoning & Behavior                           | 273         | 3.59  | -      | -     | 357         | 3.73  | -      | -     | 616         | 3.64  | -      | -     |
| 4B                        | Intercultural Knowledge & Engagement                   | 69          | 3.63  | -      | -     | 63          | 3.81  | -      | -     | 31          | 3.35  | -      | -     |
| 4C                        | Written & Oral Communication                           | 291         | 3.48  | -      | -     | 315         | 3.66  | -      | -     | 350         | 3.25  | -      | -     |
| 4D                        | Leadership Capacity                                    | 178         | 3.60  | -      | -     | 334         | 3.77  | -      | -     | 345         | 3.84  | -      | -     |



## VI. Program Assessment Process Description

### 1. What is the *annual process and activities that contribute towards continuous improvement*?

Examples may include:

- a. Department/College meetings
  - b. Assessment Day/Week activities
  - c. Annual accreditation reports
  - d. External community stakeholder advisory board
  - e. Other initiatives
- 
- a. During the past four academic years, the School of Nursing has participated in the University appointed assessment days. The implementation of D2L for rubric scoring has increased faculty and student submission of Whole Person Assessment (WPA) data, with it now a regular exercise for both parties. One day at the beginning of the semester the entire faculty meet to review the WPA data provided by the results of the D2L rubrics. The results are analyzed in comparison to previous years to assess increases or decreases in scores, gaps in data, and areas in which the school can increase the scores related to University and program outcomes. See Assessment day minutes or reports 8.21.17, 1.7.2019, 9.24.2019, 1.6.2020, and 8.17.21. Assessment day PowerPoints are prepared by the assessment coordinator with WPA data and other assessment concerns for the faculty. See examples, 8.10.2019, spring 2020, fall 2020, and Winter Assessment day 2021.
  - b. Specific course assessments are performed by the course faculty and discussed at team meetings throughout the semester and if necessary brought to the monthly faculty senate meetings. Benchmarks for classwork include a 70% passing score on the average of weighted exams and after this is met, the addition of all other grades in the course a final average benchmark of 70% for passage of the course. Simulation lab assessments include dosage calculation exams, quizzes over skills, and skills performance test outs. Simulation lab is a pass/ fall grade. Clinical assessments include graded care plans, skills performed with the instructor at the patient's bedside, and actions outlined on the Clinical Evaluation Rubric. Clinical is a pass/fall grade as determined by the student meeting the required benchmark on the Clinical Evaluation Rubric (for medical surgical courses) and the non-medical surgical course clinical evaluation tool benchmark. Course faculty, simulation staff, and clinical instructors provide insight into trends where students are missing the benchmarks provided. Changes in teaching and learning practices result. For example, in the Junior Medical Surgical course (NUR 305 before curriculum change) students were not performing well on the simulation skills test out at the end of the semester. A common skill that was difficult for students was upholding sterile technique. As a result of course team discussion, the following year the steps to the sterile technique were posted earlier in the semester and students were required to

attend and document the practice of the posted skills. Evaluation the following year showed an increase in the number of students who passed this skill on the test-out.

- c. After the 2020 accreditation visit by the Commission on Collegiate Nursing Education (CCNE), a detailed assessment plan was written for ongoing program assessment and improvement. See Oral Roberts University Anna Vaughn College of Nursing response to CCNE dated 4.16.2021. CCNE accreditation visits are held every 5-10 years. Due to changes within the college and implementation of a new detailed assessment plan, the next visit will be fall of 2023.
- 
2. What process do you use to *implement your recommendations*?
    - a. During the assessment day and faculty meetings, courses in the program are identified for changes that may impact the attainment of university and program outcomes.
    - b. Course faculty teaching teams are responsible for implementing changes discussed in the assessment day and faculty meetings.
    - c. If the improvement needs to occur within activities outside of a course (i.e. changes to the handbook, etc.), the chair of the appropriate committee is responsible to bring it the committee meetings for completion.
  3. How do you “close-the-feedback loop” and *review the effects of your changes*?
    - a. During monthly faculty meetings, course leads and committee chairs provide reports to the faculty senate regarding changes implemented. Due to difficulty tracking the changes, starting spring 2021, formative course reports are completed via Mach Forms, submitted prior to each faculty meeting, and reviewed during the meeting. Summative course forms are reviewed at the following semester assessment day.

## VII. Continuous Program Improvement Description

### 1. Since 2016, how have the results of assessment directly affected program changes for the future?

Results of assessment data have directly affected program changes in the School of Nursing throughout the curriculum. Examples of the changes in areas of teaching and learning practices, assessment of student outcomes, and assessment of program learning outcomes are given.

The results of the NCLEX-RN licensure pass rate are an indication of a student's success after graduation. The 2017 NCLEX-RN pass rate was 79.55 (below the national average of 87.12). An analysis of the variables impacting the scores occurred as reflected in the 8.21.17 assessment committee minutes. Several changes ensued.

1. Increased use of clicker technology for exams opposed to scantrons to increase the amount of statistical analysis on exams throughout the entire program.
2. Provision of the Assessment Technology Institute (ATI) testing skills preparation modules to students in the NUR 206 Foundations of Nursing course.
3. Changes to the NCLEX-RN review course were significant. First, instituting ATI content mastery exams throughout the curriculum, use of virtual ATI the last semester of senior year, and the ATI capstone course the last semester increased the student's exposure to nationally normalized exam. Secondly, students began to meet individually with faculty to review their study habits and results in answering NCLEX-RN prep questions and in their practice and proctored ATI content mastery exams. Individual appointments were held weekly with faculty throughout the semester.

The results of the changes after 2017, have resulted in increased NCLEX-RN test scores.

#### *Graduation year*

#### *NCLEX-RN score*

|      |       |
|------|-------|
| 2017 | 79.55 |
| 2018 | 94.29 |
| 2019 | 97.30 |
| 2020 | 95.25 |

In 2018, discussion among faculty during the monthly meetings revealed inconsistency in the clinical evaluation of students across the medical-surgical courses. The curriculum committee, comprised of all BSN faculty developed a Clinical Evaluation Rubric with the six Curricular Organizing Themes as a framework. Initially the rubric was used as a baseline determinant in the first clinical course (NUR 206) and re-evaluation in the last clinical course

(NUR 406). Feedback from clinical instructors revealed the new rubric gave clearer criteria to assess student knowledge, skills, and attitudes. One in particular verbalized that she thought the rubric allowed for more accurate assessment of the student's in clinical. Since this time, dress code violations, punctuality, and professional behavior in the clinical setting are quickly addressed with objective assessments. Students receive praise for these types of behaviors as evidenced by several letters from patients and staff of the hospitals (see 9.12.19 Student in Rapid Response Doc, 8.24.20 Methodist Manor). The rubric is now used in all medical-surgical courses.

As reflected in the January, 2020 Assessment Day meeting minutes, prior to the fall 2019 semester, faculty noted a gap in assessment data regarding psychomotor skills. The creation and addition of a Skills Lab Survey, which used the seven program learning outcomes as a framework, assists faculty in evaluating student achievement of psychomotor skills. The survey is used during the simulation lab skills test-out held with sophomore and junior students.

Fall 2020 was the School of Nursing (then College of Nursing) CCNE accreditation visit. The accreditation response showed a deficit in the written assessment plan for the school. In response, a 32-page written assessment document was developed for use in the school. Since that time, several assessment meetings and professional development seminars (June 23, 2020; July 7, 2020; August 17, 2020) have been held to orient faculty to changes in the systematic assessment plan. Continued training, implementation and evaluation of the plan is ongoing via the assessment committee comprised of the Associate Dean of the School of Nursing, Assessment Coordinator, Faculty member, and Nurse Educational Expert Consultant.

**2. If you use *Senior papers/projects* they often provide rich data on student achievement. How do you tie the results from these artifacts back to changes for specific courses?**

Research courses prepare students for lifelong learning as a member of the profession. NUR 498/499 Research/Senior Paper I & II culminates in the students' writing a systematic research review or reporting on an actual research project. Students may work individually or in groups—always with supervision of a faculty mentor. Students present their work to classmates and faculty in a classroom setting and submit digital copies of their work. Faculty submit the best papers for publication on ORU's Digital Showcase. Since 2018, the Showcase has published 12 undergraduate nursing papers with views around the globe. Despite the exemplary work, the WPA artifacts did display areas of weakness in APA formatting, reference list, and written communication overall. After reviewing the weakness, changes were made in the course delivered a semester before the first senior paper course. Increased focus on professional writing skills, APA formatting, and general writing guidelines is implemented in the junior Professional Nursing II: Ethics, Law, and Healthcare Delivery course. There are two papers

throughout the one credit course, and the final exam is a paper with strict APA guidelines.

3. **As applicable, describe how you've updated the program due to professional accreditation changes or reports, student surveys, alumni and stakeholder feedback, market trends, etc.**
  - Written assessment plan, please see question #2.
4. **Describe any data-driven decisions that faculty members made to *open this program* since 2016. Please provide evidence of data informing the decision to open the program.**

RN-BSN:

The online ADN-BSN degree program initially launched fall 2014. External marketing firms repeatedly failed to recruit students. Only one student enrolled and graduated from the program. Essentially, the program was non-functional and lay in limbo for a couple of years. By fall 2017, the faculty voted to revise the curriculum and re-launch the program with a minimum cohort of 10 students.

With internal marketing and scholarship incentives, 16 students enrolled in the first session of the fall 2018 semester.

By summer of 2020 the RN-BSN program graduated the following:

- 2018-2019 academic year: 0 (this is the year the cohort started)
- 2019-2020 academic year: 7
- 2020-2021 academic year: 2
- 2021-2022 academic year: 0 anticipated

Administration determined the numbers to be too low to sustain the program and it was placed on hiatus.

5. **Describe your stakeholder participation from alumni, community members, businesses, other organizations, etc.**
  - Who are they?
  - What feedback have you received?
  - How have you used the feedback for continuous improvement?

Stakeholders to the School of Nursing include community members who hire our graduates, the alumni, clinical agencies who interact with our students, accreditation bodies (CCNE and Oklahoma Board of Nursing), and patients who interact with our students. Communities of interest is the phrase utilized by the CCNE nursing accrediting body to include the stakeholders who are both internal and external constituents.

Emphasis of clinical nursing courses continue to focus on communities of interest in both acute care and community settings. The communities of interest encountered by ORU students represent diverse patient populations across the lifespan continuum in urban, rural, and Tribal Nations regionally and internationally. Acute and community experiences occur throughout the Tulsa metropolitan area. The three major healthcare systems welcome our students throughout their facilities. Among comments received about student's performance is one relating the whole person care a senior nursing student provided to a family member in crisis.

Hi Patti,

I wanted to pass on some of the conversation that I had with one of the nursing staff during clinical last night. She took time to let me know how highly the ORU students are viewed at SFH. She specifically expressed that they were such a joy to be around...they were well mannered and it was evident that they respected themselves and other people. She talked about the wholesome spirit that they exuded and she concluded by expressing hope that they would be the nurses taking care of her some day.

I just wanted to share that praise because these young men and women should know that the sweet spirit of Jesus is evident wherever they go. And I also wanted you and all the faculty to know what a special part we all play in the shaping of lives. It is a privilege and a responsibility as well.

Debbie, Clinical Adjunct Instructor

(12.2.2016)

Students are involved in community agencies throughout the curriculum. In NUR 206 Foundations of Nursing, students begin their clinical experiences at various assisted living and nursing home facilities. On one of the initial clinical experiences, near the end of the evening, a fire occurred in the kitchen. With the leadership of the faculty member and coordinated efforts of the staff, the students assisted the evacuation of the entire facility.

Community agencies/organizations- profit and non-profit-provide opportunities for students to embrace the expanded role of the nurse, thereby impacting health in a variety of diverse populations. For example, senior community groups provide individual-specific health education to justice-involved women on their journey to self-sufficiency through the development of an educational brochure. Each year, a forensic nurse at the Tulsa Police Department supervises senior students enrolled in community courses. One year, the students presented a seminar on strangulation arising from a high incidence of domestic violence against women in the city. Students accepted an invitation to present the seminar to Tulsa Police officers as part of the officers' professional development. Faculty work every year to motivate students to produce projects truly beneficial to the agencies in which they serve.

To promote awareness and educate students about the needs of underserved populations in Oklahoma and Kansas, AVSON established partnerships with a variety of rural healthcare institutions. Clinical encounters involved clinics led by nurse practitioners and physicians, a critical access hospital, specialized physician clinics such as urology, and rural school systems. Students educated clients, assisted practitioners in services, and observed the autonomous role of the nurse in the rural community, especially the school nurse. Post-COVID, re-establishment of strong community partnerships has been an attainable goal. Currently, AVSON has more community agency requests for students than students to attend.

The Creek and Cherokee Nations are well established in the northeastern part of Oklahoma. Through the concerted efforts of faculty, partnerships between AVSON and each Nation allow for clinical experiences in the Indian Hospitals and student projects that meet targeted health education needs of the communities. Health disparities experienced in both the Creek and Cherokee Nations are diabetes mellitus and obesity, which are of epic proportions within this population. Student nursing interventions, such as a health education teaching and in-person health fairs with focus on interactive exercise and nutrition resulted in production of brochures, videos, and story boards which awarded the students positive acclamations from Tribal staff (Creek Nation email). A different project designed for children in the Cherokee Nation during the height of the COVID-19 pandemic, creatively solved the distance-learning barrier. They produced their own television show with several segments targeting the holistic approach to preventative diabetes education (Senior Cherokee Nation T.V. Show).

The community of interest for the international trip to Oaxaca, Mexico is a remote tribal village. An AVSON alumni coordinate the health clinic of the Roca Blanca Mission Base serving the greatest concentration of unreached people groups in the Americas. The following is a student's recounting of her experience.

My time in Mexico was an experience I will never forget. Our contact and the people we were able to meet there were some of the most precious and beautiful people I have ever met. The experiences and memories we made were priceless. I eventually want to be a medical missionary and this trip gave me a glimpse of what that looks

like and the logistics behind it. One thing that I absolutely loved about this trip was the project that we implemented while we were there. We identified that a health need there was a disease called dengue fever that was spread by mosquitoes. After speaking with the locals from the rural village we were visiting, we discovered that bug spray was outrageously expensive to buy and no one could really afford it. That is when we started researching how we could help. With our research, we found that not only can you make natural mosquito repellent from Neem trees, but it just so happened that the village was saturated with these trees. The village also had many coconut trees from which coconut oil, the other ingredient we needed, could be made. Thus, our project was born. We made our natural repellent and taught the locals how to make it during the days we held a mission's clinic at the village. There, we taught and helped the mission's clinic doctors and nurses consult and treat patients. There was a huge need, and it was beautiful and fulfilling to feel like we were actually able to help implement a practical solution to their need. Going on the trips offered by the Anna Vaughn College of Nursing gives you a new and wider perspective on healthcare. It allows you to truly be immersed in a culture and make what you learn in nursing school about community health really click because you're actually putting it into practice. It is a rich and invaluable experience that I would recommend to everyone.

Changes to the curriculum with the communities of interest include the development of an Introduction to Gerontological Nursing course, new learning activities, and new clinical partnerships. The Gerontological Nursing course was developed in response to the aging population. The community has responded positively as evidenced by a recent correspondence from a family member served by this student cohort: There are students from ORU who work with the healthcare patients at Oklahoma Methodist Manor (OMM). Prior to the COVID-19 lock down, they visited OMM weekly and interacted with the residents, including my mother. On multiple occasions, I attended the ORU students' presentations to the OMM residents. They did impromptu acting, singing, stories, and all other activities. Mom and I thoroughly enjoyed their youthfulness, energy and love of serving others. It was remarkable. Now, despite the lack of F2F communication, an ORU student FaceTimes with Mom and they create fun stories based on a visual prompt. It is one of the highlights of Mom's week. Tell the instructor how much the family appreciates the outreach. It has made a difference (8/2020).

**6. Describe any open questions that faculty members have concerning the program that they are *waiting on future data* to evaluate for decision-making.**

The 2021 graduating class was the first cohort to complete the concept-based curriculum change. Evaluation of this groups NCLEX-RN pass rate, employment rate, and new graduation survey data is ongoing.



## **Appendix 22**

### **Program Review Peer-Review Training**

All-Faculty Handout: Schedule & Groups

Team Leader Training (PPT)

Program Formative Feedback Template

Program Improvement Planning Template

# FORMATIVE FEEDBACK PROFESSIONAL DEVELOPMENT DAY

JAN. 10, 2022

| Time          | WORKSHOP SCHEDULE                                                                                                                                                                                                     |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10:00 – 10:15 | <ul style="list-style-type: none"> <li>• Prayer</li> <li>• Devotions</li> </ul>                                                                                                                                       |
| 10:15 – 10:45 | <ul style="list-style-type: none"> <li>• Directions for the Day's Work</li> </ul>                                                                                                                                     |
| 10:45 – 11:00 | <ul style="list-style-type: none"> <li>• Break and Move to Formative Feedback Team Room (<b>see back</b>)</li> </ul>                                                                                                  |
| 11:00 – 2:00  | <ul style="list-style-type: none"> <li>• Formative Feedback Program Review Reports               <ul style="list-style-type: none"> <li>○ Read and Review Reports</li> <li>○ Complete Template</li> </ul> </li> </ul> |
| 12:00 – 1:00  | <ul style="list-style-type: none"> <li>• <b>Working Lunch</b></li> </ul>                                                                                                                                              |
| 1:00 – 2:00   | <ul style="list-style-type: none"> <li>• Complete Formative Feedback Reports</li> </ul>                                                                                                                               |
| 2:00 – 2:15   | <ul style="list-style-type: none"> <li>• Break and Move to Department/School Initial Meeting Room (<b>see below</b>)</li> </ul>                                                                                       |
| 2:15 – 4:15   | <ul style="list-style-type: none"> <li>• Department Meetings               <ul style="list-style-type: none"> <li>○ Review Formative Feedback Reports</li> <li>○ Respond to Recommendations</li> </ul> </li> </ul>    |
| 4:15 – 4:30   | <ul style="list-style-type: none"> <li>• Break and Move to Main Hall (NEC 100)</li> </ul>                                                                                                                             |
| 4:30 – 5:00   | <ul style="list-style-type: none"> <li>• Closing and Announcements</li> </ul>                                                                                                                                         |

## DEPARTMENT/SCHOOL PROGRAM IMPROVEMENT PLANNING MEETING ROOMS | 2:00 - 4:15

| Communication & Public Affairs                         | Liberal Arts | Worship, Media & Performing Arts | Behavioral Science | Biology and Chemistry | Computer Science & Math | Engineering & Physics |
|--------------------------------------------------------|--------------|----------------------------------|--------------------|-----------------------|-------------------------|-----------------------|
| Rm 150A                                                | Rm 139       | Rm 150                           | Rm 270             | Rm 210                | Rm 221                  | Rm 201                |
| HLSS                                                   | UG Education | Grad Education                   | Business           | UG COTM               | Grad COTM               | Health Sciences       |
| Rm 202                                                 | Rm 284       | Rm 169                           | Rm 261             | Rm 121                | Rm 122                  | Rm 160F               |
| Additional Rooms Available: 138, 150A, 160E, 230, 250T |              |                                  |                    |                       |                         |                       |

## ONLINE DOCUMENT ACCESS

<https://bit.ly/3HDwgSL>

## COORDINATOR CONTACT INFORMATION

Dr. Kim Boyd: 918 361 1204 (Floor 1)

Mr. Trevor Ellis: 918 896 5888 (Floor 2)

## Formative Feedback Team Meeting Rooms | 11:00 a.m. – 2:00 p.m.

| Team 1                     | Team 2                | Team 3                      | Team 4                      | Team 5                          | Team 6                       | Team 7                                        |
|----------------------------|-----------------------|-----------------------------|-----------------------------|---------------------------------|------------------------------|-----------------------------------------------|
| Room 121: Physics II       | Room 121: Physics II  | Room 138: Nursing Classroom | Room 139: Nursing Classroom | Room 150: Nursing Classroom     | Room 150A: Nursing Classroom | Room 160E: Classroom                          |
| Prof. Sanders-Irish        | Dr. Scott Quant       | Dr. Patrick Otto            | Dr. Kezia Daniels           | Prof. Rachael Valenz            | Dr. Hallett Hullinger        | Prof. David Farnsworth                        |
| Brenna Bohatec             | Lenore Butay          | Patricia Catts              | Angela Foster               | J. Bryan Osborne                | Jayne Ann Harder             | Rebecca Poore                                 |
| Aleksandra Turtova         | Enrique Valderrama    | Stephen R. Wheat            | Jan Woerner                 | Gweth Holzmann                  | Glenn Smith                  | Elena Gregg                                   |
| Bill Gordon                | Fritz Huber           | Scarlet Jost                | Nancy Mankin                | Terry Shannon                   | Charlene Martin              | Myra Bloom                                    |
| Jane Malcolm               | Angela Sample         | Janet George                | Gerald Landers              | Evie Lindberg                   | Barbara Law                  | Carolyn F. Stubbs                             |
| Carlos Chale               | Matthew Delaney       | Keith Gogan                 | Mark R. Hall                | Laura Krohn                     | Christopher Brown            | Lynda Manghum                                 |
| Christina Schneider        | Brandon Royce         | Christina Schneider         | Norah Swiney                | Joyce Bridgman                  |                              | Michelle R. Eiler                             |
| Team 8                     | Team 9                | Team 10                     | Team 11                     | Team 12                         | Team 13                      | Team 14                                       |
| Room 160F: Conference Room | Room 169: Quiet Area  | Room 201: Conference Room   | Room 202: 3D Lab            | Room 205: Engineering Classroom | Room 210: Computer Lab       | Room 221: Engineering Classroom               |
| Dr. Jason Pudlo            | Prof. LeighAnne Locke | Dr. Andy Lang               | Dr. Todd Farmer             | Dr. Sandra Richardson           | Dr. Phillip Nelson           | Dr. Julie Huntley                             |
| Joe Ann Robinson           | Sharon Willis         | Kimberly Landrum            | Tracy Anne Farkas           | Randall Feller                  | Daniel Douglas Bunn          | Brittany Gomez                                |
| Jim Myers                  | Laura Holland         | Anthony Domeck              | William Collier             | Prathibha Desman                | Juliana Goelzer              | Catherine Klehm                               |
| Daniel Eiler               | Dana Higeons          | Daniel Isgrigg              | Rebecca Attah               | Ardith Baker                    | William T. Crawford          | Jim Shelton                                   |
| Hayoung Lim                | Amanda Wilson         | Norman Mintle               | Even Culp                   | Agenda Farmer                   | Rhonda Gallagher             | Cristi Freudenrich                            |
| Jason Howell               | T. Mandel Chenoweth   | Beverly Garrison            | Satia Schwarz               | John Matsson                    | Pavel Navitski               | Haley French                                  |
| Paul Vickery               | Jamie Kitchens        | Gary Kern                   | Kelly Dunbar-Davison        | Peter Althouse                  | James Barber                 | Ruby Libertus                                 |
| Team 15                    | Team 16               | Team 17                     | Team 18                     | Team 19                         | Team 20                      | Team 21                                       |
| Room 230: Classroom        | Room 261: Stovall     | Room 270: Classroom         | Room 284: Conference Room   | Room 230A: Classroom            | Room 250T: Classroom         | Room 261A: Global Collaboration Hub - Stovall |
| Dr. Jonathan Wiley         | Dr. Calvin Easterling | Dr. Christopher Foster      | Prof. Stacey Blaylock       | Dr. Mary Lou Miller             | Dr. Marcela Chavan           | Dr. Bill Buker                                |
| Connie Sjoberg             | Jeffrey Lamp          | Denise Miller               | Kerry Loescher              | Julie Ma                        | Germaine Mikhail             | Jay Gary                                      |
| Celestino Velasquez        | Joel Gaikwad          | John Korstad                | William Ranahan             | Hal Reed                        | James Russell                | John P. Thompson                              |
| Jeffrey Voth               | Joel Dash             | Bill Elliott                | Doris Feltham               | Rebecca Gunn                    | Solomon Hailu                | Terry Unruh                                   |
| Katherine Howell           | Susan McMurray        | Dominic Halsmer             | Rafael Barreiro             | Sonny Branham                   | Sophie Liu                   | Christopher Holt                              |
| Gregory Allen Meyer        | Andrea Walker         | Timothy Ekblad              | Trevor Grizzle              | Larry Hart                      | William Lyons                | Xiaomin Ma                                    |
| R. Samuel Thorpe           | Megan A. Weinkauff    | Jiwon Kim                   | Nathan Opp                  | Vicki Walker                    | Tim Waters                   | Raymond Smith                                 |



ACADEMY FOR EXCEPTIONAL  
TEACHING & INNOVATION

# Formative Feedback Team Leader Training Material

- **Schedule**

- First Hour 11:00 – 12:00 PM
  - 15 minutes – go over power point
  - Divide teams members into subgroups of 2-3
  - Assign the team the report(s) to read
  - Locate and Read Reports
- Second Hour – 12:00 – 1:00 PM
  - Subgroups will discuss answers to questions on the template based on the Program Review Report and complete the Formative Feedback Templates
- Third Hour – 1:00 – 2:00 PM
  - Each subgroup will present their findings to the entire team
  - Discuss and finalize the Formative Feedback Templates for each of your programs

**Don't forget to pick up lunch - Working Lunch**

- **Strategy for Completing the Work**
  - Put team members in groups of 2-3
  - Have each program review led by a different faculty member
  - Team Leader should model the first review
  - Keep things upbeat and remember no program is perfect

## Potential Challenges

- What to do when information is missing from the report
  - Tell team members why information may be missing
- How to complete shorter reports
  - Give positive detailed feedback
- Avoid getting down in the weeds
- Don't compare them to your programs
- How to find all the documents you will need

## What to do when your reports are done

- Notify your facilitator
  - First floor - contact Dr. Boyd – 918.361.1204
  - Second floor – contact Trevor Ellis - 918.896.5888
- Check on other team members
- Read the rest of the Program Review Reports assigned to your team



## • Reminders

- Save the document in the correct folder
- Go over how to complete the template
- Pair shorter program reports with a longer report
- Team leader check on other team members so you are not surprised
- Keeping things upbeat and remember no program is perfect

# Q & A

| Program Formative Feedback   |                                 |         |
|------------------------------|---------------------------------|---------|
| Formative Feedback Team Lead | Formative Feedback Team Members | Program |
|                              |                                 |         |

### 1. Artifact Descriptions

- a. Have all the artifacts been described?

---

### 2. Artifact and Program Outcome Alignment (please note this was not required)

- a. If this information is provided, is each artifact aligned to a program outcome? If not, which ones are not being assessed?

---

### 3. Outcome Data

#### a. Program Outcomes

- i. Is each program outcome assessed? If not, which one(s) are missing?
- ii. Please indicate if there are any program outcome scores in the yellow or red zone.

#### b. Artifact Outcomes

- i. Is each artifact being assessed? If not, which one(s) are missing?
- ii. Please indicate if there are any artifact outcome scores in the yellow or red zone.

#### c. Criterion Outcomes

- i. Please indicate if there are any criterion outcome scores in the yellow or red zone.

#### d. Whole Person University Outcomes

- i. Is each whole person university outcome being assessed? If not, which one(s) are missing?
- ii. Please indicate if there are any whole person university outcome scores in the yellow or red zone.

---

## 4. Program Assessment Process

- a. Does the report include a detailed description of the process used to analyze data? If not, what is missing?

**Yes / No**

- b. Are multiple faculty involved in reviewing the data?
  - c. Is there evidence that external stakeholders provided feedback?
- 

## 5. Use of Data for Continuous Improvement

- a. Did the report identify patterns based on data that need addressing?
- b. Does the program have a plan for improvement? **Yes / No**
  - i. How do suggested improvements reflect data results?
  - ii. Is there a plan to measure improvements with a timeline? **Yes/No**
  - iii. Are the goals, measurement tools, and timeline for implementing changes realistic? **Please comment.**
  - iv. Does the plan identify the faculty involved, and responsible, for implementing the changes?
  - v. Where there are no changes recommended, do you agree? Why or why not?
- c. Does the program use additional data not included in the artifacts to inform program improvements? Examples include: Senior exit interviews, alumni surveys, external assessments, etc. If so, please describe how data are used for continuous improvement?

---

## 6. Questions

- a. What questions do you have for the program faculty?

---

## 7. Program Commendations

- a. Based on your review and discussions, what are commendations of the program?

---

## 8. Program Recommendations

- a. Based on your review and discussions, what are recommendations that the program may consider to improve?

---

## 9. Other

- a. Please provide any additional information that you believe would be helpful.

| Program Improvement Planning |                      |  |
|------------------------------|----------------------|--|
| Department Chair             | Program Team Members |  |
|                              |                      |  |

Please list the recommendations made by the Formative Feedback Team and provide comments.

| # | Formative Feedback Recommendations | Will We Do This? |    | If No, please provide your rationale | Person Responsible & Timeline |
|---|------------------------------------|------------------|----|--------------------------------------|-------------------------------|
|   |                                    | Yes              | No |                                      |                               |
| 1 |                                    |                  |    |                                      |                               |
| 2 |                                    |                  |    |                                      |                               |
| 3 |                                    |                  |    |                                      |                               |
| 4 |                                    |                  |    |                                      |                               |
| 5 |                                    |                  |    |                                      |                               |

Please list any recommendations that your Department/School decides to make in addition to those made by the Formative Feedback Team.

| # | Department/School Recommendations | Person Responsible | Timeline |
|---|-----------------------------------|--------------------|----------|
| 1 |                                   |                    |          |
| 2 |                                   |                    |          |
| 3 |                                   |                    |          |

## **Appendix 23**

### **2023-2024 Annual Improvement Plans**

Undergraduate Education Department



# Annual Program Improvement Plan

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## Section I: Program Information

### 1. Program Faculty

| Year in Review | Program                 | Chair              | Faculty Member(s)                                                                                                         |
|----------------|-------------------------|--------------------|---------------------------------------------------------------------------------------------------------------------------|
| 22-23          | Undergraduate Education | Dr. Jared Johnston | Dr. Jared Johnston, Dr. Evie Lindberg, Dr. Amanda Wilson, Dr. Janet George, Dr. Charlene Martin, Professor Brittany Grove |

### 2. Professional Advisory Group

Report members below:

| Meeting Date(s): |                     |                            |                                     |
|------------------|---------------------|----------------------------|-------------------------------------|
| #                | Members             | Organization               | Title                               |
| 1                | Emily Long          | ORU COE TCLA               | TCLA Vice President                 |
| 2                | Max Myers           | Coweta Public Schools      | Superintendent                      |
| 3                | Michael James       | Oral Roberts University    | Doctoral Candidate                  |
| 4                | Jennifer Miller     | Victory Christian School   | Christian School Sec. Administrator |
| 5                | Lorissa Francois    | To be confirmed            | Secondary School Teacher            |
| 6                | Shaun Nickelson     | Union HS Science           | Secondary School Teacher            |
| 7                | Tom Walsh           | Oral Roberts University    | ORU Internship Coordinator          |
| 8                | Isaiah Weaver       | Lincoln Christian School   | Christian School head Teacher       |
| 9                | Jamiah Newsome      | KIPP                       | Assistant Principal                 |
| 10               | Melissa Jones-Chunu | McArthur Elementary School | Public School ELE. Administrator    |
| 11               | James Isaacs        | Nathan Hale High School    | Public School ELE. Administrator    |
| 12               | Joel Pepin          | Rejoice Christian School   | Christian School ELE. Administrator |
| 13               | Katie Musick        | Riverfield School          | Private School ELE. Administrator   |
| 14               | Ifeoma Okoro        | Oral Roberts University    | Doctoral Candidate                  |
| 15               | Carolyn Stubbs      | Oral Roberts University    | PAVE and Advantage Coordinator      |

|    |               |                                    |                                   |
|----|---------------|------------------------------------|-----------------------------------|
| 16 | Patti Simon   | Valley Fellowship Christian School | Superintendent – Christian School |
| 17 | Kirt Hartzler | Union                              | Superintendent                    |
| 18 | Chris Belyeu  | ORUeF/ICAA                         | Director of ICAA/ORUef            |

## Section II: Closing the Loop

### 1. Summary of “Closing the Loop” on Last Year’s Annual Program Improvement Plan

- In the following table, list last year’s planned program improvements
- Informed by data, evaluate the effect of the change (use KPA data, observations, etc. as appropriate)
- Use this rating scale to score each action in the “Concern Addressed” column

| 5                                                                                                                                                                  | 4                                                                                                                                           | 3                                                                                                                                        | 2                                                                                                                                                          | 1             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| <ul style="list-style-type: none"> <li>Change was addressed</li> <li>Data was collected</li> <li>Changes were effective and no further action is needed</li> </ul> | <ul style="list-style-type: none"> <li>Change was addressed</li> <li>Data was collected</li> <li>Additional monitoring is needed</li> </ul> | <ul style="list-style-type: none"> <li>Change was addressed</li> <li>Data was collected</li> <li>No evidence of effectiveness</li> </ul> | <ul style="list-style-type: none"> <li>Change was addressed</li> <li>No additional data was collected to determine if the change was successful</li> </ul> | Not addressed |

| Last Year’s Annual Program Improvements |                                                                                                                                                                        |                               |                    |                             | Closing the Loop               |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|--------------------|-----------------------------|--------------------------------|
| #                                       | Action                                                                                                                                                                 | Data Source                   | Person Reporting   | Timeline for Implementation | Concern Addressed (Rate 1 – 5) |
| 1                                       | We implemented changes to PED 409 and PED 316 to address deficiencies in lesson planning on the CPAST.                                                                 | CPAST scores Reported in July | Dr. Jared Johnston | Fall 2023                   | 4                              |
| 2                                       | Technology integration was moved to PED 134 where it would receive dedicated instruction for ½ of a semester. We will not know the results of this move for two years. | CPAST scores Reported in July | Dr. Jared Johnston | Spring 2023                 | 2                              |
| 3                                       | Parent engagement strategies were added to PED 314 to better help students work with families during student teaching. This                                            | CPAST Scores Reported in July | Dr. Jared Johnston | Spring 2023                 | 2                              |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                          |                                  |                         |                 |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|----------------------------------|-------------------------|-----------------|
|  | was added during Spring 2023. It will one year to start seeing the results of this effort.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                          |                                  |                         |                 |
|  | <p>During 2022, we observed that our male students consistently scored lower than their female counterparts. Four male students did not pass, however the remaining students passed with scores much higher than the minimum. The UG department's objective was to disaggregate the data and determine the data by program. This step was taken and the faculty noted that all four students were in external programs to the COE. One student failed due to medical issues while the others were in secondary programs (1 MAAST, 1 music, 1 art). We also went back and revisited when TASK 4 is discussed. Primarily, TASK 4 is discussed for Education majors in senior pedagogy classes. External majors do not take this class. This event appeared to be an anomaly from one year and came from multiple departments. The COE will continue to monitor this phenomenon. For 2023, no students failed the PPAT.</p> | <p><b>PPAT Scores Reported in December and April</b></p> | <p><b>Dr. Jared Johnston</b></p> | <p><b>Fall 2022</b></p> | <p><b>5</b></p> |

|                                                                                                                                                                                                                |                              |                    |           |   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|--------------------|-----------|---|
| For ORU Students (n=9), out of 19 competencies, 6 were below state averages. We recommend communicating with the English department to ensure the instructors and students are covering the test competencies. | OSAT Scores Reported Monthly | Dr. Jared Johnston | Fall 2022 | 1 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|--------------------|-----------|---|

\*Actions that receive a score of 1 – 4 in “Concern Addressed” are required to be included on this year’s improvement plan

## 2. “Closing the Loop” | Detailed Description

Please provide a few detailed descriptions of how you have “Closed the Loop”. These examples are used for department/school, college, professional accreditation, and Higher Learning Commission accreditation reports.

Describe in detail:

- The initial issue to be addressed – reference data
- The changes made
- The effect of these changes both positive and negative – reference data

**Example of using data to “Close the Loop” (view more examples in Section VI):**

*In the College of Education, Elementary Education (B.Ed.), students scored a **220.59 average** on the written constructed response in the Oklahoma Subject Area Test compared with a **221.1 state average**. In response, the faculty began integrating in-depth writing tasks aligned with professional examinations in several core courses. In addition, the faculty provided students with exemplary examples of written assignments, encouraged them to have non-education majors read their papers, required them to submit work to the on-campus writing lab, and provided them with test preparation through the Teacher Candidate Leadership Association. Scores on the section improved to a **234.5 average**.*

|   |                                                                                                                                                                                                                                                                                                                                                                                       |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | For 2022, the faculty observed that male students consistently scored lower than their female counterparts on the PPAT. Four males took the test. Three directives were given: 1. Identify the candidate’s male programs, 2. Identify the candidates who either failed to resubmit their PPAT or failed it entirely, 3. Reexamine TASK 4 and identify the courses in which the skills |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   | are addressed. These directives were followed, along with a renewed emphasis on accountability during the student teaching process. In 2023, 100% of our candidates passed the test including all males (n=1).                                                                                                                                                                                                                                            |
| 2 | In 2021, ORU elementary and early childhood teaching candidates had a large negative difference on the differentiated methods component for the CPAST. In 2022, after having more time in redesigned classes, students in those concentrations saw substantial gains on that component of the CPAST. ORU elementary and early childhood candidates averaged a 2.57 on that component versus the national average of a 2.43 and a state average of a 2.29. |

## Section III: Current Year Data Review

### 1. Professional Advisory Group Recommendations

Report recommendations below:

|   |                                                                                                                  |
|---|------------------------------------------------------------------------------------------------------------------|
| 1 | Formative Interviews-Provide a freshman only education seminar and explain acronyms.*                            |
| 2 | Formative Interviews-Provide information for better understanding of the 5 <sup>th</sup> year mentoring program* |
| 3 | Formative Interviews-Provide more multicultural guest speakers in the classroom.*                                |
| 4 | Formative Interviews-Discuss how our students can successfully address LGBTQIA+ issues at secular schools.*      |
| 5 | Recruiting- Leverage Inspire 2 Teach and other incentives                                                        |
| 6 | Consider PPAT Task Prep Night for teacher candidates.                                                            |



2. Key Program Assessment Data

- a. Professional Outcomes
  - i. OSAT (Oklahoma Subject Area Test)
  - ii. PPAT Task 1 (Submitted to the University)
  - iii. PPAT Task 2-4 (ETS)
  - iv. CPAST (Observation)
  - v. PAR (Presentation of Action Research)
- b. General Education Outcomes
  - i. N/A
- c. University Outcomes
  - i. Presentation of Action Research

3. Strengthening University Outcomes

How did you develop curriculum and instruction to strengthen one of the University outcomes of Spiritual Integrity, Personal Resilience, Intellectual Pursuit, Global Engagement and Bold Vision?

| University Outcome  | Curriculum and Instruction Improvement                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Spiritual Integrity | The Undergraduate Department revised its Presentation of Action Research project to better align with the university outcome of Spiritual Integrity. This presentation took effect this past year and we had a much better idea of how students embodied the ideals of spiritual integrity. We will continue to monitor scores on this KPA to determine what changes and improvements needs to be made curriculum-wise. |

## 4. Other Data

Other significant data sources (see Section V: Appendices for examples):

|   | Data                                                                                                                                                                     | Recommendations for Continuous Improvement                                                                                                                                           |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   | (Department meeting minutes, research, assessment day activities, accreditation reports, student surveys, alumni surveys, market reports, cocurricular assessment, etc.) |                                                                                                                                                                                      |
| 1 | Exit Interviews                                                                                                                                                          | Provide a technology-specific course and reemphasize the value of Google Certification. Additionally, introduce new technology being used in public schools.                         |
| 2 | Exit Interviews                                                                                                                                                          | Provide more training to pre-service teacher candidates on Task 2. In the training, provide more meaningful feedback and detailed feedback to facilitate greater concept attainment. |
| 3 | Exit Interviews                                                                                                                                                          | Provide access to a Smart TV or Interactive display.                                                                                                                                 |
| 4 | Exit Interviews                                                                                                                                                          | Provide more PPAT training within classes to help students fully understand PPAT expectations and requirements.                                                                      |

## Section IV: New Annual Improvement Plan

List your improvement plan for this year.

- If Key Program Assessment (KPA) scores are low please address these in your plan
- Include all actions that received a score of 1-4 under “Concerns Addressed” in the *Summary of “Closing the Loop” on Last Year’s Annual Program Improvement Plan*

| Year: 2023-2024 All Programs |                                                                                                                                                                                                                                                                                           |                               |                          |                             |
|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|--------------------------|-----------------------------|
| #                            | Action                                                                                                                                                                                                                                                                                    | Data Source                   | Person Reporting         | Timeline for Implementation |
| 1                            | Review the CPAST instrument field “Parent Communication” to determine if we are assessing correctly in a spring UG Council Meeting. The ORU final average for this field is a 1.5 (Based on Spring 2023, N=26). Oklahoma’s average is a 2.54 and the state average is a 2.40.             | CPAST Scores Reported in July | Dr. Daniels/Dr. Johnston | February 2024               |
| 2                            | The faculty will review our own assessment practices to determine where in our curriculum we can strengthen data-guided instruction to improve on the CPAST. ORU Students in Spring 2023 (N=26) scored a 1.81. The average for Oklahoma was a 2.20 while the national average was a 2.34. | CPAST Scores Reported in July | Dr. Daniels/Dr. Johnston | February 2024               |
| 3                            | Scores on Research and Theory are trending in a negative direction on the CPAST. We recommend discussing Theory and Research with cooperating teachers at Student Teaching Orientation to alert them that our candidates will discuss theory and research                                 | CPAST Scores Reported in July | Dr. Daniels/Dr. Johnston | January 2024                |

|           |                                                                                                                                                                                                                                                |                                       |              |             |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|--------------|-------------|
|           | while designing lessons. For 2023, ORU Students (N=26) scored a 1.23 average. This is below the state average of a 2.04 and the national average of a 2.24.                                                                                    |                                       |              |             |
| <b>9</b>  | Provide a technology-specific course and reemphasize the value of Google Certification. Additionally, introduce new technology being used in public schools. These steps will be taken in PED 134 which will be offered in Spring, 2024.       | Exit Interviews Conducted<br>Each May | Dr. Johnston | Spring 2024 |
| <b>10</b> | Provide more training to pre-service teacher candidates on Task 2. In the training, provide more meaningful feedback and detailed feedback to facilitate greater concept attainment. This step will be taken in PED 411, offered in Fall 2023. | Exit Interviews Conducted<br>Each May | Dr. Johnston | Fall 2023   |
| <b>11</b> | Provide access to a Smart TV or Interactive display. The displays have been purchased and will be online in Fall 2023.                                                                                                                         | Exit Interviews Conducted<br>Each May | Dr. Johnston | Fall 2023   |
| <b>12</b> | Provide more PPAT training within classes to help students fully understand PPAT expectations and requirements. PPAT units will be embedded in courses like PED 409 which will be offered in Fall 2023.                                        | Exit Interviews Conducted<br>Each May | Dr. Johnston | Fall 2023   |

| Year: 2023-2024 Elementary Programs |                                                                                                                                                                                                                                                               |                                 |                          |                             |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|--------------------------|-----------------------------|
| #                                   | Action                                                                                                                                                                                                                                                        | Data Source                     | Person Reporting         | Timeline for Implementation |
| <b>1</b>                            | ORU students (N=21) scored lower than the state average on Competency 14 on the Elementary Subtest II. ORU students correctly answered 57.1 versus the state average of a 65.7. We recommend reviewing the alignment between the university Humanities course | OSAT Scores<br>Provided Monthly | Dr. Daniels/Dr. Johnston | November 2023               |

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                 |                          |               |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|--------------------------|---------------|
|   | offerings and the domains/standards of the Oklahoma Elementary Subtest II.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                 |                          |               |
| 2 | <p>ORU students (N=9) scored consistently lower in subcategories 4, 7, and 10 on the ESL Oklahoma OSAT.</p> <ul style="list-style-type: none"> <li>• <b>Competency 4</b> (Knowledge of how diverse cultural groups affect language)- ORU (69.1); Oklahoma (78.0)</li> <li>• <b>Competency 7</b> (Knowledge of Concepts, Research and Best Practice on English oral language development)- ORU (54.5); Oklahoma (59.7)</li> <li>• <b>Competency 10</b> (Knowledge of issues and concepts related to ESL Assessment)- ORU (63.6); Oklahoma (76.7)</li> </ul> <p>We need to review our curricular alignment between our courses and the Oklahoma ESL OSAT.</p> | OSAT Scores<br>Provided Monthly | Dr. Daniels/Dr. Johnston | November 2023 |

| Year: 2023-2024 Secondary Programs |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                 |                          |                             |
|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|--------------------------|-----------------------------|
| #                                  | Action                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Data Source                     | Person Reporting         | Timeline for Implementation |
| 1                                  | <p>ORU students (N=3) scored consistently lower than state averages in subcategories 12,15,17,18, and 19. In subcategory 12 (Knowledge of Strategies for Reading Informational Texts), ORU students correctly answered 61.1% of the questions. This was below the state average of 71.6%. Subcategories 15-19 fall in Category 4, Language and Literature. ORU students only scored above the state average in Competency 16- Poetry. In this Competency, ORU students had a correct % of 77.8 versus the state average of a 69.6. Here is how ORU scored in competencies 15,17,18 and 19:</p> <ul style="list-style-type: none"> <li>Competency 15 (Historical, Social, Cultural and Technological Influences on the English Language)- ORU (55.6); Oklahoma (66.7)</li> <li>Competency 17 (Knowledge of Themes and Trends in American Literature)- ORU (61.1); Oklahoma (68.8)</li> <li>Competency 18 (Knowledge of Themes and Trends in British Literature)- ORU (66.7); Oklahoma (71.7)</li> <li>Competency 19 (Knowledge of World Literature)- ORU (58.3); Oklahoma (64.6)</li> </ul> <p>We recommend coordinating with the English faculty to align University content with test domains and standards.</p> | OSAT Scores<br>Provided Monthly | Dr. Daniels/Dr. Johnston | Spring 2024                 |

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                              |                                 |                    |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|---------------------------------|--------------------|
| 2 | <p>ORU students (N=2) scored consistently lower than the state average in each competency area on the US History, Government, and Economics Assessment. We need to review the curriculum alignment between what is being offered on the degree plan versus what is being covered on the assessment. We also need to work with the History department to ensure proper course rotations so our students can get what they need. (See Attached OSAT Score)</p> | <p>OSAT Scores<br/>Provided Monthly</p>                      | <p>Dr. Daniels/Dr. Johnston</p> | <p>Spring 2024</p> |
| 3 | <p>On the Presentation of Action Research (PAR) Project, Elementary Students scored a combined 3.55 versus Secondary who scored a 2.68. Dr. Johnston has made changes to PED 409 to address this PAR deficiency.</p>                                                                                                                                                                                                                                         | <p>Presentation of Action Research Reported<br/>Each May</p> | <p>Dr. Johnston</p>             | <p>Fall 2023</p>   |

## Section V: New Program & Teach-Out

If this is the first or last year the program will be listed in the academic catalog, please complete this section.

Please provide the rationale, data, and documentation that describe why this program is opening or closing:

| # | Program                      | Rationale                                                                                                                                                                                                                                                                                                                                                                          | Data                               | Documentation<br>(include as<br>attachment) |
|---|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|---------------------------------------------|
| 1 | Secondary Physical Education | UG Education is dropping this program due to our low program enrollment numbers. Further, the few students remaining in the program are having a very difficult time attaining the courses they need.                                                                                                                                                                              | Census Data, Student Audits        | Teach-Out Plan                              |
| 2 | Revised Education Minor      | UG Education is changing its minor to better introduce and expose students from other disciplines to education. The minor will include 12 hours of coursework from the following courses: PED 203, PED 205, PED 315, and PED 372. Students can then take two electives from the following options to complete the minor: ECE 201, ELE 201, ELE 202, ELL 304, ELL 315, and SED 201. | Student Interviews,<br>Census Data | CCP                                         |
| 3 | Secondary Theater Education  | We are adding Theater Education to our Secondary program. We are adding the program since the College                                                                                                                                                                                                                                                                              | Email Memos                        | CCP; Degree Plan                            |



|  |  |                                                       |  |
|--|--|-------------------------------------------------------|--|
|  |  | of Cultural Arts and Studies is dropping the program. |  |
|--|--|-------------------------------------------------------|--|

## Section VI: Cocurricular Activities

### Cocurricular Definition

Selected activities outside the physical, virtual and digital classrooms that reinforce the University’s mission, are aligned with the University outcomes, and complement the curriculum. *Examples of cocurricular activities are: study abroad, student-faculty research, chapel, theatrical and musical performances, internships not required for degree completion, service learning, revival, professional clubs or organizations, athletics, honor societies, missions, work study, Culture Fest, etc.*

By Department/School, please [click here](#) to update the current list of active (occurred last year, or will occur this year) cocurricular activities (sorted by College).

| Cocurricular Activity/Program | Description | Date OR Frequency of Meetings | Faculty Advisor |
|-------------------------------|-------------|-------------------------------|-----------------|
|                               |             |                               |                 |

## Section VII: Appendices

Possible appendices addressing continuous improvement of the program may include:

- Academic Research
- Professional Accreditation Self-Study & Response
- Meeting Minutes
  - Assessment meeting
  - Department meeting (containing program specific references)
  - Professional Advisory group meeting
- Survey Results
  - Alumni survey
  - Student opinion survey
  - Senior exit
- Reports
  - Market research
  - News releases/articles
- Professional Exam Results

## Section VIII: “Closing the Loop” Examples

- In the College of Arts and Cultural Studies, the assessment indicated a **low score (2.98/4.00) for the Dance (B.A.) program’s outcome #1**, which evaluates students’ ability to create and defend choreographic works. To improve this area, faculty members added a more comprehensive study in the element of time and gave music restrictions to choreography projects. They also added three self-assessments where students reflected on their accomplishments. **By 2020, the score for this outcome increased to 3.80/4.00.**
- In the College of Business, the Management (B.S.) program draws data from the Strategic Management (MGT 431) course for program outcomes three, four, and six. In the course, students demonstrate an understanding of firms’ operations within industries from a macro perspective and the implementation of strategic planning. **In fall 2018, scores were below the target of 3.5.** Faculty recognized the need to improve the course by requiring teams to focus on one case (instead of the multiple cases used previously) to focus on continuous improvement quality rather than quantity. Professors also split up the teams into small working groups rather than using only large teams. Scores improved over the following years:

| Management (B.S.) Program Outcome | Fall 2018<br>(out of 4.00) | Spring 2021<br>(out of 4.00) |
|-----------------------------------|----------------------------|------------------------------|
| #3                                | 3.37                       | 3.79                         |
| #4                                | 3.29                       | 3.81                         |
| #6                                | 3.13                       | 4.00                         |

- In the College of Health Sciences, graduates from the Nursing (B.S.) program in 2017 had an **NCLEX-RN licensure pass rate of 79.55 percent, below the national average of 87.12 percent.** Faculty members began (1) using instant feedback devices (clickers) in the classroom to increase engagement, (2) integrating Assessment Technology Institute (ATI) modules to focus on NCLEX-RN test preparation, and (3) increasing the number of individual faculty-student meetings to review study habits. **By 2018, the average NCLEX-RN pass rate rose to 94 percent and remains above the national average.**
- In the College of Science and Engineering, **upper-division students in the Engineering (B.S.) program (2017) earned scores of 2.68/4.00 for Engineering outcome (a), the ability “to apply knowledge of mathematics, science, and engineering”** due to a persistent struggle with vectors and free-body diagrams. The Engineering faculty members refocused the entry-level Physics course homework assignments to reinforce applied problem-solving, specifically with vectors. Primarily based on the changes, the **Physics final exam scores increased from 66.8 percent in 2017 to 91.0 percent in 2022.**
- In the College of Theology and Ministry, the **Undergraduate Department faculty have been tracking persistently low scores for “Style and Format,” with 2.88/4.00 in 2018-19, 3.29 in 2019-20, and 2.93 in 2020-21.** Following an assessment of the problem from an overall program point-of-view, faculty members have identified that using multiple format styles (e.g., Turabian, SBL, and APA) in different courses may lead to student confusion. **In 2022, the faculty-initiated a thorough revision of the Undergraduate Style manual and are implementing it in Spring 2023. Results of these changes are forthcoming.**

## **Appendix 24**

# **2023 Five-Year Program Review Template**

# Five-Year Program Review

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# Introduction

## 1. Purpose, People & Process

The five-year program review makes use of the annual program improvement plans from the previous five years. However, it includes more data for a more intensive study than the annual program improvement plans. The review is 7-10 pages in length with supporting appendices.

Program reviews include all delivery methods (residential, virtual, and online)

The program team will generally make recommendations for program improvement with a renewed vision. However, program teams may recommend everything from program closure to a complete program redesign.

| Purpose                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                            |                                                                                                                                                                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Review                                                                                                                                                                                                                                                                                                                                                                     | Receive Peer-Feedback                                                                                                      | Strategic Plan                                                                                                                                                                                                                                                 |
| <ul style="list-style-type: none"> <li>Review continuous improvement progress</li> <li>Identify trends, strengths, and areas for improvement</li> <li>Use multiple data points (KPA data, academic research, faculty observation, market research, alumni surveys, student satisfaction surveys, student data reports, graduation and enrollment reports, etc.)</li> </ul> | <ul style="list-style-type: none"> <li>Receive peer-review team feedback for new strategies and best practices.</li> </ul> | <ul style="list-style-type: none"> <li>Plan direction for the next five years</li> <li>Create a plan that aligns goals with resources (time, people, and finances)</li> <li>Consider University Adaptive Plan and annual key performance indicators</li> </ul> |

| People                                                                                           |                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Program Team                                                                                     | Peer-Review Team                                                                                                                                                                                                                                                                                    | Data Team                                                                                                                                                      |
| The program's regular faculty (including Dean and Chair) who submit the five-year program review | Three-to-Five-member ORU faculty review team, consisting of: <ul style="list-style-type: none"> <li>Two-to-three members who are outside of the Department, but inside the same College</li> <li>Two-to-three members who are outside of the College</li> <li>Optional: External members</li> </ul> | <ul style="list-style-type: none"> <li>Academic Excellence and Institutional Effectiveness</li> <li>Academy for Exceptional Teaching and Innovation</li> </ul> |

| Process |                                                                                                                                  |                                         |       |   |   |   |   |   |
|---------|----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-------|---|---|---|---|---|
| #       | Task                                                                                                                             | Responsible                             | Month |   |   |   |   |   |
|         |                                                                                                                                  |                                         | 1     | 2 | 3 | 4 | 5 | 6 |
| 1       | E-mail notice of five-year review to program review team (include working folder link and templates)                             | Drs. Weed & Boyd                        |       |   |   |   |   |   |
| 2       | Data Team provides data and reviews it with the Program Review Team to answer any questions and find out if other data is needed | Data Team and Program Review Team       |       |   |   |   |   |   |
| 3       | Peer-Review Team is invited to participate with outline of expectations                                                          | Dr. Boyd & Peer-Review Team             |       |   |   |   |   |   |
| 5       | Program Review Team submits draft five-year program review to Drs. Boyd and Weed for initial review and comments                 | Program Review Team                     |       |   |   |   |   |   |
| 6       | Program Review Team makes any edits required                                                                                     | Program Review Team                     |       |   |   |   |   |   |
| 7       | Review is distributed to Peer Review team for comments and recommendations                                                       | Dr. Boyd, Dr. Weed and Peer Review Team |       |   |   |   |   |   |
| 8       | Peer Review Team returns comments and recommendations to Program Team                                                            | Peer Review Team                        |       |   |   |   |   |   |
| 9       | Program Team completes final report and submits to Dr. Boyd, Dr. Weed and Program Review Team                                    | Program Review Team                     |       |   |   |   |   |   |

## Section I: Program Information

| Term | Program | Chair | Program Team |
|------|---------|-------|--------------|
|      |         |       |              |



## Section II: Review & Report

### 1. Summary of Annual Program Improvement Plans

- A. Data-Informed Continuous Improvement
  - i. Explain in detail the process the program follows in regards to Dept. meetings, assessment meetings, people involved, frequency, and time.
  - ii. How has the program used data to inform continuous improvement in student learning? Provide examples of “Closing the Loop” over the last five years.
- B. Professional Advisory Group
  - iii. How has the program benefitted from the professional advisory group?
  - iv. How can the professional advisory group be strengthened to achieve the program’s goals?
- C. Key Program Assessment Student Learning Trends
  - i. What trends do you observe over the last five years?
  - ii. What actions have been taken to address any need for improvement? Were they successful?
  - iii. Do any actions need to be taken to improve student learning? If so, what are they?

### 2. History of the Program

- i. When did the Program begin?
- ii. If the Program has diversified into more than one Program or changed names, why is that?
- iii. If there have been periods of significant growth or decline, why might this have occurred?
- iv. What major changes have been made that have influenced the number of majors taking the Program?

### 3. Overview and Review of Professional Program (categories?)

- i. Mission & Vision
  - a) How is the rigor of your program appropriate to higher education?
  - b) How is the content of your program appropriate for the mission and vision of ORU?
  - c) How does your program engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments?

- d) How does your program specifically develop the University outcome of Spiritual Integrity in your students through curriculum and instruction?
- e) How does your program specifically develop the University outcome of Personal Resilience in your students through curriculum and instruction?
- f) How does your program specifically develop the University outcome of Intellectual Pursuit in your students through curriculum and instruction?
- g) How does your program specifically develop the University outcome of Global Engagement in your students through curriculum and instruction?
- h) How does your program specifically develop the University outcome of Bold Vision in your students through curriculum and instruction?
- ii. Department Resources and Goals
  - a) Does the department have the faculty and staff needed for this program to be an effective, high-quality program that provides student services?
  - b) Is the department supported for providing student learning and resources for effective teaching?
  - c) Does the department pursue educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs?

#### **4. Overview of Faculty Credentials and Research**

- i. Outline the credentials for each full-time faculty member and the research they have (co-)authored in the last five years.

#### **5. Professional Standard Review**

- ii. How are the program outcomes current with the professional discipline-specific standards in your area?

#### **6. Key Program Assessment Review**

- i. Provide an updated Key Program Assessment file for the Program. Ensure the following are updated:
  - a. Program description in Academic Catalog
  - b. Program outcomes

- c. Syllabi back-page master
- d. Curriculum map
- e. KPA & program outcome crosswalk
- f. Each KPA (Student Instructions, Instructions for Scoring, Rubric)

## 7. Projection of Future Required Improvements

- i. What improvements does the program require over the next five years?

## 8. Projected Needs

- i. List in priority order the resources you need in order to accomplish the needed improvements?

## Section III: Improvement & Communication Plan

### 1. Peer Review Team Feedback

| Date | Team Leader | Team Members |
|------|-------------|--------------|
|      |             |              |

| # | Peer-Review Team Comments |
|---|---------------------------|
| 1 |                           |
| 2 |                           |
| 3 |                           |
| 4 |                           |
| 5 |                           |

| # | Peer-Review Team Comments & Recommendations |
|---|---------------------------------------------|
| 1 |                                             |
| 2 |                                             |
| 3 |                                             |
| 4 |                                             |
| 5 |                                             |

## 2. Improvement Plan

### A. Peer-Review Recommendations

Please list the recommendations made by the Formative Feedback Team and provide comments.

| # | Peer-Review Team Recommendations | Will We Do This? |    | If No, please provide your rationale | Person Responsible & Timeline |
|---|----------------------------------|------------------|----|--------------------------------------|-------------------------------|
|   |                                  | Yes              | No |                                      |                               |
| 1 |                                  |                  |    |                                      |                               |
| 2 |                                  |                  |    |                                      |                               |
| 3 |                                  |                  |    |                                      |                               |
| 4 |                                  |                  |    |                                      |                               |
| 5 |                                  |                  |    |                                      |                               |

### B. Five-Year Program Direction

Please list any recommendations that your Department/School decides to make in addition to those made by the Formative Feedback Team.

| # | Program Team Recommendations | Responsible | Timeline |
|---|------------------------------|-------------|----------|
| 1 |                              |             |          |
| 2 |                              |             |          |
| 3 |                              |             |          |
| 4 |                              |             |          |

## Section IV: Data

### 1. Number of Student Majors

- A. Residential
- B. Online

### 2. Student Learning | KPA

- A. Program Outcome Data
- B. Assessment Data
- C. Criterion Data
- D. General Education Data
- E. University Outcome Data

### 3. Graduation and Placement rates

### 3. Retention rates

### 4. Credit Hours Generated

### 5. DFW Report

### 6. Financial Viability

## Section V: Appendices

### Possible items may include:

- Meeting minutes
  - Assessment meeting
  - Department meeting
  - Professional Advisory group meeting
- Survey Results
  - Alumni survey
  - Student opinion survey
  - Senior exit
- Reports
  - Annual College, Department/School, Program
  - Professional Accreditation
    - Self-study narrative
    - Response
  - Market
- Professional Exam Results

## 1. Program Review Schedule | 2021 – 2030

- Internally-reviewed programs are on a five-year cycle (below)
- Externally-accredited programs (indicated with a \*) follow their external accreditation cycle

| Semester    | College/Department/Program                                                                                                                | Accreditation Report Due |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| 2020 - 2021 | <b>ALL:</b> Each program reviewed and faculty trained in program review process                                                           |                          |
|             |                                                                                                                                           |                          |
| 2022-2023   | <b>ALL:</b> Each program has (1) Internal program alignment review, (2) new University outcome assessment implementation, (3) KPA updates |                          |
|             |                                                                                                                                           |                          |
| Fall 2023   | School of Engineering*                                                                                                                    | July 1, 2023             |
| Fall 2023   | College of Health Sciences*                                                                                                               | Fall 2023                |
| Fall 2023   | Computing & Mathematics                                                                                                                   |                          |
|             |                                                                                                                                           |                          |
| Fall 2024   | Undergraduate Theology & Ministry                                                                                                         |                          |
| Spring 2025 | School of Liberal Arts                                                                                                                    |                          |
|             |                                                                                                                                           |                          |
| Fall 2025   | Behavioral Sciences                                                                                                                       |                          |
| Spring 2026 | General Education                                                                                                                         |                          |
| Spring 2026 | Biology & Chemistry                                                                                                                       |                          |
|             |                                                                                                                                           |                          |
| Fall 2026   | Social Work Program*                                                                                                                      | 2027                     |
| Fall 2026   | College of Business*                                                                                                                      | 2027                     |
| Fall 2026   | University Assessment System and Technology                                                                                               |                          |
| Spring 2027 | School of Communication & Public Affairs                                                                                                  |                          |
|             |                                                                                                                                           |                          |
| Fall 2027   | School of Worship, Media, & Performing Arts (excluding Music)                                                                             |                          |
| Fall 2027   | College of Education*                                                                                                                     | 2028                     |
| Spring 2028 | ORU Outcomes   Academic & Cocurricular                                                                                                    |                          |
| Spring 2028 | Health, Leisure and Sports Science                                                                                                        |                          |
|             |                                                                                                                                           |                          |
| Fall 2028   | Graduate Seminary*                                                                                                                        | 2029                     |
| Fall 2028   | Music*                                                                                                                                    | 2029-30                  |
|             |                                                                                                                                           |                          |
| Fall 2029   | Computing & Mathematics                                                                                                                   |                          |
| Spring 2030 | School of Counseling*                                                                                                                     | 2031                     |
|             |                                                                                                                                           |                          |



## 2. Internally-Reviewed Program Five-Year Cycle

| Year | Semester | Department                                                             |
|------|----------|------------------------------------------------------------------------|
| 1    | Fall     | Computing & Mathematics                                                |
| 2    | Fall     | Undergraduate Theology & Ministry                                      |
| 2    | Spring   | School of Liberal Arts                                                 |
| 3    | Fall     | Behavioral Sciences                                                    |
| 3    | Spring   | General Education                                                      |
| 3    | Spring   | Biology & Chemistry                                                    |
| 4    | Fall     | University Assessment System and Technology                            |
| 4    | Spring   | School of Communication & Public Affairs                               |
| 5    | Fall     | School of Worship, Media, & Performing Arts (excluding Music programs) |
| 5    | Spring   | Health, Leisure and Sports Science                                     |
| 5    | Spring   | ORU Outcomes   Academic & Cocurricular                                 |

### 3. Five-Year Review and Annual Program Report Comparison

| Area                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Annual Program Report                                                                                                             | Five-Year Program Review                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
| <b>Time Frame</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Annual</b>                                                                                                                     | <b>Every five years</b>                               |
| <b>Update Assessment Files in Assessment folder in I: Drive</b> <ul style="list-style-type: none"> <li>• Rubrics</li> <li>• Program Outcomes</li> <li>• Curriculum Maps</li> <li>• Artifact Descriptions</li> <li>• Other Alignment Documents</li> </ul>                                                                                                                                                                                                                                                                                                                           | <b>Included</b>                                                                                                                   | <b>Included</b>                                       |
| <b>Annual Program Report Data Set</b> <ul style="list-style-type: none"> <li>• Whole Person Assessment Student Learning Data that includes: <ul style="list-style-type: none"> <li>o ORU Outcomes (Semester and Annual)</li> <li>o Program Outcomes (Semester and Annual)</li> <li>o Artifact Scores (Semester and Annual)</li> <li>o Criterion Scores (Semester and Annual)</li> </ul> </li> <li>• Updated description of the annual program review process</li> <li>• Updated narrative of how results of assessment directly affected program changes for the future</li> </ul> | <b>Included</b>                                                                                                                   | <b>Included</b>                                       |
| <b>Five-Year Program Review Data Set</b> <ul style="list-style-type: none"> <li>• Number of Student Majors (Annual in fall semester)</li> <li>• Graduation and Placement Rates (Annual)</li> <li>• Retention Rates (Annual)</li> <li>• Credit Hours Generated (Annual)</li> <li>• Financial Viability</li> </ul>                                                                                                                                                                                                                                                                   | <b>Not Included</b>                                                                                                               | <b>Included</b>                                       |
| <b>External Consultation and Feedback</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Professional Advisory Board of 12+ members (i.e. Professional or Educational Community Members in the field, Alumni, etc.)</b> | <b>Peer Review Team consisting of 2-3 ORU Faculty</b> |
| <b>Responsible</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Chair and Assessment Coordinator</b>                                                                                           | <b>Dean, Chair and Assessment Coordinator</b>         |
| <b>Due</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Annually on last Friday of February</b>                                                                                        | <b>Semester the program has signed up for</b>         |

## **Appendix 25**

### **2022 Syllabi Back-Page Masters**

B.A. Communication

Public Affairs Unit

B.S. Business Administration (OL)

## ORU Communication Program Outcomes & University Outcomes

| <b>1 Spiritual Integrity</b> |                                                                                                                                      |
|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| Program Outcome              | 1. The student will integrate and apply Christian faith and biblical truth to the study and practice of interpersonal communication. |
| Program Outcome              | 4. The student will establish an argument, ethically persuade listeners and logically defend their views.                            |

| <b>Personal Resilience</b> |                                                                                                                                      |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| Program Outcome            | 1. The student will integrate and apply Christian faith and biblical truth to the study and practice of interpersonal communication. |
| Program Outcome            | 2. The student will identify, research and analyze organizational situations and recommend communication improvements.               |

| <b>Intellectual Pursuit</b> |                                                                                                                                                            |
|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Program Outcome             | 2. The student will identify, research and analyze organizational situations and recommend communication improvements.                                     |
| Program Outcome             | 3. The student will research, write and deliver presentations suitable to a broad range of communication situations.                                       |
| Program Outcome             | 4. The student will establish an argument, ethically persuade listeners and logically defend their views.                                                  |
| Program Outcome             | 6. The student will synthesize communication research to identify and apply key theories of communication to generate solutions to communication problems. |

| <b>Global Engagement</b> |                                                                              |
|--------------------------|------------------------------------------------------------------------------|
| Program Outcome          | 5. The student will participate in formal and informal cultural experiences. |

| <b>Bold Vision</b> |                                                                                                                                                            |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Program Outcome    | 3. The student will research, write and deliver presentations suitable to a broad range of communication situations.                                       |
| Program Outcome    | 6. The student will synthesize communication research to identify and apply key theories of communication to generate solutions to communication problems. |

Last Edited: KKH/8-2021

## Program Outcome and University Outcome Alignment

School of Communication and Public Affairs

Public Affairs Programs

March 2022

| <b>Spiritual Integrity (UPO 1)</b> |                                                                                                                                       |
|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| Program Outcome 5                  | Demonstrate the ability to apply their Christian faith and worldview to their Public Affairs specialization to promote God's healing. |

| <b>Personal Resilience (UPO 2)</b> |                                                                                                                  |
|------------------------------------|------------------------------------------------------------------------------------------------------------------|
| Program Outcome 3                  | Students will demonstrate the skills and perseverance needed to undertake undergraduate Public Affairs research. |

| <b>Intellectual Pursuit (UPO 3)</b> |                                                                                              |
|-------------------------------------|----------------------------------------------------------------------------------------------|
| Program Outcome 1                   | Students will demonstrate the ability to think critically about key Public Affairs concepts. |

| <b>Global Engagement (UPO 4)</b> |                                                                                  |
|----------------------------------|----------------------------------------------------------------------------------|
| Program Outcome 4                | Students will participate in a meaningful, practical, field-learning experience. |

| <b>Bold Vision (UPO 5)</b> |                                                                                                       |
|----------------------------|-------------------------------------------------------------------------------------------------------|
| Program Outcome 2          | Students will be able to effectively communicate effective Public Affairs explanations and arguments. |

Last Edited: Jason Pudlo, March 2022

## Program Outcome Alignment: Business Administration OL (B.S.)

This program contributes to the University outcomes as indicated below:

**Significant Contribution** – Addresses the outcome directly and includes targeted assessment.

**Moderate Contribution** – Addresses the outcome directly or indirectly and includes some assessment.

**Minimal Contribution** – Addresses the outcome indirectly and includes little or no assessment.

| Program Outcome Alignment with University Outcomes |                                                                                                                                                                                                                                                                         | Significant | Moderate | Minimal |
|----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|----------|---------|
| <b>Spiritual Integrity</b>                         |                                                                                                                                                                                                                                                                         |             |          |         |
| Outcome 1                                          | Apply and identify appropriate business behaviors for Christian business practitioners through the integration of Christian worldview and professionalism.                                                                                                              |             |          |         |
| Outcome 4                                          | Apply and use effective written communication skills in the context of business through formal or informal reports, papers, or other written business-related projects.                                                                                                 |             |          |         |
| <b>Personal Resilience</b>                         |                                                                                                                                                                                                                                                                         |             |          |         |
| Outcome 3                                          | Apply and use effective oral communication skills in the context of business through formal or informal oral presentation and/or other business-related projects requiring oral communication.                                                                          |             |          |         |
| <b>Intellectual Pursuit</b>                        |                                                                                                                                                                                                                                                                         |             |          |         |
| Outcome 2                                          | Apply business theories and concepts of the core functional areas of business (accounting, marketing, management, finance, and economics) in an integrated manner.                                                                                                      |             |          |         |
| Outcome 3                                          | Apply and use effective oral communication skills in the context of business through formal or informal oral presentation and/or other business-related projects requiring oral communication.                                                                          |             |          |         |
| Outcome 4                                          | Apply and use effective written communication skills in the context of business through formal or informal reports, papers, or other written business-related projects.                                                                                                 |             |          |         |
| Outcome 5                                          | Prepare a strategic plan for a company; discuss its present business situation, its long-term direction, its resources and competitive capabilities, the strength of its present strategy and the company's opportunities for gaining sustainable competitive advantage |             |          |         |
| <b>Global Engagement</b>                           |                                                                                                                                                                                                                                                                         |             |          |         |
| Outcome 3                                          | Apply and use effective oral communication skills in the context of business through formal or informal oral presentation and/or other business-related projects requiring oral communication.                                                                          |             |          |         |
| <b>Bold Vision</b>                                 |                                                                                                                                                                                                                                                                         |             |          |         |
| Outcome 1                                          | Apply and identify appropriate business behaviors for Christian business practitioners through the integration of Christian worldview and professionalism.                                                                                                              |             |          |         |
| Outcome 2                                          | Apply business theories and concepts of the core functional areas of business (accounting, marketing, management, finance, and economics) in an integrated manner.                                                                                                      |             |          |         |

|           |                                                                                                                                                                                                                                                                         |  |  |  |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|
| Outcome 3 | Apply and use effective oral communication skills in the context of business through formal or informal oral presentation and/or other business-related projects requiring oral communication.                                                                          |  |  |  |
| Outcome 4 | Apply and use effective written communication skills in the context of business through formal or informal reports, papers, or other written business-related projects.                                                                                                 |  |  |  |
| Outcome 5 | Prepare a strategic plan for a company; discuss its present business situation, its long-term direction, its resources and competitive capabilities, the strength of its present strategy and the company's opportunities for gaining sustainable competitive advantage |  |  |  |

## **Appendix 26**

### **2018 - Master Outcome Rubrics**

Communication OL (BA)



| Criteria                                                      | Level 4                                                                                                                                                                                                                                | Level 3                                                                                                                                                                                                                                                                                                                   | Level 2                                                                                                                                                                                                                                                           | Level 1                                                                                                                                                                                                                                                            | Level 0                                                                                                                                                    | Criterion Score |
|---------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| COMN-BA-OL-1-A-Knowledge of Interpersonal Theory and Practice | <p>4 points</p> <p>Exhibits clear understanding of course concepts by fully citing terminology, structure, goals and feedback received during class lectures and in course readings while applying Christian worldview to material</p> | <p>3 points</p> <p>Exhibits moderate understanding of course concepts by citing terminology, structure, goals and feedback received during class lectures and in course readings while applying Christian worldview to material most of the time; explanations lack clarity as evidenced by lack of sufficient detail</p> | <p>2 points</p> <p>Exhibits rudimentary understanding of course concepts and minimally cites terminology, structure, goals and feedback received during class lectures and in course readings while applying Christian worldview to material some of the time</p> | <p>1 point</p> <p>Exhibits no real understanding of course concepts and does not fully cite terminology, structure, goals and feedback received during class lectures and in course readings while applying Christian worldview to material little of the time</p> | <p>0 points</p> <p>Did not complete assignment; did not attempt to demonstrate any knowledge of course material and does not apply Christian worldview</p> | / 4             |

| Criteria                                            | Level 4                                                                                                                                                                                      | Level 3                                                                                                                                                                                    | Level 2                                                                                                                                                                                     | Level 1                                                                                                                                                                                      | Level 0                                                                                                                      | Criterion Score |
|-----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|-----------------|
| COMN-BA-OL-1-B-Application to Real World Situations | 4 points<br>Demonstrates clear ability to apply course content from Christian perspective to real world relationships; identifies multiple strategies to improve interpersonal communication | 3 points<br>Demonstrates moderate ability to apply course content from Christian perspective to real world relationships; identifies two strategies to improve interpersonal communication | 2 points<br>Demonstrates rudimentary ability to apply course content from Christian perspective to real world relationships; identifies one strategy to improve interpersonal communication | 1 point<br>Does not demonstrate ability to apply course content from Christian perspective to real world relationships.; does not identify strategies to improve interpersonal communication | 0 points<br>Did not complete assignment; did not apply course content from Christian perspective to real world relationships | / 4             |
| COMN-BA-OL-1-C-Professional Writing Style           | 4 points<br>Correctly uses APA format on writing assignment with 1 or fewer errors                                                                                                           | 3 points<br>Uses APA format on writing assignment with 2-4 errors                                                                                                                          | 2 points<br>Uses APA format on writing assignment with 5-7 errors                                                                                                                           | 1 point<br>Uses APA format on writing assignment with 8 or more errors                                                                                                                       | 0 points<br>Did not complete assignment                                                                                      | / 4             |

| Criteria                                            | Level 4                                                                                                                                              | Level 3                                                                                                                                                                                                                      | Level 2                                                                                                                                                    | Level 1                                                                                                                                               | Level 0                                                                                               | Criterion Score |
|-----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-----------------|
| COMN-BA-OL-2-A-Knowledge of Organizational Dynamics | 4 points<br>Exhibits clear understanding of organization by addressing organizational history, purpose, culture, climate, communication, and rewards | 3 points<br>Exhibits moderate understanding of organization by addressing organizational history, purpose, culture, climate, communication, and rewards; explanations lack clarity as evidenced by lack of sufficient detail | 2 points<br>Exhibits rudimentary understanding of organization by addressing organizational history, purpose, culture, climate, communication, and rewards | 1 point<br>Exhibits no real understanding of organization by addressing organizational history, purpose, culture, climate, communication, and rewards | 0 points<br>Did not complete assignment; did not attempt to demonstrate any knowledge of organization | / 4             |

| Criteria                                                 | Level 4                                                                                                                                 | Level 3                                                                                                                                | Level 2                                                                                                                                 | Level 1                                                                                                                                   | Level 0                                 | Criterion Score |
|----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-----------------|
| COMN-BA-OL-2-B-Strategies for Organizational Improvement | 4 points<br>Demonstrates clear ability to identify problems within organization and develops several strategies to improve organization | 3 points<br>Demonstrates moderate ability to identify problems within organization and develops two strategies to improve organization | 2 points<br>Demonstrates rudimentary ability to identify problems within organization and develops one strategy to improve organization | 1 point<br>Does not demonstrate ability to identify problems within organization and does not identify strategies to improve organization | 0 points<br>Did not complete assignment | / 4             |
| COMN-BA-OL-2-C-Professional Writing                      | 4 points<br>Correctly uses APA format on writing assignment with 1 or fewer errors                                                      | 3 points<br>Uses APA format on writing assignment with 2-4 errors                                                                      | 2 points<br>Uses APA format on writing assignment with 5-7 errors                                                                       | 1 point<br>Uses APA format on writing assignment with 8 or more errors                                                                    | 0 points<br>Did not complete assignment | / 4             |

| Criteria                | Level 4                                                                                                                                                                                                   | Level 3                                                                                                                                                                                                           | Level 2                                                                                                                                                                                                                          | Level 1                                                                                                                                                                             | Level 0                                                                                                                             | Criterion Score |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| COMN-BA-OL-3-A-Research | <p>4 points</p> <p>Incorporates strong research within presentation on citation of at least three sources; speaker uses pertinent examples, facts, and/or statistics and supports ideas with evidence</p> | <p>3 points</p> <p>Incorporates moderate evidence of research but speaker only cites one or two sources and uses some examples, facts, and/or statistics that support subject; includes some data or evidence</p> | <p>2 points</p> <p>Incorporates adequate research with citation of one or two resources; speaker provides weak examples, facts, and/or statistics, which do not adequately support subject; includes little data or evidence</p> | <p>1 point</p> <p>Incorporates minimal extra research from outside sources; speaker provides weak or no support of subject; gives insufficient support for ideas or conclusions</p> | <p>0 points</p> <p>Did not complete assignment or make attempt to incorporate any additional outside research into presentation</p> | / 4             |

| Criteria                    | Level 4                                                                                                               | Level 3                                                                                                         | Level 2                                                                                                                          | Level 1                                                                                                   | Level 0                                                                                               | Criterion Score |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-----------------|
| COMN-BA-OL-3-B-Introduction | 4 points<br>Does excellent job in effectively introducing topic with strong attention-getter, motivation, and preview | 3 points<br>Does a good job introducing topic but slightly lacking in attention-getter, motivation, and preview | 2 points<br>Does adequate job introducing topic with brief or little thought to strong attention-getter, motivation, and preview | 1 point<br>Does a poor job introducing topic; no introduction and presentation has abrupt segue into body | 0 points<br>Did not complete assignment or make attempt to incorporate introduction into presentation | / 4             |

| Criteria                      | Level 4                                                                                                                                                                                                                 | Level 3                                                                                                                                                                                                         | Level 2                                                                                                                                                                                                       | Level 1                                                                                                                                                                                              | Level 0                                                                                             | Criterion Score |
|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-----------------|
| COMN-BA-OL-3-C-Organized Body | 4 points<br>Does excellent job using correct organizational pattern and organizing speech content; ideas and images flowed and were easy to follow and understand; material transitioned seamlessly from slide to slide | 3 points<br>Does good job using correct organizational pattern and organizing speech content; content fairly organized and ideas flowed well; some transitions not entirely seamless; content easily understood | 2 points<br>Does adequate job using correct organizational pattern and organizing speech content; content not easy to follow; ideas and images put together in way that made audience comprehension difficult | 1 point<br>Does a poor job using correct organizational pattern and organizing speech content; presentation unorganized and difficult to follow; ideas and images put together with little coherency | 0 points<br>Did not complete assignment or make attempt to include organized body into presentation | / 4             |

| Criteria                  | Level 4                                                                                                                                             | Level 3                                                                                                                             | Level 2                                                                                                                        | Level 1                                                                                                                    | Level 0                                                                                             | Criterion Score |
|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-----------------|
| COMN-BA-OL-3-D-Conclusion | 4 points<br>Does excellent job in concluding speech; conclusion has strong wrap-up with memorable closing statements and solid recap of main points | 3 points<br>Does good job in concluding speech; conclusion has good wrap-up with overall meaningful ending and recap of main points | 2 points<br>Does adequate job in concluding speech; conclusion has some concluding remarks and very brief recap of main points | 1 point<br>Does poor job organizing speech; conclusion very abrupt with few concluding remarks and no recap of main points | 0 points<br>Did not complete assignment or make attempt to incorporate conclusion into presentation | / 4             |



| Criteria                | Level 4                                                                                                                                                                                 | Level 3                                                                                                                                                                                 | Level 2                                                                                                                                                                                                            | Level 1                                                                                                                                                                                                  | Level 0                                            | Criterion Score |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|-----------------|
| COMN-BA-OL-3-E-Delivery | <p>4 points</p> <p>Demonstrates excellent visual and vocal delivery; has excellent eye-contact, vocal expression, facial expressions, hand gestures, movement, poise and confidence</p> | <p>3 points</p> <p>Demonstrates good visual and vocal delivery; presenter has good eye-contact, vocal expression, facial expressions, hand gestures, movement, poise and confidence</p> | <p>2 points</p> <p>Demonstrates adequate visual and vocal delivery; has some eye-contact, moderate vocal expression, few expressive facial expressions, limited or tedious hand gestures, and limited movement</p> | <p>1 point</p> <p>Demonstrates poor or visual and vocal delivery; presenter delivers with minimal eye-contact, monotone vocal expression, distracting hand gestures, no movement, and low confidence</p> | <p>0 points</p> <p>Did not complete assignment</p> | / 4             |

| Criteria                 | Level 4                                                                                                                                                                                         | Level 3                                                                                                                                                                                                           | Level 2                                                                                                                                                                                                             | Level 1                                                                                                                                                                                                    | Level 0                                                                                                   | Criterion Score |
|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-----------------|
| COMN-BA-OL-3-F-Structure | <p>4 points</p> <p>Does excellent job organizing meeting according to Bell Curve Agenda; incorporates all four modules: problem-solving, celebration, protocol improvement, and information</p> | <p>3 points</p> <p>Does good job organizing meeting according to Bell Curve Agenda; incorporates at least three of four required modules: problem-solving, celebration, protocol improvement, and information</p> | <p>2 points</p> <p>Does adequate job organizing meeting according to Bell Curve Agenda; incorporates at least two of four required modules: problem-solving, celebration, protocol improvement, and information</p> | <p>1 point</p> <p>Does poor job organizing meeting according to Bell Curve Agenda; incorporates only one of four required modules: problem-solving, celebration, protocol improvement, and information</p> | <p>0 points</p> <p>Did not complete assignment or make attempt to include organized body into meeting</p> | / 4             |

| Criteria                           | Level 4                                                                                                                                                                       | Level 3                                                                                                                                                                                      | Level 2                                                                                                                                                                                   | Level 1                                                                                                                                                                           | Level 0                                                                                        | Criterion Score |
|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-----------------|
| COMN-BA-OL-3-G-Facilitation Skills | 4 points<br>Demonstrates excellent facilitation skills; uses active listening, solid questioning techniques, and ensures engaged and balanced participation from participants | 3 points<br>Demonstrates good facilitation skills; mostly demonstrates active listening and use of questioning techniques; works toward engaged and balanced participation from participants | 2 points<br>Demonstrates adequate facilitation skills; demonstrates some active listening and uses some questioning techniques; has little engagement and participation from participants | 1 point<br>Demonstrates poor or facilitation skills; does not demonstrate active listening or use of questioning techniques; has no engagement or participation from participants | 0 points<br>Did not complete assignment                                                        | / 4             |
| COMN-BA-OL-3-H-Creativity          | 4 points<br>Does excellent job incorporating several creative and original components with in meeting                                                                         | 3 points<br>Does good job incorporating some creative and original components within meeting                                                                                                 | 2 points<br>Does an adequate job incorporating an element of creativity within meeting                                                                                                    | 1 point<br>Does poor job of incorporating any creative components with in meeting                                                                                                 | 0 points<br>Did not complete assignment or incorporate any creative components with in meeting | / 4             |

| Criteria                            | Level 4                                                                                                                                                  | Level 3                                                                                                            | Level 2                                                                                                          | Level 1                                                                                         | Level 0                                | Criterion Score |
|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|----------------------------------------|-----------------|
| COMN-BA-OL-4-A-Identify the Problem | 4 points<br>Identifies significant problem and justifies various reasons for change through use of ethically applied reliable, authoritative information | 3 points<br>Identifies problem and justifies need for change through use of ethically applied reliable information | 2 points<br>Identifies problem and justifies need for change using information, or content not ethically applied | 1 point<br>Does not identify problem and justify need for change; content not ethically applied | 0 points<br>Did not turn in assignment | / 4             |
| COMN-BA-OL-4-B-Analyze the Problem  | 4 points<br>Deduces reasons for significant problem and who is responsible, using trustworthy evidence                                                   | 3 points<br>Deduces reason for problem and who is responsible by using evidence                                    | 2 points<br>Deduces reason for problem and who is responsible                                                    | 1 point<br>Does not deduce reasons for problem                                                  | 0 points<br>Did not turn in assignment | / 4             |

| Criteria                        | Level 4                                                                                                                   | Level 3                                                                                                        | Level 2                                                                    | Level 1                                     | Level 0                                | Criterion Score |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|---------------------------------------------|----------------------------------------|-----------------|
| COMN-BA-OL-4-C-Propose Solution | 4 points<br>Offers ethical, practical solution that solves problem, supported by reliable evidence                        | 3 points<br>Offers solution that solves problem, supported by evidence, but is either unethical or impractical | 2 points<br>Offers solution that helps alleviate problem, but is unethical | 1 point<br>Does not offer solution          | 0 points<br>Did not turn in assignment | / 4             |
| COMN-BA-OL-4-D-Defense          | 4 points<br>Provides substantial evidence to support logical solution and offers advantages accrued by using plan offered | 3 points<br>Provides evidence to support solution and offers advantage accrued by using plan offered           | 2 points<br>Offers advantage to plan                                       | 1 point<br>Does not defend option suggested | 0 points<br>Did not turn in assignment | / 4             |

| Criteria                              | Level 4                                                                                                                                                      | Level 3                                                                                                                                                  | Level 2                                                                                                                                     | Level 1                                                                                                                                                      | Level 0                                                                                                                                                               | Criterion Score |
|---------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| COMN-BA-OL-5-A-Cultural Implications  | 4 points<br>Evidences exemplary progress from ethnocentric toward ethnorelative understanding of cultural differences                                        | 3 points<br>Evidences progress from ethnocentric toward ethnorelative understanding of cultural differences                                              | 2 points<br>Evidences some progress from ethnocentric toward ethnorelative understanding of cultural differences                            | 1 point<br>Does not progress from ethnocentric toward ethnorelative understanding of cultural differences                                                    | 0 points<br>Did not make any progress from ethnocentric toward ethnorelative understanding of cultural differences                                                    | / 4             |
| COMN-BA-OL-5-B-Experience and Reflect | 4 points<br>Excels in interacting and reflecting on personal experience with outgroup culture members, integrating IC theories/concept s and Christian faith | 3 points<br>Successfully interacts with outgroup culture members and reflects upon such experience integrating IC theories/concept s and Christian faith | 2 points<br>Interacts with outgroup culture members and reflects upon such experience integrating IC theories/concept s and Christian faith | 1 point<br>Does not interact with outgroup culture members, nor reflect upon such experience, failing to integrate IC theories/concept s and Christian faith | 0 points<br>Did not interact with outgroup culture members, did not reflect upon such experience and is unable to integrate IC theories/concept s and Christian faith | / 4             |

| Criteria                            | Level 4                                                                                                                                                       | Level 3                                                                                                                                                        | Level 2                                                                                                                                   | Level 1                                                                                                                                    | Level 0                                                                                                             | Criterion Score |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-----------------|
| COMN-BA-OL-5-C-Inquire and Research | 4 points<br>Demonstrates exemplary ability to inquire, analyze and synthesize large amounts of disparate information to produce relevant, insightful research | 3 points<br>Exhibits solid competency in inquiring, analyzing and synthesizing large amounts of disparate information to produce relevant, insightful research | 2 points<br>Adequately inquires, analyzes and synthesizes large amounts of disparate information to produce relevant, insightful research | 1 point<br>Is not able to inquire, analyze, nor synthesize large amounts of disparate information to produce relevant, insightful research | 0 points<br>Did not make any inquiry, analysis or synthesis of information to produce relevant, insightful research | / 4             |
| COMN-BA-OL-5-D-Academic Writing     | 4 points<br>Uses APA style with fluency and utilizes proper grammar and punctuation                                                                           | 3 points<br>Correctly uses APA style and utilizes proper grammar and punctuation                                                                               | 2 points<br>Uses APA style and utilizes proper grammar and punctuation                                                                    | 1 point<br>Fails to use APA style correctly and lacks proper grammar and punctuation                                                       | 0 points<br>Did not use APA style correctly and severely lacks proper grammar and punctuation                       | / 4             |

| Criteria                                       | Level 4                                                                                                                  | Level 3                                                                    | Level 2                                                             | Level 1                                                   | Level 0                                | Criterion Score |
|------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|---------------------------------------------------------------------|-----------------------------------------------------------|----------------------------------------|-----------------|
| COMN-BA-OL-6-A-Research                        | 4 points<br>Compiles significant number of research articles about topic area chosen                                     | 3 points<br>Compiles a number of research articles about topic area chosen | 2 points<br>Finds research article about topic area chosen          | 1 point<br>Did not find research in topic area chosen     | 0 points<br>Did not turn in assignment | / 4             |
| COMN-BA-OL-6-B-New Theory Creation             | 4 points<br>Establishes new line of thought in communication research, combining new ideas with current journal research | 3 points<br>Establishes new thought in communication research              | 2 points<br>Establishes idea in communication research              | 1 point<br>Did not establish new idea                     | 0 points<br>Did not turn in assignment | / 4             |
| COMN-BA-OL-6-C-Synthesizing Past with New Idea | 4 points<br>Establishes clear correlation between new thoughts and past theories                                         | 3 points<br>Establishes correlation between new thoughts and past theories | 2 points<br>Establishes link between new thoughts and past theories | 1 point<br>Did not synthesize new idea with past learning | 0 points<br>Did not turn in assignment | / 4             |



| Criteria                                       | Level 4                                                                                                                                                                                   | Level 3                                                                                                                                                                     | Level 2                                                                                                                                                                        | Level 1                                                                                                                                                                   | Level 0                                                                                       | Criterion Score |
|------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|-----------------|
| COMN-BA-OL-6-D-Presentation and Defense        | 4 points<br>Presents new idea to class and defends syntheses of ideas                                                                                                                     | 3 points<br>Presents new idea to class and offers synthesis of ideas                                                                                                        | 2 points<br>Presents new idea to class                                                                                                                                         | 1 point<br>Was not able to present new idea to class and could not defend synthesis of ideas                                                                              | 0 points<br>Did not turn in assignment                                                        | / 4             |
| COMN-BA-OL-7-A-Literature Review and Synthesis | 4 points<br>Exhibits excellent skills in research by fully examining literature in topic area; able to clearly write synthesis of literature that covers all major components of research | 3 points<br>Exhibits moderate skills in research by examining literature in topic area; able to write synthesis of literature that covers most major components of research | 2 points<br>Exhibits rudimentary skills in research by examining literature in topic area; able to write synthesis of literature that covers some major components of research | 1 point<br>Exhibits poor skills in research by examining literature in topic area; able to write synthesis of literature that does not cover major components of research | 0 points<br>Did not complete assignment; did not attempt to research or synthesize literature | / 4             |

| Criteria                                                  | Level 4                                                                                                                                                                         | Level 3                                                                                                                                                                              | Level 2                                                                                                                                                                          | Level 1                                                                                                                                                                                 | Level 0                                                                                       | Criterion Score |
|-----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|-----------------|
| COMN-BA-OL-7-B-Extends Body of Knowledge in Communication | 4 points<br>Exhibits excellence in creative thought by applying research in new and innovative way; able to extend research in topic area through exceptional scholarly writing | 3 points<br>Exhibits competence in creative thought by applying research in some new and innovative ways; able to extend research in topic area through proficient scholarly writing | 2 points<br>Exhibits adequate creative thought by applying research in new ways; able to extend research in topic area in way that meets minimum standards for scholarly writing | 1 point<br>Does not demonstrate ability to apply research in new and innovative ways; unable to extend research in topic area in way that meets minimum standards for scholarly writing | 0 points<br>Did not complete assignment; did not attempt to extend body of knowledge in field | / 4             |
| COMN-BA-OL-7-C-Professional Writing                       | 4 points<br>Correctly uses APA format on writing assignment with 3 or fewer errors                                                                                              | 3 points<br>Uses APA format on writing assignment with 4-7 errors                                                                                                                    | 2 points<br>Uses APA format on writing assignment with 8-11 errors                                                                                                               | 1 point<br>Uses APA format on writing assignment with 12 or more errors                                                                                                                 | 0 points<br>Did not complete assignment                                                       | / 4             |

| Criteria                      | Level 4                                                                                                                                                                                                                                                                              | Level 3                                                                                                                                                                                                                                                                          | Level 2                                                                                                                                                                                                                                                                                | Level 1                                                                                                                                                                 | Level 0                                                                                                                                                   | Criterion Score |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| COMN-BA-OL-7-D-Content Design | <p>4 points</p> <p>Student does an excellent job in designing training session according to the Circle of Learning. Student incorporates all four modules: 1) Introduction and Motivation; 2) Delivery of Content; 3) Active Experimentation; 4) Personalization and Integration</p> | <p>3 points</p> <p>Student does a good job in designing training session according to Circle of Learning. Student incorporates at least three modules: 1) Introduction and Motivation; 2) Delivery of Content; 3) Active Experimentation; 4) Personalization and Integration</p> | <p>2 points</p> <p>Student does an adequate job in designing training session according to Circle of Learning. Student incorporates two of the four modules: 1) Introduction and Motivation; 2) Delivery of Content; 3) Active Experimentation; 4) Personalization and Integration</p> | <p>1 point</p> <p>Student does a poor job in designing training session according to Circle of Learning. Student incorporates only one of the four required modules</p> | <p>0 points</p> <p>The student did not complete the assignment or make the attempt to design the training session according to the circle of learning</p> | / 4             |

| Criteria                | Level 4                                                                                                                                                   | Level 3                                                                                                                                           | Level 2                                                                                                                                                      | Level 1                                                                                                             | Level 0                                                                                                                | Criterion Score |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|-----------------|
| COMN-BA-OL-7-E-Evaluate | 4 points<br>Student does an excellent job in incorporating several measures to evaluate the effectiveness of skill transfer within their training session | 3 points<br>Student does a good job in incorporating a few measures to evaluate the effectiveness of skill transfer within their training session | 2 points<br>Student does an adequate job in incorporating at least one measure to evaluate the effectiveness of skill transfer within their training session | 1 point<br>Student does a poor job of incorporating any measurement to evaluate the effectiveness of skill transfer | 0 points<br>The student did not complete the assignment or incorporate any measures of effectiveness of skill transfer | / 4             |

Total

/ 124

Overall Score

Level 4  
112 points minimum

Level 3  
74 points minimum

Level 2  
43 points minimum

Level 1  
19 points minimum

Level 0  
0 points minimum

## **Appendix 27**

**2005 - 2015**

### **WPA General Education Data Tables**

With Cocurricular Highlights

## General Education (Mean Scores by Outcomes and Proficiencies)

| OUTCOME                          | PROFICIENCY                                       | 2005-6 |      |      |       | 2006-7 |      |      |       | 2007-8 |      |      |       | 2008-9 |      |      |       | 2009-10 |      |      |       | 2010-11 |      |      |       |
|----------------------------------|---------------------------------------------------|--------|------|------|-------|--------|------|------|-------|--------|------|------|-------|--------|------|------|-------|---------|------|------|-------|---------|------|------|-------|
|                                  |                                                   | N      | Mean | Medi | St.De | N      | Mean | Medi | St.De | N      | Mean | Medi | St.De | N      | Mean | Medi | St.De | N       | Mean | Medi | St.De | N       | Mean | Medi | St.De |
| Spiritually Alive                |                                                   | 12711  | 3    | 3.1  | 0.89  | 18377  | 3    | 3.1  | 0.96  | 1562   | 3    | 2    | 0.06  | 1352   | 3    | 2.7  | 0.66  | 1495    | 3.4  | 3    | 0.57  | 1170    | 3.6  | 3.1  | 0.4   |
|                                  | Biblical Knowledge                                | 1992   | 2.8  | 2.9  | 1     | 3935   | 2.7  | 2.8  | 1.09  | 499    | 2.7  | 2    | 0.1   | 518    | 3.2  | 2.9  | 0.73  | 537     | 3.3  | 3    | 0.73  | 117     | 3.8  | 3.8  | 0.39  |
|                                  | Sensitivity to the Holy Spirit                    | 2945   | 3.7  | 3.9  | 0.63  | 3208   | 3.5  | 3.8  | 0.92  | 982    | 3.7  | 3    | 0.03  | 687    | 3.5  | 3    | 0.6   | 887     | 3.6  | 3.1  | 0.46  | 727     | 3.6  | 3.1  | 0.44  |
|                                  | Evangelistic Capability                           | 5118   | 3    | 3    | 0.69  | 6558   | 3    | 3    | 0.74  | 771    | 2.9  | 2    | 0.04  | 747    | 2.8  | 2.4  | 0.63  | 952     | 3.3  | 2.9  | 0.68  | 762     | 3.7  | 3.6  | 0.41  |
|                                  | Ethical Behavior                                  | 5556   | 3.1  | 3.2  | 0.99  | 7872   | 3.3  | 3.5  | 1     | 1102   | 3.1  | 3    | 0.1   | 775    | 3.2  | 3    | 0.81  | 957     | 3    | 2.8  | 0.8   | 2       | 3.7  | 3.7  | 0.1   |
| Intellectually Alert             |                                                   | 10847  | 3    | 3    | 0.93  | 17001  | 3.1  | 3.2  | 0.96  | 1572   | 3.2  | 3    | 0.03  | 1400   | 3.2  | 2.9  | 0.69  | 1933    | 3.2  | 3    | 0.77  | 1468    | 3.1  | 3    | 0.97  |
|                                  | Critical Thinking                                 | 1725   | 2.6  | 2.5  | 0.87  | 3377   | 2.9  | 3    | 0.92  | 617    | 3    | 2.1  | 0.06  | 634    | 3    | 2.7  | 0.77  | 371     | 3.2  | 2.9  | 0.59  | 231     | 3.6  | 3.3  | 0.59  |
|                                  | Information Literacy                              | 2576   | 2.8  | 2.9  | 0.97  | 2808   | 3    | 3.1  | 0.94  | 377    | 3    | 2.5  | 0.12  | 278    | 2.9  | 2.6  | 0.84  | 1047    | 2.9  | 2.9  | 1.02  | 934     | 2.9  | 3    | 1.17  |
|                                  | Global and Historical Perspectives                | 2069   | 3    | 3.1  | 0.87  | 3476   | 2.8  | 2.9  | 1.03  | 611    | 3.1  | 3    | 0.05  | 466    | 3.1  | 2.9  | 0.63  | 842     | 3.1  | 2.9  | 0.67  | 309     | 3.1  | 2.8  | 0.78  |
|                                  | Aesthetic Appreciation                            | 1896   | 3.3  | 3.5  | 0.87  | 3160   | 3.5  | 3.7  | 0.82  | 455    | 3.6  | 3    | 0.04  | 298    | 3.6  | 3.6  | 0.59  | 497     | 3.9  | 3.9  | 0.5   | 103     | 3.4  | 3.3  | 0.86  |
| Physically Disciplined           | Intellectual Creativity                           | 2565   | 3.1  | 3.1  | 0.92  | 4136   | 3.2  | 3.4  | 0.89  | 877    | 3.2  | 3    | 0.06  | 662    | 3.4  | 3.3  | 0.63  | 611     | 3.7  | 3.7  | 0.51  | 139     | 3.7  | 3.6  | 0.58  |
|                                  |                                                   | 3704   | 2.8  | 2.9  | 1.02  | 4856   | 2.8  | 2.9  | 1.05  | 1215   | 2.8  | 2    | 0.06  | 964    | 2.8  | 2.5  | 0.73  | 1989    | 2.7  | 2.6  | 0.97  | 719     | 2.8  | 2.7  | 0.8   |
|                                  | Healthy Lifestyle                                 | 2828   | 2.8  | 2.9  | 0.98  | 3564   | 2.8  | 2.8  | 0.98  | 902    | 2.8  | 2    | 0.05  | 720    | 2.7  | 2.5  | 0.69  | 908     | 2.8  | 2.6  | 0.68  | 714     | 2.8  | 2.7  | 0.79  |
|                                  | Physically Disciplined Lifestyle                  | 876    | 3    | 3.3  | 1.12  | 1292   | 2.9  | 3.3  | 1.2   | 754    | 2.8  | 2    | 0.07  | 702    | 2.9  | 2.7  | 0.87  | 1735    | 2.7  | 2.6  | 1.06  | 69      | 2.6  | 2.4  | 0.91  |
|                                  | Socially Adept                                    | 6897   | 3.4  | 3.5  | 0.7   | 13764  | 3.4  | 3.5  | 0.77  | 1229   | 3.4  | 3    | 0.04  | 1185   | 3.3  | 3.1  | 0.71  | 1850    | 3.2  | 3    | 0.79  | 1333    | 3.2  | 3.1  | 0.89  |
| Socially Adept                   | Communication Skills                              | 2247   | 3.4  | 3.4  | 0.71  | 4886   | 3.3  | 3.3  | 0.69  | 717    | 3.2  | 3    | 0.07  | 582    | 3    | 2.8  | 0.78  | 843     | 3.2  | 2.9  | 0.73  | 351     | 3.2  | 2.9  | 0.83  |
|                                  | Interpersonal Skills                              | 2272   | 3.6  | 3.8  | 0.63  | 3368   | 3.6  | 3.8  | 0.62  | 467    | 3.5  | 3    | 0.06  | 333    | 3.6  | 3.4  | 0.65  | 515     | 3.6  | 3.4  | 0.58  | 254     | 3.6  | 3.2  | 0.53  |
|                                  | Appreciation of Cultural & Linguistic Differences | 400    | 3.4  | 3.4  | 0.66  | 703    | 3.4  | 3.6  | 0.73  | 138    | 3.4  | 3    | 0.07  | 157    | 3.2  | 2.9  | 0.67  | 355     | 3.3  | 3    | 0.67  | 160     | 3.3  | 3    | 0.59  |
|                                  | Responsible Citizenship                           | 1222   | 3    | 3    | 0.68  | 4013   | 3.2  | 3.5  | 0.94  | 479    | 3.4  | 3    | 0.16  | 417    | 3.4  | 3.5  | 0.73  | 721     | 3.4  | 3.5  | 0.77  | 388     | 3.5  | 3.8  | 0.99  |
|                                  | Leadership Capacity                               | 756    | 3.6  | 3.7  | 0.61  | 794    | 3.4  | 3.4  | 0.67  | 226    | 3.6  | 3    | 0.06  | 355    | 3.5  | 3.7  | 0.72  | 66      | 3.7  | 3.6  | 0.56  | 99      | 3.7  | 3    | 0.21  |
| Mean Score for General Education |                                                   |        |      |      |       |        |      |      |       |        |      |      |       |        |      |      |       |         |      |      |       | 1970    | 3.3  | 3    | 0.78  |

N in this case does not represent the number of students, but the number of assessments prior to 2007-8.  
N from 2008-9 forward represents the number of students, not the number of assessments.

## Gender (Mean Scores by Outcomes and Proficiencies)

| General Education Student Learning Outcomes       | Male 2005-6 |     | Female 2005-6 |     | Male 2006-7 |     | Female 2006-7 |     | Male 2007-8 |     | Female 2007-8 |     | Male 2008-9 |     | Female 2008-9 |     | Unknown 2008-9 |     | Male 2009-10 |     | Female 2009-10 |      | Unknown 2009-10 |    | Male 2010-11 |     | Female 2010-11 |     | Unknown 2010-11 |     |
|---------------------------------------------------|-------------|-----|---------------|-----|-------------|-----|---------------|-----|-------------|-----|---------------|-----|-------------|-----|---------------|-----|----------------|-----|--------------|-----|----------------|------|-----------------|----|--------------|-----|----------------|-----|-----------------|-----|
|                                                   | mean        | N   | mean          | N   | mean        | N   | mean          | N   | mean        | N   | mean          | N   | mean        | N   | mean          | N   | mean           | N   | mean         | N   | mean           | N    | mean            | N  | mean         | N   | mean           | N   | mean            | N   |
| <b>Spiritually Alive</b>                          | 3.0+        | 425 | 2.9           | 638 | 3.0         | 604 | 3.0           | 910 | 3.0+        | 511 | 3.0           | 764 | 2.99-       | 476 | 3.07          | 662 | 3.04           | 214 | 3.39--       | 585 | 3.47+          | 894  | 3.34--          | 16 | 3.64         | 170 | 3.76+          | 261 | 3.57--          | 739 |
| Biblical Knowledge                                | 2.7         | 195 | 2.7           | 281 | 2.6         | 299 | 2.7           | 479 | 2.7         | 175 | 2.7           | 270 | 3.18        | 182 | 3.25          | 256 | 3.31+          | 80  | 3.28         | 210 | 3.32           | 321  | 2.61--          | 6  | 3.68-        | 33  | 3.84+          | 39  | 3.76            | 45  |
| Sensitivity to the Holy Spirit                    | 3.7         | 290 | 3.8           | 440 | 3.5--       | 358 | 3.6+          | 513 | 3.7         | 276 | 3.7           | 417 | 3.50-       | 230 | 3.55          | 357 | 3.65+          | 100 | 3.61         | 329 | 3.65           | 555  | 3.58--          | 3  | 3.42--       | 6   | 3.55           | 5   | 3.58            | 716 |
| Evangelistic Capability                           | 2.9--       | 289 | 3.0+          | 456 | 2.9--       | 358 | 3.0+          | 571 | 2.9+        | 242 | 2.9           | 390 | 2.75        | 277 | 2.83          | 370 | 2.74           | 100 | 3.18-        | 358 | 3.29           | 583  | 3.49+           | 11 | 3.67--       | 150 | 3.78+          | 217 | 3.72            | 395 |
| Ethical Behavior                                  | 3.2++       | 320 | 2.9--         | 475 | 3.4++       | 462 | 3.2--         | 679 | 3.1         | 340 | 3.1           | 481 | 3.06--      | 314 | 3.28+         | 348 | 3.12           | 113 | 3.09+        | 276 | 3.00           | 659  | 2.79--          | 22 | 3.6          | 1   | 3.8            | 1   | -               | 0   |
| <b>Intellectually Alert</b>                       | 2.9         | 352 | 3.0           | 573 | 3.1         | 571 | 3.1           | 899 | 3.2         | 530 | 3.2           | 831 | 3.17        | 454 | 3.19          | 727 | 3.24+          | 219 | 3.19--       | 741 | 3.34+          | 1122 | 2.26--          | 70 | 3.10         | 265 | 3.20+          | 423 | 3.02-           | 780 |
| Critical Thinking                                 | 2.7         | 99  | 2.7           | 169 | 3.0         | 224 | 2.9           | 403 | 3.0         | 202 | 3.0           | 332 | 3.01        | 217 | 2.95          | 332 | 2.98           | 85  | 3.20         | 131 | 3.29           | 236  | 2.27--          | 4  | 3.57         | 64  | 3.52           | 132 | 3.85+           | 35  |
| Information Literacy                              | 2.7--       | 118 | 2.9+          | 203 | 3.0         | 139 | 3.0           | 212 | 3.0         | 118 | 3.0           | 182 | 2.96        | 98  | 2.97          | 149 | 2.81-          | 31  | 2.86         | 401 | 3.03+          | 608  | 1.30--          | 38 | 2.19--       | 71  | 2.43--         | 92  | 3.00+           | 771 |
| Global and Historical Perspectives                | 3.0         | 134 | 3.0           | 233 | 2.7         | 198 | 2.8           | 408 | 3.1         | 197 | 3.1           | 342 | 3.08        | 153 | 3.17          | 253 | 3.09           | 60  | 3.05--       | 320 | 3.18+          | 506  | 2.97--          | 16 | 2.99         | 63  | 3.08           | 124 | 3.09            | 122 |
| Aesthetic Appreciation                            | 3.3         | 88  | 3.3           | 148 | 3.5         | 176 | 3.5           | 221 | 3.6         | 153 | 3.6           | 236 | 3.48--      | 84  | 3.68+         | 156 | 3.50-          | 58  | 3.82-        | 174 | 3.90           | 311  | 3.99+           | 12 | 3.38         | 24  | 3.48           | 63  | 3.26            | 16  |
| Intellectual Creativity                           | 3.0         | 189 | 3.1           | 297 | 3.2         | 312 | 3.2           | 489 | 3.2         | 281 | 3.3           | 448 | 3.43        | 222 | 3.45          | 334 | 3.46           | 106 | 3.70         | 203 | 3.67           | 400  | 3.75+           | 8  | 3.77+        | 37  | 3.63           | 36  | 3.60            | 66  |
| <b>Physically Disciplined</b>                     | 2.8         | 283 | 2.8           | 460 | 2.8         | 390 | 2.7           | 556 | 2.8         | 391 | 2.8           | 578 | 2.83+       | 329 | 2.76          | 514 | 2.68--         | 121 | 2.74         | 788 | 2.67           | 1144 | 2.73            | 57 | 2.72--       | 36  | 2.34--         | 50  | 2.87            | 633 |
| Healthy Lifestyle                                 | 2.7         | 277 | 2.8           | 454 | 2.7         | 374 | 2.7           | 535 | 2.8-        | 267 | 2.8+          | 390 | 2.71        | 253 | 2.79          | 359 | 2.69-          | 108 | 2.77-        | 352 | 2.85           | 552  | 2.76-           | 4  | 2.65--       | 34  | 2.39--         | 47  | 2.87            | 633 |
| Physically Disciplined Lifestyle                  | 3.3++       | 164 | 2.8--         | 272 | 3.1++       | 262 | 2.8--         | 383 | 2.8         | 259 | 2.8           | 403 | 3.07+       | 245 | 2.83-         | 412 | 2.68--         | 45  | 2.83+        | 688 | 2.65-          | 992  | 2.76            | 55 | 2.78         | 27  | 2.45           | 38  | 2.75            | 4   |
| <b>Socially Adept</b>                             | 3.2--       | 263 | 3.3+          | 455 | 3.3--       | 516 | 3.3+          | 823 | 3.4         | 435 | 3.4           | 684 | 3.32        | 397 | 3.38+         | 622 | 3.14--         | 166 | 3.13--       | 687 | 3.31+          | 1092 | 2.40--          | 71 | 3.26         | 208 | 3.34+          | 344 | 3.19-           | 781 |
| Communication Skills                              | 3.2--       | 107 | 3.5++         | 195 | 3.3-        | 266 | 3.3           | 414 | 3.2-        | 239 | 3.2           | 413 | 2.95-       | 181 | 3.12+         | 315 | 2.86--         | 86  | 3.11--       | 345 | 3.28+          | 465  | 3.00--          | 33 | 2.97--       | 83  | 3.21           | 114 | 3.30+           | 154 |
| Interpersonal Skills                              | 3.6-        | 94  | 3.7           | 187 | 3.6         | 161 | 3.6           | 263 | 3.5         | 161 | 3.5           | 241 | 3.54-       | 106 | 3.72+         | 163 | 3.49--         | 64  | 3.61         | 209 | 3.67           | 282  | 3.43--          | 24 | 3.45--       | 50  | 3.56           | 55  | 3.63            | 149 |
| Appreciation of Cultural & Linguistic Differences | 3.2-        | 30  | 3.4           | 67  | 3.3-        | 54  | 3.4           | 121 | 3.4-        | 46  | 3.4           | 82  | 3.26        | 39  | 3.27          | 93  | 2.97--         | 25  | 3.22-        | 108 | 3.35           | 241  | 3.53+           | 6  | 3.30         | 40  | 3.26           | 91  | 3.63+           | 29  |
| Responsible Citizenship                           | 3.0         | 156 | 3.0           | 267 | 3.2         | 342 | 3.3           | 569 | 3.4         | 164 | 3.4           | 269 | 3.38        | 140 | 3.51+         | 221 | 3.32--         | 56  | 3.32-        | 241 | 3.43           | 466  | 3.02--          | 14 | 3.49         | 102 | 3.41-          | 161 | 3.76+           | 125 |
| Leadership Capacity                               | 3.5         | 47  | 3.6           | 79  | 3.4         | 46  | 3.4           | 80  | 3.6         | 91  | 3.6           | 130 | 3.59        | 126 | 3.58          | 189 | 3.28--         | 40  | 3.65         | 25  | 3.66           | 40   | 4               | 1  | 3.66         | 29  | 3.63           | 49  | 3.72+           | 21  |

Data is only shown for items with 2

Lines marked ++ or -- are highly

Lines marked + or - are significantly

Significance is calculated separately within 2004-5 and within 2005-6

| Ethnicity                                   |       |     | (Mean Scores by Outcomes and Proficiencies) |     |                            |     |                            |     |                             |     |                             |     |                          |    |                          |    |                          |    |                          |    |                           |    |                           |     |                            |     |                            |     |                            |     |                             |     |                             |      |        |     |
|---------------------------------------------|-------|-----|---------------------------------------------|-----|----------------------------|-----|----------------------------|-----|-----------------------------|-----|-----------------------------|-----|--------------------------|----|--------------------------|----|--------------------------|----|--------------------------|----|---------------------------|----|---------------------------|-----|----------------------------|-----|----------------------------|-----|----------------------------|-----|-----------------------------|-----|-----------------------------|------|--------|-----|
| General Education Student Learning Outcomes |       |     | Black, Non-Hispanic 2006-7                  |     | Black, Non-Hispanic 2007-8 |     | Black, Non-Hispanic 2008-9 |     | Black, Non-Hispanic 2009-10 |     | Black, Non-Hispanic 2010-11 |     | Native Am/Alaskan 2005-6 |    | Native Am/Alaskan 2006-7 |    | Native Am/Alaskan 2007-8 |    | Native Am/Alaskan 2008-9 |    | Native Am/Alaskan 2009-10 |    | Native Am/Alaskan 2010-11 |     | White, Non-Hispanic 2006-7 |     | White, Non-Hispanic 2007-8 |     | White, Non-Hispanic 2008-9 |     | White, Non-Hispanic 2009-10 |     | White, Non-Hispanic 2010-11 |      |        |     |
|                                             | mean  | N   | mean                                        | N   | mean                       | N   | mean                       | N   | mean                        | N   | mean                        | N   | mean                     | N  | mean                     | N  | mean                     | N  | mean                     | N  | mean                      | N  | mean                      | N   | mean                       | N   | mean                       | N   | mean                       | N   | mean                        | N   | mean                        | N    |        |     |
| Spiritually Alive                           | 2.8-- | 204 | 2.9--                                       | 326 | 3.0                        | 261 | 2.90--                     | 219 | 3.37--                      | 291 | 3.68                        | 88  | 3.0+                     | 26 | 3.2++                    | 21 | 3.0++                    | 21 | 3.05                     | 25 | 3.51+                     | 50 | 3.77++                    | 13  | 3.0+                       | 685 | 3.1+                       | 950 | 3.0                        | 798 | 3.10++                      | 709 | 3.45                        | 904  | 3.73+  | 273 |
|                                             | 2.3-- | 89  | 2.5--                                       | 159 | 2.7                        | 84  | 3.16-                      | 83  | 3.15--                      | 76  | 3.69-                       | 15  | 2.6                      | 17 | 2.9++                    | 13 | 2.7                      | 5  | 3.40++                   | 10 | 3.40+                     | 19 | 3.75                      | 4   | 2.8+                       | 308 | 2.7+                       | 491 | 2.7                        | 284 | 3.26                        | 286 | 3.33                        | 337  | 3.80   | 42  |
|                                             | 3.7   | 150 | 3.5--                                       | 183 | 3.7-                       | 152 | 3.52                       | 116 | 3.56--                      | 171 | -                           | 0   | 2.7                      | 15 | 3.2--                    | 12 | 3.7+                     | 17 | 3.70++                   | 10 | 3.73+                     | 30 | -                         | 0   | 3.8                        | 457 | 3.6+                       | 538 | 3.7                        | 416 | 3.53                        | 366 | 3.65                        | 544  | 3.56   | 8   |
| Intellectually Alert                        | 2.9-- | 139 | 2.9                                         | 197 | 2.9                        | 130 | 2.60--                     | 117 | 3.18--                      | 168 | 3.71                        | 71  | 3.2+                     | 16 | 3.1++                    | 15 | 2.9--                    | 7  | 2.52--                   | 16 | 3.36+                     | 31 | 3.75                      | 12  | 3.0                        | 483 | 3.0                        | 583 | 2.9                        | 402 | 2.86+                       | 405 | 3.25                        | 586  | 3.75   | 241 |
|                                             | 3.0-  | 149 | 3.1--                                       | 248 | 3.1                        | 170 | 2.92--                     | 130 | 3.01                        | 170 | +                           |     | 3.1                      | 19 | 3.4++                    | 16 | 3.2++                    | 17 | 3.30++                   | 15 | 3.05                      | 32 | 3.1                       | 517 | 3.3+                       | 707 | 3.1                        | 517 | 3.27++                     | 411 | 3.05                        | 577 |                             |      |        |     |
|                                             | 2.8-- | 179 | 2.9--                                       | 298 | 3.2--                      | 283 | 2.98--                     | 251 | 3.14--                      | 373 | 3.01--                      | 158 | 3.1+                     | 20 | 3.0-                     | 22 | 3.2-                     | 24 | 3.13--                   | 17 | 3.35+                     | 51 | 3.10                      | 21  | 3.0+                       | 595 | 3.1+                       | 931 | 3.2                        | 846 | 3.27++                      | 721 | 3.34++                      | 1139 | 3.24+  | 398 |
| Physically Disciplined                      | 2.6   | 43  | 2.9--                                       | 109 | 3.0+                       | 101 | 2.79--                     | 105 | 2.95--                      | 55  | 3.31--                      | 44  | 3.0+                     | 10 | 2.8--                    | 9  | 2.9--                    | 8  | 2.73--                   | 6  | 3.40+                     | 14 | 3.73++                    | 9   | 2.7                        | 174 | 3.0                        | 423 | 3.0                        | 343 | 3.01                        | 354 | 3.32+                       | 241  | 3.64   | 113 |
|                                             | 2.6-- | 58  | 2.9                                         | 71  | 3.0--                      | 64  | 2.56--                     | 71  | 2.69--                      | 201 | 1.80--                      | 33  | 3.2+                     | 8  | 2.1--                    | 4  | 3.0--                    | 6  | 2.50--                   | 2  | 3.20+                     | 33 | 2.54--                    | 7   | 2.9+                       | 205 | 3.1+                       | 223 | 3.0                        | 186 | 3.17++                      | 133 | 3.07++                      | 600  | 2.51-- | 93  |
|                                             | 2.6-- | 57  | 2.5--                                       | 132 | 3.1                        | 99  | 2.96--                     | 88  | 3.06-                       | 152 | 2.99                        | 37  | 3.2+                     | 10 | 2.9++                    | 8  | 3.1                      | 10 | 3.10                     | 5  | 3.01--                    | 21 | 2.91--                    | 6   | 3.0                        | 253 | 2.8                        | 385 | 3.1                        | 351 | 3.23++                      | 247 | 3.18+                       | 508  | 3.10   | 116 |
| Socially Adept                              | 3.1-- | 55  | 3.5                                         | 92  | 3.6--                      | 73  | 3.42--                     | 55  | 3.79--                      | 99  | 3.28                        | 16  | 4.0+                     | 2  | 2.9--                    | 7  | 3.6                      | 8  | 3.56                     | 6  | 3.99+                     | 10 | 4                         | 1   | 3.4                        | 145 | 3.5                        | 235 | 3.6                        | 251 | 3.72++                      | 140 | 3.90                        | 297  | 3.40   | 56  |
|                                             | 2.9-- | 89  | 3.0--                                       | 160 | 3.3+                       | 154 | 3.27--                     | 106 | 3.54--                      | 112 | 3.51-                       | 17  | 3.1                      | 12 | 3.6++                    | 11 | 3.3++                    | 13 | 3.33--                   | 8  | 3.64                      | 14 | 4.00++                    | 2   | 3.1                        | 319 | 3.3+                       | 506 | 3.3                        | 447 | 3.52++                      | 348 | 3.73+                       | 391  | 3.78+  | 44  |
|                                             | 2.6-- | 161 | 2.6--                                       | 205 | 2.8-                       | 200 | 2.64--                     | 163 | 2.56-                       | 370 | 2.22--                      | 24  | 2.9+                     | 18 | 2.6--                    | 13 | 2.8                      | 24 | 2.57--                   | 18 | 2.63--                    | 60 | 3.5                       | 1   | 2.9+                       | 456 | 2.8+                       | 568 | 2.8                        | 608 | 2.88++                      | 516 | 2.77++                      | 1178 | 2.63-- | 49  |
| Socially Adept                              | 2.5-- | 158 | 2.6--                                       | 201 | 2.8                        | 141 | 2.54--                     | 117 | 2.59--                      | 173 | 2.15--                      | 23  | 2.9+                     | 18 | 2.7-                     | 12 | 2.8-                     | 16 | 2.71                     | 12 | 2.89+                     | 32 | 3.5                       | 1   | 2.9+                       | 449 | 2.8+                       | 542 | 2.8                        | 404 | 2.86++                      | 378 | 2.90++                      | 546  | 2.68-- | 45  |
|                                             | 2.8-- | 82  | 2.7--                                       | 133 | 2.8                        | 142 | 2.81-                      | 128 | 2.59--                      | 305 | 2.47                        | 16  | 2.9-                     | 10 | 2.7--                    | 9  | 2.8+                     | 17 | 2.56--                   | 15 | 2.73                      | 52 | -                         | 0   | 3.1                        | 288 | 3.0+                       | 398 | 2.8                        | 420 | 3.01++                      | 402 | 2.80++                      | 1037 | 2.64   | 38  |
|                                             | 3.1-- | 132 | 3.2-                                        | 252 | 3.4                        | 233 | 3.17--                     | 204 | 3.06-                       | 359 | 3.20                        | 105 | 3.3                      | 16 | 3.4++                    | 28 | 3.4+                     | 26 | 3.63++                   | 21 | 3.25+                     | 53 | 3.54++                    | 17  | 3.4+                       | 474 | 3.4+                       | 861 | 3.4                        | 698 | 3.41++                      | 633 | 3.29++                      | 1081 | 3.36+  | 346 |
| Responsible Citizenship                     | 3.1-- | 46  | 3.2--                                       | 119 | 3.2                        | 133 | 2.70--                     | 93  | 2.97--                      | 161 | 2.96--                      | 40  | 3.9+                     | 4  | 3.4++                    | 13 | 3.2-                     | 15 | 3.39++                   | 7  | 3.43+                     | 21 | 3.63++                    | 6   | 3.5+                       | 217 | 3.3+                       | 445 | 3.2                        | 410 | 3.15++                      | 316 | 3.28++                      | 500  | 3.15   | 126 |
|                                             | 3.5-- | 48  | 3.5--                                       | 82  | 3.6+                       | 80  | 3.54-                      | 51  | 3.48--                      | 97  | 3.24--                      | 24  | 3.9+                     | 4  | 3.6                      | 10 | 3.6+                     | 10 | 3.48--                   | 6  | 3.82+                     | 17 | 3.70++                    | 2   | 3.7                        | 193 | 3.7+                       | 266 | 3.5                        | 248 | 3.66                        | 173 | 3.67                        | 291  | 3.58   | 67  |
|                                             | 3.4   | 10  | 3.2--                                       | 32  | 3.4                        | 31  | 3.11-                      | 24  | 2.93--                      | 58  | 3.00--                      | 22  | 3.3-                     | 3  | 3.5+                     | 4  | 3.4                      | 1  | 3.00--                   | 2  | 3.07--                    | 8  | 3.00--                    | 5   | 3.4                        | 75  | 3.4                        | 113 | 3.4                        | 76  | 3.24                        | 80  | 3.37                        | 222  | 3.34   | 82  |
| Leadership Capacity                         | 2.9-- | 82  | 3.0--                                       | 188 | 3.4--                      | 98  | 3.45                       | 68  | 3.26--                      | 131 | 3.52                        | 56  | 3.0                      | 12 | 3.2                      | 20 | 3.4--                    | 9  | 3.75++                   | 8  | 3.30--                    | 23 | 4.00++                    | 6   | 3.0                        | 270 | 3.3+                       | 574 | 3.4                        | 261 | 3.47                        | 232 | 3.40                        | 439  | 3.43-  | 168 |
|                                             | 3.3-- | 23  | 3.1--                                       | 25  | 3.6+                       | 50  | 3.44-                      | 66  | 3.92                        | 13  | 3.56--                      | 6   | 3.8+                     | 1  | 4.0++                    | 1  | 3.6                      | 7  | 4.00++                   | 7  | 3.92+                     | 2  | 3.63                      | 4   | 3.7+                       | 88  | 3.5                        | 78  | 3.6                        | 137 | 3.65+                       | 189 | 3.61                        | 39   | 3.67   | 49  |



| General Education Student Learning Outcomes        |  | Hispanic 2005-6      |    | Hispanic 2006-7      |     | Hispanic 2007-8      |    | Hispanic 2008-9      |     | Hispanic 2009-10     |     | Hispanic 2010-11     |        | Asian/Pac Islander 2005-6 |    | Asian/Pac Islander 2006-7 |    | Asian/Pac Islander 2007-8 |    | Asian/Pac Islander 2008-9 |    | Asian/Pac Islander 2009-10 |    | Asian/Pac Islander 2010-11 |    | Unknown or Other 2005-6 |    | Unknown or Other 2006-7 |    | Unknown or Other 2007-8 |    | Unknown or Other 2008-9 |    | Unknown or Other 2009-10 |    | Unknown or Other 2010-11 |    |      |   |
|----------------------------------------------------|--|----------------------|----|----------------------|-----|----------------------|----|----------------------|-----|----------------------|-----|----------------------|--------|---------------------------|----|---------------------------|----|---------------------------|----|---------------------------|----|----------------------------|----|----------------------------|----|-------------------------|----|-------------------------|----|-------------------------|----|-------------------------|----|--------------------------|----|--------------------------|----|------|---|
|                                                    |  | mean                 | N  | mean                 | N   | mean                 | N  | mean                 | N   | mean                 | N   | mean                 | N      | mean                      | N  | mean                      | N  | mean                      | N  | mean                      | N  | mean                       | N  | mean                       | N  | mean                    | N  | mean                    | N  | mean                    | N  | mean                    | N  | mean                     | N  | mean                     | N  | mean | N |
| <b>Spiritually Alive</b>                           |  | 2.9--                | 73 | 3.0                  | 105 | 3.0                  | 93 | 2.90--               | 91  | 3.47                 | 113 | 3.70                 | 28     | 3.0+                      | 40 | 3.0                       | 59 | 3.0++                     | 45 | 3.08+                     | 40 | 3.54+                      | 53 | 3.75++                     | 12 | 3.0++                   | 35 | 2.8--                   | 53 | 3.0                     | 53 | 2.94--                  | 52 | 3.39--                   | 68 | 3.64                     | 17 |      |   |
| Biblical Knowledge                                 |  | 2.9+                 | 28 | 2.7                  | 54  | 2.7                  | 32 | 3.07--               | 29  | 3.33                 | 50  | 4.00                 | 2      | 2.9+                      | 19 | 2.6--                     | 32 | 2.7++                     | 20 | 2.82--                    | 12 | 3.40+                      | 23 | 3.63--                     | 4  | 3.0++                   | 15 | 2.6--                   | 29 | 2.7+                    | 19 | 3.31+                   | 17 | 3.13--                   | 26 | 3.80                     | 5  |      |   |
| Sensitivity to the Holy Spirit                     |  | 3.6--                | 51 | 3.5--                | 69  | 3.7-                 | 51 | 3.65+                | 54  | 3.62                 | 70  | 3.13--               | 2      | 3.7                       | 32 | 3.5                       | 34 | 3.7                       | 19 | 3.73++                    | 13 | 3.66                       | 31 | 3.5                        | 1  | 3.6--                   | 23 | 3.4--                   | 35 | 3.7                     | 34 | 3.23--                  | 27 | 3.65                     | 38 | -                        | 0  |      |   |
| Evangelistic Capability                            |  | 2.9-                 | 54 | 2.9--                | 66  | 2.9                  | 49 | 2.88+                | 56  | 3.37                 | 67  | 3.74                 | 24     | 3.1+                      | 26 | 2.9                       | 40 | 2.9                       | 17 | 3.05++                    | 23 | 3.30+                      | 34 | 3.73                       | 8  | 2.9--                   | 27 | 3.1++                   | 28 | 2.9                     | 25 | 2.47--                  | 28 | 3.17--                   | 45 | 3.60--                   | 11 |      |   |
| Ethical Behavior                                   |  | 2.9--                | 53 | 3.2--                | 85  | 3.1                  | 53 | 2.95--               | 53  | 2.83--               | 78  |                      |        | 3.1                       | 31 | 3.2--                     | 43 | 3.2++                     | 28 | 3.38++                    | 21 | 3.04                       | 39 |                            |    | 3.2++                   | 26 | 3.1--                   | 42 | 3.1-                    | 33 | 3.17                    | 31 | 3.04                     | 39 |                          |    |      |   |
| Intellectually Alert                               |  | 2.8--                | 63 | 3.0--                | 103 | 3.2                  | 98 | 3.16                 | 108 | 3.19--               | 148 | 3.10                 | 58     | 3.0                       | 38 | 3.0                       | 58 | 3.2                       | 52 | 2.96--                    | 29 | 3.40+                      | 64 | 3.13                       | 28 | 3.1++                   | 30 | 3.2++                   | 58 | 3.2++                   | 55 | 3.21                    | 52 | 3.11--                   | 88 | 3.01--                   | 25 |      |   |
| Critical Thinking                                  |  | 2.8+                 | 21 | 3.0+                 | 37  | 2.9--                | 34 | 2.97                 | 47  | 3.31                 | 29  | 3.49-                | 16     | 2.4--                     | 13 | 2.8--                     | 29 | 3.0++                     | 19 | 3.04+                     | 13 | 3.27                       | 9  | 3.45--                     | 9  | 2.6-                    | 7  | 3.1++                   | 20 | 3.0++                   | 28 | 3.20++                  | 22 | 3.17-                    | 19 | 3.08--                   | 5  |      |   |
| Information Literacy                               |  | 2.4--                | 27 | 2.6--                | 29  | 3.0++                | 20 | 3.05+                | 24  | 2.80--               | 86  | 2.34--               | 15     | 2.8                       | 14 | 2.5--                     | 9  | 3.0--                     | 8  | 2.88                      | 8  | 3.17+                      | 39 | 2.74--                     | 8  | 3.2++                   | 9  | 2.9                     | 15 | 3.0                     | 15 | 2.97                    | 8  | 2.74--                   | 50 | 1.69--                   | 7  |      |   |
| Global and Historical Perspectives                 |  | 3.0                  | 23 | 2.9+                 | 42  | 3.1+                 | 40 | 3.01--               | 41  | 2.99--               | 74  | 3.02                 | 13     | 3.2+                      | 16 | 2.5-                      | 20 | 3.1++                     | 23 | 2.52--                    | 10 | 3.26+                      | 22 | 2.62--                     | 9  | 3.3++                   | 8  | 2.9++                   | 19 | 3.2++                   | 16 | 3.30++                  | 15 | 2.99--                   | 49 | 3.41++                   | 6  |      |   |
| Aesthetic Appreciation                             |  | 3.3                  | 18 | 3.5                  | 26  | 3.6                  | 32 | 3.52                 | 26  | 3.82-                | 40  | 3.75                 | 6      | 3.3                       | 7  | 3.5                       | 20 | 3.6                       | 11 | 3.40--                    | 5  | 3.97+                      | 15 | 3.73++                     | 4  | 3.5++                   | 9  | 3.6+                    | 17 | 3.6                     | 13 | 3.54                    | 7  | 3.77--                   | 24 | 3.94++                   | 4  |      |   |
| Intellectual Creativity                            |  | 3.0                  | 28 | 3.1--                | 53  | 3.2--                | 54 | 3.38-                | 48  | 3.62-                | 47  | 3.56                 | 5      | 3.1                       | 20 | 3.1--                     | 39 | 3.2--                     | 29 | 3.27--                    | 16 | 3.64-                      | 20 | 3.65                       | 4  | 3.1++                   | 18 | 3.4++                   | 32 | 3.2                     | 30 | 3.39-                   | 30 | 3.63-                    | 19 | 4                        | 1  |      |   |
| Physically Disciplined                             |  | 2.7--                | 54 | 2.8                  | 77  | 2.8+                 | 62 | 2.61--               | 75  | 2.63--               | 159 | 2.84                 | 5      | 2.7-                      | 31 | 2.6--                     | 42 | 2.8--                     | 30 | 2.69--                    | 28 | 2.43--                     | 74 | 1.40--                     | 2  | 2.6--                   | 23 | 2.8                     | 41 | 2.8++                   | 41 | 2.75                    | 42 | 2.73                     | 90 | 2.54--                   | 5  |      |   |
| <b>Healthy Lifestyle</b>                           |  | 2.6--                | 52 | 2.8                  | 76  | 2.8-                 | 45 | 2.55--               | 59  | 2.77-                | 76  | 2.67--               | 5      | 2.7-                      | 31 | 2.6--                     | 41 | 2.8--                     | 20 | 2.77                      | 16 | 2.72--                     | 33 | 1.50--                     | 2  | 2.6-                    | 23 | 2.7                     | 37 | 2.8                     | 27 | 2.71                    | 29 | 2.90++                   | 44 | 2.57--                   | 5  |      |   |
| Physically Disciplined Lifestyle                   |  | 3.0                  | 30 | 2.9                  | 51  | 2.8++                | 40 | 2.74--               | 57  | 2.58--               | 136 | 3.10                 | 5      | 2.9-                      | 17 | 2.7-                      | 27 | 2.8--                     | 21 | 2.75--                    | 22 | 2.36--                     | 69 | 1.25--                     | 2  | 2.7--                   | 9  | 2.8--                   | 27 | 2.8+                    | 21 | 2.80--                  | 32 | 2.77                     | 80 | 2.50                     | 4  |      |   |
| Socially Adept                                     |  | 3.1--                | 43 | 3.3-                 | 98  | 3.4--                | 78 | 3.30                 | 77  | 3.32                 | 142 | 3.22                 | 34     | 3.4+                      | 27 | 3.1--                     | 48 | 3.4-                      | 34 | 3.56++                    | 36 | 3.16-                      | 56 | 3.32++                     | 21 | 3.1--                   | 26 | 3.3                     | 52 | 3.4--                   | 47 | 3.21--                  | 45 | 3.23                     | 88 | 3.16--                   | 29 |      |   |
| <b>Communication Skills</b>                        |  | 3.2--                | 13 | 3.2-                 | 48  | 3.2--                | 48 | 2.95-                | 38  | 3.14-                | 60  | 2.98--               | 10     | 3.3--                     | 9  | 3.0--                     | 28 | 3.2                       | 22 | 3.17++                    | 19 | 3.17                       | 29 | 3.45++                     | 7  | 3.4                     | 13 | 3.2--                   | 27 | 3.2-                    | 23 | 3.20++                  | 21 | 3.28++                   | 39 | 2.70--                   | 8  |      |   |
| Interpersonal Skills                               |  | 3.6-                 | 16 | 3.6                  | 33  | 3.6++                | 30 | 3.72+                | 21  | 3.60                 | 44  | 3.60                 | 4      | 3.6                       | 12 | 3.3--                     | 15 | 3.6+                      | 15 | 3.94++                    | 9  | 3.86+                      | 19 | 3.68+                      | 5  | 3.3--                   | 8  | 3.7+                    | 18 | 3.5--                   | 18 | 3.58                    | 9  | 3.77++                   | 23 | 3.61                     | 3  |      |   |
| Appreciation of Cultural & Linguistic Differences  |  |                      |    |                      |     |                      |    |                      |     |                      |     |                      |        |                           |    |                           |    |                           |    |                           |    |                            |    |                            |    |                         |    |                         |    |                         |    |                         |    |                          |    |                          |    |      |   |
| Responsible Citizenship                            |  |                      |    |                      |     |                      |    |                      |     |                      |     |                      |        |                           |    |                           |    |                           |    |                           |    |                            |    |                            |    |                         |    |                         |    |                         |    |                         |    |                          |    |                          |    |      |   |
| Leadership Capacity                                |  |                      |    |                      |     |                      |    |                      |     |                      |     |                      |        |                           |    |                           |    |                           |    |                           |    |                            |    |                            |    |                         |    |                         |    |                         |    |                         |    |                          |    |                          |    |      |   |
| <b>General Education Student Learning Outcomes</b> |  | <b>Everyone Else</b> |    | <b>Everyone Else</b> |     | <b>Everyone Else</b> |    | <b>Everyone Else</b> |     | <b>Everyone Else</b> |     | <b>Everyone Else</b> |        | <b>Everyone Else</b>      |    | <b>Everyone Else</b>      |    | <b>Everyone Else</b>      |    | <b>Everyone Else</b>      |    | <b>Everyone Else</b>       |    | <b>Everyone Else</b>       |    | <b>Everyone Else</b>    |    | <b>Everyone Else</b>    |    | <b>Everyone Else</b>    |    | <b>Everyone Else</b>    |    | <b>Everyone Else</b>     |    | <b>Everyone Else</b>     |    |      |   |
|                                                    |  | mean                 | N  | mean                 | N   | mean                 | N  | mean                 | N   | mean                 | N   | mean                 | N      | mean                      | N  | mean                      | N  | mean                      | N  | mean                      | N  | mean                       | N  | mean                       | N  | mean                    | N  | mean                    | N  | mean                    | N  | mean                    | N  | mean                     | N  | mean                     | N  | mean | N |
| <b>Spiritually Alive</b>                           |  |                      |    |                      |     |                      |    |                      |     |                      |     |                      | 3.57-- | 739                       |    |                           |    |                           |    |                           |    |                            |    |                            |    |                         |    |                         |    |                         |    |                         |    |                          |    |                          |    |      |   |
| Biblical Knowledge                                 |  |                      |    |                      |     |                      |    |                      |     |                      |     |                      | 3.76   | 45                        |    |                           |    |                           |    |                           |    |                            |    |                            |    |                         |    |                         |    |                         |    |                         |    |                          |    |                          |    |      |   |
| Sensitivity to the Holy Spirit                     |  |                      |    |                      |     |                      |    |                      |     |                      |     |                      | 3.58   | 716                       |    |                           |    |                           |    |                           |    |                            |    |                            |    |                         |    |                         |    |                         |    |                         |    |                          |    |                          |    |      |   |
| Evangelistic Capability                            |  |                      |    |                      |     |                      |    |                      |     |                      |     |                      | 3.72   | 395                       |    |                           |    |                           |    |                           |    |                            |    |                            |    |                         |    |                         |    |                         |    |                         |    |                          |    |                          |    |      |   |
| Ethical Behavior                                   |  |                      |    |                      |     |                      |    |                      |     |                      |     |                      |        |                           |    |                           |    |                           |    |                           |    |                            |    |                            |    |                         |    |                         |    |                         |    |                         |    |                          |    |                          |    |      |   |
| <b>Intellectually Alert</b>                        |  |                      |    |                      |     |                      |    |                      |     |                      |     |                      | 3.02-  | 780                       |    |                           |    |                           |    |                           |    |                            |    |                            |    |                         |    |                         |    |                         |    |                         |    |                          |    |                          |    |      |   |
| Critical Thinking                                  |  |                      |    |                      |     |                      |    |                      |     |                      |     |                      | 3.85+  | 35                        |    |                           |    |                           |    |                           |    |                            |    |                            |    |                         |    |                         |    |                         |    |                         |    |                          |    |                          |    |      |   |
| Information Literacy                               |  |                      |    |                      |     |                      |    |                      |     |                      |     |                      |        |                           |    |                           |    |                           |    |                           |    |                            |    |                            |    |                         |    |                         |    |                         |    |                         |    |                          |    |                          |    |      |   |
| Global and Historical Perspectives                 |  |                      |    |                      |     |                      |    |                      |     |                      |     |                      | 3.09   | 122                       |    |                           |    |                           |    |                           |    |                            |    |                            |    |                         |    |                         |    |                         |    |                         |    |                          |    |                          |    |      |   |
| Aesthetic Appreciation                             |  |                      |    |                      |     |                      |    |                      |     |                      |     |                      | 3.26   | 16                        |    |                           |    |                           |    |                           |    |                            |    |                            |    |                         |    |                         |    |                         |    |                         |    |                          |    |                          |    |      |   |
| Intellectual Creativity                            |  |                      |    |                      |     |                      |    |                      |     |                      |     |                      | 3.60   | 66                        |    |                           |    |                           |    |                           |    |                            |    |                            |    |                         |    |                         |    |                         |    |                         |    |                          |    |                          |    |      |   |
| Physically Disciplined                             |  |                      |    |                      |     |                      |    |                      |     |                      |     |                      | 2.87   | 633                       |    |                           |    |                           |    |                           |    |                            |    |                            |    |                         |    |                         |    |                         |    |                         |    |                          |    |                          |    |      |   |
| <b>Healthy Lifestyle</b>                           |  |                      |    |                      |     |                      |    |                      |     |                      |     |                      | 2.87   | 633                       |    |                           |    |                           |    |                           |    |                            |    |                            |    |                         |    |                         |    |                         |    |                         |    |                          |    |                          |    |      |   |
| Physically Disciplined Lifestyle                   |  |                      |    |                      |     |                      |    |                      |     |                      |     |                      | 2.75   | 4                         |    |                           |    |                           |    |                           |    |                            |    |                            |    |                         |    |                         |    |                         |    |                         |    |                          |    |                          |    |      |   |
| Socially Adept                                     |  |                      |    |                      |     |                      |    |                      |     |                      |     |                      | 3.19-  | 781                       |    |                           |    |                           |    |                           |    |                            |    |                            |    |                         |    |                         |    |                         |    |                         |    |                          |    |                          |    |      |   |
| <b>Communication Skills</b>                        |  |                      |    |                      |     |                      |    |                      |     |                      |     |                      | 3.30+  | 154                       |    |                           |    |                           |    |                           |    |                            |    |                            |    |                         |    |                         |    |                         |    |                         |    |                          |    |                          |    |      |   |
| Interpersonal Skills                               |  |                      |    |                      |     |                      |    |                      |     |                      |     |                      |        |                           |    |                           |    |                           |    |                           |    |                            |    |                            |    |                         |    |                         |    |                         |    |                         |    |                          |    |                          |    |      |   |
| Appreciation of Cultural & Linguistic Differences  |  |                      |    |                      |     |                      |    |                      |     |                      |     |                      | 3.63   | 149                       |    |                           |    |                           |    |                           |    |                            |    |                            |    |                         |    |                         |    |                         |    |                         |    |                          |    |                          |    |      |   |
| Responsible Citizenship                            |  |                      |    |                      |     |                      |    |                      |     |                      |     |                      | 3.63+  | 29                        |    |                           |    |                           |    |                           |    |                            |    |                            |    |                         |    |                         |    |                         |    |                         |    |                          |    |                          |    |      |   |
| Leadership Capacity                                |  |                      |    |                      |     |                      |    |                      |     |                      |     |                      | 3.76+  | 125                       |    |                           |    |                           |    |                           |    |                            |    |                            |    |                         |    |                         |    |                         |    |                         |    |                          |    |                          |    |      |   |
|                                                    |  |                      |    |                      |     |                      |    |                      |     |                      |     |                      | +      |                           |    |                           |    |                           |    |                           |    |                            |    |                            |    |                         |    |                         |    |                         |    |                         |    |                          |    |                          |    |      |   |
|                                                    |  |                      |    |                      |     |                      |    |                      |     |                      |     |                      | 3.72+  | 21                        |    |                           |    |                           |    |                           |    |                            |    |                            |    |                         |    |                         |    |                         |    |                         |    |                          |    |                          |    |      |   |

Data is only shown for items with 2 or more responses  
Lines marked ++ or -- are highly significantly above or below average (p<.01)  
Lines marked + or - are significantly above or below average (p<.10)  
Significance is calculated separately within 2004-5 and within 2005-6, but data is arranged to show comparison across academic years

## Full-time/Part-time (Mean Scores by Outcomes and Proficiencies)

| General Education Student Learning Outcomes       | Full-time Students 2005-6 |      | Full-time Students 2006-7 |      | Full-time Students 2007-8 |      | Full-time Students 2008-9 |      | Full-time Students 2009-10 |      | Full-time Students 2010-11 |     | Part-time Students 2005-6 |    | Part-time Students 2006-7 |    | Part-time Students 2007-8 |    | Part-time Students 2008-9 |    | Part-time Students 2009-10 |    | Part-time Students 2010-11 |   | Unknown 2008-9 |     | Unknown 2009-10 |    | Unknown 2010-11 |     |
|---------------------------------------------------|---------------------------|------|---------------------------|------|---------------------------|------|---------------------------|------|----------------------------|------|----------------------------|-----|---------------------------|----|---------------------------|----|---------------------------|----|---------------------------|----|----------------------------|----|----------------------------|---|----------------|-----|-----------------|----|-----------------|-----|
|                                                   | mean                      | N    | mean                      | N    | mean                      | N    | mean                      | N    | mean                       | N    | mean                       | N   | mean                      | N  | mean                      | N  | mean                      | N  | mean                      | N  | mean                       | N  | mean                       | N | mean           | N   | mean            | N  | mean            | N   |
| <b>Spiritually Alive</b>                          | 3.0                       | 1047 | 3.0                       | 1468 | 3.0                       | 1236 | 3.04                      | 1099 | 3.44                       | 1441 | 3.72+                      | 429 | 2.8--                     | 16 | 3.2++                     | 46 | 3.0                       | 35 | 3.08+                     | 35 | 3.38--                     | 38 | 3.70+                      | 2 | 3.04           | 218 | 3.34--          | 16 | 3.57--          | 739 |
| Biblical Knowledge                                | 2.7                       | 472  | 2.7                       | 772  | 2.7                       | 440  | 3.22                      | 436  | 3.30                       | 518  | 3.76                       | 71  | 2.5--                     | 4  | 3.3++                     | 6  | 2.7+                      | 3  | 3.8                       | 1  | 3.24                       | 13 | 4                          | 1 | 3.31+          | 81  | 2.61--          | 6  | 3.76            | 45  |
| Sensitivity to the Holy Spirit                    | 3.7                       | 719  | 3.6                       | 838  | 3.7                       | 644  | 3.53                      | 564  | 3.64                       | 865  |                            |     | 4.0++                     | 11 | 3.6+                      | 33 | 3.7--                     | 45 | 3.57                      | 21 | 3.38--                     | 19 |                            |   | 3.65+          | 102 | 3.58--          | 3  |                 |     |
| Evangelistic Capability                           | 3.0                       | 737  | 2.9                       | 914  | 2.9                       | 619  | 2.79                      | 629  | 3.25                       | 923  | 3.74                       | 366 | 2.7--                     | 8  | 2.9-                      | 15 | 2.9--                     | 12 | 3.08+                     | 14 | 3.16--                     | 18 | 3.4                        | 1 | 2.75           | 104 | 3.49+           | 11 | 3.72            | 395 |
| Ethical Behavior                                  | 3.1                       | 783  | 3.3                       | 1101 | 3.1                       | 787  | 3.17                      | 632  | 3.02                       | 906  |                            |     | 3.0-                      | 12 | 3.2-                      | 40 | 3.1--                     | 30 | 3.10-                     | 27 | 3.28+                      | 29 |                            |   | 3.14           | 116 | 2.79--          | 22 |                 |     |
| <b>Intellectually Alert</b>                       | 2.9                       | 916  | 3.1                       | 1457 | 3.2                       | 1343 | 3.18                      | 1147 | 3.28+                      | 1833 | 3.16+                      | 681 | 3.0                       | 9  | 3.3++                     | 13 | 3.2--                     | 14 | 3.37+                     | 30 | 3.21-                      | 30 | 3.38+                      | 7 | 3.23+          | 223 | 2.26--          | 70 | 3.02-           | 780 |
| Critical Thinking                                 | 2.7                       | 267  | 3.0                       | 624  | 3.0                       | 531  | 2.98                      | 540  | 3.26                       | 364  | 3.53                       | 195 | 2.8++                     | 1  | 2.2--                     | 3  | 3.0                       | 2  | 2.85--                    | 7  | 3.50+                      | 3  | 3.8                        | 1 | 2.95           | 87  | 2.27--          | 4  | 3.85+           | 35  |
| Information Literacy                              | 2.8                       | 316  | 3.0                       | 351  | 3.0                       | 298  | 2.95                      | 242  | 2.96                       | 1000 | 2.30--                     | 159 | 2.4--                     | 5  | -                         | 0  | 2.9                       | 1  | 3.44+                     | 4  | 2.73--                     | 9  | 3.29+                      | 4 | 2.85           | 32  | 1.30--          | 38 | 3.00+           | 771 |
| Global and Historical Perspectives                | 3.0                       | 366  | 2.7                       | 603  | 3.1                       | 533  | 3.13                      | 396  | 3.13                       | 816  |                            |     | 3.0                       | 1  | 3.1++                     | 3  | 3.1--                     | 5  | 3.15                      | 10 | 3.10                       | 10 |                            |   | 3.09           | 60  | 2.97--          | 16 |                 |     |
| Aesthetic Appreciation                            | 3.3                       | 232  | 3.5                       | 393  | 3.6                       | 382  | 3.61                      | 232  | 3.87                       | 479  |                            |     | 3.0--                     | 4  | 4.0++                     | 4  | 3.6+                      | 5  | 3.66+                     | 7  | 3.83                       | 6  |                            |   | 3.51-          | 59  | 3.99+           | 12 |                 |     |
| Intellectual Creativity                           | 3.0                       | 481  | 3.2                       | 793  | 3.3                       | 718  | 3.44                      | 541  | 3.68                       | 595  | 3.70                       | 72  | 3.2++                     | 5  | 3.3++                     | 8  | 3.2                       | 8  | 3.59+                     | 14 | 3.60--                     | 8  | 4                          | 1 | 3.46           | 107 | 3.75+           | 8  | 3.60            | 66  |
| <b>Physically Disciplined</b>                     | 2.8                       | 736  | 2.8                       | 939  | 2.8                       | 959  | 2.79                      | 830  | 2.70                       | 1915 | 2.49--                     | 83  | 2.9++                     | 7  | 2.7-                      | 7  | 2.8++                     | 6  | 2.50--                    | 11 | 2.84+                      | 16 | 2.78                       | 3 | 2.69--         | 123 | 2.73            | 58 | 2.87            | 633 |
| Healthy Lifestyle                                 | 2.8                       | 724  | 2.7                       | 902  | 2.8                       | 649  | 2.76                      | 602  | 2.82                       | 893  | 2.49--                     | 78  | 2.9++                     | 7  | 2.6--                     | 7  | 2.8++                     | 4  | 2.28--                    | 8  | 2.69--                     | 11 | 2.78                       | 3 | 2.70           | 110 | 2.76-           | 4  | 2.87            | 633 |
| Physically Disciplined Lifestyle                  | 3.0                       | 430  | 2.9                       | 641  | 2.8                       | 656  | 2.92                      | 647  | 2.72                       | 1666 |                            |     | 2.9                       | 6  | 3.5++                     | 4  | 2.8++                     | 6  | 3.07+                     | 8  | 2.95+                      | 13 |                            |   | 2.72--         | 47  | 2.75            | 56 |                 |     |
| <b>Socially Adapt</b>                             | 3.3                       | 715  | 3.3                       | 1328 | 3.4                       | 1100 | 3.35                      | 1002 | 3.24                       | 1756 | 3.31+                      | 545 | 3.3                       | 3  | 3.3                       | 11 | 3.4--                     | 16 | 3.68+                     | 14 | 3.30+                      | 23 | 3.57+                      | 7 | 3.14--         | 169 | 2.40--          | 71 | 3.19-           | 781 |
| Communication Skills                              | 3.4                       | 302  | 3.3                       | 678  | 3.2                       | 643  | 3.05                      | 486  | 3.21                       | 805  | 3.10-                      | 193 | -                         | 0  | 3.6++                     | 2  | 3.2--                     | 9  | 3.34+                     | 8  | 2.79--                     | 5  | 3.65+                      | 4 | 2.87--         | 88  | 3.00--          | 33 | 3.30+           | 154 |
| Interpersonal Skills                              | 3.6                       | 280  | 3.6                       | 422  | 3.5                       | 396  | 3.65                      | 264  | 3.65                       | 489  | 3.50-                      | 102 | 3.9++                     | 1  | 3.8++                     | 2  | 3.5--                     | 6  | 3.78+                     | 4  | 2.90--                     | 2  | 3.93+                      | 3 | 3.49--         | 65  | 3.43--          | 24 | 3.63            | 149 |
| Appreciation of Cultural & Linguistic Differences | 3.4                       | 97   | 3.4                       | 175  | 3.4                       | 125  | NA                        | NA   | 3.31                       | 346  | 3.27                       | 128 | -                         | 0  | -                         | 0  | 3.4                       | 2  | NA                        | NA | 2.92--                     | 3  | 3.50+                      | 3 | NA             | NA  | 3.53+           | 6  | 3.63+           | 29  |
| Responsible Citizenship                           | 3.0                       | 421  | 3.2                       | 904  | 3.4                       | 425  | 3.46                      | 356  | 3.39                       | 700  | 3.45                       | 260 | 3.0                       | 2  | 3.1--                     | 7  | 3.4++                     | 5  | 3.95+                     | 5  | 3.55+                      | 7  | 2.83--                     | 3 | 3.32--         | 56  | 3.02--          | 14 | 3.76+           | 125 |
| Leadership Capacity                               | 3.6                       | 126  | 3.4                       | 124  | 3.6                       | 219  | 3.58                      | 310  | 3.64                       | 60   |                            |     | -                         | 0  | 3.9++                     | 2  | 3.6++                     | 2  | 4.00+                     | 4  | 3.80                       | 5  |                            |   | 3.30--         | 41  | 4               | 1  | +               |     |

Data is only shown for items with 2 or more responses

Lines marked ++ or -- are highly significant

Lines marked + or - are significantly above or

Significance is calculated separately within 2004-5 and within 2005-6

High School (Mean Scores by Outcomes and Proficiencies)

| General Education Student Learning Outcomes | Public 2005-6 |  |  |  | Public 2006-7 |  |  |  | Public 2007-8 |  |  |  | Public 2008-9 |  |  |  | Public 2009-10 |  |  |  | Public 2010-11 |  |  |  | Other Private 2005-6 |  |  |  | Other Private 2006-7 |  |  |  | Other Private 2007-8 |  |  |  | Other Private 2008-9 |  |  |  | Other Private 2009-10 |  |  |  | Other Private 2010-11 |  |  |  | Home School 2005-6 |  |  |  | Home School 2006-7 |  |  |  | Home School 2007-8 |  |  |  | Home School 2008-9 |  |  |  | Home School 2009-10 |  |  |  | Home School 2010-11 |  |  |  | Home School 2011-12 |  |  |  | (unknown) 2005-6 |  |  |  | (unknown) 2006-7 |  |  |  | (unknown) 2007-8 |  |  |  | (unknown) 2008-9 |  |  |  | (unknown) 2009-10 |  |  |  | (unknown) 2010-11 |  |  |  | (unknown) 2011-12 |  |  |  | (unknown) 2012-13 |  |  |  | (unknown) 2013-14 |  |  |  | (unknown) 2014-15 |  |  |  | (unknown) 2015-16 |  |  |  | (unknown) 2016-17 |  |  |  | (unknown) 2017-18 |  |  |  | (unknown) 2018-19 |  |  |  | (unknown) 2019-20 |  |  |  | (unknown) 2020-21 |  |  |  | (unknown) 2021-22 |  |  |  | (unknown) 2022-23 |  |  |  | (unknown) 2023-24 |  |  |  | (unknown) 2024-25 |  |  |  | (unknown) 2025-26 |  |  |  | (unknown) 2026-27 |  |  |  | (unknown) 2027-28 |  |  |  | (unknown) 2028-29 |  |  |  | (unknown) 2029-30 |  |  |  | (unknown) 2030-31 |  |  |  | (unknown) 2031-32 |  |  |  | (unknown) 2032-33 |  |  |  | (unknown) 2033-34 |  |  |  | (unknown) 2034-35 |  |  |  | (unknown) 2035-36 |  |  |  | (unknown) 2036-37 |  |  |  | (unknown) 2037-38 |  |  |  | (unknown) 2038-39 |  |  |  | (unknown) 2039-40 |  |  |  | (unknown) 2040-41 |  |  |  | (unknown) 2041-42 |  |  |  | (unknown) 2042-43 |  |  |  | (unknown) 2043-44 |  |  |  | (unknown) 2044-45 |  |  |  | (unknown) 2045-46 |  |  |  | (unknown) 2046-47 |  |  |  | (unknown) 2047-48 |  |  |  | (unknown) 2048-49 |  |  |  | (unknown) 2049-50 |  |  |  | (unknown) 2050-51 |  |  |  | (unknown) 2051-52 |  |  |  | (unknown) 2052-53 |  |  |  | (unknown) 2053-54 |  |  |  | (unknown) 2054-55 |  |  |  | (unknown) 2055-56 |  |  |  | (unknown) 2056-57 |  |  |  | (unknown) 2057-58 |  |  |  | (unknown) 2058-59 |  |  |  | (unknown) 2059-60 |  |  |  | (unknown) 2060-61 |  |  |  | (unknown) 2061-62 |  |  |  | (unknown) 2062-63 |  |  |  | (unknown) 2063-64 |  |  |  | (unknown) 2064-65 |  |  |  | (unknown) 2065-66 |  |  |  | (unknown) 2066-67 |  |  |  | (unknown) 2067-68 |  |  |  | (unknown) 2068-69 |  |  |  | (unknown) 2069-70 |  |  |  | (unknown) 2070-71 |  |  |  | (unknown) 2071-72 |  |  |  | (unknown) 2072-73 |  |  |  | (unknown) 2073-74 |  |  |  | (unknown) 2074-75 |  |  |  | (unknown) 2075-76 |  |  |  | (unknown) 2076-77 |  |  |  | (unknown) 2077-78 |  |  |  | (unknown) 2078-79 |  |  |  | (unknown) 2079-80 |  |  |  | (unknown) 2080-81 |  |  |  | (unknown) 2081-82 |  |  |  | (unknown) 2082-83 |  |  |  | (unknown) 2083-84 |  |  |  | (unknown) 2084-85 |  |  |  | (unknown) 2085-86 |  |  |  | (unknown) 2086-87 |  |  |  | (unknown) 2087-88 |  |  |  | (unknown) 2088-89 |  |  |  | (unknown) 2089-90 |  |  |  | (unknown) 2090-91 |  |  |  | (unknown) 2091-92 |  |  |  | (unknown) 2092-93 |  |  |  | (unknown) 2093-94 |  |  |  | (unknown) 2094-95 |  |  |  | (unknown) 2095-96 |  |  |  | (unknown) 2096-97 |  |  |  | (unknown) 2097-98 |  |  |  | (unknown) 2098-99 |  |  |  | (unknown) 2099-00 |  |  |  | (unknown) 2100-01 |  |  |  | (unknown) 2101-02 |  |  |  | (unknown) 2102-03 |  |  |  | (unknown) 2103-04 |  |  |  | (unknown) 2104-05 |  |  |  | (unknown) 2105-06 |  |  |  | (unknown) 2106-07 |  |  |  | (unknown) 2107-08 |  |  |  | (unknown) 2108-09 |  |  |  | (unknown) 2109-10 |  |  |  | (unknown) 2110-11 |  |  |  | (unknown) 2111-12 |  |  |  | (unknown) 2112-13 |  |  |  | (unknown) 2113-14 |  |  |  | (unknown) 2114-15 |  |  |  | (unknown) 2115-16 |  |  |  | (unknown) 2116-17 |  |  |  | (unknown) 2117-18 |  |  |  | (unknown) 2118-19 |  |  |  | (unknown) 2119-20 |  |  |  | (unknown) 2120-21 |  |  |  | (unknown) 2121-22 |  |  |  | (unknown) 2122-23 |  |  |  | (unknown) 2123-24 |  |  |  | (unknown) 2124-25 |  |  |  | (unknown) 2125-26 |  |  |  | (unknown) 2126-27 |  |  |  | (unknown) 2127-28 |  |  |  | (unknown) 2128-29 |  |  |  | (unknown) 2129-30 |  |  |  | (unknown) 2130-31 |  |  |  | (unknown) 2131-32 |  |  |  | (unknown) 2132-33 |  |  |  | (unknown) 2133-34 |  |  |  | (unknown) 2134-35 |  |  |  | (unknown) 2135-36 |  |  |  | (unknown) 2136-37 |  |  |  | (unknown) 2137-38 |  |  |  | (unknown) 2138-39 |  |  |  | (unknown) 2139-40 |  |  |  | (unknown) 2140-41 |  |  |  | (unknown) 2141-42 |  |  |  | (unknown) 2142-43 |  |  |  | (unknown) 2143-44 |  |  |  | (unknown) 2144-45 |  |  |  | (unknown) 2145-46 |  |  |  | (unknown) 2146-47 |  |  |  | (unknown) 2147-48 |  |  |  | (unknown) 2148-49 |  |  |  | (unknown) 2149-50 |  |  |  | (unknown) 2150-51 |  |  |  | (unknown) 2151-52 |  |  |  | (unknown) 2152-53 |  |  |  | (unknown) 2153-54 |  |  |  | (unknown) 2154-55 |  |  |  | (unknown) 2155-56 |  |  |  | (unknown) 2156-57 |  |  |  | (unknown) 2157-58 |  |  |  | (unknown) 2158-59 |  |  |  | (unknown) 2159-60 |  |  |  | (unknown) 2160-61 |  |  |  | (unknown) 2161-62 |  |  |  | (unknown) 2162-63 |  |  |  | (unknown) 2163-64 |  |  |  | (unknown) 2164-65 |  |  |  | (unknown) 2165-66 |  |  |  | (unknown) 2166-67 |  |  |  | (unknown) 2167-68 |  |  |  | (unknown) 2168-69 |  |  |  | (unknown) 2169-70 |  |  |  | (unknown) 2170-71 |  |  |  | (unknown) 2171-72 |  |  |  | (unknown) 2172-73 |  |  |  | (unknown) 2173-74 |  |  |  | (unknown) 2174-75 |  |  |  | (unknown) 2175-76 |  |  |  | (unknown) 2176-77 |  |  |  | (unknown) 2177-78 |  |  |  | (unknown) 2178-79 |  |  |  | (unknown) 2179-80 |  |  |  | (unknown) 2180-81 |  |  |  | (unknown) 2181-82 |  |  |  | (unknown) 2182-83 |  |  |  | (unknown) 2183-84 |  |  |  | (unknown) 2184-85 |  |  |  | (unknown) 2185-86 |  |  |  | (unknown) 2186-87 |  |  |  | (unknown) 2187-88 |  |  |  | (unknown) 2188-89 |  |  |  | (unknown) 2189-90 |  |  |  | (unknown) 2190-91 |  |  |  | (unknown) 2191-92 |  |  |  | (unknown) 2192-93 |  |  |  | (unknown) 2193-94 |  |  |  | (unknown) 2194-95 |  |  |  | (unknown) 2195-96 |  |  |  | (unknown) 2196-97 |  |  |  | (unknown) 2197-98 |  |  |  | (unknown) 2198-99 |  |  |  | (unknown) 2199-00 |  |  |  | (unknown) 2200-01 |  |  |  | (unknown) 2201-02 |  |  |  | (unknown) 2202-03 |  |  |  | (unknown) 2203-04 |  |  |  | (unknown) 2204-05 |  |  |  | (unknown) 2205-06 |  |  |  | (unknown) 2206-07 |  |  |  | (unknown) 2207-08 |  |  |  | (unknown) 2208-09 |  |  |  | (unknown) 2209-10 |  |  |  | (unknown) 2210-11 |  |  |  | (unknown) 2211-12 |  |  |  | (unknown) 2212-13 |  |  |  | (unknown) 2213-14 |  |  |  | (unknown) 2214-15 |  |  |  | (unknown) 2215-16 |  |  |  | (unknown) 2216-17 |  |  |  | (unknown) 2217-18 |  |  |  | (unknown) 2218-19 |  |  |  | (unknown) 2219-20 |  |  |  | (unknown) 2220-21 |  |  |  | (unknown) 2221-22 |  |  |  | (unknown) 2222-23 |  |  |  | (unknown) 2223-24 |  |  |  | (unknown) 2224-25 |  |  |  | (unknown) 2225-26 |  |  |  | (unknown) 2226-27 |  |  |  | (unknown) 2227-28 |  |  |  | (unknown) 2228-29 |  |  |  | (unknown) 2229-30 |  |  |  | (unknown) 2230-31 |  |  |  | (unknown) 2231-32 |  |  |  | (unknown) 2232-33 |  |  |  | (unknown) 2233-34 |  |  |  | (unknown) 2234-35 |  |  |  | (unknown) 2235-36 |  |  |  | (unknown) 2236-37 |  |  |  | (unknown) 2237-38 |  |  |  | (unknown) 2238-39 |  |  |  | (unknown) 2239-40 |  |  |  | (unknown) 2240-41 |  |  |  | (unknown) 2241-42 |  |  |  | (unknown) 2242-43 |  |  |  | (unknown) 2243-44 |  |  |  | (unknown) 2244-45 |  |  |  | (unknown) 2245-46 |  |  |  | (unknown) 2246-47 |  |  |  | (unknown) 2247-48 |  |  |  | (unknown) 2248-49 |  |  |  | (unknown) 2249-50 |  |  |  | (unknown) 2250-51 |  |  |  | (unknown) 2251-52 |  |  |  | (unknown) 2252-53 |  |  |  | (unknown) 2253-54 |  |  |  | (unknown) 2254-55 |  |  |  | (unknown) 2255-56 |  |  |  | (unknown) 2256-57 |  |  |  | (unknown) 2257-58 |  |  |  | (unknown) 2258-59 |  |  |  | (unknown) 2259-60 |  |  |  | (unknown) 2260-61 |  |  |  | (unknown) 2261-62 |  |  |  | (unknown) 2262-63 |  |  |  | (unknown) 2263-64 |  |  |  | (unknown) 2264-65 |  |  |  | (unknown) 2265-66 |  |  |  | (unknown) 2266-67 |  |  |  | (unknown) 2267-68 |  |  |  | (unknown) 2268-69 |  |  |  | (unknown) 2269-70 |  |  |  | (unknown) 2270-71 |  |  |  | (unknown) 2271-72 |  |  |  | (unknown) 2272-73 |  |  |  | (unknown) 2273-74 |  |  |  | (unknown) 2274-75 |  |  |  | (unknown) 2275-76 |  |  |  | (unknown) 2276-77 |  |  |  | (unknown) 2277-78 |  |  |  | (unknown) 2278-79 |  |  |  | (unknown) 2279-80 |  |  |  | (unknown) 2280-81 |  |  |  | (unknown) 2281-82 |  |  |  | (unknown) 2282-83 |  |  |  | (unknown) 2283-84 |  |  |  | (unknown) 2284-85 |  |  |  | (unknown) 2285-86 |  |  |  | (unknown) 2286-87 |  |  |  | (unknown) 2287-88 |  |  |  | (unknown) 2288-89 |  |  |  | (unknown) 2289-90 |  |  |  | (unknown) 2290-91 |  |  |  | (unknown) 2291-92 |  |  |  | (unknown) 2292-93 |  |  |  | (unknown) 2293-94 |  |  |  | (unknown) 2294-95 |  |  |  | (unknown) 2295-96 |  |  |  | (unknown) 2296-97 |  |  |  | (unknown) 2297-98 |  |  |  | (unknown) 2298-99 |  |  |  | (unknown) 2299-00 |  |  |  | (unknown) 2300-01 |  |  |  | (unknown) 2301-02 |  |  |  | (unknown) 2302-03 |  |  |  | (unknown) 2303-04 |  |  |  | (unknown) 2304-05 |  |  |  | (unknown) 2305-06 |  |  |  | (unknown) 2306-07 |  |  |  | (unknown) 2307-08 |  |  |  | (unknown) 2308-09 |  |  |  | (unknown) 2309-10 |  |  |  | (unknown) 2310-11 |  |  |  | (unknown) 2311-12 |  |  |  | (unknown) 2312-13 |  |  |  | (unknown) 2313-14 |  |  |  | (unknown) 2314-15 |  |  |  | (unknown) 2315-16 |  |  |  | (unknown) 2316-17 |  |  |  | (unknown) 2317-18 |  |  |  | (unknown) 2318-19 |  |  |  | (unknown) 2319-20 |  |  |  | (unknown) 2320-21 |  |  |  | (unknown) 2321-22 |  |  |  | (unknown) 2322-23 |  |  |  | (unknown) 2323-24 |  |  |  | (unknown) 2324-25 |  |  |  | (unknown) 2325-26 |  |  |  | (unknown) 2326-27 |  |  |  | (unknown) 2327-28 |  |  |  | (unknown) 2328-29 |  |  |  | (unknown) 2329-30 |  |  |  | (unknown) 2330-31 |  |  |  | (unknown) 2331-32 |  |  |  | (unknown) 2332-33 |  |  |  | (unknown) 2333-34 |  |  |  | (unknown) 2334-35 |  |  |  | (unknown) 2335-36 |  |  |  | (unknown) 2336-37 |  |  |  | (unknown) 2337-38 |  |  |  | (unknown) 2338-39 |  |  |  | (unknown) 2339-40 |  |  |  | (unknown) 2340-41 |  |  |  | (unknown) 2341-42 |  |  |  | (unknown) 2342-43 |  |  |  | (unknown) 2343-44 |  |  |  | (unknown) 2344-45 |  |  |  | (unknown) 2345-46 |  |  |  | (unknown) 2346-47 |  |  |  | (unknown) 2347-48 |  |  |  | (unknown) 2348-49 |  |  |  | (unknown) 2349-50 |  |  |  | (unknown) 2350-51 |  |  |  | (unknown) 2351-52 |  |  |  | (unknown) 2352-53 |  |  |  | (unknown) 2353-54 |  |  |  | (unknown) 2354-55 |  |  |  | (unknown) 2355-56 |  |  |  | (unknown) 2356-57 |  |  |  | (unknown) 2357-58 |  |  |  | (unknown) 2358-59 |  |  |  | (unknown) 2359-60 |  |  |  | (unknown) 2360-61 |  |  |  | (unknown) 2361-62 |  |  |  | (unknown) 2362-63 |  |  |  | (unknown) 2363-64 |  |  |  | (unknown) 2364-65 |  |  |  | (unknown) 2365-66 |  |  |  | (unknown) 2366-67 |  |  |  | (unknown) 2367-68 |  |  |  | (unknown) 2368-69 |  |  |  | (unknown) 2369-70 |  |  |  | (unknown) 2370-71 |  |  |  | (unknown) 2371-72 |  |  |  | (unknown) 2372-73 |  |  |  | (unknown) 2373-74 |  |  |  | (unknown) 2374-75 |  |  |  | (unknown) 2375-76 |  |  |  | (unknown) 2376-77 |  |  |  | (unknown) 2377-78 |  |  |  | (unknown) 2378-79 |  |  |  | (unknown) 2379-80 |  |  |  | (unknown) 2380-81 |  |  |  | (unknown) 2381-82 |  |  |  | (unknown) 2382-83 |  |  |  | (unknown) 2383-84 |  |  |  | (unknown) 2384-85 |  |  |  | (unknown) 2385-86 |  |  |  | (unknown) 2386-87 |  |  |  | (unknown) 2387-88 |  |  |  | (unknown) 2388-89 |  |  |  | (unknown) 2389-90 |  |  |  | (unknown) 2390-91 |  |  |  | (unknown) 2391-92 |  |  |  | (unknown) 2392-93 |  |  |  | (unknown) 2393-94 |  |  |  | (unknown) 2394-95 |  |  |  | (unknown) 2395-96 |  |  |  | (unknown) 2396-97 |  |  |  | (unknown) 2397-98 |  |  |  | (unknown) 2398-99 |  |  |  | (unknown) 2399-00 |  |  |  | (unknown) 2400-01 |  |  |  | (unknown) 2401-02 |  |  |  | (unknown) 2402-03 |  |  |  | (unknown) 2403-04 |  |  |  | (unknown) 2404-05 |  |  |  | (unknown) 2405-06 |  |  |  | (unknown) 2406-07 |  |  |  | (unknown) 2407-08 |  |  |  | (unknown) 2408-09 |  |  |  | (unknown) 2409-10 |  |  |  | (unknown) 2410-11 |  |  |  | (unknown) 2411-12 |  |  |  | (unknown) 2412-13 |  |  |  | (unknown) 2413-14 |  |  |  | (unknown) 2414-15 |  |  |  | (unknown) 2415-16 |  |  |  | (unknown) 2416-17 |  |  |  | (unknown) 2417-18 |  |  |  | (unknown) 2418-19 |  |  |  | (unknown) 2419-20 |  |  |  | (unknown) 2420-21 |  |  |  | (unknown) 2421-22 |  |  |  | (unknown) 2422-23 |  |  |  | (unknown) 2423-24 |  |  |  | (unknown) 2424-25 |  |  |  | (unknown) 2425-26 |  |  |  | (unknown) 2426-27 |  |  |  | (unknown) 2427-28 |  |  |  | (unknown) 2428-29 |  |  |  | (unknown) 2429-30 |  |  |  | (unknown) 2430-31 |  |  |  | (unknown) 2431-32 |  |  |  | (unknown) 2432-33 |  |  |  | (unknown) 2433-34 |  |  |  | (unknown) 2434-35 |  |  |  | (unknown) 2435-36 |  |  |  | (unknown) 2436-37 |  |  |  | (unknown) 2437-38 |  |  |  | (unknown) 2438-39 |  |  |  | (unknown) 2439-40 |  |  |  | (unknown) 2440-41 |  |  |  | (unknown) 2441-42 |  |  |  | (unknown) 2442-43 |  |  |  | (unknown) 2443-44 |  |  |  | (unknown) 2444-45 |  |  |  | (unknown) 2445-46 |  |  |  | (unknown) 2446-47 |  |  |  | (unknown) 2447-48 |  |  |  | (unknown) 2448-49 |  |  |  | (unknown) 2449-50 |  |  |  | (unknown) 2450-51 |  |  |  | (unknown) 2451-52 |  |  |  | (unknown) 2452-53 |  |  |  | (unknown) 2453-54 |  |  |  | (unknown) 2454-55 |  |  |  | (unknown) 2455-56 |  |  |  | (unknown) 2456-57 |  |  |  | (unknown) 2457-58 |  |  |  | (unknown) 2458-59 |  |  |  | (unknown) 2459-60 |  |  |  | (unknown) 2460-61 |  |  |  | (unknown) 2461-62 |  |  |  | (unknown) 2462-63 |  |  |  | (unknown) 2463-64 |  |  |  | (unknown) 2464-65 |  |  |  | (unknown) 2465-66 |  |  |  | (unknown) 2466-67 |  |  |  | (unknown) 2467-68 |  |  |  | (unknown) 2468-69 |  |  |  | (unknown) 2469-70 |  |  |  | (unknown) 2470-71 |  |  |  | (unknown) 2471-72 |  |  |  | (unknown) 2472-73 |  |  |  | (unknown) 2473-74 |  |  |  | (unknown) 2474-75 |  |  |  | (unknown) 2475-76 |  |  |  | (unknown) 2476-77 |  |  |  | (unknown) 2477-78 |  |  |  | (unknown) 2478-79 |  |  |  | (unknown) 2479-80 |  |  |  | (unknown) 2480-81 |  |  |  | (unknown) 2481-82 |  |  |  | (unknown) 2482-83 |  |  |  | (unknown) 2483-84 |  |  |  | (unknown) 2484-85 |  |  |  | (unknown) 2485-86 |  |  |  | (unknown) 2486-87 |  |  |  | (unknown) 2487-88 |  |  |  | (unknown) 2488-89 |  |  |  | (unknown) 2489-90 |  |  |  | (unknown) 2490-91 |  |  |  | (unknown) 2491-92 |  |  |  | (unknown) 2492-93 |  |  |  | (unknown) 2493-94 |  |  |  | (unknown) 2494-95 |  |  |  | (unknown) 2495-96 |  |  |  | (unknown) 2496-97 |  |  |  | (unknown) 2497-98 |  |  |  | (unknown) 2498-99 |  |  |  | (unknown) 2499-00 |  |  |  | (unknown) 2500-01 |  |  |  | (unknown) 2501-02 |  |  |  | (unknown) 2502-03 |  |  |  | (unknown) 2503-04 |  |  |  | (unknown) 2504-05 |  |  |  | (unknown) 2505-06 |  |  |  | (unknown) 2506-07 |  |  |  | (unknown) 2507-08 |  |  |  | (unknown) 2508-09 |  |  |  | (unknown) 2509-10 |  |  |  | (unknown) 2510-11 |  |  |  | (unknown) 2511-12 |  |  |  | (unknown) 2512-13 |  |  |  | (unknown) 2513-14 |  |  |  | (unknown) 2514-15 |  |  |  | (unknown) 2515-16 |  |  |  | (unknown) 2516-17 |  |  |  | (unknown) 2517-18 |  |  |  | (unknown) 2518-19 |  |  |  | (unknown) 2519-20 |  |  |  | (unknown) 2520-21 |  |  |  | (unknown) 2521-22 |  |  |  | (unknown) 2522-23 |  |  |  | (unknown) 2523-24 |  |  |  | (unknown) 2524-25 |  |  |  | (unknown) 2525-26 |  |  |  | (unknown) 2526-27 |  |  |  | (unknown) 2527-28 |  |  |  | (unknown) 2528-29 |  |  |  | (unknown) 2529-30 |  |  |  | (unknown) 2530-31 |  |  |  | (unknown) 2531-32 |  |  |  | (unknown) 2532-33 |  |  |  | (unknown) 2533-34 |  |  |  | (unknown) 2534-35 |  |  |  | (unknown) 2535-36 |  |  |  | (unknown) 2536-37 |  |  |  | (unknown) 2537-38 |  |  |  | (unknown) 2538-39 |  |  |  | (unknown) 2539-40 |  |  |  | (unknown) 2540-41 |  |  |  | (unknown) 2541-42 |  |  |  | (unknown) 2542-43 |  |  |  | (unknown) 2543-44 |  |  |  | (unknown) 2544-45 |  |  |  | (unknown) 2545-46 |  |  |  | (unknown) 2546-47 |  |  |  | (unknown) 2547-48 |  |  |  | (unknown) 2548-49 |  |  |  | (unknown) 2549-50 |  |  |  | (unknown) 2550-51 |  |  |  | (unknown) 2551-52 |  |  |  | (unknown) 2552-53 |  |  |  | (unknown) 2553-54 |  |  |  | (unknown) 2554-55 |  |  |  | (unknown) 2555-56 |  |  |  | (unknown) 2556-57 |  |  |  | (unknown) 2557-58 |  |  |  | (unknown) 2558-59 |  |  |  | (unknown) 2559-60 |  |  |  | (unknown) 2560-61 |  |  |  | (unknown) 2561-62 |  |  |  | (unknown) 2562-63 |  |  |  | (unknown) 2563-64 |  |  |  | (unknown) 2564-65 |  |  |  | (unknown) 2565-66 |  |  |  | (unknown) 2566-67 |  |  |  | (unknown) 2567-68 |  |  |  | (unknown) 2568-69 |  |  |  | (unknown) 2569-70 |  |  |  | (unknown) 2570-71 |  |  |  | (unknown) 2571-72 |  |  |  | (unknown) 2572-73 |  |  |  | (unknown) 2573-74 |  |  |  | (unknown) 2574-75 |  |  |  | (unknown) 2575-76 |  |  |  | (unknown) 2576-77 |  |  |  | (unknown) 2577-78 |  |  |  | (unknown) 2578-79 |  |  |  | (unknown) 2579-80 |  |  |  | (unknown) 2580-81 |  |  |  | (unknown) 2581-82 |  |  |  | (unknown) 2582-83 |  |  |  | (unknown) 2583-84 |  |  |  | (unknown) 2584-85 |  |  |  | (unknown) 2585-86 |  |  |  | (unknown) 2586-87 |  |  |  | (unknown) 2587-88 |  |  |  | (unknown) 2588-89 |  |  |  | (unknown) 2589-90 |  |  |  | (unknown) 2590-91 |  |  |  | (unknown) 2591-92 |  |  |  | (unknown) 2592-93 |  |  |  | (unknown) 2593-94 |  |  |  | (unknown) 2594-95 |  |  |  | (unknown) 2595-96 |  |  |  | (unknown) 2596-97 |  |  |  | (unknown) 2597-98 |  |  |  | (unknown) 2598-99 |  |  |  | (unknown) 2599-00 |  |  |  | (unknown) 2600-01 |  |  |  | (unknown) 2601-02 |  |  |  | (unknown) 2602-03 |  |  |  | (unknown) 2603-04 |  |  |  | (unknown) 2604-05 |  |  |  | (unknown) 2605-06 |  |  |  | (unknown) 2606-07 |  |  |  | (unknown) 2607-08 |  |  |  | (unknown) 2608-09 |  |  |  | (unknown) 2609-10 |  |  |  | (unknown) 2610-11 |  |  |  | (unknown) 2611-12 |  |  |  | (unknown) 2612-13 |  |  |  | (unknown) 2613-14 |  |  |  | (unknown) 2614-15 |  |  |  | (unknown) 2615-16 |  |  |  | (unknown) 2616-17 |  |  |  | (unknown) 2617-18 |  |  |  | (unknown) 2618-19 |  |  |  | (unknown) 2619-20 |  |  |  | (unknown) 2620-21 |  |  |  | (unknown) 2621-22 |  |  |  | (unknown) 2622-23 |  |  |  | (unknown) 2623-24 |  |  |  | (unknown) 2624-25 |  |  |  | (unknown) 2625-26 |  |  |  | (unknown) 2626-27 |  |  |  | (unknown) 2627-28 |  |  |  | (unknown) 2628-29 |  |  |  | (unknown) 2629-30 |  |  |  | (unknown) 2630-31 |  |  |  | (unknown) 2631-32 |  |  |  | (unknown) 2632-33 |  |  |  | (unknown) 2633-34 |  |  |  | (unknown) 2634-35 |  |  |  | (unknown) 2635-36 |  |  |  | (unknown) 2636-37 |  |  |  | (unknown) 2637-38 |  |  |  | (unknown) 2638-39 |  |  |  | (unknown) 2639-40 |  |  |  | (unknown) 2640-41 |  |  |  | (unknown) 2641-42 |  |  |  | (unknown) 2642-43 |  |  |  | (unknown) 2643-44 |  |  |  | (unknown) 2644-45 |  |  |  | (unknown) 2645-46 |  |  |  | (unknown) 2646-47 |  |  |  | (unknown) 2647-48 |  |  |  | (unknown) 2648-49 |  |  |  | (unknown) 2649-50 |  |  |  | (unknown) 2650-51 |  |  |  | (unknown) 2651-52 |  |  |  | (unknown) 2652-53 |  |  |  | (unknown) 2653-54 |  |  |  | (unknown) 2654-55 |  |  |  | (unknown) 2655-56 |  |  |  | (unknown) 2656-57 |  |  |  | (unknown) 2657-58 |  |  |  | (unknown) 2658-59 |  |  |  | (unknown) 2659-60 |  |  |  | (unknown) 2660-61 |  |  |  | (unknown) 2661-62 |  |  |  | (unknown) 2662-63 |  |  |  | (unknown) 2663-64 |  |  |  | (unknown) 2664-65 |  |  |  | (unknown) 2665-66 |  |  |  | (unknown) 2666-67 |  |  |  | (unknown) 2667-68 |  |  |  | (unknown) 2668-69 |  |  |  | (unknown) 2669-70 |  |  |  | (unknown) 2670-71 |  |  |  | (unknown) 2671-72 |  |  |  | (unknown) 2672-73 |  |  |  | (unknown) 2673-74 |  |  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**Academic Major** (Mean Scores by Outcomes and Proficiencies)

[illegible]

### Academic Major (Mean Scores by Outcomes and Proficiencies)

[illegible]





| General Education (Mean Scores by Criterion)                                                                         |                                                                           |        |      |        |         |     |        |        |         |     |      |        |         |     |      |        |         |     |      |        |         |         |  |  |  |  |
|----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|--------|------|--------|---------|-----|--------|--------|---------|-----|------|--------|---------|-----|------|--------|---------|-----|------|--------|---------|---------|--|--|--|--|
| Rubric                                                                                                               | Criterion                                                                 | 2006-7 |      |        |         |     | 2007-8 |        |         |     |      | 2008-9 |         |     |      |        | 2009-10 |     |      |        |         | 2010-11 |  |  |  |  |
|                                                                                                                      |                                                                           | N      | Mean | Median | St.Dev. | N   | Mean   | Median | St.Dev. | N   | Mean | Median | St.Dev. | N   | Mean | Median | St.Dev. | N   | Mean | Median | St.Dev. |         |  |  |  |  |
| (2004-2009) Ethical Analysis Assignment (HONR 202/History of Quantitative Thought) (1D)                              | Identification of ethical dilemmas                                        | 17     | 3.7  | 3.7    | 0.45    | 11  | 3.5    | 3.3    | 0.5     |     |      |        |         | 7   | 3.6  | 3.6    | 0.49    |     |      |        |         |         |  |  |  |  |
|                                                                                                                      | Use of the Bible in handling ethical dilemmas                             | 17     | 3.2  | 3.1    | 0.52    | 11  | 3.2    | 3      | 0.39    |     |      |        |         | 7   | 3.4  | 3.4    | 0.49    |     |      |        |         |         |  |  |  |  |
|                                                                                                                      | Knowledge of religious code of ethics                                     | 17     | 3.4  | 3.4    | 0.48    | 11  | 3.5    | 3.5    | 0.5     |     |      |        |         | 7   | 3.3  | 3.2    | 0.45    |     |      |        |         |         |  |  |  |  |
|                                                                                                                      | Use of religious code of ethics in handling ethical dilemmas              | 17     | 3.4  | 3.3    | 0.47    | 11  | 3.6    | 4      | 0.48    |     |      |        |         | 7   | 3.1  | 3.1    | 0.35    |     |      |        |         |         |  |  |  |  |
| Ethical Analysis Assignment (HONR 202/History of Quantitative Thought) (1D)                                          | Analysis of ethical dilemma                                               | 17     | 3.2  | 3.1    | 0.34    | 11  | 3.1    | 3      | 0.29    |     |      |        |         | 7   | 3.1  | 3.1    | 0.35    |     |      |        |         |         |  |  |  |  |
|                                                                                                                      | Identification of ethical dilemmas                                        |        |      |        |         |     |        |        |         |     |      |        |         | 12  | 3.6  | 3.6    | 0.49    |     |      |        |         |         |  |  |  |  |
|                                                                                                                      | Use of the Bible in handling ethical dilemmas                             |        |      |        |         |     |        |        |         |     |      |        |         | 12  | 3.6  | 3.6    | 0.46    |     |      |        |         |         |  |  |  |  |
|                                                                                                                      | Knowledge of religious code of ethics                                     |        |      |        |         |     |        |        |         |     |      |        |         | 12  | 3.3  | 3.2    | 0.43    |     |      |        |         |         |  |  |  |  |
| (2004-2009) Community Outreach Reflection Paper (Community Outreach/Co-Curricular Activities) (4B)                   | Use of religious code of ethics in handling ethical dilemmas              |        |      |        |         |     |        |        |         |     |      |        |         | 12  | 3.7  | 3.8    | 0.47    |     |      |        |         |         |  |  |  |  |
|                                                                                                                      | Analysis of ethical dilemma                                               | 7      | 3.1  | 3.3    | 0.83    | 0   | 0      | -      | -       |     |      |        |         | 12  | 3.4  | 3.4    | 0.49    |     |      |        |         |         |  |  |  |  |
|                                                                                                                      | Verbal communication                                                      |        |      |        |         |     |        |        |         |     |      |        |         | 1   | 3    | 3      | 0       |     |      |        |         |         |  |  |  |  |
|                                                                                                                      | Nonverbal communication                                                   | 7      | 3.1  | 3.3    | 0.83    | 0   | 0      | -      | -       |     |      |        |         | 1   | 3    | 3      | 0       |     |      |        |         |         |  |  |  |  |
| Community Outreach Reflection Paper (Community Outreach/Co-Curricular Activities) (4B)                               | Knowledge of group dynamics                                               | 7      | 3    | 3.3    | 1.07    | 0   | 0      | -      | -       |     |      |        |         | 1   | 3    | 3      | 0       |     |      |        |         |         |  |  |  |  |
|                                                                                                                      | Ability to handle situations appropriately                                | 7      | 3    | 3      | 0.93    | 0   | 0      | -      | -       |     |      |        |         | 1   | 3    | 3      | 0       |     |      |        |         |         |  |  |  |  |
|                                                                                                                      | Commitment to others                                                      | 7      | 2.9  | 2.8    | 0.78    | 0   | 0      | -      | -       |     |      |        |         | 1   | 3    | 3      | 0       |     |      |        |         |         |  |  |  |  |
|                                                                                                                      | Conduct toward others                                                     | 7      | 3    | 3      | 0.93    | 0   | 0      | -      | -       |     |      |        |         | 1   | 3    | 3      | 0       |     |      |        |         |         |  |  |  |  |
| Community Outreach Reflection Paper (Community Outreach/Co-Curricular Activities) (4B)                               | Collaboration with others                                                 | 7      | 2.9  | 2.8    | 0.83    | 0   | 0      | -      | -       |     |      |        |         | 1   | 3    | 3      | 0       |     |      |        |         |         |  |  |  |  |
|                                                                                                                      | Appreciation and respect for others                                       | 7      | 3    | 3      | 0.93    | 0   | 0      | -      | -       |     |      |        |         | 1   | 4    | 4      | 0       |     |      |        |         |         |  |  |  |  |
|                                                                                                                      | Reliability                                                               |        |      |        |         |     |        |        |         |     |      |        |         | 2   | 4    | 4      | 0       |     |      |        |         |         |  |  |  |  |
|                                                                                                                      | Responsibility                                                            |        |      |        |         |     |        |        |         |     |      |        |         | 1   | 4    | 4      | 0       |     |      |        |         |         |  |  |  |  |
| Community Service Reflection Paper (On-Campus Involvement) (ORU Recyclists/Co-Curricular) (4D)                       | Non-verbals                                                               |        |      |        |         |     |        |        |         |     |      |        |         | 1   | 4    | 4      | 0       |     |      |        |         |         |  |  |  |  |
|                                                                                                                      | Listening                                                                 |        |      |        |         |     |        |        |         |     |      |        |         | 1   | 4    | 4      | 0       |     |      |        |         |         |  |  |  |  |
|                                                                                                                      | Civility                                                                  |        |      |        |         |     |        |        |         |     |      |        |         | 1   | 4    | 4      | 0       |     |      |        |         |         |  |  |  |  |
|                                                                                                                      | Respect                                                                   |        |      |        |         |     |        |        |         |     |      |        |         | 1   | 4    | 4      | 0       |     |      |        |         |         |  |  |  |  |
| (2004-2009) Acceleration of Gravity Measurement Lab Report (PSC 101/LPrinciples of Physical Science Laboratory) (2A) | Contribution                                                              |        |      |        |         |     |        |        |         |     |      |        |         | 1   | 4    | 4      | 0       |     |      |        |         |         |  |  |  |  |
|                                                                                                                      | Conflict management                                                       |        |      |        |         |     |        |        |         |     |      |        |         | 1   | 4    | 4      | 0       |     |      |        |         |         |  |  |  |  |
|                                                                                                                      | Serving others                                                            |        |      |        |         |     |        |        |         |     |      |        |         | 1   | 4    | 4      | 0       |     |      |        |         |         |  |  |  |  |
|                                                                                                                      | Caring for the physical environment                                       |        |      |        |         |     |        |        |         |     |      |        |         | 1   | 4    | 4      | 0       |     |      |        |         |         |  |  |  |  |
| (2004-2009) Acceleration of Gravity Measurement Lab Report (PSC 101/LPrinciples of Physical Science Laboratory) (2A) | Service to local community                                                |        |      |        |         |     |        |        |         |     |      |        |         | 1   | 4    | 4      | 0       |     |      |        |         |         |  |  |  |  |
|                                                                                                                      | Purpose or goal                                                           | 270    | 3.8  | 3.9    | 0.51    | 262 | 3.9    | 4      | 0.28    | 165 | 3.6  | 3.7    | 0.63    | 83  | 3.4  | 3.4    | 0.64    |     |      |        |         |         |  |  |  |  |
|                                                                                                                      | Evidence                                                                  | 270    | 3.5  | 3.6    | 0.62    | 262 | 3.1    | 3      | 0.54    | 165 | 3.4  | 3.5    | 0.73    | 83  | 3.4  | 3.4    | 0.65    |     |      |        |         |         |  |  |  |  |
|                                                                                                                      | Conceptual understanding                                                  | 270    | 3.2  | 3.3    | 0.73    | 262 | 3      | 3      | 0.43    | 165 | 2.8  | 2.8    | 0.67    | 83  | 3.2  | 3.1    | 0.67    |     |      |        |         |         |  |  |  |  |
| Acceleration of Gravity Measurement Lab Report (PSC 101/LPrinciples of Physical Science Laboratory) (2A)             | Inferences                                                                | 270    | 3.1  | 3.4    | 1.06    | 262 | 2.8    | 3      | 0.65    | 165 | 2.6  | 2.5    | 0.7     | 83  | 3    | 3.1    | 0.65    |     |      |        |         |         |  |  |  |  |
|                                                                                                                      | Purpose or goal                                                           |        |      |        |         |     |        |        |         |     |      |        |         | 109 | 3.8  | 3.9    | 0.4     | 104 | 3.9  | 4      | 0.45    |         |  |  |  |  |
|                                                                                                                      | Evidence and representation                                               |        |      |        |         |     |        |        |         |     |      |        |         | 109 | 3.4  | 3.4    | 0.67    | 104 | 3.8  | 4      | 0.58    |         |  |  |  |  |
|                                                                                                                      | Conceptual understanding                                                  |        |      |        |         |     |        |        |         |     |      |        |         | 109 | 3.3  | 3.3    | 0.55    | 104 | 3.7  | 3.9    | 0.74    |         |  |  |  |  |
| (2004-2009) Aesthetics Development Paper (HUM 112/Introduction to Humanities II) (2D)                                | Inferences                                                                | 395    | 3.6  | 3.8    | 0.8     | 451 | 3.7    | 4      | 0.61    | 298 | 3.7  | 3.8    | 0.58    | 179 | 4    | 4      | 0.07    |     |      |        |         |         |  |  |  |  |
|                                                                                                                      | Knowledge of artist in time and space                                     |        |      |        |         |     |        |        |         |     |      |        |         |     |      |        |         |     |      |        |         |         |  |  |  |  |
|                                                                                                                      | Description of artistic influences                                        | 395    | 3.5  | 3.8    | 0.81    | 451 | 3.6    | 4      | 0.64    | 298 | 3.6  | 3.8    | 0.64    | 179 | 4    | 4      | 0.07    |     |      |        |         |         |  |  |  |  |
|                                                                                                                      | Technique                                                                 | 395    | 3.5  | 3.8    | 0.81    | 451 | 3.6    | 4      | 0.68    | 298 | 3.7  | 3.8    | 0.6     | 179 | 4    | 4      | 0.11    |     |      |        |         |         |  |  |  |  |
| (2004-2009) Analysis Paper (ENG 305/Critical Reading and Writing) (4A)                                               | Analysis of effects                                                       | 395    | 3.4  | 3.7    | 0.84    | 451 | 3.4    | 4      | 0.74    | 298 | 3.6  | 3.7    | 0.63    | 179 | 4    | 4      | 0.11    |     |      |        |         |         |  |  |  |  |
|                                                                                                                      | Interpretation                                                            | 395    | 3.4  | 3.7    | 0.84    | 451 | 3.5    | 4      | 0.74    | 298 | 3.5  | 3.7    | 0.66    | 179 | 4    | 4      | 0.11    |     |      |        |         |         |  |  |  |  |
|                                                                                                                      | Evaluation                                                                | 395    | 3.4  | 3.6    | 0.84    | 451 | 3.5    | 4      | 0.72    | 298 | 3.5  | 3.7    | 0.66    | 179 | 4    | 4      | 0.07    |     |      |        |         |         |  |  |  |  |
|                                                                                                                      | Informed judgment                                                         | 395    | 3.4  | 3.6    | 0.82    | 451 | 3.5    | 4      | 0.71    | 298 | 3.5  | 3.7    | 0.68    | 179 | 4    | 4      | 0.07    |     |      |        |         |         |  |  |  |  |
| (2004-2009) Analysis Paper (ENG 305/Critical Reading and Writing) (4A)                                               | Analysis of worldview                                                     | 395    | 3.6  | 3.8    | 0.81    | 451 | 3.6    | 4      | 0.64    | 298 | 3.6  | 3.8    | 0.64    | 179 | 4    | 4      | 0.07    |     |      |        |         |         |  |  |  |  |
|                                                                                                                      | Logical organization of ideas for thesis development                      | 214    | 3.4  | 3.6    | 0.71    | 296 | 3.1    | 3      | 0.88    | 282 | 3    | 3      | 0.87    |     |      |        |         |     |      |        |         |         |  |  |  |  |
|                                                                                                                      | Creativity of expression                                                  | 214    | 3.1  | 3.1    | 0.73    | 296 | 3      | 3      | 0.82    | 282 | 2.9  | 2.8    | 0.8     |     |      |        |         |     |      |        |         |         |  |  |  |  |
|                                                                                                                      | Correct mechanics and grammar                                             | 214    | 3    | 3      | 0.74    | 296 | 2.9    | 3      | 0.87    | 282 | 2.8  | 2.8    | 0.77    |     |      |        |         |     |      |        |         |         |  |  |  |  |
| Analysis Paper (ENG 305/Critical Reading and Writing) (4A)                                                           | Engaging and appropriate style                                            | 214    | 3.1  | 3.1    | 0.7     | 296 | 3      | 3      | 0.84    | 282 | 3    | 3      | 0.79    |     |      |        |         |     |      |        |         |         |  |  |  |  |
|                                                                                                                      | Responsible use of content                                                | 214    | 3.2  | 3.3    | 0.76    | 296 | 3.1    | 3      | 0.93    | 282 | 3    | 3.1    | 0.86    |     |      |        |         |     |      |        |         |         |  |  |  |  |
|                                                                                                                      | Analysis of text                                                          | 214    | 3.1  | 3.1    | 0.78    | 296 | 3      | 3      | 0.93    | 282 | 2.9  | 3      | 0.86    |     |      |        |         |     |      |        |         |         |  |  |  |  |
|                                                                                                                      | Correct use of required documentation style                               | 214    | 3    | 3.1    | 0.93    | 296 | 3      | 3      | 0.94    | 282 | 2.8  | 2.9    | 0.94    |     |      |        |         |     |      |        |         |         |  |  |  |  |
| (2004-2009) Composition (Cultural Component or Student Experience) (FRE 203/Intermediate French I) (4C)              | Logical organization of ideas for thesis development                      |        |      |        |         |     |        |        |         |     |      |        |         | 115 | 3.3  | 3.4    | 0.78    |     |      |        |         |         |  |  |  |  |
|                                                                                                                      | Creativity of expression                                                  |        |      |        |         |     |        |        |         |     |      |        |         | 115 | 3.2  | 3.2    | 0.75    |     |      |        |         |         |  |  |  |  |
|                                                                                                                      | Correct mechanics and grammar                                             |        |      |        |         |     |        |        |         |     |      |        |         | 115 | 2.9  | 3      | 0.66    |     |      |        |         |         |  |  |  |  |
|                                                                                                                      | Engaging and appropriate style                                            |        |      |        |         |     |        |        |         |     |      |        |         | 115 | 3.2  | 3.2    | 0.74    |     |      |        |         |         |  |  |  |  |
| (2004-2009) Composition (Cultural Component or Student Experience) (FRE 203/Intermediate French I) (4C)              | Responsible use of content                                                |        |      |        |         |     |        |        |         |     |      |        |         | 115 | 3.2  | 3.2    | 0.75    |     |      |        |         |         |  |  |  |  |
|                                                                                                                      | Analysis of text                                                          |        |      |        |         |     |        |        |         |     |      |        |         | 115 | 3.1  | 3.1    | 0.72    |     |      |        |         |         |  |  |  |  |
|                                                                                                                      | Correct use of required documentation style                               |        |      |        |         |     |        |        |         |     |      |        |         | 115 | 2.9  | 2.9    | 0.65    |     |      |        |         |         |  |  |  |  |
|                                                                                                                      | Knowledge of cultural diversity                                           | 27     | 3.5  | 3.8    | 0.74    | 24  | 3.7    | 4      | 0.54    | 26  | 3.5  | 3.6    | 0.5     | 9   | 3.2  | 3.1    | 0.42    |     |      |        |         |         |  |  |  |  |
| 420                                                                                                                  | Analysis of cultural differences                                          | 27     | 3.4  | 3.7    | 0.78    | 24  | 3.7    | 4      | 0.55    | 26  | 3.5  | 3.5    | 0.5     | 9   | 3.2  | 3.1    | 0.42    |     |      |        |         |         |  |  |  |  |
|                                                                                                                      | Ability to speak, read, and write a foreign language                      | 27     | 2.3  | 2.2    | 0.6     | 24  | 3.1    | 3      | 0.67    | 26  | 3    | 3      | 0.71    | 9   | 2.6  | 2.6    | 0.5     |     |      |        |         |         |  |  |  |  |
|                                                                                                                      | Awareness of the inherent connection between cultures and their languages | 27     | 3.4  | 3.5    | 0.72    | 24  | 3.9    | 4      | 0.28    | 26  | 3.6  | 3.7    | 0.49    | 9   | 3.4  | 3.4    | 0.5     |     |      |        |         |         |  |  |  |  |



| Rubric                                                                                                            | Criterion                                                                                                                                              | 2006-7 |      |        |         | 2007-8 |      |        |         | 2008-9 |      |        |         | 2009-10 |      |        |         | 2010-11 |      |        |         |
|-------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|--------|------|--------|---------|--------|------|--------|---------|--------|------|--------|---------|---------|------|--------|---------|---------|------|--------|---------|
|                                                                                                                   |                                                                                                                                                        | N      | Mean | Median | St.Dev. | N      | Mean | Median | St.Dev. | N      | Mean | Median | St.Dev. | N       | Mean | Median | St.Dev. | N       | Mean | Median | St.Dev. |
| Composition (Cultural Component or Student Experience) (FRE 203/Intermediate French II) (4C)                      | Knowledge of cultural diversity                                                                                                                        |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                                   | Analysis of cultural differences                                                                                                                       |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                                   | Ability to speak, read, and write a foreign language                                                                                                   |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                                   | Awareness of the inherent connection between cultures and their languages                                                                              |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
| (2004-2009) Composition (Cultural Component or Student Experience) (SPA 203/Intermediate Spanish I) (4C)          | Knowledge of cultural diversity                                                                                                                        | 121    | 3.6  | 3.7    | 0.63    | 130    | 3.2  | 4      | 0.94    | 106    | 3.3  | 3.5    | 0.78    | 7       | 2.6  | 2.8    | 1.29    |         |      |        |         |
|                                                                                                                   | Analysis of cultural differences                                                                                                                       | 121    | 3.5  | 3.7    | 0.62    | 130    | 3.2  | 3      | 0.92    | 106    | 3.2  | 3.3    | 0.79    | 7       | 2.7  | 3      | 1.28    |         |      |        |         |
|                                                                                                                   | Ability to speak, read, and write a foreign language                                                                                                   | 121    | 2.9  | 3      | 0.72    | 130    | 2.9  | 3      | 0.96    | 106    | 3    | 3.1    | 0.85    | 7       | 2    | 2      | 1.2     |         |      |        |         |
|                                                                                                                   | Awareness of the inherent connection between cultures and their languages                                                                              | 121    | 3.5  | 3.7    | 0.68    | 130    | 3.2  | 3      | 0.9     | 105    | 3.1  | 3.3    | 0.87    | 7       | 2.6  | 2.8    | 1.29    |         |      |        |         |
| Composition (Cultural Component or Student Experience) (SPA 203/Intermediate Spanish II) (4C)                     | Knowledge of cultural diversity                                                                                                                        |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                                   | Analysis of cultural differences                                                                                                                       |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                                   | Ability to speak, read, and write a foreign language                                                                                                   |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                                   | Awareness of the inherent connection between cultures and their languages                                                                              |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
| (2004-2009) Connecting Math to Society, Individual Response Paper (MAT 114/Mathematical Analysis II) (2E)         | Identification of underlying nature of problem or issue                                                                                                | 47     | 3.1  | 3.1    | 0.61    | 49     | 2.7  | 3      | 0.62    | 41     | 2.7  | 2.8    | 0.63    | 3       | 2    | 2      | 0       | 14      | 3.2  | 3.5    | 1.08    |
|                                                                                                                   | Discussion of new connections between seemingly unrelated concepts                                                                                     | 47     | 2.9  | 2.9    | 0.49    | 49     | 2.5  | 2      | 0.54    | 40     | 2.3  | 2.2    | 0.47    | 3       | 2    | 2      | 0       | 14      | 3.4  | 3.7    | 0.82    |
|                                                                                                                   | (2011 New life changed because criterion code different) Connecting Math to Society, Individual Response Paper (MAT 114/Mathematical Analysis II) (2A) | 47     | 2.6  | 2.8    | 0.81    | 49     | 2.6  | 3      | 0.67    | 41     | 2.2  | 2.2    | 0.68    | 3       | 2    | 2      | 0       | 14      | 3.3  | 3.3    | 0.59    |
|                                                                                                                   | Discussion of applications or uses for a new, student-generated idea, solution, or thesis                                                              | 15     | 3.7  | 3.9    | 0.77    | 25     | 3.7  | 4      | 0.55    | 10     | 3.7  | 3.8    | 0.46    | 6       | 3.3  | 3.3    | 0.47    | 1       | 4    | 4      | 0       |
| (2004-2009) Conservation of Momentum/Collisions Lab Report and Abstract (PHY 111L/Physics I Laboratory) (2A)      | Purpose or goal                                                                                                                                        |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                                   | Hypothesis                                                                                                                                             | 15     | 3.3  | 3.6    | 0.87    | 25     | 3.4  | 3.8    | 0.64    | 10     | 3.1  | 3.2    | 0.83    | 6       | 3.3  | 3.3    | 0.47    | 1       | 3    | 3      | 0       |
|                                                                                                                   | Evidence                                                                                                                                               | 15     | 3.4  | 3.6    | 0.8     | 25     | 3.4  | 3      | 0.62    | 10     | 3.6  | 3.7    | 0.49    | 6       | 3    | 3      | 0       | 1       | 3    | 3      | 0       |
|                                                                                                                   | Conceptual understanding                                                                                                                               | 15     | 3.2  | 3.3    | 0.83    | 25     | 3.4  | 3.5    | 0.63    | 10     | 3.5  | 3.3    | 0.47    | 6       | 2.8  | 2.9    | 0.37    | 1       | 3    | 3      | 0       |
| Conservation of Momentum/Collisions Lab Report and Abstract (PHY 111L/Physics I Laboratory) (2A)                  | Assumptions                                                                                                                                            | 15     | 3    | 3      | 0.69    | 25     | 3.4  | 3.8    | 0.74    | 10     | 2.9  | 2.9    | 0.54    | 6       | 3    | 3      | 0       | 1       | 3    | 3      | 0       |
|                                                                                                                   | Inferences                                                                                                                                             | 15     | 2.9  | 3.1    | 1.2     | 25     | 3.4  | 4      | 0.75    | 10     | 3.3  | 3.2    | 0.6     | 3       | 3    | 3      | 0       | 1       | 3    | 3      | 0       |
|                                                                                                                   | Purpose or goal                                                                                                                                        |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                                   | 35                                                                                                                                                     | 3.3    | 3.3  | 0.62   |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                                   | Hypothesis                                                                                                                                             |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                                   | Evidence                                                                                                                                               |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                                   | Conceptual understanding                                                                                                                               |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                                   | Assumptions                                                                                                                                            |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
| (2004-2009) Contemporary Biology Issue Article Summary (BIO 101/Principles of Biology Lecture) (2C)               | Inferences                                                                                                                                             |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                                   | Understanding of current situations within a broader human context                                                                                     | 136    | 2.3  | 2.2    | 0.95    | 43     | 2.1  | 2      | 0.91    | 102    | 2.8  | 2.8    | 0.92    | 90      | 3.3  | 3.4    | 0.77    | 28      | 3.3  | 3.4    | 0.75    |
|                                                                                                                   |                                                                                                                                                        |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                                   |                                                                                                                                                        |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                                   | Rational decision-making in light of global perspectives                                                                                               | 136    | 2.2  | 2.2    | 0.84    | 43     | 2.2  | 2      | 0.72    | 102    | 2.7  | 2.7    | 0.95    | 90      | 3.1  | 3.1    | 0.79    | 28      | 3.2  | 3.5    | 0.86    |
|                                                                                                                   | Analysis of rational decision-making based on global perspectives in connection with a Christian worldview                                             | 136    | 2.3  | 2.2    | 0.76    | 43     | 2.3  | 2      | 0.9     | 102    | 2.8  | 2.8    | 0.94    | 90      | 3    | 3.1    | 0.77    | 28      | 3.1  | 3.5    | 1.14    |
|                                                                                                                   | Understanding of current situations within a broader human context                                                                                     |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                                   | 86                                                                                                                                                     | 3.3    | 3.5  | 0.81   |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
| Contemporary Biology Issue Article Summary (BIO 101/Principles of Biology Lecture) (2C)                           | Rational decision-making in light of global perspectives                                                                                               |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                                   | Analysis of rational decision-making based on global perspectives in connection with a Christian worldview                                             |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                                   | Understanding of current situations within a broader human context                                                                                     |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                                   | 4                                                                                                                                                      | 2.3    | 2.5  | 0.83   |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
| (2004-2009) Contemporary Biology Issue Article Summary and Response (BIO 111/Introductory Biology I Lecture) (2C) | Rational decision-making in light of global perspectives                                                                                               |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                                   | Analysis of rational decision-making based on global perspectives in connection with a Christian worldview                                             |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                                   | Understanding of current situations within a broader human context                                                                                     |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                                   | 4                                                                                                                                                      | 2      | 2    | 0.71   |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
| (2004-2009) Creation or Evolution Book Review (PSC 201/Principles of Earth Science Lecture) (2C)                  | Analysis of rational decision-making based on global perspectives in connection with a Christian worldview                                             |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                                   | Knowledge of history                                                                                                                                   | 82     | 3.4  | 3.6    | 0.86    | 123    | 3.5  | 4      | 0.74    | 129    | 3.3  | 3.2    | 0.71    | 44      | 3.3  | 3.5    | 0.74    |         |      |        |         |
|                                                                                                                   |                                                                                                                                                        |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                                   |                                                                                                                                                        |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                                   | Analysis of rational decision-making based on historical responses in connection with a Christian worldview                                            | 82     | 3.5  | 3.6    | 0.67    | 123    | 3.5  | 4      | 0.69    | 101    | 3.5  | 3.7    | 0.65    | 44      | 3.2  | 3.3    | 0.79    |         |      |        |         |
|                                                                                                                   |                                                                                                                                                        |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                                   |                                                                                                                                                        |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                                   |                                                                                                                                                        |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
| (2009) Creation or Evolution Book Review (PSC 201/Principles of Earth Science Lecture) (2C)                       | Rational decision-making in light of global perspectives                                                                                               | 82     | 3.2  | 3.2    | 0.78    | 123    | 3.1  | 3      | 0.81    | 101    | 3.1  | 3.2    | 0.86    | 44      | 2.8  | 2.8    | 0.81    |         |      |        |         |
|                                                                                                                   | Analysis of rational decision-making based on global perspectives in connection with a Christian worldview                                             |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                                   | Knowledge of historical perspectives                                                                                                                   | 82     | 3.5  | 3.6    | 0.68    | 123    | 3.1  | 3      | 0.98    | 101    | 3.1  | 3.2    | 0.9     | 44      | 2.9  | 2.9    | 0.87    |         |      |        |         |
|                                                                                                                   |                                                                                                                                                        |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
| (2009) Creation or Evolution Book Review (PSC 201/Principles of Earth Science Lecture) (2C)                       | Analysis of rational decision-making based on global perspectives in connection with a Christian worldview                                             |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                                   | Knowledge of multiple worldviews                                                                                                                       |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                                   | Rational decision-making based on global perspectives or historical responses                                                                          |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                                   |                                                                                                                                                        |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |

| Rubric                                                                                                                     | Criterion                                                                                                  | 2006-7 |      |        |         | 2007-8 |      |        |         | 2008-9 |      |        |         | 2009-10 |      |        |         | 2010-11 |      |        |         |
|----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|--------|------|--------|---------|--------|------|--------|---------|--------|------|--------|---------|---------|------|--------|---------|---------|------|--------|---------|
|                                                                                                                            |                                                                                                            | N      | Mean | Median | St.Dev. | N      | Mean | Median | St.Dev. | N      | Mean | Median | St.Dev. | N       | Mean | Median | St.Dev. | N       | Mean | Median | St.Dev. |
| (2004-2009) Ethical Dilemma Paper (HUM 213/Modern Humanities I) (1D)                                                       | Identification of ethical dilemmas                                                                         | 194    | 3.4  | 3.5    | 0.67    | 248    | 3.6  | 4      | 0.6     | 282    | 3.4  | 3.7    | 0.81    | 66      | 4    | 4      | 0.21    | 2       | 4    | 4      | 0       |
|                                                                                                                            | Use of the Bible in handling ethical dilemmas                                                              | 194    | 3.3  | 3.3    | 0.65    | 248    | 3.4  | 3      | 0.64    | 282    | 3.5  | 3.7    | 0.81    | 66      | 3.9  | 4      | 0.34    | 2       | 4    | 4      | 0       |
|                                                                                                                            | Ability to make morally correct choices                                                                    | 194    | 3.5  | 3.6    | 0.59    | 248    | 3.6  | 4      | 0.51    | 282    | 3.5  | 3.7    | 0.77    | 66      | 4    | 4      | 0.21    | 2       | 4    | 4      | 0       |
|                                                                                                                            | Use of personal ethical/moral code                                                                         | 194    | 3.4  | 3.5    | 0.63    | 248    | 3.7  | 4      | 0.55    | 282    | 3.5  | 3.8    | 0.79    | 66      | 3.9  | 4      | 0.24    | 2       | 3.5  | 3.5    | 0.5     |
|                                                                                                                            | Analysis of ethical dilemma                                                                                | 194    | 3.3  | 3.3    | 0.62    | 248    | 3.5  | 4      | 0.58    | 282    | 3.5  | 3.7    | 0.79    | 66      | 3.9  | 4      | 0.24    | 2       | 3    | 3      | 0       |
| (2004-2009) Evaluation of Modern Scientific Discoveries (PSC 101/Principles of Physical Science Lecture) (2C)              | Knowledge of history                                                                                       | 155    | 3.3  | 3.5    | 0.75    | 210    | 3.1  | 3      | 0.89    | 159    | 2.5  | 2.7    | 1.21    | 24      | 2.3  | 2.3    | 1.09    |         |      |        |         |
|                                                                                                                            | Understanding of current situations based on historical precedence                                         | 155    | 3.4  | 3.4    | 0.68    | 210    | 3.3  | 3      | 0.83    | 158    | 3    | 3.2    | 1.13    | 24      | 2.7  | 2.9    | 1.18    |         |      |        |         |
|                                                                                                                            | Knowledge of global perspectives                                                                           | 155    | 3.4  | 3.5    | 0.7     | 210    | 3    | 3      | 0.86    | 159    | 2.6  | 2.7    | 1.17    | 24      | 2.5  | 2.6    | 1.15    |         |      |        |         |
|                                                                                                                            | Analysis of differences in global perspectives                                                             | 155    | 3.4  | 3.4    | 0.66    | 210    | 3.2  | 3      | 0.74    | 159    | 3    | 3.2    | 1.1     | 24      | 2.6  | 2.8    | 1.19    |         |      |        |         |
|                                                                                                                            | Rational decision-making in light of global perspectives                                                   | 155    | 3.4  | 3.6    | 0.78    | 210    | 3.5  | 4      | 0.72    | 159    | 3.5  | 3.8    | 0.86    | 170     | 2.3  | 2.1    | 1.3     | 109     | 2.4  | 2.3    | 1.23    |
| Evaluation of Modern Scientific Discoveries (PSC 101/Principles of Physical Science Lecture) (2C)                          | Knowledge of history                                                                                       |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                                            | Understanding of current situations based on historical precedence                                         |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                                            | Knowledge of global perspectives                                                                           |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                                            | Analysis of differences in global perspectives                                                             |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                                            | Rational decision-making in light of global perspectives                                                   |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
| (2004-2009) Flood Frequency Calculation Lab Report (EVR 250/Environmental Science Laboratory) (2A)                         | Purpose or goal                                                                                            |        |      |        |         | 23     | 3.9  | 4      | 0.45    | 25     | 3.9  | 4      | 0.27    | 1       | 4    | 4      | 0       |         |      |        |         |
|                                                                                                                            | Evidence                                                                                                   |        |      |        |         | 23     | 3    | 3      | 0.81    | 25     | 3.1  | 3.2    | 0.82    | 1       | 2    | 2      | 0       |         |      |        |         |
|                                                                                                                            | Conceptual understanding                                                                                   |        |      |        |         | 23     | 3.8  | 4      | 0.41    | 25     | 3.5  | 3.7    | 0.81    | 1       | 4    | 4      | 0       |         |      |        |         |
|                                                                                                                            | Inferences                                                                                                 |        |      |        |         | 23     | 3.9  | 4      | 0.28    | 25     | 4    | 4      | 0       | 1       | 4    | 4      | 0       |         |      |        |         |
|                                                                                                                            | Purpose or goal                                                                                            |        |      |        |         |        |      |        |         |        |      |        |         | 11      | 3.8  | 3.9    | 0.39    |         |      |        |         |
| Flood Frequency Calculation Lab Report (EVR 250/Environmental Science Laboratory) (2A)                                     | Evidence                                                                                                   |        |      |        |         |        |      |        |         |        |      |        |         | 11      | 2.8  | 2.8    | 0.72    |         |      |        |         |
|                                                                                                                            | Conceptual understanding                                                                                   |        |      |        |         |        |      |        |         |        |      |        |         | 11      | 3.7  | 3.9    | 0.62    |         |      |        |         |
|                                                                                                                            | Inferences                                                                                                 |        |      |        |         |        |      |        |         |        |      |        |         | 11      | 4    | 4      | 0       |         |      |        |         |
|                                                                                                                            | Self-management                                                                                            |        |      |        |         |        |      |        |         |        |      |        |         | 1       | 4    | 4      | 0       |         |      |        |         |
|                                                                                                                            | Initiative                                                                                                 |        |      |        |         |        |      |        |         |        |      |        |         | 1       | 4    | 4      | 0       |         |      |        |         |
| Flood Frequency Calculation Lab Report (EVR 250/Environmental Science Laboratory) (2A)                                     | Purposefulness                                                                                             |        |      |        |         |        |      |        |         |        |      |        |         | 1       | 4    | 4      | 0       |         |      |        |         |
|                                                                                                                            | Ability to influence and motivate others positively                                                        |        |      |        |         |        |      |        |         |        |      |        |         | 1       | 4    | 4      | 0       |         |      |        |         |
|                                                                                                                            | Listening and responding to others                                                                         |        |      |        |         |        |      |        |         |        |      |        |         | 1       | 4    | 4      | 0       |         |      |        |         |
|                                                                                                                            | Identifying challenges                                                                                     |        |      |        |         |        |      |        |         |        |      |        |         | 1       | 4    | 4      | 0       |         |      |        |         |
|                                                                                                                            | Ability to effect change                                                                                   |        |      |        |         |        |      |        |         |        |      |        |         | 1       | 4    | 4      | 0       |         |      |        |         |
| (2004-2009) Floor Vision Reflection Paper (Chaplain/Co-Curricular Activities) (4E)                                         | Managing conflict                                                                                          |        |      |        |         |        |      |        |         |        |      |        |         | 1       | 4    | 4      | 0       |         |      |        |         |
|                                                                                                                            | Identifying challenges                                                                                     |        |      |        |         |        |      |        |         |        |      |        |         | 1       | 4    | 4      | 0       |         |      |        |         |
|                                                                                                                            | Managing conflict                                                                                          |        |      |        |         |        |      |        |         |        |      |        |         | 1       | 4    | 4      | 0       |         |      |        |         |
|                                                                                                                            | Managing challenges                                                                                        |        |      |        |         |        |      |        |         |        |      |        |         | 1       | 4    | 4      | 0       |         |      |        |         |
|                                                                                                                            | Managing conflict                                                                                          |        |      |        |         |        |      |        |         |        |      |        |         | 1       | 4    | 4      | 0       |         |      |        |         |
| Floor Vision Reflection Paper (Chaplain/Co-Curricular Activities) (4E)                                                     | Purposefulness                                                                                             |        |      |        |         |        |      |        |         |        |      |        |         | 1       | 3    | 3      | 0       |         |      |        |         |
|                                                                                                                            | Initiative                                                                                                 |        |      |        |         |        |      |        |         |        |      |        |         | 1       | 4    | 4      | 0       |         |      |        |         |
|                                                                                                                            | Ability to effect change within various group settings                                                     |        |      |        |         |        |      |        |         |        |      |        |         | 1       | 3    | 3      | 0       |         |      |        |         |
|                                                                                                                            | Ability to influence and motivate others positively                                                        |        |      |        |         |        |      |        |         |        |      |        |         | 1       | 3    | 3      | 0       |         |      |        |         |
|                                                                                                                            | Listening and responding to others                                                                         |        |      |        |         |        |      |        |         |        |      |        |         | 1       | 2    | 2      | 0       |         |      |        |         |
| Floor Vision Reflection Paper (Chaplain/Co-Curricular Activities) (4E)                                                     | Managing conflict                                                                                          |        |      |        |         |        |      |        |         |        |      |        |         | 1       | 3    | 3      | 0       |         |      |        |         |
|                                                                                                                            | Managing conflict                                                                                          |        |      |        |         |        |      |        |         |        |      |        |         | 1       | 2    | 2      | 0       |         |      |        |         |
|                                                                                                                            | Managing conflict                                                                                          |        |      |        |         |        |      |        |         |        |      |        |         | 1       | 3    | 3      | 0       |         |      |        |         |
|                                                                                                                            | Managing conflict                                                                                          |        |      |        |         |        |      |        |         |        |      |        |         | 1       | 3    | 3      | 0       |         |      |        |         |
|                                                                                                                            | Managing conflict                                                                                          |        |      |        |         |        |      |        |         |        |      |        |         | 1       | 3    | 3      | 0       |         |      |        |         |
| (2004-2009) Global Perspectives Assignment (PSC 350/Environmental Geography Lecture) (2C)                                  | Knowledge of history                                                                                       | 9      | 3.1  | 3      | 0.37    | 28     | 3.1  | 3      | 0.35    | 22     | 3.5  | 3.6    | 0.5     | 5       | 3.6  | 3.7    | 0.49    |         |      |        |         |
|                                                                                                                            | Understanding of current situations based on historical precedence                                         |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                                            | Rational decision-making in light of global perspectives                                                   | 9      | 2.8  | 2.9    | 0.33    | 28     | 3.2  | 3      | 0.54    | 22     | 3.4  | 3.6    | 0.78    | 5       | 3.4  | 3.3    | 0.49    |         |      |        |         |
|                                                                                                                            | Analysis of rational decision-making based on global perspectives in connection with a Christian worldview | 9      | 3    | 3      | 0       | 28     | 3.1  | 3      | 0.26    | 22     | 3.6  | 3.7    | 0.48    | 5       | 3.2  | 3.3    | 0.75    |         |      |        |         |
|                                                                                                                            | Knowledge of history                                                                                       | 9      | 2.9  | 2.9    | 0.57    | 28     | 3.1  | 3      | 0.44    | 22     | 3.6  | 3.7    | 0.48    | 5       | 3.2  | 3.3    | 0.75    |         |      |        |         |
| Global Perspectives Assignment (PSC 350/Environmental Geography Lecture) (2C)                                              | Understanding of current situations based on historical precedence                                         |        |      |        |         |        |      |        |         |        |      |        |         | 29      | 3.6  | 3.6    | 0.49    | 2       | 3    | 3      | 1       |
|                                                                                                                            | Rational decision-making in light of global perspectives                                                   |        |      |        |         |        |      |        |         |        |      |        |         | 29      | 3.4  | 3.6    | 0.67    | 2       | 1.5  | 1.5    | 0.5     |
|                                                                                                                            | Analysis of rational decision-making based on global perspectives in connection with a Christian worldview |        |      |        |         |        |      |        |         |        |      |        |         | 29      | 3.5  | 3.6    | 0.56    | 2       | 2    | 2      | 0       |
|                                                                                                                            | Knowledge of history                                                                                       |        |      |        |         |        |      |        |         |        |      |        |         | 29      | 3.6  | 3.7    | 0.54    | 2       | 3.5  | 3.5    | 0.5     |
|                                                                                                                            | Knowledge of history                                                                                       | 370    | 2.8  | 3      | 1.15    | 485    | 3.1  | 3      | 0.49    | 210    | 3.2  | 3.1    | 0.47    |         |      |        |         | 1       | 3    | 3      | 0       |
| (2004-2009) History of American Influence on Current Global Affairs (HS 101/American History Survey: 1760 to Present) (2C) | Analysis of historical events                                                                              | 370    | 2.7  | 2.9    | 1.09    | 485    | 3    | 3      | 0.5     | 210    | 3.1  | 3      | 0.43    |         |      |        |         | 1       | 3    | 3      | 0       |
|                                                                                                                            | Analysis of historical events                                                                              |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |

| Rubric                                                                                                          | Criterion                                                                                                  | 2006-7 |      |        |         | 2007-8 |      |        |         | 2008-9 |      |        |         | 2009-10 |      |        |         | 2010-11 |      |        |         |
|-----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|--------|------|--------|---------|--------|------|--------|---------|--------|------|--------|---------|---------|------|--------|---------|---------|------|--------|---------|
|                                                                                                                 |                                                                                                            | N      | Mean | Median | St.Dev. | N      | Mean | Median | St.Dev. | N      | Mean | Median | St.Dev. | N       | Mean | Median | St.Dev. | N       | Mean | Median | St.Dev. |
|                                                                                                                 | Understanding of current situations based on historical precedence                                         | 370    | 2.6  | 2.9    | 1.04    | 485    | 3    | 3      | 0.5     | 210    | 3.1  | 3.1    | 0.42    |         |      |        |         | 1       | 3    | 3      | 0       |
|                                                                                                                 | Knowledge of global perspectives                                                                           | 370    | 2.6  | 2.9    | 1.05    | 485    | 3.1  | 3      | 0.47    | 210    | 3.1  | 3.1    | 0.43    |         |      |        |         | 1       | 4    | 4      | 0       |
|                                                                                                                 | Analysis of differences in global perspectives                                                             | 370    | 2.6  | 2.9    | 1.03    | 485    | 3    | 3      | 0.44    | 210    | 3.2  | 3.1    | 0.48    |         |      |        |         | 1       | 3    | 3      | 0       |
|                                                                                                                 | Analysis of rational decision-making based on global perspectives in connection with a Christian worldview | 370    | 2.8  | 3      | 1.16    | 485    | 3.2  | 3      | 0.54    | 210    | 3.4  | 3.3    | 0.5     |         |      |        |         | 1       | 4    | 4      | 0       |
| History of American Influence on Current Global Affairs (HIS 101/American History Survey: 1760 to Present) (2C) | Knowledge of history                                                                                       |        |      |        |         |        |      |        |         |        |      |        |         | 100     | 3.2  | 3.1    | 0.45    | 64      | 3.4  | 3.3    | 0.48    |
|                                                                                                                 | Analysis of historical events                                                                              |        |      |        |         |        |      |        |         |        |      |        |         | 100     | 3.1  | 3.1    | 0.5     | 64      | 3.4  | 3.3    | 0.47    |
|                                                                                                                 | Understanding of current situations based on historical precedence                                         |        |      |        |         |        |      |        |         |        |      |        |         | 100     | 3.1  | 3      | 0.42    | 64      | 3.4  | 3.3    | 0.48    |
|                                                                                                                 | Knowledge of global perspectives                                                                           |        |      |        |         |        |      |        |         |        |      |        |         | 100     | 3.1  | 3.1    | 0.5     | 64      | 3.3  | 3.3    | 0.5     |
| (2004-2009) Honor Code Reflection Paper (Entry Level) (GEN 099/Whole Person Assessment) (1D)                    | Analysis of differences in global perspectives                                                             |        |      |        |         |        |      |        |         |        |      |        |         | 100     | 3.1  | 3      | 0.34    | 64      | 3.3  | 3.2    | 0.45    |
|                                                                                                                 | Analysis of rational decision-making based on global perspectives in connection with a Christian worldview |        |      |        |         |        |      |        |         |        |      |        |         | 100     | 3    | 3      | 0.3     | 64      | 3.2  | 3.1    | 0.44    |
|                                                                                                                 | Identification of ethical dilemmas                                                                         |        |      |        |         |        |      |        |         |        |      |        |         | 892     | 3.1  | 3.2    | 1.05    |         |      |        |         |
|                                                                                                                 | Use of the Bible in handling ethical dilemmas                                                              |        |      |        |         |        |      |        |         |        |      |        |         | 892     | 2.5  | 2.8    | 1.42    |         |      |        |         |
| Honor Code Reflection Paper (Entry Level) (GEN 099/Whole Person Assessment) (1D)                                | Knowledge of university Honor Code                                                                         |        |      |        |         |        |      |        |         |        |      |        |         | 892     | 3.2  | 3.2    | 0.71    |         |      |        |         |
|                                                                                                                 | Use of university Honor Code in handling ethical dilemmas                                                  |        |      |        |         |        |      |        |         |        |      |        |         | 892     | 2.6  | 2.9    | 1.35    |         |      |        |         |
|                                                                                                                 | Ability to make morally correct choices                                                                    |        |      |        |         |        |      |        |         |        |      |        |         | 892     | 3.2  | 3.3    | 0.78    |         |      |        |         |
|                                                                                                                 | Use of personal ethical/moral code                                                                         |        |      |        |         |        |      |        |         |        |      |        |         | 892     | 3.2  | 3.3    | 0.78    |         |      |        |         |
| Honor Code Reflection Paper (Entry Level) (GEN 099/Whole Person Assessment) (1D)                                | Analysis of ethical dilemma                                                                                |        |      |        |         |        |      |        |         |        |      |        |         | 892     | 2.9  | 3      | 1       |         |      |        |         |
|                                                                                                                 | Knowledge of the university Honor Code                                                                     |        |      |        |         |        |      |        |         |        |      |        |         | 105     | 3.3  | 3.2    | 0.7     | 691     | 3.7  | 3.8    | 0.52    |
|                                                                                                                 | Articulation of personal ethical beliefs                                                                   |        |      |        |         |        |      |        |         |        |      |        |         | 105     | 3    | 3.1    | 0.95    | 691     | 3.7  | 3.8    | 0.66    |
|                                                                                                                 | Ability to make morally correct choices                                                                    |        |      |        |         |        |      |        |         |        |      |        |         | 105     | 3.2  | 3.3    | 0.83    | 691     | 3.7  | 3.9    | 0.64    |
| (2004-2009) Interpersonal Skills in Group Settings (COM 101/Oral Communication) (4B)                            | Identification of ethical dilemmas                                                                         |        |      |        |         |        |      |        |         |        |      |        |         | 105     | 2.8  | 3.1    | 1.24    | 691     | 3.6  | 3.8    | 0.8     |
|                                                                                                                 | Use of the Bible in handling ethical dilemmas                                                              |        |      |        |         |        |      |        |         |        |      |        |         | 105     | 2    | 2.5    | 1.62    | 691     | 2.7  | 3.1    | 1.44    |
|                                                                                                                 | Use of the university Honor Code in handling ethical dilemmas                                              |        |      |        |         |        |      |        |         |        |      |        |         | 105     | 2.6  | 2.9    | 1.28    | 691     | 3.5  | 3.7    | 0.79    |
|                                                                                                                 | Analysis of ethical dilemma                                                                                |        |      |        |         |        |      |        |         |        |      |        |         | 105     | 2.7  | 3      | 1.13    | 691     | 3.5  | 3.7    | 0.76    |
| (2004-2009) Math Project, Individual Response Paper (MAT 232/Elementary Statistics) (2E)                        | Verbal communication                                                                                       | 414    | 3.7  | 3.8    | 0.6     | 503    | 3.6  | 4      | 0.68    | 333    | 3.6  | 3.8    | 0.74    | 139     | 3.5  | 3.7    | 0.69    |         |      |        |         |
|                                                                                                                 | Nonverbal communication                                                                                    | 414    | 3.5  | 3.6    | 0.66    | 503    | 3.5  | 4      | 0.73    | 333    | 3.6  | 3.8    | 0.73    | 139     | 3.6  | 3.8    | 0.62    |         |      |        |         |
|                                                                                                                 | Knowledge of group dynamics                                                                                | 414    | 3.6  | 3.7    | 0.62    | 503    | 3.6  | 4      | 0.72    | 333    | 3.6  | 3.8    | 0.73    | 139     | 3.7  | 3.8    | 0.62    |         |      |        |         |
|                                                                                                                 | Ability to handle situations appropriately                                                                 | 414    | 3.6  | 3.7    | 0.63    | 503    | 3.5  | 4      | 0.74    | 333    | 3.6  | 3.8    | 0.75    | 139     | 3.7  | 3.8    | 0.61    |         |      |        |         |
| (2004-2009) Math Project, Individual Response Paper (MAT 201/Calculus I) (2E)                                   | Commitment to others                                                                                       | 414    | 3.6  | 3.7    | 0.65    | 503    | 3.5  | 4      | 0.77    | 333    | 3.5  | 3.7    | 0.77    | 139     | 3.6  | 3.8    | 0.66    |         |      |        |         |
|                                                                                                                 | Conduct toward others                                                                                      | 414    | 3.7  | 3.8    | 0.56    | 503    | 3.6  | 4      | 0.69    | 333    | 3.7  | 3.9    | 0.69    | 139     | 3.6  | 3.8    | 0.66    |         |      |        |         |
|                                                                                                                 | Collaboration with others                                                                                  | 414    | 3.7  | 3.8    | 0.55    | 503    | 3.6  | 4      | 0.73    | 333    | 3.7  | 3.8    | 0.73    | 139     | 3.7  | 3.8    | 0.72    |         |      |        |         |
|                                                                                                                 | Appreciation and respect for others                                                                        | 414    | 3.8  | 3.9    | 0.53    | 503    | 3.7  | 4      | 0.68    | 333    | 3.7  | 3.9    | 0.7     | 139     | 3.7  | 3.8    | 0.63    |         |      |        |         |
| (2004-2009) Math Project, Individual Response Paper (MAT 232/Elementary Statistics) (2E)                        | Non-verbals                                                                                                |        |      |        |         |        |      |        |         |        |      |        |         | 333     | 3.5  | 3.7    | 0.69    | 250     | 3.4  | 3.4    | 0.66    |
|                                                                                                                 | Civility                                                                                                   |        |      |        |         |        |      |        |         |        |      |        |         | 333     | 3.7  | 3.9    | 0.67    | 250     | 3.7  | 3.8    | 0.6     |
|                                                                                                                 | Respect                                                                                                    |        |      |        |         |        |      |        |         |        |      |        |         | 333     | 3.7  | 3.9    | 0.69    | 250     | 3.8  | 3.9    | 0.55    |
|                                                                                                                 | Contribution                                                                                               |        |      |        |         |        |      |        |         |        |      |        |         | 333     | 3.5  | 3.7    | 0.76    | 250     | 3.5  | 3.6    | 0.71    |
| (2004-2009) Math Project, Individual Response Paper (MAT 232/Elementary Statistics) (2E)                        | Conflict management                                                                                        |        |      |        |         |        |      |        |         |        |      |        |         | 333     | 3.8  | 3.9    | 0.63    | 250     | 3.6  | 3.7    | 0.63    |
|                                                                                                                 | Identification of underlying nature of problem or issue                                                    | 241    | 3.6  | 3.7    | 0.65    | 260    | 3.2  | 3      | 0.94    | 175    | 3.7  | 3.8    | 0.58    | 10      | 3.8  | 3.9    | 0.4     |         |      |        |         |
|                                                                                                                 | Evaluation of evidence supporting a new, student-generated idea, solution, or thesis                       | 241    | 3.2  | 3.3    | 0.82    | 260    | 3    | 3      | 0.94    | 175    | 3.6  | 3.7    | 0.63    | 10      | 3.7  | 3.8    | 0.46    |         |      |        |         |
|                                                                                                                 | Evaluation of implications of a new, student-generated idea, solution, or thesis                           | 241    | 3.2  | 3.3    | 0.86    | 260    | 3    | 3      | 0.94    | 175    | 3.6  | 3.8    | 0.7     | 10      | 3.5  | 3.5    | 0.5     |         |      |        |         |
| (2004-2009) Math Project, Individual Response Paper (MAT 201/Calculus I) (2E)                                   | Acceptance or rejection of a new, student-generated idea, solution, or thesis based on evidence            | 241    | 2.7  | 2.7    | 1.25    | 260    | 2.7  | 3      | 1.13    | 175    | 3.1  | 3.3    | 0.99    | 10      | 3    | 3.5    | 1.1     |         |      |        |         |
|                                                                                                                 | Analysis of new, student-generated idea, solution, or thesis in connection with a Christian worldview      | 241    | 3.1  | 3.3    | 0.95    | 260    | 2.9  | 3      | 0.98    | 175    | 3.3  | 3.6    | 0.91    | 10      | 3.6  | 3.7    | 0.49    |         |      |        |         |
|                                                                                                                 | Identification of underlying nature of problem or issue                                                    | 41     | 2.9  | 3      | 0.84    | 58     | 3.4  | 4      | 0.94    | 41     | 3.4  | 3.7    | 0.97    |         |      |        |         |         |      |        |         |
|                                                                                                                 | Discussion of new connections between seemingly unrelated concepts                                         | 41     | 2.9  | 3      | 0.97    | 58     | 3.2  | 3      | 0.98    | 41     | 3.1  | 3.1    | 0.94    |         |      |        |         |         |      |        |         |
| Math Project, Individual Response Paper (MAT 201/Calculus I) (2E)                                               | Discussion of applications or uses for a new, student-generated idea, solution, or thesis                  | 41     | 2.5  | 2.6    | 0.99    | 58     | 3    | 3      | 1       | 41     | 3    | 3.1    | 0.98    |         |      |        |         |         |      |        |         |
|                                                                                                                 | Evidence and representation                                                                                |        |      |        |         |        |      |        |         |        |      |        |         | 47      | 3.4  | 3.6    | 0.68    |         |      |        |         |
|                                                                                                                 | Conceptual understanding                                                                                   |        |      |        |         |        |      |        |         |        |      |        |         | 47      | 3.4  | 3.6    | 0.79    |         |      |        |         |
|                                                                                                                 | Purpose or goal                                                                                            |        |      |        |         |        |      |        |         |        |      |        |         | 53      | 3.2  | 3.4    | 0.97    |         |      |        |         |
| (2004-2009) Meat Analysis Lab Report (CHE 101/Principles of Chemistry Laboratory) (2A)                          | Hypothesis                                                                                                 |        |      |        |         |        |      |        |         |        |      |        |         | 53      | 3.1  | 3.2    | 0.97    |         |      |        |         |
|                                                                                                                 | Evidence                                                                                                   |        |      |        |         |        |      |        |         |        |      |        |         | 53      | 2.7  | 2.7    | 0.97    |         |      |        |         |
|                                                                                                                 | Conceptual understanding                                                                                   |        |      |        |         |        |      |        |         |        |      |        |         | 53      | 2.9  | 2.9    | 0.97    |         |      |        |         |
|                                                                                                                 | Assumptions                                                                                                |        |      |        |         |        |      |        |         |        |      |        |         | 53      | 3    | 3      | 0.97    |         |      |        |         |
| (2004-2009) Portraits of Jesus and the Application to Modern Society (BIB 261/New Testament Introduction) (1A)  | Inferences                                                                                                 |        |      |        |         |        |      |        |         |        |      |        |         | 53      | 2.9  | 3      | 0.97    |         |      |        |         |
|                                                                                                                 | Knowledge of New Testament content                                                                         | 91     | 2.9  | 2.9    | 0.46    | 155    | 3    | 3      | 0.3     | 113    | 3.5  | 3.5    | 0.66    | 65      | 3.6  | 3.7    | 0.94    |         |      |        |         |



| Rubric                                                                                                                                                        | 2006-7 |      |        |         |     | 2007-8 |        |         |     |      | 2008-9 |         |     |      |        | 2009-10 |    |      |        |         | 2010-11 |      |        |         |   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|------|--------|---------|-----|--------|--------|---------|-----|------|--------|---------|-----|------|--------|---------|----|------|--------|---------|---------|------|--------|---------|---|
|                                                                                                                                                               | N      | Mean | Median | St.Dev. | N   | Mean   | Median | St.Dev. | N   | Mean | Median | St.Dev. | N   | Mean | Median | St.Dev. | N  | Mean | Median | St.Dev. | N       | Mean | Median | St.Dev. | N |
| <b>Criterion</b>                                                                                                                                              |        |      |        |         |     |        |        |         |     |      |        |         |     |      |        |         |    |      |        |         |         |      |        |         |   |
| <b>Grammar</b>                                                                                                                                                |        |      |        |         |     |        |        |         |     |      |        |         |     |      |        |         |    |      |        |         |         |      |        |         |   |
| Use of library resources and information technology                                                                                                           | 335    | 3    | 3.1    | 0.89    | 391 | 3.1    | 3      | 0.97    | 265 | 3.1  | 3.2    | 0.88    | 8   | 3    | 3      | 0.71    |    |      |        |         |         |      |        |         |   |
| Definition of information needs                                                                                                                               | 335    | 3.1  | 3.1    | 0.85    | 391 | 3      | 3      | 0.98    | 265 | 3.1  | 3.2    | 0.88    | 8   | 2.9  | 2.9    | 0.6     |    |      |        |         |         |      |        |         |   |
| Identification and location of needed information                                                                                                             | 335    | 3    | 3.1    | 0.9     | 391 | 3      | 3      | 0.99    | 265 | 3.1  | 3.2    | 0.89    | 8   | 3.1  | 3.1    | 0.6     |    |      |        |         |         |      |        |         |   |
| Application and presentation of information                                                                                                                   | 335    | 3    | 3.1    | 0.94    | 391 | 2.8    | 3      | 1       | 265 | 2.8  | 2.9    | 0.92    | 8   | 3    | 3      | 0.71    |    |      |        |         |         |      |        |         |   |
| Evaluation of information                                                                                                                                     | 335    | 2.9  | 3      | 0.91    | 391 | 2.9    | 3      | 0.94    | 265 | 3    | 3.1    | 0.86    | 8   | 3.1  | 3.3    | 0.93    |    |      |        |         |         |      |        |         |   |
| Correct use of required documentation style                                                                                                                   | 335    | 2.7  | 2.7    | 1.08    | 391 | 2.7    | 3      | 1.1     | 265 | 2.7  | 2.8    | 1.04    | 8   | 3.3  | 3.2    | 0.43    |    |      |        |         |         |      |        |         |   |
| Ethical and appropriate use of information                                                                                                                    | 335    | 2.9  | 3      | 0.94    | 391 | 3      | 3      | 0.99    | 265 | 2.8  | 2.9    | 1.04    | 8   | 3.4  | 3.3    | 0.48    |    |      |        |         |         |      |        |         |   |
| Synthesis of information                                                                                                                                      | 335    | 3    | 3.1    | 0.94    | 391 | 2.8    | 3      | 0.95    | 265 | 2.9  | 2.9    | 0.93    | 8   | 2.9  | 3      | 0.78    |    |      |        |         |         |      |        |         |   |
| Use of library resources and information technology                                                                                                           | 16     | 3.3  | 3.2    | 0.56    | 11  | 3.5    | 4      | 0.78    | 13  | 3    | 3.1    | 0.96    | 22  | 3.5  | 3.6    | 0.5     |    |      |        |         |         |      |        |         |   |
| Definition of information needs                                                                                                                               | 16     | 3.1  | 3.1    | 0.7     | 11  | 3.5    | 4      | 0.78    | 13  | 2.9  | 3.1    | 1.07    | 22  | 3.3  | 3.2    | 0.47    |    |      |        |         |         |      |        |         |   |
| Identification and location of needed information                                                                                                             | 16     | 3.1  | 3.1    | 0.66    | 11  | 3.4    | 4      | 0.98    | 13  | 2.8  | 3      | 1.12    | 22  | 3.7  | 3.8    | 0.45    |    |      |        |         |         |      |        |         |   |
| Application and presentation of information                                                                                                                   | 16     | 3.6  | 3.8    | 0.79    | 11  | 3.3    | 4      | 1.05    | 13  | 3.2  | 3.7    | 1.17    | 22  | 3.4  | 3.4    | 0.58    |    |      |        |         |         |      |        |         |   |
| Evaluation of information                                                                                                                                     | 16     | 3.2  | 3.1    | 0.53    | 11  | 3.3    | 4      | 1.05    | 13  | 3.1  | 3.4    | 1.07    | 22  | 3.2  | 3.1    | 0.42    |    |      |        |         |         |      |        |         |   |
| Correct use of required documentation style                                                                                                                   | 16     | 3.6  | 3.8    | 0.78    | 11  | 3.4    | 4      | 0.98    | 13  | 2.7  | 3      | 1.32    | 22  | 3.1  | 3.1    | 0.29    |    |      |        |         |         |      |        |         |   |
| Ethical and appropriate use of information                                                                                                                    | 16     | 3.8  | 3.9    | 0.75    | 11  | 3.4    | 4      | 0.98    | 13  | 3.4  | 3.7    | 0.84    | 22  | 3.8  | 3.9    | 0.39    |    |      |        |         |         |      |        |         |   |
| Synthesis of information                                                                                                                                      | 16     | 3.4  | 3.5    | 0.78    | 11  | 3.3    | 4      | 1.05    | 13  | 3.1  | 3.4    | 1.07    | 22  | 3.2  | 3.1    | 0.39    |    |      |        |         |         |      |        |         |   |
| Ability to articulate and identify extent of information needed                                                                                               |        |      |        |         |     |        |        |         |     |      |        |         |     |      |        |         |    |      |        |         |         |      |        |         |   |
| Ability to identify the purpose and audience of potential resource types                                                                                      |        |      |        |         |     |        |        |         |     |      |        |         |     |      |        |         |    |      |        |         |         |      |        |         |   |
| Ability to identify and select a variety of appropriate information sources                                                                                   |        |      |        |         |     |        |        |         |     |      |        |         |     |      |        |         |    |      |        |         |         |      |        |         |   |
| Evaluation of information                                                                                                                                     |        |      |        |         |     |        |        |         |     |      |        |         |     |      |        |         |    |      |        |         |         |      |        |         |   |
| Ability to categorize and integrate the information                                                                                                           |        |      |        |         |     |        |        |         |     |      |        |         |     |      |        |         |    |      |        |         |         |      |        |         |   |
| Ethical and appropriate use of information                                                                                                                    |        |      |        |         |     |        |        |         |     |      |        |         |     |      |        |         |    |      |        |         |         |      |        |         |   |
| Cardiorespiratory fitness field test (2-mile run, 5-mile cycle, 800-meter swim, or 2-mile walk). (For individuals over 24 years of age, see footnotes below.) |        |      |        |         | 377 | 2.7    | 3      | 1.11    | 235 | 2.8  | 2.8    | 0.98    |     |      |        |         |    |      |        |         |         |      |        |         |   |
| Pre-Post improvement in cardiorespiratory fitness from the beginning to the end of the HPER course                                                            |        |      |        |         | 376 | 2.1    | 2      | 1.55    | 235 | 2.3  | 2.5    | 1.36    |     |      |        |         |    |      |        |         |         |      |        |         |   |
| Weekly average of aerobic points                                                                                                                              |        |      |        |         | 376 | 3.3    | 4      | 1.16    | 235 | 3.1  | 3.6    | 1.32    |     |      |        |         |    |      |        |         |         |      |        |         |   |
| Cardiorespiratory fitness field test (2-mile run, 5-mile cycle, 800-meter swim, or 2-mile walk). (For individuals over 24 years of age, see footnotes below.) |        |      |        |         |     |        |        |         |     |      |        |         | 92  | 2.7  | 2.9    | 1.13    |    |      |        |         |         |      |        |         |   |
| Pre-Post improvement in cardiorespiratory fitness from the beginning to the end of the HPER course                                                            |        |      |        |         |     |        |        |         |     |      |        |         | 92  | 2.4  | 2.7    | 1.37    |    |      |        |         |         |      |        |         |   |
| Weekly average of aerobic points                                                                                                                              |        |      |        |         |     |        |        |         |     |      |        |         | 92  | 3.4  | 3.8    | 1.14    |    |      |        |         |         |      |        |         |   |
| Identifying challenges                                                                                                                                        | 111    | 3.3  | 3.4    | 0.7     | 1   | 3      | 3      | -       | 347 | 3.6  | 3.8    | 0.73    | 48  | 3.8  | 3.9    | 0.53    |    |      |        |         |         |      |        |         |   |
| Purposefulness                                                                                                                                                | 111    | 3.4  | 3.5    | 0.69    | 1   | 3      | 3      | -       | 297 | 3.5  | 3.8    | 0.77    | 48  | 3.8  | 3.9    | 0.56    |    |      |        |         |         |      |        |         |   |
| Initiative                                                                                                                                                    | 111    | 3.4  | 3.5    | 0.67    | 1   | 4      | 4      | -       | 297 | 3.6  | 3.8    | 0.75    | 48  | 3.8  | 3.9    | 0.56    |    |      |        |         |         |      |        |         |   |
| Ability to influence and motivate others positively                                                                                                           | 111    | 3.3  | 3.4    | 0.71    | 1   | 3      | 3      | -       | 297 | 3.6  | 3.8    | 0.75    | 48  | 3.8  | 3.9    | 0.51    |    |      |        |         |         |      |        |         |   |
| Listening and responding to others                                                                                                                            | 111    | 3.4  | 3.4    | 0.77    | 1   | 2      | 2      | -       | 297 | 3.6  | 3.8    | 0.75    | 48  | 3.7  | 3.9    | 0.64    |    |      |        |         |         |      |        |         |   |
| Managing conflict                                                                                                                                             | 111    | 3.4  | 3.4    | 0.66    | 1   | 4      | 4      | -       | 297 | 3.6  | 3.8    | 0.73    | 48  | 3.8  | 3.9    | 0.56    |    |      |        |         |         |      |        |         |   |
| Knowledge of the comprehensive saving message of the gospel and healing                                                                                       |        |      |        |         |     |        |        |         |     |      |        |         | 10  | 3.8  | 3.9    | 0.4     |    |      |        |         |         |      |        |         |   |
| Preparedness to share the gospel and healing message                                                                                                          |        |      |        |         |     |        |        |         |     |      |        |         | 10  | 3.9  | 3.9    | 0.3     |    |      |        |         |         |      |        |         |   |
| Ability to utilize opportunities to share the gospel and healing message                                                                                      |        |      |        |         |     |        |        |         |     |      |        |         | 10  | 3.8  | 3.9    | 0.6     |    |      |        |         |         |      |        |         |   |
| Knowledge of the importance of prayer in preparation for sharing the gospel and healing message                                                               |        |      |        |         |     |        |        |         |     |      |        |         | 10  | 3.4  | 3.3    | 0.49    |    |      |        |         |         |      |        |         |   |
| Knowledge of the comprehensive saving message of the gospel and/or healing                                                                                    |        |      |        |         |     |        |        |         |     |      |        |         | 23  | 3.9  | 3.9    | 0.34    | 1  | 4    | 4      | 0       |         |      |        |         |   |
| Preparedness to share the gospel and/or healing message                                                                                                       |        |      |        |         |     |        |        |         |     |      |        |         | 23  | 3.7  | 3.8    | 0.44    | 1  | 4    | 4      | 0       |         |      |        |         |   |
| Ability to respond to questions concerning the gospel and/or healing                                                                                          |        |      |        |         |     |        |        |         |     |      |        |         | 23  | 3.8  | 3.9    | 0.41    | 1  | 4    | 4      | 0       |         |      |        |         |   |
| Ability to use appropriate vocabulary to share the gospel and/or healing message                                                                              |        |      |        |         |     |        |        |         |     |      |        |         | 23  | 3.7  | 3.7    | 0.48    | 1  | 4    | 4      | 0       |         |      |        |         |   |
| Ability to recognize opportunities to share the gospel and/or healing message                                                                                 |        |      |        |         |     |        |        |         |     |      |        |         | 23  | 3.8  | 3.9    | 0.38    | 1  | 4    | 4      | 0       |         |      |        |         |   |
| Reliability                                                                                                                                                   |        |      |        |         |     |        |        |         |     |      |        |         | 47  | 3.7  | 3.9    | 0.56    | 1  | 3    | 3      | 0       |         |      |        |         |   |
| Responsibility                                                                                                                                                |        |      |        |         |     |        |        |         |     |      |        |         | 47  | 3.8  | 3.9    | 0.55    | 1  | 4    | 4      | 0       |         |      |        |         |   |
| Non-verbals                                                                                                                                                   |        |      |        |         |     |        |        |         |     |      |        |         | 47  | 3.5  | 3.5    | 0.61    | 1  | 4    | 4      | 0       |         |      |        |         |   |
| Listening                                                                                                                                                     |        |      |        |         |     |        |        |         |     |      |        |         | 47  | 3.5  | 3.6    | 0.61    | 1  | 3    | 3      | 0       |         |      |        |         |   |
| Civility                                                                                                                                                      |        |      |        |         |     |        |        |         |     |      |        |         | 47  | 3.6  | 3.8    | 0.6     | 1  | 4    | 4      | 0       |         |      |        |         |   |
| Respect                                                                                                                                                       |        |      |        |         |     |        |        |         |     |      |        |         | 47  | 3.7  | 3.9    | 0.76    | 1  | 4    | 4      | 0       |         |      |        |         |   |
| Contribution                                                                                                                                                  |        |      |        |         |     |        |        |         |     |      |        |         | 47  | 3.5  | 3.5    | 0.61    | 1  | 4    | 4      | 0       |         |      |        |         |   |
| Conflict management                                                                                                                                           |        |      |        |         |     |        |        |         |     |      |        |         | 47  | 3.5  | 3.6    | 0.71    | 1  | 3    | 3      | 0       |         |      |        |         |   |
| Knowledge of artist in time and space                                                                                                                         |        |      |        |         |     |        |        |         |     |      |        |         | 282 | 4    | 4      | 0       | 42 | 3.9  | 3.9    | 0.29    |         |      |        |         |   |
| Introduction to Humanities: (2D)                                                                                                                              |        |      |        |         |     |        |        |         |     |      |        |         | 282 | 4    | 4      | 0       | 42 | 3.8  | 3.9    | 0.53    |         |      |        |         |   |
| Description of artistic influences                                                                                                                            |        |      |        |         |     |        |        |         |     |      |        |         | 282 | 4    | 4      | 0       | 42 | 3.9  | 4      | 0.37    |         |      |        |         |   |
| Technique                                                                                                                                                     |        |      |        |         |     |        |        |         |     |      |        |         | 282 | 4    | 4      | 0       | 42 | 3.9  | 4      | 0       |         |      |        |         |   |

[illegible]

| Rubric                                                                                                     | Criterion                                                                                             | 2006-7 |      |        |         |     | 2007-8 |        |         |     |      | 2008-9 |         |     |      |        | 2009-10 |     |      |        |         | 2010-11 |      |        |         |  |
|------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|--------|------|--------|---------|-----|--------|--------|---------|-----|------|--------|---------|-----|------|--------|---------|-----|------|--------|---------|---------|------|--------|---------|--|
|                                                                                                            |                                                                                                       | N      | Mean | Median | St.Dev. | N   | Mean   | Median | St.Dev. | N   | Mean | Median | St.Dev. | N   | Mean | Median | St.Dev. | N   | Mean | Median | St.Dev. | N       | Mean | Median | St.Dev. |  |
| Community Service Reflection Paper (HONR 100/Freshman Honors Seminar) (4D)                                 | Correct use of required documentation style                                                           | 477    | 3.5  | 3.6    | 0.63    | 470 | 3.5    | 3.5    | 0.71    | 304 | 3.3  | 3.5    | 0.97    | 468 | 3.6  | 3.8    | 0.84    | 258 | 3.2  | 3.5    | 1.03    |         |      |        |         |  |
|                                                                                                            | Serving others                                                                                        | 65     | 3.5  | 3.5    | 0.6     | 8   | 2.6    | 2.5    | 0.7     | 15  | 3.3  | 3.2    | 0.44    | 113 | 3.7  | 3.8    | 0.43    |     |      |        |         |         |      |        |         |  |
|                                                                                                            | Enriching the social environment                                                                      | 65     | 3.6  | 3.7    | 0.67    | 6   | 2.3    | 2      | 0.75    | 15  | 3.9  | 4      | 0.25    | 113 | 3.3  | 3.2    | 0.45    |     |      |        |         |         |      |        |         |  |
| Composition (Thematic Component or Student Experience) (FRE 102/Beginning French II) (4C)                  | Service to local community                                                                            | 65     | 3.2  | 3.2    | 0.66    | 6   | 2.5    | 2      | 0.76    | 15  | 3    | 3      | 0       | 113 | 3.1  | 3      | 0.31    |     |      |        |         |         |      |        |         |  |
|                                                                                                            | Knowledge of cultural diversity                                                                       |        |      |        |         |     |        |        |         |     |      |        |         | 32  | 3.4  | 3.5    | 0.71    | 16  | 3.5  | 3.8    | 0.79    |         |      |        |         |  |
|                                                                                                            | Analysis of cultural differences                                                                      |        |      |        |         |     |        |        |         |     |      |        |         | 32  | 3.1  | 3.1    | 0.72    | 16  | 3.3  | 3.6    | 0.85    |         |      |        |         |  |
| Composition (Thematic Component or Student Experience) (GER 102/Beginning German II) (4C)                  | Ability to speak, read, and write a foreign language                                                  |        |      |        |         |     |        |        |         |     |      |        |         | 32  | 2.7  | 2.6    | 0.67    | 16  | 2.3  | 2.5    | 0.92    |         |      |        |         |  |
|                                                                                                            | Awareness of the inherent connection between cultures and their languages                             |        |      |        |         |     |        |        |         |     |      |        |         | 32  | 2.9  | 3      | 1.14    | 16  | 3.3  | 3.5    | 0.77    |         |      |        |         |  |
|                                                                                                            | Knowledge of cultural diversity                                                                       |        |      |        |         |     |        |        |         |     |      |        |         | 7   | 3    | 3      | 0.53    |     |      |        |         |         |      |        |         |  |
| Composition (Thematic Component or Student Experience) (GER 203/Intermediate German I) (4C)                | Analysis of cultural differences                                                                      |        |      |        |         |     |        |        |         |     |      |        |         | 7   | 3.1  | 3.3    | 0.83    |     |      |        |         |         |      |        |         |  |
|                                                                                                            | Ability to speak, read, and write a foreign language                                                  |        |      |        |         |     |        |        |         |     |      |        |         | 7   | 2.7  | 2.7    | 0.7     |     |      |        |         |         |      |        |         |  |
|                                                                                                            | Awareness of the inherent connection between cultures and their languages                             |        |      |        |         |     |        |        |         |     |      |        |         | 7   | 3    | 3      | 0.76    |     |      |        |         |         |      |        |         |  |
| Composition (Cultural Component or Student Experience) (GER 203/Intermediate German I) (4C)                | Knowledge of cultural diversity                                                                       | 5      | 3.2  | 3.3    | 0.75    | 10  | 3.3    | 3      | 0.64    | 12  | 2.8  | 2.8    | 0.43    | 7   | 2.7  | 2.8    | 0.45    | 10  | 3.1  | 3.1    | 0.54    |         |      |        |         |  |
|                                                                                                            | Analysis of cultural differences                                                                      |        |      |        |         |     |        |        |         |     |      |        |         |     |      |        |         |     |      |        |         |         |      |        |         |  |
|                                                                                                            | Ability to speak, read, and write a foreign language                                                  |        |      |        |         |     |        |        |         |     |      |        |         |     |      |        |         |     |      |        |         |         |      |        |         |  |
| Composition (Thematic Component or Student Experience) (HEB 102/Beginning Hebrew II) (4C)                  | Awareness of the inherent connection between cultures and their languages                             |        |      |        |         |     |        |        |         |     |      |        |         |     |      |        |         |     |      |        |         |         |      |        |         |  |
|                                                                                                            | Knowledge of cultural diversity                                                                       | 21     | 3.9  | 3.9    | 0.3     | 12  | 4      | 4      | 0       | 12  | 3.8  | 4      | 0.55    | 20  | 3.7  | 3.7    | 0.48    | 19  | 3.7  | 3.8    | 0.57    |         |      |        |         |  |
|                                                                                                            | Analysis of cultural differences                                                                      |        |      |        |         |     |        |        |         |     |      |        |         |     |      |        |         |     |      |        |         |         |      |        |         |  |
| Composition (Thematic Component or Student Experience) (HEB 203/Intermediate Hebrew I) (4C)                | Ability to speak, read, and write a foreign language                                                  |        |      |        |         |     |        |        |         |     |      |        |         |     |      |        |         |     |      |        |         |         |      |        |         |  |
|                                                                                                            | Awareness of the inherent connection between cultures and their languages                             |        |      |        |         |     |        |        |         |     |      |        |         |     |      |        |         |     |      |        |         |         |      |        |         |  |
|                                                                                                            | Knowledge of cultural diversity                                                                       | 21     | 3.8  | 3.9    | 0.36    | 12  | 3.9    | 4      | 0.28    | 12  | 3.8  | 4      | 0.55    | 20  | 3.6  | 3.7    | 0.58    | 19  | 3.5  | 3.6    | 0.59    |         |      |        |         |  |
| Composition (Thematic Component or Student Experience) (SPA 102/Beginning Spanish II) (4C)                 | Ability to speak, read, and write a foreign language                                                  | 21     | 3.6  | 3.8    | 0.58    | 12  | 3.5    | 3.5    | 0.5     | 12  | 3.5  | 3.8    | 0.76    | 20  | 3.4  | 3.6    | 0.79    | 19  | 3.2  | 3.2    | 0.67    |         |      |        |         |  |
|                                                                                                            | Awareness of the inherent connection between cultures and their languages                             | 21     | 4    | 4      | 0       | 12  | 3.9    | 4      | 0.28    | 12  | 3.8  | 3.9    | 0.6     | 20  | 3.7  | 3.8    | 0.57    | 19  | 3.6  | 3.7    | 0.57    |         |      |        |         |  |
|                                                                                                            | Knowledge of cultural diversity                                                                       |        |      |        |         |     |        |        |         |     |      |        |         |     |      |        |         |     |      |        |         |         |      |        |         |  |
| Connecting Math to Society Project, Individual Response Paper (MAT 151/Mathematics and Society) (2E)       | Knowledge of cultural diversity                                                                       |        |      |        |         |     |        |        |         |     |      |        |         | 109 | 3.3  | 3.4    | 0.72    | 48  | 3.7  | 3.9    | 0.58    |         |      |        |         |  |
|                                                                                                            | Analysis of cultural differences                                                                      |        |      |        |         |     |        |        |         |     |      |        |         | 109 | 3.2  | 3.3    | 0.87    | 48  | 3.7  | 3.9    | 0.58    |         |      |        |         |  |
|                                                                                                            | Ability to speak, read, and write a foreign language                                                  |        |      |        |         |     |        |        |         |     |      |        |         | 109 | 3    | 3.1    | 0.75    | 48  | 3    | 3      | 0.66    |         |      |        |         |  |
| Composition (Thematic Component or Student Experience) (MAT 151/Mathematics and Society) (2E)              | Awareness of the inherent connection between cultures and their languages                             |        |      |        |         |     |        |        |         |     |      |        |         | 109 | 3.3  | 3.4    | 0.82    | 48  | 3.8  | 3.8    | 0.43    |         |      |        |         |  |
|                                                                                                            | Identification of underlying nature of problem or issue                                               | 154    | 3.3  | 3.5    | 0.88    | 164 | 3.4    | 4      | 0.94    | 190 | 3.5  | 3.6    | 0.61    | 40  | 3.4  | 3.7    | 0.8     |     |      |        |         |         |      |        |         |  |
|                                                                                                            | Discussion of new connections between seemingly unrelated concepts                                    | 154    | 3.1  | 3.1    | 0.88    | 164 | 3.1    | 3      | 0.98    | 190 | 3.2  | 3.2    | 0.74    | 40  | 3.1  | 3.1    | 0.8     |     |      |        |         |         |      |        |         |  |
| Connecting Math to Society, Individual Response Paper (MAT 151/Mathematics and Society) (2A)               | Analysis of new, student-generated idea, solution, or thesis in connection with a Christian worldview | 154    | 2.5  | 2.6    | 1.29    | 164 | 2.2    | 3      | 1.55    | 190 | 3    | 3.1    | 0.9     | 40  | 2.7  | 2.8    | 0.61    |     |      |        |         |         |      |        |         |  |
|                                                                                                            | Question at issue or problem to be solved                                                             |        |      |        |         |     |        |        |         |     |      |        |         | 149 | 3.6  | 3.8    | 0.64    | 75  | 3.7  | 3.9    | 0.58    |         |      |        |         |  |
|                                                                                                            | Conceptual understanding                                                                              |        |      |        |         |     |        |        |         |     |      |        |         |     |      |        |         |     |      |        |         |         |      |        |         |  |
| Connecting Math to Society, Individual Response Paper (MAT 114/Mathematical Analysis II) (2E)              | Inferences                                                                                            |        |      |        |         |     |        |        |         |     |      |        |         | 149 | 3.5  | 3.7    | 0.74    | 75  | 3.7  | 3.9    | 0.6     |         |      |        |         |  |
|                                                                                                            | Identification of underlying nature of problem or issue                                               |        |      |        |         |     |        |        |         |     |      |        |         | 149 | 3.2  | 3.2    | 0.71    | 75  | 3.2  | 3.2    | 0.66    |         |      |        |         |  |
|                                                                                                            | Discussion of new connections between seemingly unrelated concepts                                    |        |      |        |         |     |        |        |         |     |      |        |         | 21  | 2.9  | 3      | 1.08    |     |      |        |         |         |      |        |         |  |
| Review of Published Article: Geologists & Noah's Floods (PSC 201/Principles of Earth Science Lecture) (2C) | Discussion of applications or uses for a new, student-generated idea, solution, or thesis             |        |      |        |         |     |        |        |         |     |      |        |         | 21  | 3    | 3.2    | 1.01    |     |      |        |         |         |      |        |         |  |
|                                                                                                            | Knowledge of historical perspectives                                                                  |        |      |        |         |     |        |        |         |     |      |        |         | 21  | 2.9  | 3      | 1       |     |      |        |         |         |      |        |         |  |
|                                                                                                            | Knowledge of global perspectives                                                                      |        |      |        |         |     |        |        |         |     |      |        |         |     |      |        |         | 56  | 2.6  | 2.4    | 0.96    |         |      |        |         |  |
| Critical Analysis Essay (HONR 303/Science and the Imagination) (4A)                                        | Knowledge of multiple worldviews                                                                      |        |      |        |         |     |        |        |         |     |      |        |         |     |      |        |         | 56  | 2.9  | 3      | 0.89    |         |      |        |         |  |
|                                                                                                            | Understanding of current situations based on similar problems or historical precedence                |        |      |        |         |     |        |        |         |     |      |        |         |     |      |        |         | 56  | 3    | 3.1    | 0.92    |         |      |        |         |  |
|                                                                                                            | Rational decision-making based on global perspectives or historical responses                         |        |      |        |         |     |        |        |         |     |      |        |         |     |      |        |         | 56  | 2.7  | 2.6    | 1.04    |         |      |        |         |  |
| Critical Analysis Essay (HONR 303/Science and the Imagination) (4A)                                        | Logical organization of ideas for thesis development                                                  | 7      | 2.9  | 2.9    | 0.35    | 14  | 3.4    | 4      | 0.82    | 13  | 3.8  | 3.9    | 0.42    |     |      |        |         | 56  | 3.4  | 3.7    | 0.94    |         |      |        |         |  |
|                                                                                                            |                                                                                                       |        |      |        |         |     |        |        |         |     |      |        |         |     |      |        |         |     |      |        |         |         |      |        |         |  |
|                                                                                                            |                                                                                                       |        |      |        |         |     |        |        |         |     |      |        |         |     |      |        |         |     |      |        |         |         |      |        |         |  |

| Rubric                                                                                                     | Criterion                                                                                                  | 2006-7                           |      |        |         | 2007-8 |      |        |         | 2008-9 |      |        |         | 2009-10 |      |        |         | 2010-11 |      |        |         |
|------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|----------------------------------|------|--------|---------|--------|------|--------|---------|--------|------|--------|---------|---------|------|--------|---------|---------|------|--------|---------|
|                                                                                                            |                                                                                                            | N                                | Mean | Median | St.Dev. | N      | Mean | Median | St.Dev. | N      | Mean | Median | St.Dev. | N       | Mean | Median | St.Dev. | N       | Mean | Median | St.Dev. |
| Critical Analysis Essay (HONR 303/Science and the Imagination) (4A)                                        | Creativity of expression                                                                                   | 7                                | 3    | 3      | 0.5     | 14     | 3    | 3      | 0.6     | 13     | 3.2  | 3.1    | 0.36    |         |      |        |         |         |      |        |         |
|                                                                                                            | Correct mechanics and grammar                                                                              | 7                                | 2.6  | 2.6    | 0.49    | 14     | 2.8  | 3      | 0.67    | 13     | 3.8  | 3.9    | 0.42    |         |      |        |         |         |      |        |         |
|                                                                                                            | Engaging and appropriate style                                                                             | 7                                | 2.9  | 2.9    | 0.35    | 14     | 2.8  | 3      | 0.56    | 13     | 3.2  | 3.1    | 0.66    |         |      |        |         |         |      |        |         |
|                                                                                                            | Responsible use of content                                                                                 | 7                                | 2.9  | 2.9    | 0.35    | 14     | 3.5  | 4      | 0.82    | 13     | 3.6  | 3.8    | 0.62    |         |      |        |         |         |      |        |         |
|                                                                                                            | Analysis of text                                                                                           | 7                                | 3    | 3      | 0       | 14     | 3.5  | 4      | 0.82    | 13     | 3.6  | 3.8    | 0.62    |         |      |        |         |         |      |        |         |
|                                                                                                            | Correct use of required documentation style                                                                | 7                                | 2.4  | 2.4    | 0.49    | 14     | 2.6  | 3      | 0.61    | 13     | 3.6  | 3.7    | 0.49    |         |      |        |         |         |      |        |         |
|                                                                                                            | Logical organization of ideas for thesis development                                                       |                                  |      |        |         |        |      |        |         |        |      |        |         | 17      | 3.2  | 3.3    | 0.86    |         |      |        |         |
| Research Paper (PHY 112/Physics II Lecture) (2C)                                                           | Correct mechanics and grammar                                                                              |                                  |      |        |         |        |      |        |         |        |      |        |         | 17      | 3.1  | 3.1    | 0.8     |         |      |        |         |
|                                                                                                            | Responsible use of content                                                                                 |                                  |      |        |         |        |      |        |         |        |      |        |         | 17      | 3.2  | 3.3    | 0.86    |         |      |        |         |
|                                                                                                            | Analysis of text                                                                                           |                                  |      |        |         |        |      |        |         |        |      |        |         | 17      | 3.3  | 3.7    | 0.96    |         |      |        |         |
|                                                                                                            | Correct use of required documentation style                                                                |                                  |      |        |         |        |      |        |         |        |      |        |         | 17      | 3    | 3.1    | 0.97    |         |      |        |         |
|                                                                                                            | Knowledge of global perspectives                                                                           | 12                               | 3.9  | 4      | 0.28    | 1      | 3    | 3      | -       |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                            | Understanding of current situations within a broader human context                                         | 12                               | 3.6  | 3.6    | 0.49    | 1      | 4    | 4      | -       |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                            | Rational decision-making in light of global perspectives                                                   | 12                               | 3.3  | 3.3    | 0.62    | 1      | 3    | 3      | -       |        |      |        |         |         |      |        |         |         |      |        |         |
| Design Project Report (PHY 112/Physics II Lecture) (2C)                                                    | Analysis of rational decision-making based on global perspectives in connection with a Christian worldview | 12                               | 3.4  | 3.6    | 0.76    | 1      | 4    | 4      | -       |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                            | Knowledge of global perspectives                                                                           |                                  |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                            | Understanding of current situations within a broader human context                                         |                                  |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                            | Rational decision-making in light of global perspectives                                                   |                                  |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                            | Analysis of rational decision-making based on global perspectives in connection with a Christian worldview |                                  |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                            | Evidence                                                                                                   | 72                               | 2.8  | 2.9    | 0.94    | 103    | 2.5  | 2      | 0.98    | 24     | 2.8  | 2.9    | 1.01    |         |      |        |         | 43      | 2.9  | 3.1    | 1.08    |
|                                                                                                            | Conceptual understanding                                                                                   |                                  |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
| Joint Student-Leader Program Reflection Paper (Chaplain/Co-Curricular Activities) (4B)                     | Evidence and representation                                                                                |                                  |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                            | Conceptual understanding                                                                                   | 72                               | 2.6  | 2.6    | 0.77    | 103    | 2.4  | 2.3    | 0.84    | 24     | 2.5  | 2.4    | 0.71    |         |      |        |         | 78      | 2.7  | 2.8    | 0.7     |
|                                                                                                            | Assumptions                                                                                                | 72                               | 2.5  | 2.4    | 0.7     | 103    | 2.4  | 2      | 0.87    | 24     | 2.5  | 2.4    | 0.71    |         |      |        |         | 78      | 2.8  | 2.8    | 0.64    |
|                                                                                                            | Assumptions and reasonability checks                                                                       |                                  |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         | 20      | 2.8  | 2.8    | 0.83    |
|                                                                                                            | Inferences                                                                                                 | 72                               | 2.6  | 2.4    | 0.85    | 103    | 2.3  | 2      | 0.77    | 24     | 2.4  | 2.3    | 0.7     |         |      |        |         | 78      | 2.8  | 2.8    | 0.79    |
|                                                                                                            | Implications and consequences                                                                              |                                  |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         | 78      | 2.9  | 2.9    | 0.88    |
|                                                                                                            | Verbal communication                                                                                       |                                  |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         | 20      | 2.7  | 2.7    | 0.73    |
|                                                                                                            | Nonverbal communication                                                                                    |                                  |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         | 2       | 3.5  | 3.5    | 0.5     |
|                                                                                                            | Knowledge of group dynamics                                                                                |                                  |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         | 2       | 2.5  | 2.5    | 0.5     |
|                                                                                                            | Ability to handle situations appropriately                                                                 |                                  |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         | 2       | 3.5  | 3.5    | 0.5     |
|                                                                                                            | Commitment to others                                                                                       |                                  |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         | 2       | 3    | 3      | 0       |
|                                                                                                            | Conduct toward others                                                                                      |                                  |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         | 2       | 3    | 3      | 1       |
|                                                                                                            | Collaboration with others                                                                                  |                                  |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         | 2       | 3    | 3      | 0       |
|                                                                                                            | Appreciation and respect for others                                                                        |                                  |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         | 2       | 3    | 3      | 1       |
|                                                                                                            | Knowledge of history                                                                                       | 8                                | 3.6  | 3.8    | 0.7     | 28     | 3.5  | 4      | 0.78    | 31     | 3.5  | 3.8    | 0.91    |         |      |        |         | 2       | 3.5  | 3.5    | 0.5     |
|                                                                                                            | Environmental Ethics Paper (EVR 250/Environmental Science Lecture) (2C)                                    | Knowledge of global perspectives | 8    | 2.9    | 2.5     | 0.93   | 28   | 3      | 3       | 1.02   | 31   | 3      | 3.1     | 0.9     |      |        |         |         | 17   | 3.2    | 3.4     |
| Understanding of current situations within a broader human context                                         |                                                                                                            | 8                                | 4    | 4      | 0       | 28     | 4    | 4      | 0.19    | 31     | 4    | 4      | 0.18    |         |      |        |         | 17      | 3.6  | 3.8    | 0.77    |
| Rational decision-making in light of global perspectives                                                   |                                                                                                            | 8                                | 3.6  | 3.8    | 0.7     | 28     | 3.9  | 4      | 0.41    | 31     | 3.8  | 3.9    | 0.42    |         |      |        |         | 17      | 3.8  | 3.9    | 0.55    |
| Analysis of rational decision-making based on global perspectives in connection with a Christian worldview |                                                                                                            | 8                                | 4    | 4      | 0       | 28     | 3.9  | 4      | 0.31    | 31     | 4    | 4      | 0.18    |         |      |        |         | 17      | 3.9  | 4      | 0.24    |
| Identification of ethical dilemmas                                                                         |                                                                                                            | -                                | -    | -      | -       | 2      | 4    | 4      | 0       | 1      | 4    | 4      | 0       |         |      |        |         |         |      |        |         |
| Use of the Bible in handling ethical dilemmas                                                              |                                                                                                            | -                                | -    | -      | -       | 2      | 3.5  | 3.5    | 0.5     | 1      | 4    | 4      | 0       |         |      |        |         |         |      |        |         |
| Knowledge of religious code of ethics                                                                      |                                                                                                            | -                                | -    | -      | -       | 2      | 4    | 4      | 0       | 1      | 4    | 4      | 0       |         |      |        |         |         |      |        |         |
| Ethical Dilemma Assignment (THE 40J/Christian Ethics) (1D)                                                 | Use of religious code of ethics in handling ethical dilemmas                                               | -                                | -    | -      | -       | 2      | 4    | 4      | 0       | 1      | 4    | 4      | 0       |         |      |        |         |         |      |        |         |
|                                                                                                            | Ability to make morally correct choices                                                                    | -                                | -    | -      | -       | 2      | 4    | 4      | 0       | 1      | 4    | 4      | 0       |         |      |        |         |         |      |        |         |
|                                                                                                            | Analysis of ethical dilemma                                                                                | -                                | -    | -      | -       | 2      | 4    | 4      | 0       | 1      | 4    | 4      | 0       |         |      |        |         |         |      |        |         |
|                                                                                                            | Knowledge of religious and/or professional codes of ethics                                                 | -                                | -    | -      | -       | 2      | 4    | 4      | 0       | 1      | 4    | 4      | 0       |         |      |        |         |         |      |        |         |
|                                                                                                            | Identification of ethical dilemmas                                                                         |                                  |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         | 3       | 4    | 4      | 0       |
|                                                                                                            | Use of the Bible in handling ethical dilemmas                                                              |                                  |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         | 3       | 4    | 4      | 0       |
|                                                                                                            | Use of religious and/or professional codes of ethics in handling ethical dilemmas                          |                                  |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         | 3       | 4    | 4      | 0       |
| Ethical Dilemma Paper (ENG 20J/Introduction to Literature) (1D)                                            | Analysis of ethical dilemma                                                                                |                                  |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                            | Identification of ethical dilemmas                                                                         | 8                                | 3.3  | 3.3    | 0.66    | 12     | 3.2  | 3      | 0.8     | 14     | 3.6  | 3.7    | 0.62    |         |      |        |         | 3       | 4    | 4      | 0       |
|                                                                                                            | Knowledge of professional code of ethics                                                                   | 8                                | 3.3  | 3.3    | 0.66    | 12     | 3.1  | 3      | 0.76    | 14     | 3.2  | 3.6    | 0.94    |         |      |        |         | 1       | 4    | 4      | 0       |
|                                                                                                            | Knowledge of religious code of ethics                                                                      | 8                                | 2.6  | 2.9    | 1.11    | 12     | 2.8  | 3      | 0.8     | 14     | 3.2  | 3.6    | 0.94    |         |      |        |         | 1       | 4    | 4      | 0       |
|                                                                                                            | Use of professional code of ethics in handling ethical dilemmas                                            | 8                                | 3    | 3      | 0.5     | 12     | 2.8  | 3      | 0.8     | 14     | 3.2  | 3.6    | 0.94    |         |      |        |         | 1       | 4    | 4      | 0       |
|                                                                                                            | Use of religious code of ethics in handling ethical dilemmas                                               | 8                                | 3.1  | 3.1    | 0.6     | 12     | 2.5  | 2      | 0.87    | 14     | 3    | 3.5    | 1.2     |         |      |        |         | 1       | 4    | 4      | 0       |
|                                                                                                            | Analysis of ethical dilemma                                                                                | 8                                | 3.3  | 3.3    | 0.66    | 12     | 2.8  | 3      | 0.83    | 14     | 3.1  | 3.5    | 0.91    |         |      |        |         | 1       | 4    | 4      | 0       |
| Ethical Dilemma Paper (HUM 10J/Humanities: Introduction to Humanities) (1D)                                | Articulation of personal ethical beliefs                                                                   |                                  |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         | 407     | 4    | 4      | 0       |
|                                                                                                            | Ability to make morally correct choices                                                                    |                                  |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         | 407     | 4    | 4      | 0       |
|                                                                                                            | Identification of ethical dilemmas                                                                         |                                  |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         | 407     | 4    | 4      | 0.05    |
|                                                                                                            |                                                                                                            |                                  |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                            |                                                                                                            |                                  |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                            |                                                                                                            |                                  |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                            |                                                                                                            |                                  |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |



| Rubric                                                                                                                                                                 | 2006-7 |      |        |         | 2007-8 |      |        |         | 2008-9 |      |        |         | 2009-10 |      |        |         | 2010-11 |      |        |         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|------|--------|---------|--------|------|--------|---------|--------|------|--------|---------|---------|------|--------|---------|---------|------|--------|---------|
|                                                                                                                                                                        | N      | Mean | Median | St.Dev. | N      | Mean | Median | St.Dev. | N      | Mean | Median | St.Dev. | N       | Mean | Median | St.Dev. | N       | Mean | Median | St.Dev. |
| Criterion                                                                                                                                                              |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
| Use of the Bible in handling ethical dilemmas                                                                                                                          |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
| Analysis of ethical dilemma                                                                                                                                            |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
| Field Test (HPE course taken sophomore year--spring) (3B)                                                                                                              |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
| Cardiorespiratory fitness field test (2- mile run, 5-mile cycle, 800-meter swim, or 2-mile walk). (For individuals over 24 years of age, see footnotes below.)         |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
| Cardiorespiratory fitness field test (2- mile run, 5-mile cycle, 800-meter swim, or 2-mile walk). (For individuals over 24 years of age, see footnotes below.)         |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
| Cardiorespiratory fitness field test (2- mile run, 5-mile cycle, 800-meter swim, or 2-mile walk). (For individuals over 24 years of age, see footnotes below.)         |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
| Cardiorespiratory fitness field test (2- mile run, 5-mile cycle, 800-meter swim, or 2-mile walk). (For individuals over 24 years of age, see footnotes below.)         |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
| Pre-Post improvement in cardiorespiratory fitness from the beginning to the end of the HPER course                                                                     |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
| Weekly average of aerobic points                                                                                                                                       |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
| Cardiorespiratory fitness field test (2-mile run, 5-mile cycle, or 800-meter swim, or 2-mile walk). (For individuals older than 24 years of age, see footnotes below.) | 646    | 2.5  | 2.4    | 1.2     | 473    | 2.4  | 2      | 1.13    | 474    | 2.6  | 2.7    | 1.09    | 636     | 2.5  | 2.5    | 1.09    | 67      | 2    | 1.8    | 1.1     |
| Weekly average of aerobic points                                                                                                                                       |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
| Knowledge of cultural and historical diversity                                                                                                                         | 646    | 3.4  | 3.7    | 0.99    | 473    | 3.4  | 4      | 0.96    | 474    | 3.4  | 3.8    | 0.99    | 636     | 3.4  | 3.8    | 0.95    | 67      | 3.1  | 3.6    | 1.15    |
| Knowledge of global perspectives                                                                                                                                       |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
| Ability to speak, read, and/or write a foreign language                                                                                                                |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
| Research and originality                                                                                                                                               |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
| Knowledge of the comprehensive saving message of the gospel and healing                                                                                                | 597    | 3.1  | 3.1    | 0.69    | 450    | 3.2  | 3      | 0.76    | 360    | 3    | 3      | 0.88    | 503     | 3.2  | 3.2    | 0.67    | 3       | 3    | 3      | 0       |
| Preparedness to share the gospel and healing message                                                                                                                   | 597    | 3    | 3.1    | 0.8     | 450    | 2.9  | 3      | 0.79    | 360    | 2.7  | 2.7    | 0.92    | 503     | 3.1  | 3.1    | 0.72    | 414     | 3.8  | 3.9    | 0.52    |
| Ability to respond to questions concerning the gospel and healing                                                                                                      | 597    | 3.1  | 3.2    | 0.81    | 450    | 2.9  | 3      | 0.8     | 360    | 2.7  | 2.7    | 0.8     | 503     | 3.3  | 3.4    | 0.76    | 414     | 3.7  | 3.8    | 0.58    |
| Ability to use appropriate vocabulary to share the gospel and healing message                                                                                          | 597    | 2.6  | 2.6    | 0.79    | 450    | 2.7  | 3      | 0.65    | 360    | 2.2  | 2.3    | 1.13    | 503     | 3.1  | 3.1    | 0.75    | 414     | 3.5  | 3.7    | 0.72    |
| Ability to utilize opportunities to share the gospel and healing message                                                                                               | 597    | 3.2  | 3.3    | 0.78    | 450    | 3.1  | 3      | 0.81    | 360    | 2.9  | 2.9    | 0.87    | 503     | 3.2  | 3.3    | 0.74    | 414     | 3.7  | 3.8    | 0.6     |
| Knowledge of the importance of prayer in preparation for sharing the gospel and healing message                                                                        | 597    | 3.2  | 3.6    | 0.99    | 450    | 3    | 3      | 0.94    | 360    | 2.5  | 2.8    | 1.43    | 503     | 2.8  | 2.9    | 1.08    | 414     | 3.6  | 3.8    | 0.65    |
| Knowledge of historical perspectives                                                                                                                                   |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
| Knowledge of global perspectives                                                                                                                                       |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
| Knowledge of multiple worldviews                                                                                                                                       |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
| Understanding of current situations based on similar problems or historical precedence                                                                                 |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
| Understanding of and response to diversity of experience                                                                                                               |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
| Rational decision-making based on global perspectives or historical responses                                                                                          |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
| Awareness of the Holy Spirit in the decision-making process                                                                                                            | 3      | 3    | 3.8    | 1.41    | 0      | 0    | -      | -       | 1      | 4    | 4      | 0       | 77      | 3.6  | 3.9    | 0.93    | 3       | 4    | 4      | 0       |
| Knowledge and demonstration of the fruit of the Spirit                                                                                                                 | 3      | 2    | 2.8    | 1.41    | 0      | 0    | -      | -       | 1      | 4    | 4      | 0       | 77      | 3.5  | 3.8    | 0.9     | 3       | 3.7  | 3.8    | 0.47    |
| Knowledge and demonstration of the gifts and attributes of the Spirit                                                                                                  | 3      | 2    | 2.8    | 1.41    | 0      | 0    | -      | -       | 1      | 3    | 3      | 0       | 77      | 3.5  | 3.7    | 0.86    | 3       | 3.7  | 3.8    | 0.47    |
| Evaluation of personal response to the Holy Spirit's direction in light of Scripture                                                                                   | 3      | 2.3  | 3      | 1.7     | 0      | 0    | -      | -       | 1      | 3    | 3      | 0       | 77      | 3.5  | 3.8    | 0.98    | 3       | 3.7  | 3.8    | 0.47    |
| Identification of ethical dilemmas                                                                                                                                     | 966    | 3.3  | 3.6    | 1.03    | 872    | 3    | 3      | 1       | 500    | 3    | 3.1    | 0.96    |         |      |        |         |         |      |        |         |
| Use of the Bible in handling ethical dilemmas                                                                                                                          | 966    | 2.5  | 2.8    | 1.43    | 872    | 2.5  | 3      | 1.35    | 500    | 2.7  | 2.9    | 1.28    |         |      |        |         |         |      |        |         |
| Knowledge of university Honor Code                                                                                                                                     | 966    | 3.4  | 3.5    | 0.69    | 871    | 3.3  | 3      | 0.67    | 500    | 3.1  | 3.1    | 0.69    |         |      |        |         |         |      |        |         |
| Use of university Honor Code in handling ethical dilemmas                                                                                                              | 966    | 3    | 3.2    | 1.06    | 871    | 2.8  | 3      | 1.22    | 500    | 2.9  | 3      | 1.03    |         |      |        |         |         |      |        |         |
| Ability to make morally correct choices                                                                                                                                | 966    | 3.6  | 3.8    | 0.65    | 871    | 3.4  | 3      | 0.66    | 500    | 3.1  | 3.2    | 0.82    |         |      |        |         |         |      |        |         |
| Use of personal ethical/moral code                                                                                                                                     | 966    | 3.7  | 3.8    | 0.6     | 871    | 3.4  | 3      | 0.66    | 500    | 3.1  | 3.2    | 0.86    |         |      |        |         |         |      |        |         |
| Analysis of ethical dilemma                                                                                                                                            | 966    | 3.2  | 3.5    | 1.1     | 871    | 2.9  | 3      | 0.94    | 500    | 3    | 3.1    | 0.97    |         |      |        |         |         |      |        |         |
| Identification of ethical dilemmas                                                                                                                                     | 1      | 4    | 4      | 0       | 0      | 0    | -      | -       | 2      | 3.5  | 3.5    | 0.5     | 1       | 4    | 4      | 0       |         |      |        |         |
| Use of the Bible in handling ethical dilemmas                                                                                                                          | 1      | 4    | 4      | 0       | 0      | 0    | -      | -       | 2      | 1    | 1      | 1       | 1       | 4    | 4      | 0       |         |      |        |         |
| Knowledge of university Honor Code                                                                                                                                     | 1      | 4    | 4      | 0       | 0      | 0    | -      | -       | 2      | 3    | 3      | 0       | 1       | 4    | 4      | 0       |         |      |        |         |
| Use of university Honor Code in handling ethical dilemmas                                                                                                              | 1      | 4    | 4      | 0       | 0      | 0    | -      | -       | 2      | 3    | 3      | 0       | 1       | 4    | 4      | 0       |         |      |        |         |
| Ability to make morally correct choices                                                                                                                                | 1      | 4    | 4      | 0       | 0      | 0    | -      | -       | 2      | 3.5  | 3.5    | 0.5     | 1       | 4    | 4      | 0       |         |      |        |         |
| Use of personal ethical/moral code                                                                                                                                     | 1      | 4    | 4      | 0       | 0      | 0    | -      | -       | 2      | 3.5  | 3.5    | 0.5     | 1       | 4    | 4      | 0       |         |      |        |         |
| Analysis of ethical dilemma                                                                                                                                            | 1      | 4    | 4      | 0       | 0      | 0    | -      | -       | 2      | 3.5  | 3.5    | 0.5     | 1       | 4    | 4      | 0       |         |      |        |         |
| Participation Record                                                                                                                                                   |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
| Purpose or goal                                                                                                                                                        | 28     | 2.9  | 2.9    | 0.72    | 33     | 2.9  | 3      | 0.77    | 53     | 3    | 3      | 0.41    | 35      | 3.3  | 3.3    | 0.84    | 12      | 2.3  | 2.5    | 0.75    |
| Evidence                                                                                                                                                               | 28     | 2.5  | 2.4    | 0.73    | 33     | 2.6  | 3      | 0.69    | 53     | 2.9  | 3      | 0.33    | 35      | 2.9  | 2.9    | 0.84    | 12      | 2.3  | 2.2    | 0.83    |
| Conceptual understanding                                                                                                                                               | 28     | 2.5  | 2.4    | 0.63    | 33     | 2.5  | 2.3    | 0.7     | 53     | 2.9  | 3      | 0.33    | 35      | 2.9  | 3      | 0.81    | 12      | 2.3  | 2.3    | 0.72    |
| Inferences                                                                                                                                                             | 28     | 2.7  | 2.6    | 0.75    | 33     | 2.4  | 2.5    | 0.82    | 53     | 2.9  | 3      | 0.58    | 35      | 2.8  | 2.8    | 0.87    | 12      | 2.5  | 2.3    | 0.76    |

| Rubric                                                                                                      | 2006-7 |      |        |         | 2007-8 |      |        |         | 2008-9 |      |        |         | 2009-10 |      |        |         | 2010-11 |      |        |         |
|-------------------------------------------------------------------------------------------------------------|--------|------|--------|---------|--------|------|--------|---------|--------|------|--------|---------|---------|------|--------|---------|---------|------|--------|---------|
|                                                                                                             | N      | Mean | Median | St.Dev. | N      | Mean | Median | St.Dev. | N      | Mean | Median | St.Dev. | N       | Mean | Median | St.Dev. | N       | Mean | Median | St.Dev. |
| <b>LIBBI Workshop: Level 1--Library Proficiency (COMP 102/Reading and Writing in the Liberal Arts) (2B)</b> |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
| Evaluation of information:                                                                                  |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
| Ethical and appropriate use of information                                                                  |        |      |        |         |        |      |        |         |        |      |        |         | 435     | 2.6  | 3.2    | 1.61    | 288     | 2.3  | 3.3    | 1.84    |
| Access the needed information using appropriate methods                                                     |        |      |        |         |        |      |        |         |        |      |        |         | 435     | 2.7  | 3.5    | 1.65    | 288     | 2.5  | 3.6    | 1.88    |
|                                                                                                             |        |      |        |         |        |      |        |         |        |      |        |         | 16      | 3.2  | 3.7    | 1.33    |         |      |        |         |
| <b>LIBBI Workshop: Level 1--Library Proficiency (HONR 301/Artistic Expression) (2B)</b>                     |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
| Evaluation of information:                                                                                  |        |      |        |         |        |      |        |         |        |      |        |         | 16      | 3.5  | 3.9    | 1.32    |         |      |        |         |
| Ethical and appropriate use of information                                                                  |        |      |        |         |        |      |        |         |        |      |        |         | 16      | 3.4  | 3.8    | 1.32    |         |      |        |         |
| Access the needed information using appropriate methods                                                     |        |      |        |         |        |      |        |         |        |      |        |         | 32      | 3.3  | 3.3    | 0.72    | 68      | 2.5  | 2.9    | 1.59    |
|                                                                                                             |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
| <b>LIBBI Workshop: Level 2 (HONR 303/Science and the Imagination) (2B)</b>                                  |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
| Evaluation of information                                                                                   |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
| Ethical and appropriate use of information                                                                  |        |      |        |         |        |      |        |         |        |      |        |         | 32      | 3.6  | 3.7    | 0.61    | 68      | 2.8  | 3.7    | 1.63    |
| Critically utilize quality, discipline- appropriate resources from the global information environment       |        |      |        |         |        |      |        |         |        |      |        |         | 32      | 3.5  | 3.7    | 0.83    | 68      | 2.6  | 3.5    | 1.63    |
| Access the needed information using appropriate methods                                                     |        |      |        |         |        |      |        |         |        |      |        |         | 32      | 2.9  | 3      | 0.88    | 68      | 2.3  | 2.5    | 1.56    |
|                                                                                                             |        |      |        |         |        |      |        |         |        |      |        |         | 11      | 3.9  | 4      | 0.29    |         |      |        |         |
| <b>LIBBI Workshop: Level 2 (HONR 303/Science and the Imagination) (2B)</b>                                  |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
| Evaluation of information                                                                                   |        |      |        |         |        |      |        |         |        |      |        |         | 11      | 3.9  | 4      | 0.29    |         |      |        |         |
| Ethical and appropriate use of information                                                                  |        |      |        |         |        |      |        |         |        |      |        |         | 11      | 3.8  | 3.9    | 0.39    |         |      |        |         |
| Critically utilize quality, discipline- appropriate resources from the global information environment       |        |      |        |         |        |      |        |         |        |      |        |         | 11      | 3.7  | 3.8    | 0.45    |         |      |        |         |
| Knowledge of Leadership Concepts                                                                            |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
| <b>Leadership Quiz (GEN 099/Whole Person Assessment: Journey to a Transformed Life) (4E)</b>                |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
| Leadership Project (HONR 201/Principles of Leadership) (4E)                                                 | 16     | 3.8  | 3.9    | 0.39    | 0      | 0    | -      | -       | 0      | 0    | -      | -       | 880     | 3    | 3.2    | 1.03    | 770     | 3.1  | 3.2    | 0.91    |
| Identifying challenges                                                                                      |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
| Purposefulness                                                                                              | 16     | 3.6  | 3.6    | 0.5     | 0      | 0    | -      | -       | 0      | 0    | -      | -       |         |      |        |         |         |      |        |         |
| Initiative                                                                                                  | 16     | 3.4  | 3.3    | 0.48    | 0      | 0    | -      | -       | 0      | 0    | -      | -       |         |      |        |         |         |      |        |         |
| Ability to effect change within various group settings                                                      | 16     | 3.6  | 3.7    | 0.48    | 0      | 0    | -      | -       | 0      | 0    | -      | -       |         |      |        |         |         |      |        |         |
| Ability to influence and motivate others positively                                                         | 16     | 3.4  | 3.4    | 0.5     | 0      | 0    | -      | -       | 0      | 0    | -      | -       |         |      |        |         |         |      |        |         |
| Listening and responding to others                                                                          | 16     | 3.4  | 3.4    | 0.5     | 0      | 0    | -      | -       | 0      | 0    | -      | -       |         |      |        |         |         |      |        |         |
| Managing conflict                                                                                           | 16     | 3.1  | 3      | 0.43    | 0      | 0    | -      | -       | 0      | 0    | -      | -       |         |      |        |         |         |      |        |         |
| Self-management                                                                                             | 16     | 3.7  | 3.8    | 0.46    | 0      | 0    | -      | -       | 0      | 0    | -      | -       |         |      |        |         |         |      |        |         |
| Initiative                                                                                                  |        |      |        |         |        |      |        |         |        |      |        |         | 23      | 3.7  | 3.7    | 0.48    |         |      |        |         |
| Purposefulness                                                                                              |        |      |        |         |        |      |        |         |        |      |        |         | 23      | 3.6  | 3.6    | 0.5     |         |      |        |         |
| Ability to influence and motivate others positively                                                         |        |      |        |         |        |      |        |         |        |      |        |         | 23      | 3.3  | 3.3    | 0.55    |         |      |        |         |
| Listening and responding to others                                                                          |        |      |        |         |        |      |        |         |        |      |        |         | 23      | 3.5  | 3.5    | 0.5     |         |      |        |         |
| Identifying challenges                                                                                      |        |      |        |         |        |      |        |         |        |      |        |         | 23      | 3.7  | 3.8    | 0.46    |         |      |        |         |
| Ability to effect change                                                                                    |        |      |        |         |        |      |        |         |        |      |        |         | 23      | 3.6  | 3.7    | 0.49    |         |      |        |         |
| Managing conflict                                                                                           |        |      |        |         |        |      |        |         |        |      |        |         | 23      | 3.4  | 3.4    | 0.5     |         |      |        |         |
| Leadership/service                                                                                          |        |      |        |         |        |      |        |         |        |      |        |         | 2       | 4    | 4      | 0       |         |      |        |         |
| <b>Leadership Project (HONR 201/Principles of Leadership) (4E)</b>                                          |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
| Lifestyle assessment survey                                                                                 | 783    | 2.5  | 2.5    | 0.72    | 821    | 2.6  | 3      | 0.73    | 563    | 2.6  | 2.7    | 0.71    | 765     | 2.6  | 2.6    | 0.69    | 646     | 2.7  | 2.7    | 0.78    |
| Body mass index (BMI)                                                                                       | 783    | 3    | 3.4    | 1.12    | 821    | 3    | 3      | 1.17    | 563    | 3.1  | 3.4    | 1.1     | 765     | 3.1  | 3.5    | 1.13    | 646     | 3.1  | 3.5    | 1.15    |
| Lifestyle assessment survey                                                                                 | 666    | 2.7  | 2.8    | 0.71    | 676    | 2.8  | 3      | 0.66    | 523    | 2.8  | 2.9    | 0.7     | 700     | 2.7  | 2.8    | 0.72    | 71      | 2.6  | 2.8    | 0.9     |
| Differential growth for lifestyle assessment survey                                                         | 666    | 2.6  | 2.7    | 0.95    | 676    | 2.6  | 3      | 0.81    | 523    | 2.4  | 2.7    | 1.17    | 700     | 2.7  | 2.9    | 0.87    | 71      | 2.5  | 2.7    | 0.98    |
| Body mass index (BMI)                                                                                       | 666    | 3    | 3.3    | 1.19    | 676    | 3    | 3      | 1.11    | 523    | 3    | 3.3    | 1.12    | 700     | 3.1  | 3.5    | 1.1     | 71      | 2.5  | 2.8    | 1.23    |
| Knowledge of cultural diversity                                                                             |        |      |        |         |        |      |        |         |        |      |        |         | 4       | 2.8  | 3.5    | 1.64    |         |      |        |         |
| Analysis of cultural differences                                                                            |        |      |        |         |        |      |        |         |        |      |        |         | 4       | 3.3  | 3.8    | 1.3     |         |      |        |         |
| Understanding the implications of cultural diversity                                                        |        |      |        |         |        |      |        |         |        |      |        |         | 4       | 3.5  | 3.8    | 0.87    |         |      |        |         |
| Respect for the beliefs of different ethnic, religious, or social groups                                    |        |      |        |         |        |      |        |         |        |      |        |         | 4       | 3.8  | 3.8    | 0.43    |         |      |        |         |
| Ability to learn from diverse groups about their worldviews and cultures                                    |        |      |        |         |        |      |        |         |        |      |        |         | 4       | 3.5  | 3.8    | 0.87    |         |      |        |         |
| <b>Math Project, Individual Response Paper (MAT 201/Calculus 1) (2A)</b>                                    |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         | 32      | 3.3  | 3.4    | 0.64    |
| Conceptual understanding                                                                                    |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
| Christian worldview                                                                                         |        |      |        |         |        |      |        |         |        |      |        |         | 187     | 3.8  | 3.9    | 0.42    | 32      | 3.3  | 3.3    | 0.59    |
| Evidence and representation                                                                                 |        |      |        |         |        |      |        |         |        |      |        |         | 187     | 3.5  | 3.7    | 0.72    | 104     | 3.3  | 3.5    | 0.9     |
| Conceptual understanding                                                                                    |        |      |        |         |        |      |        |         |        |      |        |         | 187     | 3.7  | 3.9    | 0.6     | 104     | 3.5  | 3.7    | 0.83    |
| Assumptions and reasonability checks                                                                        |        |      |        |         |        |      |        |         |        |      |        |         | 187     | 3.6  | 3.8    | 0.72    | 104     | 3.5  | 3.8    | 0.87    |
| Hypothesis and strategy identification                                                                      |        |      |        |         |        |      |        |         |        |      |        |         | 187     | 3.7  | 3.9    | 0.65    | 104     | 3.6  | 3.8    | 0.81    |
| Inferences                                                                                                  |        |      |        |         |        |      |        |         |        |      |        |         | 187     | 3.5  | 3.7    | 0.77    | 104     | 3.4  | 3.7    | 0.92    |
| Purpose or goal                                                                                             | 84     | 2.9  | 3      | 0.61    | 112    | 3.1  | 3      | 0.72    | 95     | 2.9  | 3.1    | 1.11    |         |      |        |         |         |      |        |         |
| Hypothesis                                                                                                  | 84     | 2.7  | 2.8    | 0.62    | 112    | 2.7  | 3      | 0.93    | 95     | 2.8  | 2.9    | 1.16    |         |      |        |         |         |      |        |         |
| Evidence                                                                                                    | 84     | 2.7  | 2.7    | 0.61    | 112    | 2.5  | 2      | 0.75    | 95     | 2.7  | 2.8    | 1.12    |         |      |        |         |         |      |        |         |
| Conceptual understanding                                                                                    | 84     | 2.8  | 2.8    | 0.61    | 112    | 2.5  | 2      | 0.73    | 95     | 2.7  | 2.7    | 1.23    |         |      |        |         |         |      |        |         |
| Assumptions                                                                                                 | 84     | 2.5  | 2.6    | 0.57    | 112    | 2.4  | 2      | 0.73    | 95     | 2.6  | 2.7    | 1.09    |         |      |        |         |         |      |        |         |
| Inferences                                                                                                  | 84     | 2.7  | 2.6    | 0.84    | 112    | 2.7  | 3      | 0.96    | 95     | 2.4  | 2.5    | 1.26    |         |      |        |         |         |      |        |         |
| Awareness of the Holy Spirit in the decision-making process                                                 |        |      |        |         |        |      |        |         |        |      |        |         | 4       | 3.6  | 3.5    | 0.41    |         |      |        |         |
| <b>Ministry Experience Reflection Paper (Missions/Co-Curricular Activities) (1B)</b>                        |        |      |        |         |        |      |        |         |        |      |        |         | 4       | 3.9  | 3.8    | 0.22    |         |      |        |         |
| Knowledge and development of the fruit of the Spirit                                                        |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |

| Rubric                                                                                          | 2006-7 |      |        |         | 2007-8 |      |        |         | 2008-9 |      |        |         | 2009-10 |      |        |         | 2010-11 |      |        |         |
|-------------------------------------------------------------------------------------------------|--------|------|--------|---------|--------|------|--------|---------|--------|------|--------|---------|---------|------|--------|---------|---------|------|--------|---------|
|                                                                                                 | N      | Mean | Median | St.Dev. | N      | Mean | Median | St.Dev. | N      | Mean | Median | St.Dev. | N       | Mean | Median | St.Dev. | N       | Mean | Median | St.Dev. |
| Criterion                                                                                       |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
| Knowledge and demonstration of the gifts and attributes of the Spirit                           |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
| Evaluation of personal response to the Holy Spirit's direction in light of Scripture            |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
| Knowledge of cultural diversity                                                                 |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
| Analysis of cultural differences                                                                |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
| Understanding the implications of cultural diversity                                            |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
| Respect for the beliefs of different ethnic, religious, or social groups                        |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
| Ability to learn from diverse groups about their worldviews and cultures                        |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
| Sensitivity to the social forms of different cultures                                           |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
| Knowledge of cultural diversity                                                                 | 1      | 4    | 4      | 0       | 0      | 0    | 0      | -       | 0      | 0    | -      | -       | 4       | 2    | 3.5    | 2       |         |      |        |         |
| Analysis of cultural differences                                                                | 1      | 4    | 4      | 0       | 0      | 0    | 0      | -       | 0      | 0    | -      | -       |         |      |        |         |         |      |        |         |
| Understanding the implications of the cultural diversity                                        | 1      | 3    | 3      | 0       | 0      | 0    | 0      | -       | 0      | 0    | -      | -       |         |      |        |         |         |      |        |         |
| Respect for the beliefs of different ethnic, religious, or social groups                        | 1      | 4    | 4      | 0       | 0      | 0    | 0      | -       | 0      | 0    | -      | -       |         |      |        |         |         |      |        |         |
| Ability to learn from diverse groups about their worldviews and cultures                        | 1      | 4    | 4      | 0       | 0      | 0    | 0      | -       | 0      | 0    | -      | -       |         |      |        |         |         |      |        |         |
| Sensitivity to the social forms of different cultures                                           | 1      | 4    | 4      | 0       | 0      | 0    | 0      | -       | 0      | 0    | -      | -       |         |      |        |         |         |      |        |         |
| Awareness of the inherent connection between cultures and their languages                       | 1      | 4    | 4      | 0       | 0      | 0    | 0      | -       | 0      | 0    | -      | -       |         |      |        |         |         |      |        |         |
| Knowledge of plagiarism                                                                         |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
| Plagiarism Quiz (GEN 099/Whole Person Assessment: Journey to a Transformed Life) (2B)           |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
| OLD PSC 101 RUBRIC (2C) (DO NOT USE)                                                            |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
| Understanding of current situations based on historical                                         | 11     | 3.9  | 4      | 0.29    | 0      | 0    | 0      | -       | 0      | 0    | -      | -       |         |      |        |         |         |      |        |         |
| Knowledge of global perspectives                                                                | 11     | 3.9  | 4      | 0.29    | 0      | 0    | 0      | -       | 0      | 0    | -      | -       |         |      |        |         |         |      |        |         |
| Analysis of differences in global perspectives                                                  | 11     | 3.9  | 4      | 0.29    | 0      | 0    | 0      | -       | 0      | 0    | -      | -       |         |      |        |         |         |      |        |         |
| Rational decision-making in light of global perspectives                                        | 11     | 3.9  | 4      | 0.29    | 0      | 0    | 0      | -       | 0      | 0    | -      | -       |         |      |        |         |         |      |        |         |
| Background                                                                                      |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
| Characterization                                                                                |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
| Sequencing                                                                                      |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
| Inference                                                                                       |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
| Language Skills                                                                                 |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
| Content                                                                                         |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
| Content Mastery (Higher of Pre-Test or Post-Test)                                               | 80     | 2.4  | 2.7    | 0.93    | 0      | 0    | 0      | -       | 41     | 2.8  | 2.9    | 0.71    | 4       | 3.8  | 3.8    | 0.43    | 1       | 4    | 4      | 0       |
| PrePost-Test Differential Score (BIB 222/Old Testament Introduction) (1A)                       |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
| Relative Differential ((Post-Test)-(Pre-Test))/(100-[Pre-Test])                                 | 80     | 3.2  | 3.4    | 1.02    | 0      | 0    | 0      | -       | 41     | 2.6  | 2.7    | 0.58    |         |      |        |         |         |      |        |         |
| PrePost-Test Differential Score (BIB 261/New Testament Introduction) (1A)                       |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
| Relative Differential ((Post-Test)-(Pre-Test))/(100-[Pre-Test])                                 | 90     | 1.8  | 1.9    | 1.1     | 3      | 2.3  | 2.3    | 0.47    |        |      |        |         |         |      |        |         |         |      |        |         |
| Knowledge of Entire Old Testament Content (Higher of Pre-Test or Post-Test)                     | 396    | 2.1  | 2.2    | 1.16    | 4      | 2    | 2      | 0       |        |      |        |         |         |      |        |         |         |      |        |         |
| Relative Differential ((Post-Test)-(Pre-Test))/(100-[Pre-Test])                                 | 396    | 3.7  | 3.9    | 0.9     | 4      | 3    | 3      | 0       |        |      |        |         |         |      |        |         |         |      |        |         |
| Content Mastery (Higher of Pre-Test or Post-Test)                                               | 359    | 1.3  | 1.1    | 1.1     | 1      | 3    | 3      | -       |        |      |        |         |         |      |        |         |         |      |        |         |
| Relative Differential ((Post-Test)-(Pre-Test))/(100-[Pre-Test])                                 | 359    | 2.7  | 3.2    | 1.38    | 1      | 3    | 3      | -       |        |      |        |         |         |      |        |         |         |      |        |         |
| Knowledge of the comprehensive saving message of the gospel and healing                         | 407    | 2.9  | 3      | 0.6     | 335    | 3    | 3      | 0.75    | 360    | 3.1  | 3.1    | 0.63    | 261     | 3.5  | 3.6    | 0.66    |         |      |        |         |
| Preparedness to share the gospel and healing message                                            | 407    | 2.8  | 2.9    | 0.6     | 335    | 2.8  | 3      | 0.73    | 360    | 2.9  | 3      | 0.65    | 261     | 3.3  | 3.5    | 0.78    |         |      |        |         |
| Ability to respond to questions concerning the gospel and healing                               | 407    | 2.8  | 2.8    | 0.6     | 335    | 2.7  | 3      | 0.77    | 360    | 2.9  | 2.9    | 0.75    | 261     | 3.2  | 3.4    | 0.85    |         |      |        |         |
| Ability to use appropriate vocabulary to share the gospel and healing message                   | 407    | 2.8  | 2.9    | 0.61    | 335    | 2.9  | 3      | 0.77    | 360    | 2.9  | 2.9    | 0.74    | 261     | 3.1  | 3.1    | 0.74    |         |      |        |         |
| Ability to utilize opportunities to share the gospel and healing message                        | 407    | 2.8  | 2.8    | 0.58    | 335    | 3    | 3      | 0.84    | 360    | 2.9  | 2.9    | 0.66    | 261     | 3.2  | 3.3    | 0.86    |         |      |        |         |
| Knowledge of the importance of prayer in preparation for sharing the gospel and healing message | 407    | 2.8  | 2.8    | 0.58    | 335    | 2.9  | 3      | 0.82    | 360    | 2.9  | 2.9    | 0.68    |         |      |        |         |         |      |        |         |
| Purpose or goal                                                                                 | 77     | 3.2  | 3.5    | 0.99    | 123    | 3.4  | 4      | 0.94    | 134    | 3.2  | 3.6    | 0.99    | 123     | 3.4  | 3.6    | 0.88    | 50      | 2.4  | 2.2    | 1.37    |
| Relative Humidity Lab Report (PSC 2011/Principles of Earth Science Laboratory) (2A)             |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
| Evidence                                                                                        | 77     | 3.4  | 3.6    | 0.77    | 123    | 3.5  | 4      | 0.65    | 134    | 3.6  | 3.8    | 0.74    | 123     | 3.6  | 3.8    | 0.63    | 50      | 3    | 3.8    | 1.54    |
| Conceptual understanding                                                                        | 77     | 3.5  | 3.7    | 0.68    | 123    | 3.7  | 4      | 0.56    | 134    | 3.6  | 3.8    | 0.64    | 123     | 3.7  | 3.8    | 0.73    | 50      | 3.1  | 3.7    | 1.28    |
| Implications and consequences                                                                   | 77     | 3.6  | 3.8    | 0.69    | 123    | 3.8  | 4      | 0.53    | 134    | 3.9  | 3.9    | 0.38    | 123     | 3.8  | 3.9    | 0.67    | 50      | 2.5  | 3.5    | 1.63    |
| Ability to articulate and identify extent of information needed                                 |        |      |        |         |        |      |        |         |        |      |        |         | 352     | 3.2  | 3.2    | 0.76    | 192     | 3.2  | 3.4    | 0.85    |
| Ability to identify the purpose and audience of potential resource types                        |        |      |        |         |        |      |        |         |        |      |        |         | 352     | 3.2  | 3.2    | 0.7     | 192     | 3.3  | 3.5    | 0.79    |
| Ability to identify and select a variety of appropriate information sources                     |        |      |        |         |        |      |        |         |        |      |        |         | 352     | 3.2  | 3.2    | 0.81    | 192     | 3.2  | 3.4    | 0.93    |
| Evaluation of information                                                                       |        |      |        |         |        |      |        |         |        |      |        |         | 352     | 3.2  | 3.2    | 0.79    | 192     | 3.2  | 3.3    | 0.81    |
| Ability to categorize and integrate the information                                             |        |      |        |         |        |      |        |         |        |      |        |         | 352     | 3.1  | 3.1    | 0.83    | 192     | 3.1  | 3.2    | 0.85    |
| Ethical and appropriate use of information                                                      |        |      |        |         |        |      |        |         |        |      |        |         | 352     | 3    | 3.1    | 0.88    | 192     | 3.2  | 3.3    | 0.89    |

| Rubric                                                                                    | Criterion                                                                                                  | 2006-7         |      |         | 2007-8 |      |        | 2008-9 |      |         | 2009-10 |      |        | 2010-11 |      |         |      |
|-------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|----------------|------|---------|--------|------|--------|--------|------|---------|---------|------|--------|---------|------|---------|------|
|                                                                                           |                                                                                                            | N              | Mean | St.Dev. | N      | Mean | Median | N      | Mean | St.Dev. | N       | Mean | Median | N       | Mean | St.Dev. |      |
| Reflection Paper (Club Officer/Member/Co-Curricular Activities) (4E)                      | Self-management                                                                                            |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
|                                                                                           | Initiative                                                                                                 |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
|                                                                                           | Purposefulness                                                                                             |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
|                                                                                           | Ability to influence and motivate others positively                                                        |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
|                                                                                           | Listening and responding to others                                                                         |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
|                                                                                           | Identifying challenges                                                                                     |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
|                                                                                           | Ability to effect change                                                                                   |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
|                                                                                           | Managing conflict                                                                                          |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
|                                                                                           | Reliability                                                                                                |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
|                                                                                           | Responsibility                                                                                             |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
| Reflection Paper (International Development) (4B)                                         | Non-verbals                                                                                                |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
|                                                                                           | Listening                                                                                                  |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
|                                                                                           | Civility                                                                                                   |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
|                                                                                           | Respect                                                                                                    |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
|                                                                                           | Contribution                                                                                               |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
|                                                                                           | Conflict management                                                                                        |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
|                                                                                           | Self-management                                                                                            |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
|                                                                                           | Initiative                                                                                                 |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
|                                                                                           | Purposefulness                                                                                             |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
|                                                                                           | Ability to influence and motivate others positively                                                        |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
| Reflection Paper (Student Association/Co-Curricular Activities) (4E)                      | Listening and responding to others                                                                         |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
|                                                                                           | Identifying challenges                                                                                     |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
|                                                                                           | Ability to effect change                                                                                   |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
|                                                                                           | Managing conflict                                                                                          |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
|                                                                                           | Self-management                                                                                            |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
|                                                                                           | Initiative                                                                                                 |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
|                                                                                           | Purposefulness                                                                                             |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
|                                                                                           | Ability to influence and motivate others positively                                                        |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
|                                                                                           | Listening and responding to others                                                                         |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
|                                                                                           | Identifying challenges                                                                                     |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
| Wing Vision Reflection Paper (AP/Co-Curricular Activities) (4E)                           | Ability to effect change                                                                                   |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
|                                                                                           | Managing conflict                                                                                          |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
|                                                                                           | Self-management                                                                                            |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
|                                                                                           | Initiative                                                                                                 |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
|                                                                                           | Purposefulness                                                                                             |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
|                                                                                           | Ability to influence and motivate others positively                                                        |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
|                                                                                           | Listening and responding to others                                                                         |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
|                                                                                           | Identifying challenges                                                                                     |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
|                                                                                           | Ability to effect change                                                                                   |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
|                                                                                           | Managing conflict                                                                                          |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
| Community Service Reflection Paper (Off-Campus Involvement) (4E)                          | Self-management                                                                                            |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
|                                                                                           | Initiative                                                                                                 |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
|                                                                                           | Purposefulness                                                                                             |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
|                                                                                           | Ability to influence and motivate others positively                                                        |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
|                                                                                           | Listening and responding to others                                                                         |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
|                                                                                           | Identifying challenges                                                                                     |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
|                                                                                           | Ability to effect change                                                                                   |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
|                                                                                           | Managing conflict                                                                                          |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
|                                                                                           | Self-management                                                                                            |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
|                                                                                           | Initiative                                                                                                 |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
| Community Service Reflection Paper (Off-Campus Involvement) (S.I.F.E./Co-Curricular) (4D) | Purposefulness                                                                                             |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
|                                                                                           | Ability to influence and motivate others positively                                                        |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
|                                                                                           | Listening and responding to others                                                                         |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
|                                                                                           | Identifying challenges                                                                                     |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
|                                                                                           | Ability to effect change                                                                                   |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
|                                                                                           | Managing conflict                                                                                          |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
|                                                                                           | Self-management                                                                                            |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
|                                                                                           | Initiative                                                                                                 |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
|                                                                                           | Purposefulness                                                                                             |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
|                                                                                           | Ability to influence and motivate others positively                                                        |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
| Research Paper (PHY 112/Physics II Lecture) (2C)                                          | Listening and responding to others                                                                         |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
|                                                                                           | Identifying challenges                                                                                     |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
|                                                                                           | Ability to effect change                                                                                   |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
|                                                                                           | Managing conflict                                                                                          |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
|                                                                                           | Serving others                                                                                             |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
|                                                                                           | Caring for the physical environment                                                                        |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
|                                                                                           | Service to local community                                                                                 |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
|                                                                                           | Serving others                                                                                             |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
|                                                                                           | Caring for the physical environment                                                                        |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
|                                                                                           | Service to local community                                                                                 |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
| Science News Report (CHE 101/Principles of Chemistry Lecture) (2C)                        | Knowledge of global perspectives                                                                           | 5              | 3.4  | 3.7     | 0.8    | 17   | 3.4    | 3.5    | 0.6  | 5       | 3       | 3.7  | 1.55   | 1       | 4    | 4       | 0    |
|                                                                                           | Understanding of current situations within a broader human context                                         | 5              | 3.2  | 3.1     | 0.4    | 17   | 3.4    | 3.8    | 0.76 | 5       | 3.2     | 3.9  | 1.6    |         |      |         |      |
|                                                                                           | Rational decision-making in light of global perspectives                                                   | 5              | 2.8  | 2.9     | 0.4    | 17   | 3      | 3      | 0.77 | 5       | 3.2     | 3.9  | 1.6    |         |      |         |      |
|                                                                                           | Analysis of rational decision-making based on global perspectives in connection with a Christian worldview | 5              | 2.2  | 2.1     | 0.4    | 17   | 2.6    | 3      | 1.37 | 5       | 3.2     | 3.9  | 1.6    |         |      |         |      |
|                                                                                           | Knowledge of global perspectives                                                                           | 74             | 3.1  | 3.1     | 0.7    | 0    | 0      | -      | -    | 0       | 0       | -    | -      | 1       | 4    | 4       | 0    |
|                                                                                           | Analysis of differences in global perspectives                                                             | 74             | 3    | 3       | 0.78   | 0    | 0      | -      | -    | 0       | 0       | -    | -      | 1       | 3.5  | 3.5     | 0    |
|                                                                                           | Understanding of current situations within a broader human context                                         | 74             | 2.8  | 2.8     | 0.65   | 0    | 0      | -      | -    | 0       | 0       | -    | -      | 1       | 4    | 4       | 0    |
|                                                                                           | Rational decision-making in light of global perspectives                                                   | 74             | 2.8  | 2.8     | 0.65   | 0    | 0      | -      | -    | 0       | 0       | -    | -      | 1       | 4    | 4       | 0    |
|                                                                                           | Analysis of rational decision-making based on global perspectives in connection with a Christian worldview | 74             | 3    | 3       | 0.82   | 0    | 0      | -      | -    | 0       | 0       | -    | -      | 1       | 4    | 4       | 0    |
|                                                                                           | Service Learning (Community Project) (PSY 201/Introduction to Psychology) (4D)                             | Serving others | 124  | 3       | 3      | 0.64 | 16     | 3.3    | 3    | 0.56    | 3       | 3.7  | 3.8    | 0.47    | 10   | 3       | 3.5  |
| Enriching the social environment                                                          |                                                                                                            | 124            | 2.9  | 2.9     | 0.73   | 16   | 3.3    | 3      | 0.43 | 3       | 3       | 3    | 0      | 7       | 2.9  | 3.3     | 1.25 |
| Service to local community                                                                |                                                                                                            | 124            | 2.9  | 2.9     | 0.75   | 16   | 3.6    | 4      | 0.5  | 3       | 4       | 4    | 0      | 61      | 3.6  | 3.8     | 0.7  |
|                                                                                           |                                                                                                            |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
|                                                                                           |                                                                                                            |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
|                                                                                           |                                                                                                            |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
|                                                                                           |                                                                                                            |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
|                                                                                           |                                                                                                            |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
|                                                                                           |                                                                                                            |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |
|                                                                                           |                                                                                                            |                |      |         |        |      |        |        |      |         |         |      |        |         |      |         |      |

| Rubric                                                                                               | Criterion                                                                        | 2006-7 |      |        |         |     | 2007-8 |        |         |     |      | 2008-9 |         |     |      |        | 2009-10 |     |      |        |         | 2010-11 |  |  |  |  |
|------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|--------|------|--------|---------|-----|--------|--------|---------|-----|------|--------|---------|-----|------|--------|---------|-----|------|--------|---------|---------|--|--|--|--|
|                                                                                                      |                                                                                  | N      | Mean | Median | St.Dev. | N   | Mean   | Median | St.Dev. | N   | Mean | Median | St.Dev. | N   | Mean | Median | St.Dev. | N   | Mean | Median | St.Dev. |         |  |  |  |  |
| Service Learning (Community Project) (SOC 101/Introduction to Sociology) (4D)                        | Serving others                                                                   | 42     | 3    | 3      | 0.69    | 52  | 3.8    | 4      | 0.48    | 37  | 3.5  | 3.7    | 0.79    | 64  | 3.1  | 3.2    | 0.92    | 21  | 3.2  | 3.8    | 1.56    |         |  |  |  |  |
|                                                                                                      | Enriching the social environment                                                 | 42     | 2.8  | 2.8    | 0.75    | 52  | 3.7    | 4      | 0.54    | 37  | 3.5  | 3.7    | 0.79    | 64  | 3    | 3      | 0.9     | 21  | 3.2  | 3.8    | 1.56    |         |  |  |  |  |
|                                                                                                      | Service to local Community                                                       | 42     | 2.5  | 2.4    | 0.62    | 52  | 3.8    | 4      | 0.47    | 37  | 3.6  | 3.8    | 0.71    | 64  | 3.1  | 3.2    | 0.92    | 21  | 3.2  | 3.8    | 1.56    |         |  |  |  |  |
|                                                                                                      | Serving others                                                                   | 22     | 3    | 3      | 0.52    | 26  | 3.3    | 3      | 0.54    | 20  | 3.9  | 3.9    | 0.3     | 31  | 3.5  | 3.7    | 0.71    | 17  | 3.7  | 3.9    | 0.95    |         |  |  |  |  |
| Service Learning (Community Project) (SWK 202/Introduction to Social Works) (4D)                     | Enriching the social environment                                                 | 22     | 3    | 3      | 0.52    | 26  | 3.2    | 3      | 0.82    | 20  | 3.9  | 3.9    | 0.36    | 31  | 3.6  | 3.8    | 0.71    | 17  | 3.7  | 3.9    | 0.95    |         |  |  |  |  |
|                                                                                                      | Service to local Community                                                       | 22     | 3    | 3      | 0.52    | 26  | 3.2    | 3      | 0.82    | 20  | 3.9  | 3.9    | 0.3     | 31  | 3.5  | 3.7    | 0.71    | 17  | 3.7  | 3.9    | 0.95    |         |  |  |  |  |
|                                                                                                      | Serving others                                                                   | 147    | 2.9  | 2.9    | 0.72    | 66  | 3.9    | 4      | 0.35    | 60  | 3.6  | 3.8    | 0.63    | 157 | 2.6  | 2.4    | 0.86    | 63  | 3.1  | 3.7    | 1.39    |         |  |  |  |  |
|                                                                                                      | Enriching family values                                                          | 147    | 2.6  | 2.5    | 0.74    | 66  | 3.8    | 4      | 0.48    | 60  | 3.6  | 3.7    | 0.64    | 157 | 2.6  | 2.4    | 0.82    | 63  | 3.1  | 3.7    | 1.39    |         |  |  |  |  |
| Service Learning (Family Project) (SOC 323/Child and Family in the Social Context) (4D)              | Service to local Community                                                       | 147    | 2.6  | 2.5    | 0.66    | 66  | 3.9    | 4      | 0.38    | 60  | 3.7  | 3.8    | 0.63    | 157 | 2.6  | 2.4    | 0.86    | 63  | 3    | 3.7    | 1.42    |         |  |  |  |  |
|                                                                                                      | Serving others                                                                   | 17     | 4    | 4      | 0       | 29  | 3.9    | 4      | 0.3     | 2   | 4    | 4      | 0       | 25  | 3.9  | 3.9    | 0.32    | 26  | 2.8  | 3.8    | 1.8     |         |  |  |  |  |
|                                                                                                      | Enriching family values                                                          | 17     | 4    | 4      | 0       | 29  | 3.8    | 4      | 0.41    | 2   | 4    | 4      | 0       | 25  | 3.9  | 4      | 0.27    | 26  | 2.7  | 3.7    | 1.83    |         |  |  |  |  |
|                                                                                                      | Service to local Community                                                       | 17     | 4    | 4      | 0       | 29  | 3.9    | 4      | 0.43    | 2   | 4    | 4      | 0       | 25  | 3.9  | 4      | 0.27    | 26  | 2.8  | 3.8    | 1.85    |         |  |  |  |  |
| Service Learning (Leadership Project) (HONR 102/Philosophy of Science) (4E)                          | Identifying challenges                                                           | 16     | 3.8  | 3.9    | 0.53    | 121 | 3.4    | 3      | 0.71    | 1   | 3    | 3      | 0       |     |      |        |         |     |      |        |         |         |  |  |  |  |
|                                                                                                      | Purposeness                                                                      | 16     | 3.9  | 4      | 0.48    | 121 | 3.4    | 4      | 0.66    | 1   | 2    | 2      | 0       |     |      |        |         |     |      |        |         |         |  |  |  |  |
|                                                                                                      | Initiative                                                                       | 16     | 3.9  | 4      | 0.48    | 121 | 3.4    | 4      | 0.71    | 1   | 2    | 2      | 0       |     |      |        |         |     |      |        |         |         |  |  |  |  |
|                                                                                                      | Ability to influence and motivate others positively                              | 16     | 3.9  | 4      | 0.48    | 121 | 3.4    | 4      | 0.7     | 1   | 2    | 2      | 0       |     |      |        |         |     |      |        |         |         |  |  |  |  |
| Service Learning (Political Engagement) (Me/Not Met) (GOV 101/American Government and Politics) (4D) | Listening and responding to others                                               | 16     | 3.8  | 3.9    | 0.56    | 121 | 3.4    | 4      | 0.73    | 1   | 2    | 2      | 0       |     |      |        |         |     |      |        |         |         |  |  |  |  |
|                                                                                                      | Managing conflict                                                                | 16     | 3.9  | 4      | 0.48    | 121 | 3.4    | 3      | 0.65    | 1   | 2    | 2      | 0       |     |      |        |         |     |      |        |         |         |  |  |  |  |
|                                                                                                      | Completion of Service Learning (Political Engagement)                            |        |      |        |         |     |        |        |         | 367 | 3.7  | 3.9    | 0.62    |     |      |        |         | 228 | 3.7  | 3.8    | 0.51    |         |  |  |  |  |
|                                                                                                      | Serving others                                                                   | 24     | 4    | 4      | 0       | 0   | 0      | 0      | -       | 0   | 0    | -      | -       |     |      |        |         |     |      |        |         |         |  |  |  |  |
| Special Designated Chapel Reflection Paper (Chapel/Cocurricular Activities) (4C)                     | Enriching family values                                                          | 24     | 4    | 4      | 0       | 0   | 0      | 0      | -       | 0   | 0    | -      | -       |     |      |        |         |     |      |        |         |         |  |  |  |  |
|                                                                                                      | Service to country                                                               | 24     | 4    | 4      | 0       | 0   | 0      | 0      | -       | 0   | 0    | -      | -       |     |      |        |         |     |      |        |         |         |  |  |  |  |
|                                                                                                      | Knowledge of cultural diversity                                                  |        |      |        |         |     |        |        |         | 55  | 3.3  | 3.5    | 0.89    |     |      |        |         |     |      |        |         |         |  |  |  |  |
|                                                                                                      | Analysis of cultural differences                                                 |        |      |        |         |     |        |        |         | 55  | 3.3  | 3.7    | 1.11    |     |      |        |         |     |      |        |         |         |  |  |  |  |
| Sunflower Germination Lab Report (BIO 101/Principles of Biology Laboratory) (2A)                     | Understanding the implications of cultural diversity                             |        |      |        |         |     |        |        |         | 55  | 3.3  | 3.6    | 1.12    |     |      |        |         |     |      |        |         |         |  |  |  |  |
|                                                                                                      | Respect for the beliefs of different ethnic, religious, or social groups         |        |      |        |         |     |        |        |         | 55  | 3.5  | 3.8    | 1.01    |     |      |        |         |     |      |        |         |         |  |  |  |  |
|                                                                                                      | Ability to learn from diverse groups about their worldviews and cultures         |        |      |        |         |     |        |        |         | 55  | 3.5  | 3.8    | 0.92    |     |      |        |         |     |      |        |         |         |  |  |  |  |
|                                                                                                      | Sensitivity to the social forms of different cultures                            |        |      |        |         |     |        |        |         | 55  | 3.5  | 3.8    | 0.99    |     |      |        |         |     |      |        |         |         |  |  |  |  |
| Team Building Activities Reflection Paper (Missions/Cocurricular Activities) (4B)                    | Purpose or goal                                                                  | 177    | 2.5  | 2.4    | 0.81    | 75  | 2.7    | 3      | 0.9     | 226 | 3.1  | 3.5    | 1.02    | 31  | 3.3  | 3.6    | 0.85    | 119 | 3.8  | 3.9    | 0.53    |         |  |  |  |  |
|                                                                                                      | Hypothesis                                                                       | 177    | 2.3  | 2.3    | 1.05    | 75  | 2.5    | 3      | 1.25    | 226 | 3    | 3.4    | 1.14    | 31  | 3.1  | 3.4    | 1.06    | 119 | 3.4  | 3.3    | 0.54    |         |  |  |  |  |
|                                                                                                      | Evidence                                                                         | 177    | 2.5  | 2.5    | 0.73    | 75  | 2.9    | 3      | 0.95    | 226 | 2.6  | 2.4    | 0.93    | 31  | 3.1  | 3.2    | 0.89    | 119 | 3.5  | 3.6    | 0.62    |         |  |  |  |  |
|                                                                                                      | Conceptual understanding                                                         | 177    | 2.1  | 2.1    | 0.77    | 75  | 2.5    | 3      | 0.98    | 226 | 2.5  | 2.3    | 0.83    | 31  | 3    | 2.9    | 0.86    | 119 | 3.5  | 3.7    | 0.81    |         |  |  |  |  |
| Team Outreach Reflection Paper (Community Service) (Missions/Co-Curricular Activities) (4B)          | Inferences                                                                       | 177    | 2.4  | 2.3    | 0.82    | 75  | 2.5    | 2      | 1.01    | 226 | 2.3  | 2.2    | 0.86    | 31  | 3.2  | 3.3    | 0.82    | 119 | 3.3  | 3.7    | 0.95    |         |  |  |  |  |
|                                                                                                      | Reliability                                                                      |        |      |        |         |     |        |        |         |     |      |        |         | 3   | 4    | 4      | 0       |     |      |        |         |         |  |  |  |  |
|                                                                                                      | Responsibility                                                                   |        |      |        |         |     |        |        |         |     |      |        |         | 3   | 4    | 4      | 0       |     |      |        |         |         |  |  |  |  |
|                                                                                                      | Non-verbals                                                                      |        |      |        |         |     |        |        |         |     |      |        |         | 3   | 4    | 4      | 0       |     |      |        |         |         |  |  |  |  |
| Team Opportunity Reflection Paper (Missions/Cocurricular Activities) (4C)                            | Listening                                                                        |        |      |        |         |     |        |        |         |     |      |        |         | 3   | 4    | 4      | 0       |     |      |        |         |         |  |  |  |  |
|                                                                                                      | Civility                                                                         |        |      |        |         |     |        |        |         |     |      |        |         | 3   | 4    | 4      | 0       |     |      |        |         |         |  |  |  |  |
|                                                                                                      | Respect                                                                          |        |      |        |         |     |        |        |         |     |      |        |         | 3   | 4    | 4      | 0       |     |      |        |         |         |  |  |  |  |
|                                                                                                      | Contribution                                                                     |        |      |        |         |     |        |        |         |     |      |        |         | 3   | 4    | 4      | 0       |     |      |        |         |         |  |  |  |  |
| Testimony Opportunity Reflection Paper (Missions/Cocurricular Activities) (4C)                       | Conflict management                                                              |        |      |        |         |     |        |        |         |     |      |        |         | 3   | 3.7  | 3.8    | 0.47    |     |      |        |         |         |  |  |  |  |
|                                                                                                      | Serving others                                                                   | 1      | 3    | 3      | 0       | 0   | 0      | 0      | -       | 0   | 0    | -      | -       |     |      |        |         |     |      |        |         |         |  |  |  |  |
|                                                                                                      | Enriching the social environment                                                 | 1      | 2    | 2      | 0       | 0   | 0      | 0      | -       | 0   | 0    | -      | -       |     |      |        |         |     |      |        |         |         |  |  |  |  |
|                                                                                                      | Service to local community                                                       | 1      | 2    | 2      | 0       | 0   | 0      | 0      | -       | 0   | 0    | -      | -       |     |      |        |         |     |      |        |         |         |  |  |  |  |
| Testimony Opportunity Reflection Paper (Missions/Cocurricular Activities) (4C)                       | Knowledge of the comprehensive saving message of the gospel and/or healing       |        |      |        |         |     |        |        |         | 52  | 3.9  | 3.9    | 0.29    | 1   | 4    | 4      | 0       |     |      |        |         |         |  |  |  |  |
|                                                                                                      | Preparedness to share the gospel and/or healing message                          |        |      |        |         |     |        |        |         | 52  | 3.8  | 3.9    | 0.38    | 1   | 3    | 3      | 0       |     |      |        |         |         |  |  |  |  |
|                                                                                                      | Ability to respond to questions concerning the gospel and/or healing             |        |      |        |         |     |        |        |         | 52  | 3.8  | 3.9    | 0.42    | 1   | 4    | 4      | 0       |     |      |        |         |         |  |  |  |  |
|                                                                                                      | Ability to use appropriate vocabulary to share the gospel and/or healing message |        |      |        |         |     |        |        |         | 52  | 3.8  | 3.9    | 0.41    | 1   | 4    | 4      | 0       |     |      |        |         |         |  |  |  |  |
| Testimony Opportunity Reflection Paper (Missions/Cocurricular Activities) (4C)                       | Ability to recognize opportunities to share the gospel and/or healing message    |        |      |        |         |     |        |        |         | 52  | 3.8  | 3.9    | 0.41    | 1   | 4    | 4      | 0       |     |      |        |         |         |  |  |  |  |
|                                                                                                      | Ability to recognize opportunities to share the gospel and/or healing message    |        |      |        |         |     |        |        |         | 52  | 3.8  | 3.9    | 0.41    | 1   | 4    | 4      | 0       |     |      |        |         |         |  |  |  |  |
|                                                                                                      | Knowledge of the comprehensive saving message of the gospel and healing          | -      | -    | -      | -       | 0   | 0      | 0      | -       | 0   | 0    | -      | -       |     |      |        |         |     |      |        |         |         |  |  |  |  |
|                                                                                                      | Preparedness to share the gospel and healing message                             | -      | -    | -      | -       | 0   | 0      | 0      | -       | 0   | 0    | -      | -       |     |      |        |         |     |      |        |         |         |  |  |  |  |
| Three Views on Creation and Evolution Position Paper (HONR 102/Philosophy of Science) (2E)           | Preparedness to share the gospel and healing message                             |        |      |        |         |     |        |        |         | 52  | 3.9  | 3.9    | 0.29    | 1   | 3    | 3      | 0       |     |      |        |         |         |  |  |  |  |
|                                                                                                      | Ability to utilize opportunities to share the gospel and healing message         |        |      |        |         |     |        |        |         |     |      |        |         |     |      |        |         |     |      |        |         |         |  |  |  |  |
|                                                                                                      | Identification of underlying nature of problem or issue                          |        |      |        |         |     |        |        |         | 9   | 3.7  | 3.4    | 0.33    |     |      |        |         |     |      |        |         |         |  |  |  |  |
|                                                                                                      | Complexity and flexibility of thought                                            |        |      |        |         |     |        |        |         | 9   | 3.2  | 3.1    | 0.34    |     |      |        |         |     |      |        |         |         |  |  |  |  |
| Vitamin C: Salvation through Sacrifice (CHE 101/LPrinciples of Chemistry Laboratory) (2A)            | Evaluation of multiple perspectives with respect to a Christian worldview        |        |      |        |         |     |        |        |         | 9   | 3.7  | 3.4    | 0.33    |     |      |        |         |     |      |        |         |         |  |  |  |  |
|                                                                                                      | Synthesis and connections                                                        |        |      |        |         |     |        |        |         | 9   | 3.2  | 3      | 0.24    |     |      |        |         |     |      |        |         |         |  |  |  |  |
|                                                                                                      | Purpose or goal                                                                  |        |      |        |         |     |        |        |         | 92  | 3.1  | 3.6    | 1.26    |     |      |        |         | 85  | 3    | 3.3    | 1.19    |         |  |  |  |  |

| Rubric                                                                      | Criterion                                                                                             | 2006-7 |      |        |         | 2007-8 |      |        |         | 2008-9 |      |        |         | 2009-10 |      |        |         | 2010-11 |      |        |         |
|-----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|--------|------|--------|---------|--------|------|--------|---------|--------|------|--------|---------|---------|------|--------|---------|---------|------|--------|---------|
|                                                                             |                                                                                                       | N      | Mean | Median | St.Dev. | N      | Mean | Median | St.Dev. | N      | Mean | Median | St.Dev. | N       | Mean | Median | St.Dev. | N       | Mean | Median | St.Dev. |
| Wetlands Report (BIO 112/Introductory Biology II Laboratory) (2A)           | Hypothesis and strategy identification                                                                |        |      |        |         |        |      |        |         |        |      |        |         | 92      | 3.1  | 3.2    | 0.9     | 85      | 3    | 3.1    | 0.93    |
|                                                                             | Evidence and Representation                                                                           |        |      |        |         |        |      |        |         |        |      |        |         | 92      | 2.9  | 2.9    | 0.81    | 85      | 2.8  | 2.8    | 0.79    |
|                                                                             | Conceptual understanding                                                                              |        |      |        |         |        |      |        |         |        |      |        |         | 92      | 2.9  | 3      | 0.69    | 85      | 3    | 3      | 0.73    |
|                                                                             | Assumptions and reasonability checks                                                                  |        |      |        |         |        |      |        |         |        |      |        |         | 92      | 2.9  | 3      | 0.75    | 85      | 2.9  | 3      | 0.83    |
|                                                                             | Inferences                                                                                            |        |      |        |         |        |      |        |         |        |      |        |         | 92      | 3.2  | 3.2    | 0.76    | 85      | 3.1  | 3.2    | 0.96    |
|                                                                             | Purpose or goal                                                                                       | 6      | 2.7  | 2.8    | 0.47    | 7      | 2    | 2      | 0       |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                             | Hypothesis                                                                                            | 6      | 2.7  | 2.8    | 0.47    | 7      | 2    | 2      | 0       |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                             | Evidence                                                                                              | 6      | 2.8  | 2.8    | 0.69    | 7      | 2    | 2      | 0       |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                             | Conceptual understanding                                                                              | 6      | 2.7  | 2.8    | 0.47    | 7      | 2    | 2      | 0       |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                             | Inferences                                                                                            | 6      | 2.8  | 2.9    | 0.37    | 7      | 2    | 2      | 0       |        |      |        |         |         |      |        |         |         |      |        |         |
| Worldview (Pre-Test/Post-Test) (HUM 111/Introduction to Humanities II) (2E) | Worldview Inventory/Survey Pre-Test score                                                             | 139    | 3.1  | 3.2    | 0.76    | 81     | 4    | 4      | 0.25    |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                             | Worldview Inventory/Survey Post-Test score                                                            | 139    | 3.3  | 3.3    | 0.73    | 81     | 4    | 4      | 0.16    |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                             | Relative Differential ((Post-Test)-(Pre-Test))/(100-(Pre-Test))                                       | 139    | 3.2  | 3.3    | 0.74    | 81     | 4    | 4      | 0.22    |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                             | Identification of underlying nature of problem or issue                                               | 14     | 3.9  | 4      | 0.26    |        |      |        |         | 19     | 4    | 4      | 0       |         |      |        |         |         |      |        |         |
| Christian Worldview Essay (HONR 30J/Faith and Civilization in Context) (2E) | Presentation of a new, student-generated idea, solution, or thesis                                    | 14     | 3.9  | 4      | 0.26    |        |      |        |         | NA     | NA   | NA     | NA      |         |      |        |         |         |      |        |         |
|                                                                             | Evaluation of implications of a new, student-generated idea, solution, or thesis                      | 14     | 3.9  | 4      | 0.26    |        |      |        |         | 19     | 4    | 4      | 0       |         |      |        |         |         |      |        |         |
|                                                                             | Discussion of applications or uses for a new, student-generated idea, solution, or thesis             | 14     | 3.9  | 4      | 0.26    |        |      |        |         | 19     | 4    | 4      | 0       |         |      |        |         |         |      |        |         |
|                                                                             | Evaluation of multiple perspectives with respect to a Christian worldview                             |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                             | Analysis of new, student-generated idea, solution, or thesis in connection with a Christian worldview | 14     | 3.8  | 3.9    | 0.41    |        |      |        |         | 19     | 4    | 4      | 0       |         |      |        |         |         |      |        |         |
|                                                                             | Worldview Inventory/Survey Pre-Test                                                                   |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                             | Worldview Inventory/Survey Post-Test                                                                  | 1      | 4    | 4      | 0       | 0      | 0    | 0      | -       | 0      | 0    | -      | -       |         |      |        |         |         |      |        |         |
|                                                                             | Relative Differential ((Post-Test)-(Pre-Test))/(100-(Pre-Test))                                       | 1      | 4    | 4      | 0       | 0      | 0    | 0      | -       | 0      | 0    | -      | -       |         |      |        |         |         |      |        |         |
|                                                                             | Worldview Inventory/Survey Pre-Test                                                                   | 1      | 4    | 4      | 0       | 0      | 0    | 0      | -       | 0      | 0    | -      | -       |         |      |        |         |         |      |        |         |
|                                                                             | Worldview Inventory/Survey Post-Test                                                                  |        |      |        |         |        |      |        |         |        |      |        |         | 1       | 4    | 4      | 0       |         |      |        |         |
| Worldview Analysis (HUM 111/Introduction to Humanities I) (2E)              | Relative Differential ((Post-Test)-(Pre-Test))/(100-(Pre-Test))                                       |        |      |        |         |        |      |        |         |        |      |        |         | 1       | 4    | 4      | 0       |         |      |        |         |
|                                                                             | Presentation of a new, student-generated idea, solution, or thesis                                    | 418    | 3.6  | 3.7    | 0.71    | 475    | 3.7  | 4      | 0.59    | 294    | 3.8  | 3.9    | 0.38    |         |      |        |         |         |      |        |         |
|                                                                             | Evaluation of implications of a new, student-generated idea, solution, or thesis                      | 418    | 3.3  | 3.4    | 0.77    | 475    | 3.4  | 4      | 0.72    | 294    | 3.6  | 3.8    | 0.56    |         |      |        |         |         |      |        |         |
|                                                                             | Discussion of applications or uses for a new, student-generated idea, solution, or thesis             | 418    | 3.3  | 3.3    | 0.75    | 475    | 3.3  | 3      | 0.73    | 294    | 3.6  | 3.8    | 0.59    |         |      |        |         |         |      |        |         |
|                                                                             | Evaluation of multiple perspectives with respect to a Christian worldview                             | 418    | 3.3  | 3.3    | 0.76    |        |      |        |         | NA     | NA   | NA     | NA      |         |      |        |         |         |      |        |         |
|                                                                             | Analysis of new, student-generated idea, solution, or thesis in connection with a Christian worldview | 418    | 3.4  | 3.5    | 0.77    | 475    | 3.4  | 4      | 0.72    | 294    | 3.7  | 3.9    | 0.54    |         |      |        |         |         |      |        |         |
|                                                                             | Worldview Inventory/Survey Pre-Test                                                                   |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                             | Worldview Inventory/Survey Post-Test                                                                  |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                             | Relative Differential ((Post-Test)-(Pre-Test))/(100-(Pre-Test))                                       |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                             | Identification of underlying nature of problem or issue                                               |        |      |        |         |        |      |        |         |        |      |        |         | 141     | 4    | 4      | 0.19    |         |      |        |         |
| Worldview Analysis (HUM 222/Ancient & Medieval Humanities) (2E)             | Presentation of a new, student-generated idea, solution, or thesis                                    |        |      |        |         |        |      |        |         |        |      |        |         | 141     | 4    | 4      | 0.19    |         |      |        |         |
|                                                                             | Evaluation of implications of a new, student-generated idea, solution, or thesis                      |        |      |        |         |        |      |        |         |        |      |        |         | 141     | 4    | 4      | 0.19    |         |      |        |         |
|                                                                             | Analysis of new, student-generated idea, solution, or thesis in connection with a Christian worldview |        |      |        |         |        |      |        |         |        |      |        |         | 141     | 4    | 4      | 0.19    |         |      |        |         |
|                                                                             | Presentation of a student-generated idea, solution, or thesis                                         |        |      |        |         |        |      |        |         |        |      |        |         | 141     | 4    | 4      | 0.19    |         |      |        |         |
|                                                                             | Evaluation of evidence supporting a student-generated idea, solution, or thesis                       |        |      |        |         |        |      |        |         |        |      |        |         | 179     | 3.8  | 3.9    | 0.36    | 67      | 3.8  | 3.9    | 0.58    |
|                                                                             | Complexity and flexibility of thought                                                                 |        |      |        |         |        |      |        |         |        |      |        |         | 179     | 3.7  | 3.8    | 0.55    | 67      | 3.4  | 3.6    | 0.81    |
|                                                                             | Evaluation of multiple perspectives with respect to a Christian worldview                             |        |      |        |         |        |      |        |         |        |      |        |         | 179     | 3.6  | 3.8    | 0.58    | 67      | 3.4  | 3.7    | 0.88    |
|                                                                             | Identification of underlying nature of problem or issue                                               |        |      |        |         |        |      |        |         |        |      |        |         | 179     | 3.7  | 3.8    | 0.55    | 67      | 3.6  | 3.8    | 0.76    |
|                                                                             | Presentation of a student-generated idea, solution, or thesis                                         |        |      |        |         |        |      |        |         |        |      |        |         | 179     | 3.8  | 3.9    | 0.48    | 67      | 3.8  | 3.9    | 0.64    |
|                                                                             | Evaluation of evidence supporting a student-generated idea, solution, or thesis                       |        |      |        |         |        |      |        |         |        |      |        |         | 170     | 3.9  | 3.9    | 0.34    | 45      | 3.8  | 3.9    | 0.7     |
| Worldview Analysis (HUM 233/Renaissance & Enlightenment Humanities) (2E)    | Presentation of a student-generated idea, solution, or thesis                                         |        |      |        |         |        |      |        |         |        |      |        |         | 170     | 3.8  | 3.9    | 0.42    | 45      | 3.7  | 3.8    | 0.55    |
|                                                                             | Evaluation of evidence supporting a student-generated idea, solution, or thesis                       |        |      |        |         |        |      |        |         |        |      |        |         | 170     | 3.7  | 3.8    | 0.5     | 45      | 3.6  | 3.8    | 0.61    |
|                                                                             | Complexity and flexibility of thought                                                                 |        |      |        |         |        |      |        |         |        |      |        |         | 170     | 3.7  | 3.8    | 0.51    | 45      | 3.6  | 3.8    | 0.8     |
|                                                                             | Evaluation of multiple perspectives with respect to a Christian worldview                             |        |      |        |         |        |      |        |         |        |      |        |         | 170     | 3.9  | 3.9    | 0.35    | 45      | 3.8  | 3.9    | 0.42    |
|                                                                             | Identification of underlying nature of problem or issue                                               |        |      |        |         |        |      |        |         |        |      |        |         | 71      | 3.5  | 3.7    | 0.69    | 7       | 3.7  | 3.8    | 0.45    |
|                                                                             | Presentation of a student-generated idea, solution, or thesis                                         |        |      |        |         |        |      |        |         |        |      |        |         | 71      | 3.1  | 3.1    | 0.73    | 7       | 2.9  | 3      | 0.99    |
|                                                                             | Evaluation of evidence supporting a student-generated idea, solution, or thesis                       |        |      |        |         |        |      |        |         |        |      |        |         | 71      | 3    | 3.1    | 0.97    | 7       | 3.1  | 3      | 0.86    |
|                                                                             | Complexity and flexibility of thought                                                                 |        |      |        |         |        |      |        |         |        |      |        |         | 71      | 3    | 3.1    | 0.86    | 7       | 2.8  | 2.3    | 1.06    |
|                                                                             | Evaluation of evidence supporting a student-generated idea, solution, or thesis                       |        |      |        |         |        |      |        |         |        |      |        |         | 71      | 3    | 3.1    | 0.86    | 7       | 2.8  | 2.3    | 1.06    |
|                                                                             | Complexity and flexibility of thought                                                                 |        |      |        |         |        |      |        |         |        |      |        |         | 71      | 3    | 3.1    | 0.86    | 7       | 2.8  | 2.3    | 1.06    |

| Rubric                                                                                                                                  | Criterion                                                                                             | 2006-7 |      |        |         | 2007-8 |      |        |         | 2008-9 |      |        |         | 2009-10 |      |        |         | 2010-11 |      |        |         |
|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|--------|------|--------|---------|--------|------|--------|---------|--------|------|--------|---------|---------|------|--------|---------|---------|------|--------|---------|
|                                                                                                                                         |                                                                                                       | N      | Mean | Median | St.Dev. | N      | Mean | Median | St.Dev. | N      | Mean | Median | St.Dev. | N       | Mean | Median | St.Dev. | N       | Mean | Median | St.Dev. |
| Worldview Analysis (HUM 301/Christian Worldview & Culture) (2E)                                                                         | Evaluation of multiple perspectives with respect to a Christian worldview                             |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                                                         | Identification of underlying nature of problem or issue                                               |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                                                         | Presentation of a student-generated idea, solution, or thesis                                         |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                                                         | Evaluation of evidence supporting a student-generated idea, solution, or thesis                       |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                                                         | Complexity and flexibility of thought                                                                 |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
| Worldview Analysis (HUM 333/Humanities Travel Studies) (2E)                                                                             | Evaluation of multiple perspectives with respect to a Christian worldview                             |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                                                         | Identification of underlying nature of problem or issue                                               |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                                                         | Presentation of a student-generated idea, solution, or thesis                                         |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                                                         | Evaluation of evidence supporting a student-generated idea, solution, or thesis                       |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                                                         | Complexity and flexibility of thought                                                                 |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
| (2001-2009) Yeast Experiment Lab Report (BIO 111/Introductory Biology Laboratory) (2A)                                                  | Evidence (and Representation)                                                                         | 22     | 2.4  | 2.2    | 0.83    | 5      | 2.4  | 2.3    | 1.02    | 1      | 4    | 4      | 0       | 11      | 3.6  | 3.7    | 0.48    | 1       | 4    | 4      | 0       |
|                                                                                                                                         | Conceptual understanding                                                                              | 22     | 2.4  | 2.1    | 0.83    | 5      | 2.6  | 2.5    | 0.98    | 1      | 3    | 3      | 0       | 11      | 3.4  | 3.4    | 0.64    | 1       | 4    | 4      | 0       |
|                                                                                                                                         | Inferences                                                                                            | 22     | 2.1  | 2      | 0.73    | 5      | 2.6  | 2.3    | 0.8     | 1      | 4    | 4      | 0       | 11      | 3.2  | 3.1    | 0.57    | 1       | 4    | 4      | 0       |
|                                                                                                                                         | Worldview Inventory/Survey Pre-Test score                                                             | 22     | 2.2  | 2.1    | 0.65    | 0      | 0    | -      | -       | 0      | 0    | 0      | 0       | 11      | 3.2  | 3.1    | 0.39    | 1       | 4    | 4      | 0       |
|                                                                                                                                         | Worldview Inventory/Survey Post-Test score                                                            |        |      |        |         | 0      | 0    | -      | -       | 0      | 0    | -      | -       |         |      |        |         |         |      |        |         |
| 2004-2005 ONLY Worldview (Pre-Test/Post-Test) (HUM 111/Introduction to Humanities I) (2E)                                               | Relative Differential ((Post-Test)-(Pre-Test))/(100-(Pre-Test))                                       |        |      |        |         | 0      | 0    | -      | -       |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                                                         | Identification of underlying nature of problem or issue                                               |        |      |        |         | 1      | 4    | 4      | -       |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                                                         | Presentation of a new, student-generated idea, solution, or thesis                                    |        |      |        |         | 1      | 4    | 4      | -       |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                                                         | Evaluation of implications of a new, student-generated idea, solution, or thesis                      |        |      |        |         | 1      | 4    | 4      | -       |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                                                         | Discussion of applications or uses for a new, student-generated idea, solution, or thesis             |        |      |        |         | 1      | 4    | 4      | -       |        |      |        |         |         |      |        |         |         |      |        |         |
| 2004-SUMMER 2007 ONLY Public Policy Questionnaire (Pre-Test and Post-Test) (GOV 101/American Government and Politics) (4D) [DO NOT USE] | Analysis of new, student-generated idea, solution, or thesis in connection with a Christian worldview |        |      |        |         | 1      | 4    | 4      | -       |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                                                         | Identification of underlying nature of problem or issue                                               |        |      |        |         | 23     | 3.4  | 3.8    | 0.65    |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                                                         | Presentation of a new, student-generated idea, solution, or thesis                                    |        |      |        |         | 23     | 3.1  | 3      | 0.5     |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                                                         | Evaluation of implications of a new, student-generated idea, solution, or thesis                      |        |      |        |         | 23     | 3    | 3      | 0.42    |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                                                         | Discussion of applications or uses for a new, student-generated idea, solution, or thesis             |        |      |        |         | 23     | 3.1  | 3      | 0.5     |        |      |        |         |         |      |        |         |         |      |        |         |
| Community Service Reflection Paper (HONR 100/Freshman Honors Seminar) (4D)                                                              | Analysis of new, student-generated idea, solution, or thesis in connection with a Christian worldview |        |      |        |         | 23     | 3.1  | 3      | 0.54    |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                                                         | Identification of underlying nature of problem or issue                                               |        |      |        |         | 102    | 3.7  | 4      | 1.05    |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                                                         | Presentation of a new, student-generated idea, solution, or thesis                                    |        |      |        |         | 102    | 2.7  | 4      | 1.87    |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                                                         | Evaluation of implications of a new, student-generated idea, solution, or thesis                      |        |      |        |         | 102    | 2.7  | 4      | 1.85    |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                                                         | Discussion of applications or uses for a new, student-generated idea, solution, or thesis             |        |      |        |         | 102    | 2.6  | 2.5    | 0.49    |        |      |        |         | 25      | 3.8  | 3.9    | 0.81    |         |      |        |         |
| Honors Program Freshman Volunteer Service Rubric                                                                                        | Enriching the social environment                                                                      | 5      | 2.6  | 2.5    | 0.49    | 5      | 2.6  | 2.5    | 0.49    |        |      |        |         | 25      | 3.1  | 3.1    | 0.74    |         |      |        |         |
|                                                                                                                                         | Service to local community                                                                            | 5      | 2.6  | 2.5    | 0.49    | 5      | 2.6  | 2.5    | 0.49    |        |      |        |         | 25      | 2.9  | 3      | 0.63    |         |      |        |         |
|                                                                                                                                         | Knowledge of artist in time and space                                                                 | 5      | 3.6  | 3.5    | 0.49    | 5      | 3.6  | 3.5    | 0.49    |        |      |        |         | 1       | 4    | 4      | 0       |         |      |        |         |
|                                                                                                                                         | Analysis of effects                                                                                   | 5      | 3.8  | 4      | 0.4     | 5      | 3.8  | 4      | 0.4     |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                                                         | Interpretation                                                                                        | 5      | 3.8  | 4      | 0.4     | 5      | 3.8  | 4      | 0.4     |        |      |        |         |         |      |        |         |         |      |        |         |
| Old Testament Scripture Analysis (BLIT 110/Survey of Old Testament Literature) (1A)                                                     | Evaluation                                                                                            | 5      | 3.4  | 3.3    | 0.49    | 5      | 3.4  | 3.3    | 0.49    |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                                                         | Informed judgment                                                                                     | 5      | 3.2  | 3      | 0.4     | 5      | 3.2  | 3      | 0.4     |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                                                         | Analysis of worldview                                                                                 | 5      | 3.2  | 3.3    | 0.75    | 5      | 3.2  | 3.3    | 0.75    |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                                                         | Software Use                                                                                          |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                                                         | Knowledge of Old Testament content                                                                    |        |      |        |         |        |      |        |         |        |      |        |         | 3       | 4    | 4      | 0       |         |      |        |         |
| Old Testament Scripture Analysis (BIB 222/Old Testament Introduction) (1A)                                                              | Use of principles of Biblical interpretation                                                          |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                                                         | Knowledge of Old Testament content                                                                    |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                                                         | Use of principles of Biblical interpretation                                                          |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                                                         | Knowledge of Old Testament content                                                                    |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                                                         | Use of principles of Biblical interpretation                                                          |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
| Perspectives on Chemical Evolution: A Critical Analysis (CHE 101)                                                                       | Use of principles of Biblical interpretation                                                          | 45     | 2.8  | 3      | 0.44    | 45     | 2.8  | 3      | 0.44    |        |      |        |         | 3       | 3    | 3      | 0       |         |      |        |         |
|                                                                                                                                         | Knowledge of Old Testament content                                                                    | 45     | 2.6  | 3      | 0.52    | 45     | 2.6  | 3      | 0.52    |        |      |        |         | 3       | 3    | 3      | 0       |         |      |        |         |
|                                                                                                                                         | Use of principles of Biblical interpretation                                                          | 275    | 2.9  | 3      | 0.78    | 275    | 2.9  | 3      | 0.78    |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                                                         | Knowledge of Old Testament content                                                                    | 275    | 2.7  | 3      | 0.85    | 275    | 2.7  | 3      | 0.85    |        |      |        |         |         |      |        |         |         |      |        |         |
|                                                                                                                                         | Use of principles of Biblical interpretation                                                          |        |      |        |         |        |      |        |         |        |      |        |         | 6       | 3.8  | 3.9    | 0.37    |         |      |        |         |

| Rubric | Criterion                                                                                                  | 2006-7 |      |        |         | 2007-8 |      |        |         | 2008-9 |      |        |         | 2009-10 |      |        |         | 2010-11 |      |        |         |
|--------|------------------------------------------------------------------------------------------------------------|--------|------|--------|---------|--------|------|--------|---------|--------|------|--------|---------|---------|------|--------|---------|---------|------|--------|---------|
|        |                                                                                                            | N      | Mean | Median | St.Dev. | N      | Mean | Median | St.Dev. | N      | Mean | Median | St.Dev. | N       | Mean | Median | St.Dev. | N       | Mean | Median | St.Dev. |
|        | Analysis of differences in global perspectives                                                             |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|        | Rational decision-making in light of global perspectives                                                   |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|        | Analysis of rational decision-making based on global perspectives in connection with a Christian worldview |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|        | Serving others                                                                                             |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|        | Enriching the social environment                                                                           |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|        | Service to local community                                                                                 |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|        | Knowledge of artist in time and space                                                                      |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|        | Description of artistic influences                                                                         |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|        | Interpretation                                                                                             |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|        | Evaluation                                                                                                 |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|        | Informed judgment                                                                                          |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|        | Analysis of worldview                                                                                      |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|        | Purpose or goal                                                                                            |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|        | Hypothesis                                                                                                 |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|        | Evidence                                                                                                   |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|        | Conceptual understanding                                                                                   |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|        | Inferences                                                                                                 |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|        | Purpose or goal                                                                                            |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|        | Evidence                                                                                                   |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|        | Conceptual understanding                                                                                   |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|        | Inferences                                                                                                 |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|        | Completion of Strengths Finder Survey and Career Assessment Summary pages                                  |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|        | Self-management                                                                                            |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|        | Initiative                                                                                                 |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|        | Purposefulness                                                                                             |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|        | Ability to influence and motivate others positively                                                        |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|        | Listening and responding to others                                                                         |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|        | Identifying challenges                                                                                     |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|        | Ability to effect change                                                                                   |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|        | Managing conflict                                                                                          |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|        | Identification of underlying nature of problem or issue                                                    |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|        | Presentation of a student-generated idea, solution, or thesis                                              |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|        | Evaluation of evidence supporting a student-generated idea, solution, or thesis                            |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|        | Complexity and flexibility of thought                                                                      |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|        | Evaluation of multiple perspectives with respect to a Christian worldview                                  |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|        | Identification of underlying nature of problem or issue                                                    |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|        | Evaluation of implications of a new, student-generated idea, solution, or thesis                           |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|        | Discussion of applications or uses for a new, student-generated idea, solution, or thesis                  |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|        | Analysis of new, student-generated idea, solution, or thesis in connection with a Christian worldview      |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|        | Comprehensibility                                                                                          |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|        | Organization: Sequencing                                                                                   |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|        | Length                                                                                                     |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|        | Grammar and spelling                                                                                       |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|        | Identifying challenges                                                                                     |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|        | Purposefulness                                                                                             |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|        | Initiative                                                                                                 |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|        | Ability to effect change within various group settings                                                     |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|        | Ability to influence and motivate others positively                                                        |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|        | Listening and responding to others                                                                         |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|        | Managing conflict                                                                                          |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|        | Self-management                                                                                            |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|        | Self-management                                                                                            |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|        | Initiative                                                                                                 |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|        | Purposefulness                                                                                             |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|        | Ability to influence and motivate others positively                                                        |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|        | Listening and responding to others                                                                         |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|        | Identifying challenges                                                                                     |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|        | Ability to effect change                                                                                   |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |



| Rubric                                                                                                                                              | Criterion                                                                          | 2006-7 |      |        | 2007-8  |   |      | 2008-9 |         |   | 2009-10 |        |         | 2010-11 |      |        |         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|--------|------|--------|---------|---|------|--------|---------|---|---------|--------|---------|---------|------|--------|---------|
|                                                                                                                                                     |                                                                                    | N      | Mean | Median | St.Dev. | N | Mean | Median | St.Dev. | N | Mean    | Median | St.Dev. | N       | Mean | Median | St.Dev. |
| Cultural Proficiency: Cultural Composition (FRE, GER, HEB, SPA 203; To Be Submitted in Both General Education and Modern Language ePortfolios) (4C) | Managing conflict                                                                  |        |      |        |         |   |      |        |         |   |         |        |         |         |      |        |         |
|                                                                                                                                                     | Knowledge of cultural diversity                                                    |        |      |        |         |   |      |        |         |   |         |        |         |         |      |        |         |
|                                                                                                                                                     | Analysis of cultural differences                                                   |        |      |        |         |   |      |        |         |   |         |        |         |         |      |        |         |
|                                                                                                                                                     | Content                                                                            |        |      |        |         |   |      |        |         |   |         |        |         |         |      |        |         |
|                                                                                                                                                     | Syntax and grammar                                                                 |        |      |        |         |   |      |        |         |   |         |        |         |         |      |        |         |
| Extracurricular Activity: Club, Church, or Conversation Table (Any Course) (4B)                                                                     | Club meetings, church services (in the target language), and/or conversation table |        |      |        |         |   |      |        |         |   |         |        |         |         |      |        |         |
|                                                                                                                                                     | Comprehension skills                                                               |        |      |        |         |   |      |        |         |   |         |        |         |         |      |        |         |
|                                                                                                                                                     | Grammatical skills                                                                 |        |      |        |         |   |      |        |         |   |         |        |         |         |      |        |         |
| Reading Comprehension (GER or FRE 302 or Above; SPA Any Literature Course or Senior Paper) (2D, 2F, 2G)                                             | Sociolinguistic skills                                                             |        |      |        |         |   |      |        |         |   |         |        |         |         |      |        |         |
|                                                                                                                                                     | Length                                                                             |        |      |        |         |   |      |        |         |   |         |        |         |         |      |        |         |
|                                                                                                                                                     | Content                                                                            |        |      |        |         |   |      |        |         |   |         |        |         |         |      |        |         |
| Narration: Story Composition (302 Any Language) (4E)                                                                                                | Stylistics                                                                         |        |      |        |         |   |      |        |         |   |         |        |         |         |      |        |         |
|                                                                                                                                                     | Grammar and syntax                                                                 |        |      |        |         |   |      |        |         |   |         |        |         |         |      |        |         |
|                                                                                                                                                     | Format/organization                                                                |        |      |        |         |   |      |        |         |   |         |        |         |         |      |        |         |
|                                                                                                                                                     | Content                                                                            |        |      |        |         |   |      |        |         |   |         |        |         |         |      |        |         |
|                                                                                                                                                     | Grammar                                                                            |        |      |        |         |   |      |        |         |   |         |        |         |         |      |        |         |



| General Education (Mean Scores by Rubric)                                                                       |        |      |        |         |        |      |        |         |         |      |        |         |
|-----------------------------------------------------------------------------------------------------------------|--------|------|--------|---------|--------|------|--------|---------|---------|------|--------|---------|
| Rubric                                                                                                          |        |      |        |         |        |      |        |         |         |      |        |         |
| (No Longer Used) Critical Thinking Rubric                                                                       |        |      |        |         |        |      |        |         |         |      |        |         |
| 2006-7                                                                                                          | 2007-8 |      |        |         | 2008-9 |      |        |         | 2009-10 |      |        |         |
|                                                                                                                 | N      | Mean | Median | St.Dev. | N      | Mean | Median | St.Dev. | N       | Mean | Median | St.Dev. |
| History of American Influence on Current Global Affairs (HIS 101/American History Survey: 1760 to Present) (2C) | 370    | 2.7  | 2.8    | 1.05    | 485    | 3    | 3      | 0.42    | 223     | 3.3  | 3      | 0.35    |
| Holy Spirit Experience Reflection Paper (Co-Curricular Activities) (1B)                                         |        |      |        |         |        |      |        |         |         |      |        |         |
| Holy Spirit Experience Reflection Paper (Co-Curricular Activities) (1B)                                         | 3      | 2.3  | 2.8    | 1.48    | 0      | 0    | -      | -       |         |      |        |         |
| Honor Code Reflection Paper (Entry Level) (GEN 099/Whole Person Assessment) (1D)                                | 966    | 3.2  | 2.9    | 0.7     | 871    | 2.8  | 3      | 0.79    | 500     | 3    | 2.8    | 0.36    |
| Honor Code Reflection Paper (Freshman) (GEN 099/Portfolio: Journey to a Transformed Life) (1D)                  | 1      | 4    | 4      | 0       | 0      | 0    | -      | -       | 2       | 3    | 3      | 0       |
| Honor Code Reflection Paper (Senior) (Chapel/Co-Curricular Activities) (1D)                                     | 414    | 3.6  | 3.2    | 0.5     | 503    | 3.5  | 3.8    | 0.67    | 333     | 3.6  | 3.4    | 0.79    |
| Interpersonal Skills in Group Settings (COM 101/Oral Communication) (4B)                                        |        |      |        |         |        |      |        |         |         |      |        |         |
| Intramurals (Participation Record) (3B)                                                                         |        |      |        |         |        |      |        |         |         |      |        |         |
| Kinesics Lab Abstract (CHE 112/General Chemistry II Laboratory) (2A)                                            | 28     | 2.7  | 2.3    | 0.6     | 33     | 2.6  | 2.8    | 0.61    | 53      | 2.9  | 2.9    | 0.14    |
| Leadership Project (HONR 201/Principles of Leadership) (4E)                                                     | 16     | 3.5  | 3      | 0.26    | 0      | 0    | -      | -       | 564     | 2.8  | 2.7    | 0       |
| Leadership Project (GEN 099/Whole Person Assessment: Journey to a Transformed Life) (4E)                        |        |      |        |         |        |      |        |         |         |      |        |         |
| LIBRI Workshop: Level 1--Library Proficiency (COMP 102/Reading and Writing in the Liberal Arts) (2B)            |        |      |        |         |        |      |        |         |         |      |        |         |
| LIBRI Workshop: Level 2--Subject/Discipline Specific (COMP 303/Critical Reading and Writing) (2B)               |        |      |        |         |        |      |        |         |         |      |        |         |
| Lifestyle Assessment/Body Mass Index (HPER 001/Health Fitness I) (3A)                                           | 763    | 2.8  | 2.6    | 0.68    | 821    | 2.6  | 3      | 0.75    | 523     | 2.7  | 2.5    |         |
| Lifestyle Assessment/Body Mass Index (HPER 002/Health Fitness II) (3A)                                          | 666    | 2.7  | 2.5    | 0.72    | 676    | 2.8  | 3      | 0.64    |         |      |        |         |
| Math Project, Individual Research Paper (MAT 232/Elementary Statistics) (2A)                                    |        |      |        |         |        |      |        |         |         |      |        |         |
| Math Project, Individual Response Paper (MAT 201/Calculus I) (2A)                                               | 41     | 2.7  | 2.7    | 0.83    | 58     | 3.2  | 3.3    | 0.92    | 41      | 3.2  | 3      | 0.75    |
| Math Project, Individual Response Paper (MAT 232/Elementary Statistics) (2E)                                    | 241    | 3.2  | 2.9    | 0.77    | 260    | 2.9  | 3      | 0.85    | 175     | 3.4  | 3.2    | 0       |
| Meat Analysis Lab Abstract (CHE 101/Principles of Chemistry Laboratory) (2A)                                    | 84     | 2.7  | 2.2    | 0.48    | 112    | 2.6  | 2.5    | 0.61    | 95      | 2.7  | 2.3    | 0.91    |
| Missions Experience Reflection Paper (Missions/Co-Curricular Activities) (1B)                                   |        |      |        |         |        |      |        |         |         |      |        |         |
| Missions Experience Reflection Paper (Missions/Co-Curricular Activities) (4C)                                   |        |      |        |         |        |      |        |         |         |      |        |         |
| Narration: Story Composition (302 Any Language) (4E)                                                            | 1      | 3.9  | 3.9    | 0       | 0      | 0    | -      | -       |         |      |        |         |
| OLD PSC 101 RUBRIC (2C) (DO NOT USE)                                                                            | 11     | 3.9  | 4      | 0.29    | 0      | 0    | -      | -       |         |      |        |         |
| Old Testament Scripture Analysis (BIB 222/Old Testament Introduction) (1A)                                      |        |      |        |         |        |      |        |         |         |      |        |         |
| Old Testament Scripture Analysis (BIB 222/Old Testament Introduction) (1A)                                      |        |      |        |         | 45     | 2.7  | 3      | 0.49    | 41      | 2.7  | 2.7    | 0       |
| Old Testament Scripture Analysis (BLIT 110/Survey of Old Testament Literature) (1A)                             |        |      |        |         | 275    | 2.8  | 2.5    | 0.79    | 334     | 2.9  | 2.9    |         |
| Old Testament Scripture Analysis (BLIT 110/Survey of Old Testament Literature) (1A)                             |        |      |        |         | 131    | 3.1  | 3      | 0.54    | 104     | 3.4  | 3.1    | 0.61    |
| Perspectives on Chemical Evolution: A Critical Analysis (CHE 101)                                               |        |      |        |         |        |      |        |         |         |      |        |         |
| Placidism Quiz (GEN 099/Whole Person Assessment: Journey to a Transformed Life) (2B)                            |        |      |        |         | 155    | 2.7  | 2.8    | 0.32    | 113     | 3.5  | 3.3    | 0.55    |
| Portraits of Jesus and the Application to Modern Society (BIB 261/New Testament Introduction) (1A)              | 91     | 2.8  | 2.7    | 0.41    | 463    | 2.7  | 3      | 0.73    | 407     | 3.2  | 2.8    | 0.65    |
| Portraits of Jesus and the Application to Modern Society (BLIT 120/Survey of New Testament Literature) (1A)     | 326    | 2.8  | 2.4    | 0.54    |        |      |        |         |         |      |        |         |
| Pre/Post-Test Differential Score (BIB 222/Old Testament Introduction) (1A)                                      | 80     | 2.8  | 2.9    | 0.83    |        |      |        |         |         |      |        |         |
| Pre/Post-Test Differential Score (BIB 261/New Testament Introduction) (1A)                                      | 90     | 2.8  | 2.7    | 0.88    | 3      | 2.7  | 2.6    | 0.24    | 0       | 0    | -      | 0.67    |
| Pre/Post-Test Differential Score (BLIT 110/Survey of Old Testament Literature) (1A)                             | 396    | 2.9  | 2.8    | 0.78    | 4      | 2.5  | 2.5    | 0       | 0       | 0    | -      | 0.72    |
| Pre/Post-Test Differential Score (BLIT 120/Survey of New Testament Literature) (1A)                             | 359    | 2    | 1.8    | 1.07    | 1      | 3    | 3      | -       | 0       | 0    | -      | -       |
| Preaching the Gospel Using the OT (BIB 222/Old Testament Introduction) (1C)                                     | 89     | 2.9  | 2.8    | 0.27    | 73     | 2.6  | 2.7    | 0.45    | 360     | 3    | 2.7    | -       |
| Preaching the Gospel Using the OT (BLIT 110/Survey of Old Testament Literature) (1C)                            | 407    | 2.8  | 2.7    | 0.53    | 335    | 2.8  | 3      | 0.69    | 81      | 2.6  | 2.2    | -       |
| Professional Writing and Social Correspondence: Letter (306 Any Language) (4A)                                  |        |      |        |         |        |      |        |         |         |      |        |         |
| Public Policy Questionnaire (Pre-Test and Post-Test) (GOV 101/American Government and Politics) (4D)            | 681    | 3.2  | 3.2    | 0.97    | 39     | 3.9  | 4      | 0.63    | 1       | 2    | 2      | 0.58    |
| Question and Response: Interview (FRE, GER, HEB 301, or 306; SPA 301 only) (4B)                                 |        |      |        |         |        |      |        |         |         |      |        |         |
| Reading Comprehension (GER or FRE 302 or Above; SPA Any Literature Course or Senior Paper) (2D, 2E, 2G)         |        |      |        |         |        |      |        |         |         |      |        |         |
| Reflection Paper (Club Officer/Member/Co-Curricular Activities) (4E)                                            |        |      |        |         |        |      |        |         |         |      |        |         |
| Relative Humidity Lab Report (PSC 201/Principles of Earth Science Laboratory) (2A)                              |        |      |        |         |        |      |        |         |         |      |        |         |
| Research Paper (COMP 102/Reading and Writing in the Liberal Arts) (2B)                                          |        |      |        |         |        |      |        |         |         |      |        |         |
| Research Paper (ENG 101/Reading and Writing in the Liberal Arts) (2B)                                           | 335    | 3    | 2.6    | 0.82    | 391    | 2.7  | 3      | 0.89    | 265     | 2.9  | 2.6    | 0.13    |
| Research Paper (HONR 101/Artistic Expression) (2B)                                                              | 16     | 3.4  | 3      | 0.59    | 11     | 3.3  | 4      | 1.06    | 13      | 3    | 2.9    | 0.48    |
| Review of Published Article: Geologists & Noah's Floods (PSC 201/Principles of Earth Science Lecture) (2C)      | 5      | 2.9  | 2.7    | 0.41    | 17     | 3.1  | 3.4    | 0.72    | 5       | 3.2  | 3.7    | 0.83    |
| Science News Report (CHE 101/Principles of Chemistry Lecture) (2C)                                              |        |      |        |         |        |      |        |         |         |      |        |         |
| Senior Field Test and Aerobic Points (HPER Course Taken Senior Year) (3B)                                       | 74     | 2.9  | 2.7    | 0.6     | 0      | 0    | -      | -       | 0       | 0    | -      | 0.94    |
| Service Learning (Community Project) (PSY 201/Introduction to Psychology) (4D)                                  | 124    | 2.9  | 2.8    | 0.58    | 376    | 2.7  | 2.7    | 0.93    | 235     | 2.7  | 2.5    | -       |
| Service Learning (Community Project) (SOC 101/Introduction to Sociology) (4D)                                   | 42     | 2.8  | 2.5    | 0.6     | 52     | 3.8  | 4      | 0.46    | 37      | 3.5  | 3.7    | 0.93    |
| Service Learning (Community Project) (SWK 202/Introduction to Social Work) (4D)                                 | 22     | 3    | 3      | 0.52    | 26     | 3.2  | 3      | 0.62    | 20      | 3.9  | 3.9    | 0.16    |
| Service Learning (Family Project) (SOC 323/Child and Family in the Social Context) (4D)                         | 147    | 2.7  | 2.5    | 0.61    | 66     | 3.8  | 4      | 0.38    | 60      | 3.6  | 3.6    | 0.72    |
| Service Learning (Leadership Project) (HUM 214/Modern Humanities II) (4E)                                       | 17     | 4    | 4      | 0       | 29     | 3.8  | 4      | 0.33    | 2       | 4    | 4      | 0.26    |
| Service Learning (Political Engagement) (GOV 101/American Government and Politics) (4D)                         | 111    | 3.4  | 3.1    | 0.61    | 1      | 3.2  | 3.2    | -       | 0       | 0    | -      | 0       |
| Service Learning (Political Engagement) (GOV 101/American Government and Politics) (4D)                         | 16     | 3.8  | 3.9    | 0.48    | 121    | 3.4  | 3.5    | 0.63    | 304     | 3.4  | 3.5    | 0       |
| Service Learning (Political Engagement) (Met/Not Met) (GOV 101/American Government and Politics) (4D)           | 24     | 4    | 4      | 0       | 0      | 0    | -      | -       | 0       | 0    | -      | -       |
| Service Learning (Political Engagement) (Met/Not Met) (GOV 101/American Government and Politics) (4D)           | 644    | 3.9  | 4      | 0.57    | 356    | 3.1  | 4      | 1.07    | 347     | 3.6  | 3.7    | 0.79    |
| Sunflower Germination Lab Report (BIO 101/Principles of Biology Laboratory) (2A)                                |        |      |        |         |        |      |        |         |         |      |        |         |
| Team Outreach Reflection Paper (Community Service) (Missions/Co-Curricular Activities) (4D)                     | 177    | 2.4  | 2      | 0.66    | 75     | 2.6  | 2.6    | 0.82    | 226     | 2.7  | 2.3    | -       |
| Testimony Opportunity Reflection Paper (Missions/Co-Curricular Activities) (1C)                                 | -      | -    | -      | -       | 0      | 4    | 4      | -       | 4       | 3.8  | 3.5    | 0.73    |
| Unknown Bacteria Lab Report (BIO 301/Microbiology Laboratory) (2A)                                              | -      | -    | -      | -       | 0      | 0    | -      | -       | 2       | 3.8  | 3.8    | 0.28    |
| Vitamin C: Salvation through Sacrifice (CHE 101/Principles of Chemistry Laboratory) (2A)                        |        |      |        |         | 5      | 3    | 3      | 0.08    |         |      |        |         |

| General Education (Mean Scores by Rubric)                                     |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
|-------------------------------------------------------------------------------|--------|------|--------|---------|--------|------|--------|---------|--------|------|--------|---------|---------|------|--------|---------|---------|------|--------|---------|
| Rubric                                                                        | 2006-7 |      |        |         | 2007-8 |      |        |         | 2008-9 |      |        |         | 2009-10 |      |        |         | 2010-11 |      |        |         |
|                                                                               | N      | Mean | Median | St.Dev. | N      | Mean | Median | St.Dev. | N      | Mean | Median | St.Dev. | N       | Mean | Median | St.Dev. | N       | Mean | Median | St.Dev. |
| (No Longer Used) Critical Thinking Rubric                                     | -      | -    | -      | -       | -      | -    | -      | -       | -      | -    | -      | -       | -       | -    | -      | -       | -       | -    | -      | -       |
| Water Quality Lab Report (PSC 350/Environmental Geography Laboratory) (2A)    |        |      |        |         | 28     | 3.7  | 3.8    | 0.36    | 28     | 3.7  | 3.2    | 0       | 34      | 3.6  | 3.3    | 0.42    |         |      |        |         |
| Wetlands Report (BIO 112L/Introductory Biology II Laboratory) (2A)            |        | 6    | 2.7    | 2.8     | 0.46   | 7    | 2      | 2       | 0      |      |        |         | 1       | 3.4  | 3.4    | 0       |         |      |        |         |
| Wind Vision Reflection Paper (APA-Co-Curricular Activities) (4E)              |        |      |        |         |        | 0    | 0      | -       | -      |      |        |         |         |      |        |         |         |      |        |         |
| Wind Vision Reflection Paper (APA-Co-Curricular Activities) (4E)              |        |      |        |         |        | 475  | 3.3    | 3       | 0.7    |      |        |         |         |      |        |         |         |      |        |         |
| Worldview (Pre-Test/Post-Test) (HUM 111/Introduction to Humanities I) (2E)    |        | 139  | 3.2    | 3.1     | 0.72   |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
| Worldview Analysis (HONR 301/Faith and Civilization) (2E)                     |        | 1    | 4      | 4       | 0      | 0    | 0      | -       | -      |      |        |         |         |      |        |         |         |      |        |         |
| Worldview Analysis (HUM 111/Introduction to Humanities I) (2E)                |        | 418  | 3.4    | 3.2     | 0.7    | 81   | 4      | 4       | 0.19   |      |        |         |         |      |        |         |         |      |        |         |
| Worldview Analysis (HUM 222/Ancient & Medieval Humanities) (2E)               |        |      |        |         |        |      |        |         |        | 294  | 3.7    | 3.7     |         | 141  | 4      | 4       | 0.19    |      |        |         |
| Worldview Analysis (HUM 233/Renaissance & Enlightenment Humanities) (2E)      |        |      |        |         |        |      |        |         |        |      |        |         |         | 179  | 3.7    | 3.8     | 0.46    |      |        |         |
| Worldview Analysis (HUM 244/Romantic & Modern Humanities) (2E)                |        |      |        |         |        |      |        |         |        |      |        |         |         | 170  | 3.8    | 3.7     | 0.36    |      |        |         |
| Worldview Analysis (HUM 233/Renaissance & Enlightenment Humanities) (2E)      |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
| Worldview Analysis (HUM 244/Romantic & Modern Humanities) (2E)                |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
| Worldview Analysis (HUM 301/Christian Worldview & Culture) (2E)               |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
| Worldview Analysis (HUM 301/Christian Worldview & Culture) (2E)               |        |      |        |         |        |      |        |         |        |      |        |         |         |      |        |         |         |      |        |         |
| Yeast Experiment Lab Report (BIO 111L/Introductory Biology I Laboratory) (2A) | 22     | 2.3  | 2      | 0.73    | 5      | 2.4  | 2      | 0.72    |        |      |        |         | 1       | 3.4  | 3.4    | 0       | 1       | 3.8  | 3.8    | 0       |

# Whole Person Assessment Portfolio Results 2011-2015





# Instructions for Using Oral Roberts University ePortfolio Assessment Data

## A. This report shows:

1. A Means report for each rubric (average score for all students on each rubric). It also shows the Median (the middle score for all scores), Mean Percentage (the percentage of scores at or below the mean), and St Dev (Standard Deviation—a measure of the degree of variance in scores). This is a summary table that gives all of these measures for the selected data. Each of the 4 years has been reworked to show the number of students instead of the number of scores used for each metric. All reports use the zero-to-4-point scale of the assessment design.
2. A Means report for each Outcome on various demographic items (average score for all students on each outcome). It also shows the St. Dev. (Standard Deviation—a measure of the degree of variance in scores). This is a summary table that gives these measures for the selected data. All reports use the zero-to-4-point scale of the assessment design.

The Performance Levels are:

4 = Exemplary                      3 = Competent                      2 = Acceptable                      1 = Unacceptable

## B. Each department should peruse these results to check for:

1. Data that demonstrate fulfillment of your mission.
2. Patterns that do not meet your expectations.
3. Rubrics or criteria that may not be true measurements of student learning.
  - Some rubrics may need to be tweaked for greater validity in the measurement of student learning. Does the rubric truly measure what it is intended to gauge?
  - Some artifacts may need to be changed to improve student learning.
4. Patterns that may be helpful in goal-setting.
  - For instance, if the Mean on a given rubric has been 2.7 for the past two years, what is a reasonable goal—perhaps 2.8, 2.9, or 3.0? What curricular or pedagogical/andragogical adjustments should be implemented?
  - Another way of assessing student learning using Performance Levels is to combine Levels 3 and 4 or Levels 2, 3, and 4. For instance, if the percentage on Level 3 is 40 and the percentage on Level 4 is 22, then it can be stated that 62% of the students scored at the Competency (Competent or Above) level. Your department should discuss this and set a reasonable goal for the coming years, such as 65% next year, with an ultimate overall realistic goal of 90%. Some accreditation bodies suggest that 80% Competency is generally a measure of good practice.

*Have a happy day!*

# General Education

| Assessments by Instrument                                                                                           |                             |      |        |        |                             |               |      |        |                             |                    |               |      |                             |        |                    |  |
|---------------------------------------------------------------------------------------------------------------------|-----------------------------|------|--------|--------|-----------------------------|---------------|------|--------|-----------------------------|--------------------|---------------|------|-----------------------------|--------|--------------------|--|
| Name                                                                                                                | Aug 1, 2011 to Jul 31, 2012 |      |        |        | Aug 1, 2012 to Jul 31, 2013 |               |      |        | Aug 1, 2013 to Jul 31, 2014 |                    |               |      | Aug 1, 2014 to Jul 31, 2015 |        |                    |  |
|                                                                                                                     | n of students               | mean | mean % | median | standard deviation          | n of students | mean | mean % | median                      | standard deviation | n of students | mean | mean %                      | median | standard deviation |  |
| (2004-2009) Senior Field Test (HPER Course Taken Senior Year) (3B)                                                  | 12                          | 2.19 | 67%    | 2      | 1.06                        | 35            | 2.50 | 56%    | 2                           | 1.14               | .             | .    | .                           | .      | .                  |  |
| (2004-2009) Yeast Experiment Lab Report (BIO 111L/Introductory Biology I Laboratory) (2A)                           | .                           | .    | .      | .      | .                           | 7             | 3.00 | 100%   | 3                           | 0.00               | .             | .    | .                           | .      | .                  |  |
| Acceleration of Gravity Measurement Lab Report (PSC 101L/Principles of Physical Science Laboratory) (2A)            | 181                         | 3.80 | 21%    | 4      | 0.52                        | 211           | 3.66 | 35%    | 4                           | 0.56               | 211           | 3.63 | 31%                         | 4      | 0.61               |  |
| Aesthetics Development Paper (ENG 201/Introduction to Literature) (2D)                                              | 15                          | 2.78 | 49%    | 3      | 0.86                        | 14            | 3.71 | 27%    | 4                           | 0.69               | 8             | 3.20 | 58%                         | 3      | 0.78               |  |
| Aesthetics Development Paper (HUM 101/Humanitas: Introduction to Humanities) (2D)                                   | 335                         | 3.38 | 63%    | 3      | 0.50                        | 19            | 3.86 | 17%    | 4                           | 0.40               | 1             | 2.00 | 100%                        | 2      | 0.00               |  |
| Aesthetics Development Paper (HUM 255/ART 104/Art History Survey II) (2D)                                           | .                           | .    | .      | .      | .                           | .             | .    | .      | .                           | .                  | .             | .    | .                           | .      | .                  |  |
| Aesthetics Development Paper (HUM 260/MUS 300/Music Appreciation) (2D)                                              | 68                          | 3.24 | 60%    | 3      | 0.86                        | 73            | 3.38 | 48%    | 4                           | 0.76               | 31            | 3.17 | 59%                         | 3      | 0.87               |  |
| Aesthetics Development Paper (HUM 270/COM 215/Theater Appreciation) (2D)                                            | 43                          | 3.69 | 31%    | 4      | 0.46                        | 43            | 3.34 | 60%    | 3                           | 0.72               | 38            | 3.50 | 44%                         | 4      | 0.70               |  |
| Analysis Paper (COMP 303/Critical Reading and Writing) (4A)                                                         | 373                         | 3.14 | 66%    | 3      | 0.77                        | 307           | 3.22 | 59%    | 3                           | 0.79               | 290           | 3.27 | 56%                         | 3      | 0.80               |  |
| Archivellifestyle Assessment (HPER 001/Health Fitness I) (3A)                                                       | 500                         | 2.75 | 30%    | 3      | 0.64                        | 458           | 2.96 | 21%    | 3                           | 0.64               | .             | .    | .                           | .      | .                  |  |
| Blueprint Leadership Reflection Paper (Student Experience/Blueprint/Co-Curricular Activities) (4E)                  | .                           | .    | .      | .      | .                           | 3             | 4.00 | 100%   | 4                           | 0.00               | .             | .    | .                           | .      | .                  |  |
| CHE 211L Organic Chemistry I Laboratory: Extraction of Caffeine from an Energy Drink (2A)                           | .                           | .    | .      | .      | .                           | .             | .    | .      | .                           | .                  | 9             | 3.44 | 47%                         | 4      | 0.65               |  |
| Career Direct Analysis Paper (GEN 099/Whole Person Assessment) (1B)                                                 | 861                         | 3.67 | 22%    | 4      | 0.67                        | 11            | 3.68 | 27%    | 4                           | 0.83               | .             | .    | .                           | .      | .                  |  |
| CareerBeam Follow-Up Questions (GEN 099/Whole Person Assessment: Journey to a Transformed Life)                     | .                           | .    | .      | .      | .                           | 908           | 3.64 | 24%    | 4                           | 0.71               | 861           | 3.62 | 29%                         | 4      | 0.65               |  |
| Chapel Experience Reflection Paper (Chapel) (1A)                                                                    | 1                           | 4.00 | 100%   | 4      | 0.00                        | 1             | 4.00 | 100%   | 4                           | 0.00               | 1             | 5.00 | 100%                        | 5      | 0.00               |  |
| Chaplain Leadership Program Reflection Paper (Chaplain) (4E)                                                        | 66                          | 3.86 | 20%    | 4      | 0.53                        | 50            | 3.88 | 18%    | 4                           | 0.54               | 51            | 3.48 | 44%                         | 4      | 0.64               |  |
| Christian Worldview Essay (HONR 301/Faith and Civilization) (2E)                                                    | 18                          | 3.52 | 36%    | 4      | 0.88                        | 18            | 3.80 | 11%    | 4                           | 0.64               | 20            | 3.78 | 15%                         | 4      | 0.58               |  |
| Communication Skills Reflection Assessment (COM 101/Oral Communication) (4A)                                        | 498                         | 3.53 | 42%    | 4      | 0.71                        | 496           | 3.53 | 45%    | 4                           | 0.64               | 444           | 3.55 | 41%                         | 4      | 0.61               |  |
| Communication Skills Reflection Assessment Revised 9-13-14 (COM 101/Oral Communication) (4A)                        | .                           | .    | .      | .      | .                           | .             | .    | .      | .                           | .                  | .             | .    | .                           | .      | .                  |  |
| Community Outreach Reflection Paper (Community Outreach) (4E)                                                       | .                           | .    | .      | .      | .                           | 2             | 4.00 | 100%   | 4                           | 0.00               | 1             | 3.75 | 25%                         | 4      | 0.46               |  |
| Community Outreach Reflection Paper (Community Outreach/Co-Curricular Activities) (4B)                              | 1                           | 3.00 | 100%   | 3      | 0.00                        | 9             | 3.46 | 54%    | 3                           | 0.50               | 3             | 3.92 | 8%                          | 4      | 0.28               |  |
| Community Service Reflection Paper (HONR 100/Freshman Honors Seminar) (4D)                                          | 98                          | 3.41 | 59%    | 3      | 0.49                        | 63            | 3.67 | 36%    | 4                           | 0.53               | 48            | 3.69 | 31%                         | 4      | 0.47               |  |
| Community Service Reflection Paper (Off-Campus Involvement) (ORU Environmental Stewardship Club/Co-Curricular) (4D) | .                           | .    | .      | .      | .                           | 1             | 4.00 | 100%   | 4                           | 0.00               | .             | .    | .                           | .      | .                  |  |
| Community Service Reflection Paper (On-Campus Involvement) (ORU Environmental Stewardship Club/Co-Curricular) (4C)  | .                           | .    | .      | .      | .                           | 1             | 4.00 | 100%   | 4                           | 0.00               | .             | .    | .                           | .      | .                  |  |
| Composition (Cultural Component or Student Experience) (FRE 203/Intermediate French I) (4C)                         | 16                          | 3.20 | 66%    | 3      | 0.86                        | 27            | 3.63 | 37%    | 4                           | 0.56               | .             | .    | .                           | .      | .                  |  |
| Composition (Cultural Component or Student Experience) (GEN 203/Intermediate German I) (4C)                         | 4                           | 3.19 | 56%    | 3      | 0.83                        | 11            | 3.66 | 32%    | 4                           | 0.75               | 5             | 2.55 | 70%                         | 2      | 0.89               |  |
| Composition (Cultural Component or Student Experience) (HEB 203/Intermediate Hebrew I) (4C)                         | 17                          | 3.75 | 24%    | 4      | 0.63                        | 14            | 3.88 | 27%    | 4                           | 0.79               | 23            | 3.40 | 48%                         | 4      | 0.73               |  |

# General Education

| Assessments by Instrument                                                                                       |                             |      |        |                             |                    |               |                             |        |        |                             |               |      |               |                    |
|-----------------------------------------------------------------------------------------------------------------|-----------------------------|------|--------|-----------------------------|--------------------|---------------|-----------------------------|--------|--------|-----------------------------|---------------|------|---------------|--------------------|
| Name                                                                                                            | Aug 1, 2011 to Jul 31, 2012 |      |        | Aug 1, 2012 to Jul 31, 2013 |                    |               | Aug 1, 2013 to Jul 31, 2014 |        |        | Aug 1, 2014 to Jul 31, 2015 |               |      | n of students | standard deviation |
|                                                                                                                 | n of students               | mean | mean % | median                      | standard deviation | n of students | mean                        | mean % | median | standard deviation          | n of students | mean | mean %        | median             |
| Composition (Cultural Component or Student Experience) (SPA 203/Intermediate Spanish I) (4C)                    | 105                         | 3.47 | 48%    | 4                           | 0.73               | 96            | 3.53                        | 41%    | 4      | 0.73                        | 45            | 2.89 | 32%           | 3                  |
| Composition (Thematic Component or Student Experience) (FRE 102/Beginning French II) (4C)                       | 16                          | 3.17 | 67%    | 3                           | 0.81               | 1             | 4.00                        | 100%   | 4      | 0.00                        | 1             | 3.50 | 50%           | 3.5                |
| Composition (Thematic Component or Student Experience) (GER 102/Beginning German II) (4C)                       | 7                           | 2.64 | 57%    | 2                           | 0.91               | 3             | 3.67                        | 33%    | 4      | 0.49                        | .             | .    | .             | .                  |
| Composition (Thematic Component or Student Experience) (HEB 102/Beginning Hebrew II) (4C)                       | 18                          | 3.54 | 43%    | 4                           | 0.73               | 24            | 3.71                        | 28%    | 4      | 0.74                        | 12            | 3.44 | 48%           | 4                  |
| Composition (Thematic Component or Student Experience) (SPA 102/Beginning Spanish II) (4C)                      | 102                         | 3.42 | 50%    | 3.5                         | 0.74               | 94            | 3.19                        | 63%    | 3      | 0.74                        | 113           | 3.34 | 63%           | 3                  |
| Connecting Math to Society, Individual Response Paper (MAT 114/Mathematical Analysis II) (2A)                   | 27                          | 3.51 | 38%    | 4                           | 0.84               | 45            | 3.40                        | 59%    | 3      | 0.55                        | 21            | 3.38 | 51%           | 3                  |
| Connecting Math to Society, Individual Response Paper (MAT 151/Mathematics and Society) (2A)                    | 180                         | 3.63 | 35%    | 4                           | 0.59               | 188           | 3.57                        | 36%    | 4      | 0.66                        | 180           | 3.50 | 42%           | 4                  |
| Contemporary Biology Issue Article Summary (BIO 101/Principles of Biology Lecture) (2C)                         | 47                          | 3.50 | 43%    | 4                           | 0.64               | 107           | 3.42                        | 48%    | 4      | 0.70                        | 229           | 3.83 | 15%           | 4                  |
| Contemporary Biology Issue Article Summary and Response (BIO 111/Principles of Biology Lecture) (2C)            | .                           | .    | .      | .                           | .                  | 3             | 4.00                        | 100%   | 4      | 0.00                        | 9             | 4.00 | 100%          | 4                  |
| Creation or Evolution Book Review (PSC 201/Principles of Earth Science Lecture) (2C)                            | .                           | .    | .      | .                           | .                  | .             | .                           | .      | .      | .                           | 61            | 3.45 | 44%           | 4                  |
| Critical Analysis Essay (HONR 303/Science and the Imagination) (4A)                                             | 12                          | 3.80 | 20%    | 4                           | 0.40               | 17            | 3.36                        | 53%    | 3      | 0.69                        | 9             | 3.27 | 64%           | 3                  |
| Dimensional Analysis Lab Problem Set (CHE 111L/General Chemistry I Laboratory) (2A)                             | 88                          | 3.18 | 63%    | 3                           | 0.95               | 71            | 3.43                        | 45%    | 4      | 0.92                        | 57            | 2.97 | 38%           | 3                  |
| Dorm Vision Reflection Paper (Chaplain/Co-Curricular Activities) (4E)                                           | 4                           | 3.88 | 13%    | 4                           | 0.34               | 9             | 3.69                        | 29%    | 4      | 0.49                        | 5             | 3.53 | 40%           | 4                  |
| Environmental Ethics Paper (EVR 250/Environmental Science Lecture) (2C)                                         | 37                          | 3.54 | 33%    | 4                           | 0.76               | .             | .                           | .      | .      | .                           | 1             | 2.00 | 100%          | 2                  |
| Ethical Dilemma Assignment (THE 401/Christian Ethics) (1D)                                                      | 1                           | 4.00 | 100%   | 4                           | 0.00               | 1             | 4.00                        | 100%   | 4      | 0.00                        | 3             | 3.67 | 33%           | 4                  |
| Ethical Dilemma Paper (HUM 101/Humanities: Introduction to Humanities & HUM 213 Modern Humanities I) (1D)       | 313                         | 3.33 | 68%    | 3                           | 0.49               | 50            | 3.98                        | 2%     | 4      | 0.14                        | 130           | 3.90 | 9%            | 4                  |
| Evaluation of Modern Scientific Discoveries (PSC 101/Principles of Physical Science Lecture) (2C)               | 201                         | 3.07 | 57%    | 3                           | 0.99               | 125           | 3.88                        | 10%    | 4      | 0.54                        | 219           | 3.79 | 20%           | 4                  |
| Field Test (HPE course taken junior year--spring) (3B)                                                          | 112                         | 2.68 | 51%    | 3                           | 1.02               | 89            | 2.73                        | 46%    | 3      | 1.02                        | .             | .    | .             | .                  |
| Field Test (HPE course taken senior year--spring) (3B)                                                          | 106                         | 2.78 | 70%    | 3                           | 1.04               | 126           | 2.92                        | 38%    | 3      | 0.98                        | 313           | 2.69 | 44%           | 3                  |
| Field Test (HPE course taken sophomore year--spring) (3B)                                                       | 113                         | 2.54 | 56%    | 3                           | 1.00               | 98            | 2.88                        | 36%    | 3      | 1.00                        | .             | .    | .             | .                  |
| Field Test and Aerobic Points (HPER 002/Health Fitness II) (3B)                                                 | 376                         | 3.04 | 53%    | 3                           | 1.13               | 304           | 2.99                        | 32%    | 3      | 1.08                        | 533           | 3.14 | 49%           | 4                  |
| Flood Frequency Calculation Lab Report (EVR 250L/Environmental Science Laboratory) (2A)                         | 17                          | 3.54 | 32%    | 4                           | 0.72               | 37            | 3.36                        | 47%    | 4      | 0.79                        | .             | .    | .             | .                  |
| Floor Vision or Dorm Group Reflection Paper (Chaplain) (4E)                                                     | 60                          | 3.76 | 29%    | 4                           | 0.55               | 11            | 3.70                        | 26%    | 4      | 0.53                        | 4             | 3.66 | 31%           | 4                  |
| Fred Creek Water Quality Lab Report (EVR 250L/Environmental Science Laboratory) (2A)                            | 20                          | 3.65 | 20%    | 4                           | 0.75               | .             | .                           | .      | .      | .                           | 39            | 2.66 | 44%           | 3                  |
| Global Perspectives Assignment (PSC 350/Environmental Geography Lecture) (2C)                                   | 16                          | 3.28 | 53%    | 3                           | 0.83               | 7             | 3.61                        | 25%    | 4      | 0.74                        | 9             | 3.61 | 39%           | 4                  |
| Healing Ministry Paper (THE 103/Charismatic Life and the Healing Ministry) (1C)                                 | 2                           | 4.00 | 100%   | 4                           | 0.00               | 13            | 3.74                        | 19%    | 4      | 0.57                        | .             | .    | .             | .                  |
| History of American Influence on Current Global Affairs (HIS 101/American History Survey: 1760 to Present) (2C) | 420                         | 3.40 | 57%    | 3                           | 0.65               | 296           | 3.51                        | 49%    | 4      | 0.65                        | 454           | 3.44 | 47%           | 4                  |
| Holy Spirit Experience Reflection Paper (Co-Curricular Activities) (1B)                                         | 5                           | 3.95 | 5%     | 4                           | 0.22               | 4             | 4.31                        | 56%    | 4      | 0.70                        | 1             | 3.00 | 100%          | 3                  |
| Holy Spirit Project (THE 103/Spirit-Empowered Living) (1B)                                                      | 420                         | 3.88 | 13%    | 4                           | 0.40               | 437           | 3.83                        | 20%    | 4      | 0.53                        | 449           | 3.94 | 9%            | 4                  |



## General Education

| Assessments by Instrument                                                                                  |               |                             |        |        |                    |               |      |                             |        |                    |               |      |        |                             |                    |               |      |        |        |                             |  |  |  |  |
|------------------------------------------------------------------------------------------------------------|---------------|-----------------------------|--------|--------|--------------------|---------------|------|-----------------------------|--------|--------------------|---------------|------|--------|-----------------------------|--------------------|---------------|------|--------|--------|-----------------------------|--|--|--|--|
|                                                                                                            |               |                             |        |        |                    |               |      |                             |        |                    |               |      |        |                             |                    |               |      |        |        |                             |  |  |  |  |
|                                                                                                            |               | Aug 1, 2011 to Jul 31, 2012 |        |        |                    |               |      | Aug 1, 2012 to Jul 31, 2013 |        |                    |               |      |        | Aug 1, 2013 to Jul 31, 2014 |                    |               |      |        |        | Aug 1, 2014 to Jul 31, 2015 |  |  |  |  |
| Name                                                                                                       | n of students | mean                        | mean % | median | standard deviation | n of students | mean | mean %                      | median | standard deviation | n of students | mean | mean % | median                      | standard deviation | n of students | mean | mean % | median | standard deviation          |  |  |  |  |
| Honor Code Reflection Paper (Entry Level) (GEN 099/Whole Person Assessment) (1D)                           | 993           | 3.46                        | 48%    | 4      | 0.70               | 917           | 3.58 | 31%                         | 4      | 0.72               | 844           | 3.61 | 31%    | 4                           | 0.67               | 1,017         | 3.75 | 19%    | 4      | 0.59                        |  |  |  |  |
| Honor Code Reflection Paper (Senior) (Chapel/Co-Curricular Activities) (1D) (1D)                           | .             | .                           | .      | .      | .                  | 4             | 3.61 | 29%                         | 4      | 0.69               | 4             | 3.68 | 32%    | 4                           | 0.48               | .             | .    | .      | .      | .                           |  |  |  |  |
| Interpersonal Skills in Group Settings (COM 101/Oral Communication) (4B)                                   | 463           | 3.73                        | 34%    | 4      | 0.71               | 504           | 3.73 | 23%                         | 4      | 0.57               | 481           | 3.74 | 24%    | 4                           | 0.49               | 376           | 3.75 | 25%    | 4      | 0.49                        |  |  |  |  |
| Interpersonal Skills in Group Settings ONLINE ONLY (COM 101/Oral Communication) (4B)                       | .             | .                           | .      | .      | .                  | .             | .    | .                           | .      | .                  | .             | .    | .      | .                           | .                  | 17            | 4.00 | 153%   | 4      | 0.00                        |  |  |  |  |
| Intramurals (Participation Record) (3B)                                                                    | .             | .                           | .      | .      | .                  | 5             | 4.20 | 80%                         | 4      | 0.45               | .             | .    | .      | .                           | .                  | 3             | 4.00 | 100%   | 4      | 0.00                        |  |  |  |  |
| Joint Student-Leader Program Reflection Paper (Chaplain/Co-curricular Activities) (4B)                     | 8             | 3.83                        | 17%    | 4      | 0.38               | 8             | 3.69 | 23%                         | 4      | 0.61               | 2             | 2.56 | 44%    | 3                           | 0.51               | 4             | 3.69 | 31%    | 4      | 0.47                        |  |  |  |  |
| KORU mBox Reflection Paper (4E)                                                                            | .             | .                           | .      | .      | .                  | 3             | 3.21 | 54%                         | 3      | 0.83               | .             | .    | .      | .                           | .                  | .             | .    | .      | .      | .                           |  |  |  |  |
| Kinetics Lab Abstract (CHE 112L/General Chemistry II Laboratory) (2A)                                      | 42            | 2.94                        | 33%    | 3      | 0.84               | 40            | 3.04 | 66%                         | 3      | 0.86               | 53            | 3.14 | 61%    | 3                           | 0.83               | 39            | 3.19 | 55%    | 3      | 0.86                        |  |  |  |  |
| LIBBI Workshop: Level 1--Library Proficiency (COMP 102/Reading and Writing in the Liberal Arts) (2B)       | 358           | 3.78                        | 29%    | 4      | 0.59               | 429           | 3.91 | 22%                         | 4      | 0.41               | 457           | 3.84 | 22%    | 4                           | 0.48               | 411           | 3.85 | 27%    | 4      | 0.45                        |  |  |  |  |
| LIBBI Workshop: Level 1--Library Proficiency (HONR 101/Artistic Expression) (2B)                           | 16            | 3.98                        | 2%     | 4      | 0.14               | 13            | 3.97 | 33%                         | 4      | 0.16               | 16            | 4.00 | 113%   | 4                           | 0.00               | 16            | 3.98 | 8%     | 4      | 0.14                        |  |  |  |  |
| LIBBI Workshop: Level 2 (HONR 303/Science and the Imagination) (2B)                                        | 12            | 4.00                        | 133%   | 4      | 0.00               | 8             | 4.00 | 125%                        | 4      | 0.00               | 14            | 3.96 | 25%    | 4                           | 0.19               | 11            | 3.95 | 5%     | 4      | 0.21                        |  |  |  |  |
| LIBBI Workshop: Level 2--Subject/Discipline Specific (COMP 303/Critical Reading and Writing) (2B)          | 361           | 3.82                        | 22%    | 4      | 0.58               | 422           | 3.89 | 14%                         | 4      | 0.50               | 388           | 3.87 | 21%    | 4                           | 0.49               | 446           | 3.76 | 23%    | 4      | 0.65                        |  |  |  |  |
| LIBBI Workshop: Level 3--Senior Research/Paper/Project (Senior Research/Paper/Project) (2B)                | 1             | 5.00                        | 100%   | 5      | 0.00               | 1             | 4.00 | 100%                        | 4      | 0.00               | .             | .    | .      | .                           | .                  | .             | .    | .      | .      | .                           |  |  |  |  |
| Leadership Project (HONR 201/Principles of Leadership) (4E)                                                | .             | .                           | .      | .      | .                  | .             | .    | .                           | .      | .                  | 16            | 4.00 | 100%   | 4                           | 0.00               | 15            | 4.00 | 100%   | 4      | 0.00                        |  |  |  |  |
| Leadership Quiz (GEN 099/Whole Person Assessment: Journey to a Transformed Life) (4E)                      | 735           | 3.32                        | 61%    | 3      | 0.65               | 1,062         | 3.25 | 67%                         | 3      | 0.65               | 849           | 3.43 | 50%    | 4                           | 0.68               | 19            | 3.47 | 47%    | 4      | 0.70                        |  |  |  |  |
| Lifestyle Assessment (HPER 001/Health Fitness I) (3A)                                                      | .             | .                           | .      | .      | .                  | 143           | 2.95 | 24%                         | 3      | 0.66               | 696           | 2.86 | 23%    | 3                           | 0.61               | 559           | 2.80 | 27%    | 3      | 0.62                        |  |  |  |  |
| Lifestyle Assessment (HPER 002/Health Fitness II) (3A)                                                     | 430           | 2.85                        | 25%    | 3      | 0.65               | 429           | 3.02 | 80%                         | 3      | 0.70               | 636           | 2.94 | 16%    | 3                           | 0.56               | 485           | 2.87 | 25%    | 3      | 0.68                        |  |  |  |  |
| Math Project: Individual Research Paper (MAT 232/Elementary Statistics) (2A)                               | 227           | 3.75                        | 22%    | 4      | 0.64               | 221           | 3.42 | 45%                         | 4      | 0.78               | 240           | 3.42 | 40%    | 4                           | 0.82               | 77            | 3.51 | 35%    | 4      | 0.83                        |  |  |  |  |
| Math Project: Individual Research Paper [Revised] (MAT 232/Elementary Statistics) (2A)                     | .             | .                           | .      | .      | .                  | .             | .    | .                           | .      | .                  | .             | .    | .      | .                           | .                  | 134           | 3.59 | 28%    | 4      | 0.78                        |  |  |  |  |
| Math Project: Individual Response Paper (MAT 201/Calculus 1) (2A)                                          | 70            | 3.68                        | 28%    | 4      | 0.55               | 31            | 3.84 | 13%                         | 4      | 0.45               | 63            | 3.62 | 38%    | 4                           | 0.60               | 29            | 3.66 | 34%    | 4      | 0.61                        |  |  |  |  |
| Ministry Experience Reflection Paper (Community Outreach) (1B)                                             | .             | .                           | .      | .      | .                  | 1             | 3.50 | 50%                         | 3.5    | 0.58               | .             | .    | .      | .                           | .                  | .             | .    | .      | .      | .                           |  |  |  |  |
| Ministry Experience Reflection Paper (Missions/Co-Curricular Activities) (1B)                              | .             | .                           | .      | .      | .                  | 5             | 3.55 | 45%                         | 4      | 0.51               | .             | .    | .      | .                           | .                  | .             | .    | .      | .      | .                           |  |  |  |  |
| ORU Prayer Movement Reflection Paper (Prayer Movement)/Co-Curricular Activities (1B)                       | .             | .                           | .      | .      | .                  | .             | .    | .                           | .      | .                  | 4             | 3.50 | 38%    | 4                           | 0.73               | .             | .    | .      | .      | .                           |  |  |  |  |
| Old Testament Scripture Analysis (BIB 222/Old Testament Introduction) (1A)                                 | 18            | 4.00                        | 100%   | 4      | 0.00               | 2             | 4.00 | 100%                        | 4      | 0.00               | 59            | 3.83 | 17%    | 4                           | 0.38               | 19            | 3.53 | 39%    | 4      | 0.65                        |  |  |  |  |
| Old Testament Scripture Analysis (BIB 110/Survey of Old Testament Literature) (1A)                         | 61            | 3.84                        | 17%    | 4      | 0.47               | 10            | 3.80 | 20%                         | 4      | 0.41               | 33            | 3.55 | 41%    | 4                           | 0.59               | 97            | 3.75 | 20%    | 4      | 0.56                        |  |  |  |  |
| Perspectives on Chemical Evolution: A Critical Analysis (CHE 101/Principles of Chemistry Lecture) (2C)     | 141           | 3.35                        | 50%    | 4      | 0.74               | 180           | 3.45 | 43%                         | 4      | 0.77               | 175           | 3.47 | 41%    | 4                           | 0.72               | 156           | 3.63 | 28%    | 4      | 0.69                        |  |  |  |  |
| Plagiarism Quiz (GEN 099/Whole Person Assessment: Journey to a Transformed Life) (2B)                      | 740           | 3.28                        | 58%    | 3      | 0.75               | 1,073         | 3.40 | 50%                         | 4      | 0.71               | 853           | 3.43 | 49%    | 4                           | 0.67               | 964           | 3.43 | 46%    | 4      | 0.71                        |  |  |  |  |
| Portraits of Jesus and the Application to Modern Society (BIB 261/New Testament Introduction) (1A)         | 8             | 3.73                        | 25%    | 4      | 0.51               | 85            | 3.44 | 59%                         | 3      | 0.58               | 59            | 3.92 | 8%     | 4                           | 0.27               | 71            | 3.80 | 21%    | 4      | 0.43                        |  |  |  |  |
| Portraits of Jesus and the Application to Modern Society (BIB 120/Survey of New Testament Literature) (1A) | 477           | 3.78                        | 21%    | 4      | 0.58               | 479           | 3.96 | 17%                         | 4      | 0.60               | 66            | 3.86 | 18%    | 4                           | 0.36               | 614           | 3.80 | 18%    | 4      | 0.47                        |  |  |  |  |
| PreTest-Test Differential Score (BIB 222/Old Testament Introduction) (1A)                                  | .             | .                           | .      | .      | .                  | .             | .    | .                           | .      | .                  | 1             | 4.00 | 100%   | 4                           | 0.00               | 1             | 3.50 | 50%    | 3.5    | 0.71                        |  |  |  |  |

# General Education

| Assessments by Instrument                                                                                  |                             |        |        |                    |               |                             |        |        |                    |               |                             |        |        |                    |               |                             |        |        |                    |                    |      |
|------------------------------------------------------------------------------------------------------------|-----------------------------|--------|--------|--------------------|---------------|-----------------------------|--------|--------|--------------------|---------------|-----------------------------|--------|--------|--------------------|---------------|-----------------------------|--------|--------|--------------------|--------------------|------|
| Name                                                                                                       | Aug 1, 2011 to Jul 31, 2012 |        |        |                    | n of students | Aug 1, 2012 to Jul 31, 2013 |        |        |                    | n of students | Aug 1, 2013 to Jul 31, 2014 |        |        |                    | n of students | Aug 1, 2014 to Jul 31, 2015 |        |        |                    | standard deviation |      |
|                                                                                                            | mean                        | mean % | median | standard deviation |               | mean                        | mean % | median | standard deviation |               | mean                        | mean % | median | standard deviation |               | mean                        | mean % | median | standard deviation |                    |      |
| Pre/Post-Test Differential Score (BIB 261/New Testament Introduction) (1A)                                 | .                           | .      | .      | .                  | 7             | 3.14                        | 86%    | 3      | 0.36               | .             | .                           | .      | .      | 2                  | 4.00          | 100%                        | 4      | 0.00   |                    |                    |      |
| Pre/Post-Test Differential Score (BLIT 110/Survey of Old Testament Literature) (1A)                        | 1                           | 4.00   | 100%   | 4                  | 0.00          | 1                           | 3.00   | 100%   | 3                  | 0.00          | 2                           | 4.00   | 100%   | 4                  | 0.00          | 17                          | 3.59   | 41%    | 4                  | 0.50               |      |
| Pre/Post-Test Differential Score (BLIT 120/Survey of New Testament Literature) (1A)                        | 1                           | 4.00   | 100%   | 4                  | 0.00          | 8                           | 3.88   | 13%    | 4                  | 0.34          | .                           | .      | .      | 1                  | 4.00          | 100%                        | 4      | 0.00   |                    |                    |      |
| Preaching the Gospel Using the Old Testament (BLUT 110/Survey of Old Testament Literature) (1C)            | 336                         | 3.82   | 19%    | 4                  | 0.53          | 369                         | 3.93   | 18%    | 4                  | 0.62          | 374                         | 3.69   | 30%    | 4                  | 0.59          | 597                         | 3.79   | 18%    | 4                  | 0.49               |      |
| Preaching the Gospel Using the Old Testament (BIB 222/Old Testament Introduction) (1C)                     | 74                          | 4.08   | 89%    | 4                  | 0.38          | 3                           | 3.67   | 33%    | 4                  | 0.49          | 28                          | 3.89   | 11%    | 4                  | 0.32          | 55                          | 3.69   | 31%    | 4                  | 0.46               |      |
| Reflection Paper (Alpha Lambda Delta) (4E)                                                                 | .                           | .      | .      | .                  | 1             | 3.38                        | 63%    | 3      | 0.52               | .             | .                           | .      | .      | .                  | .             | .                           | .      | .      | .                  | .                  |      |
| Reflection Paper (CS Lewis and the Inklings Club) (4E)                                                     | .                           | .      | .      | .                  | 1             | 3.88                        | 13%    | 4      | 0.35               | .             | .                           | .      | .      | .                  | .             | .                           | .      | .      | .                  | .                  |      |
| Reflection Paper (Club Officer/Member/Co-Curricular Activities) (4E)                                       | .                           | .      | .      | .                  | 2             | 4.00                        | 50%    | 4      | 1.03               | .             | .                           | .      | .      | .                  | .             | .                           | .      | .      | .                  | .                  |      |
| Reflection Paper (Global Crisis Simulation)                                                                | .                           | .      | .      | .                  | .             | .                           | .      | .      | .                  | .             | 1                           | 3.38   | 63%    | 3                  | 0.52          | .                           | .      | .      | .                  | .                  |      |
| Reflection Paper (Hebrew Club Member) (4C)                                                                 | .                           | .      | .      | .                  | 3             | 4.00                        | 73%    | 4      | 0.85               | 1             | 3.00                        | 80%    | 3      | 0.71               | .             | .                           | .      | .      | .                  | .                  |      |
| Reflection Paper (Missions Society) (4E)                                                                   | .                           | .      | .      | .                  | 1             | 5.00                        | 100%   | 5      | 0.00               | .             | .                           | .      | .      | .                  | .             | .                           | .      | .      | .                  | .                  |      |
| Reflection Paper (Music Lessons)                                                                           | .                           | .      | .      | .                  | .             | .                           | .      | .      | .                  | .             | .                           | .      | .      | .                  | .             | 1                           | 3.25   | 50%    | 3.5                | 0.89               |      |
| Reflection Paper (OIL) (4E)                                                                                | 2                           | 4.00   | 100%   | 4                  | 0.00          | 4                           | 4.25   | 75%    | 4                  | 0.44          | .                           | .      | .      | .                  | .             | .                           | .      | .      | .                  | .                  |      |
| Reflection Paper (Spanish Club Member) (4C)                                                                | 1                           | 2.20   | 80%    | 2                  | 0.45          | 5                           | 3.16   | 56%    | 3                  | 0.85          | 1                           | 3.00   | 80%    | 3                  | 0.71          | .                           | .      | .      | .                  | .                  |      |
| Reflection Paper (Spanish Honor Society) (4E)                                                              | .                           | .      | .      | .                  | .             | .                           | .      | .      | .                  | .             | 1                           | 3.50   | 50%    | 3.5                | 0.53          | .                           | .      | .      | .                  | .                  |      |
| Reflection Paper (Student Ambassador)                                                                      | 1                           | 4.00   | 100%   | 4                  | 0.00          | 1                           | 4.00   | 100%   | 4                  | 0.00          | 1                           | 4.00   | 100%   | 4                  | 0.00          | .                           | .      | .      | .                  | .                  |      |
| Reflection Paper (The Core) (4E)                                                                           | 2                           | 4.00   | 100%   | 4                  | 0.00          | 2                           | 3.94   | 6%     | 4                  | 0.25          | .                           | .      | .      | .                  | 1             | 4.00                        | 100%   | 4      | 0.00               | 4                  | 0.00 |
| Reflection Paper over Habitudes Book (4E)                                                                  | .                           | .      | .      | .                  | 1             | 4.00                        | 100%   | 4      | 0.00               | .             | .                           | .      | .      | .                  | .             | .                           | .      | .      | .                  | .                  |      |
| Relative Humidity Lab Report (PSC 201/Principles of Earth Science Laboratory) (2A)                         | 53                          | 3.40   | 34%    | 4                  | 1.04          | 81                          | 3.82   | 20%    | 4                  | 0.50          | 65                          | 3.43   | 40%    | 4                  | 0.81          | 37                          | 3.61   | 32%    | 4                  | 0.62               |      |
| Research Paper (COMP 102/Reading and Writing in the Liberal Arts) (2B)                                     | 353                         | 3.23   | 60%    | 3                  | 0.80          | 431                         | 3.14   | 58%    | 3                  | 0.94          | 341                         | 3.10   | 62%    | 3                  | 0.85          | 505                         | 3.26   | 51%    | 3                  | 0.87               |      |
| Research Paper (HONR 101/Artistic Expression) (2B)                                                         | 19                          | 3.55   | 45%    | 4                  | 0.50          | 14                          | 3.52   | 44%    | 4                  | 0.57          | 18                          | 3.54   | 50%    | 4                  | 0.54          | .                           | .      | .      | .                  | .                  |      |
| Research Paper (PHY 112/Physics II Lecture) (2C)                                                           | .                           | .      | .      | .                  | .             | .                           | .      | .      | .                  | .             | 18                          | 3.99   | 1%     | 4                  | 0.12          | 10                          | 3.93   | 8%     | 4                  | 0.27               |      |
| Review of Published Article: Geologists & Noah's Floods (PSC 201/Principles of Earth Science Lecture) (2C) | 61                          | 2.90   | 39%    | 3                  | 1.13          | 60                          | 3.28   | 49%    | 4                  | 0.85          | .                           | .      | .      | .                  | .             | .                           | .      | .      | .                  | .                  |      |
| Senior Paper or Project (Major Specific) (2E)                                                              | 3                           | 3.50   | 50%    | 3.5                | 0.51          | 7                           | 3.64   | 21%    | 4                  | 0.72          | 1                           | 4.00   | 100%   | 4                  | 0.00          | 1                           | 4.00   | 100%   | 4                  | 0.00               |      |
| Service Learning (Community Project) (PSY 201/Introduction to Psychology) (4D)                             | 185                         | 3.98   | 2%     | 4                  | 0.26          | 188                         | 3.96   | 3%     | 4                  | 0.26          | 114                         | 3.78   | 13%    | 4                  | 0.69          | 114                         | 3.59   | 39%    | 4                  | 0.93               |      |
| Service Learning (Community Project) (SOC 101/Introduction to Sociology) (4D)                              | 82                          | 3.67   | 37%    | 4                  | 0.61          | 73                          | 3.84   | 27%    | 4                  | 0.48          | 57                          | 3.84   | 19%    | 4                  | 0.54          | 37                          | 3.73   | 27%    | 4                  | 0.45               |      |
| Service Learning (Community Project) (SWK 202/Introduction to Social Work) (4D)                            | 25                          | 3.65   | 27%    | 4                  | 0.69          | 28                          | 3.99   | 1%     | 4                  | 0.11          | 33                          | 3.95   | 5%     | 4                  | 0.22          | 35                          | 4.03   | 97%    | 4                  | 0.17               |      |
| Service Learning (Family Project) (SOC 201/Marriage and the Family) (4D)                                   | 150                         | 3.39   | 53%    | 4                  | 0.85          | 157                         | 3.65   | 32%    | 4                  | 0.78          | 146                         | 3.74   | 33%    | 4                  | 0.69          | 60                          | 3.73   | 34%    | 4                  | 0.58               |      |
| Service Learning (Family Project) (SOC 323/Child and Family in the Social Context) (4D)                    | 29                          | 4.00   | 100%   | 4                  | 0.00          | 37                          | 3.98   | 5%     | 4                  | 0.27          | 27                          | 3.83   | 21%    | 4                  | 0.54          | 1                           | 4.00   | 100%   | 4                  | 0.00               |      |
| Service Learning (Leadership Project) (HONR 102/Philosophy of Science) (2E)                                | 1                           | 4.00   | 100%   | 4                  | 0.00          | 1                           | 4.00   | 100%   | 4                  | 0.00          | .                           | .      | .      | .                  | .             | 3                           | 3.83   | 17%    | 4                  | 0.38               |      |
| Service Learning (Political Engagement) (Met/Not Met) (GOV 101/American Government and Politics) (4D)      | 259                         | 3.90   | 14%    | 4                  | 0.45          | 257                         | 4.00   | 6%     | 4                  | 0.36          | 372                         | 3.89   | 12%    | 4                  | 0.32          | 363                         | 3.80   | 21%    | 4                  | 0.44               |      |
| Sunflower Germination Lab Report (BIO 101L/Principles of Biology Laboratory) (2A)                          | 133                         | 3.19   | 49%    | 4                  | 0.99          | 143                         | 3.44   | 39%    | 4                  | 0.87          | 151                         | 3.71   | 21%    | 4                  | 0.79          | 213                         | 3.64   | 25%    | 4                  | 0.70               |      |
| Three Views on Creation and Evolution Position Paper (HONR 102/Philosophy of Science) (2E)                 | .                           | .      | .      | .                  | 1             | 2.50                        | 50%    | 2.5    | 0.58               | 18            | 3.40                        | 38%    | 4      | 0.87               | 1             | 4.00                        | 100%   | 4      | 0.00               | 4                  | 0.00 |
| Unknown Bacteria Lab Report (BIO 130L/Microbiology Laboratory) (2A)                                        | .                           | .      | .      | .                  | 18            | 4.00                        | 89%    | 4      | 0.47               | 51            | 3.35                        | 47%    | 4      | 0.77               | .             | .                           | .      | .      | .                  | .                  | .    |
| Vitamin C: Salvation through Sacrifice (CHE 101L/Principles of Chemistry Laboratory) (2A)                  | 145                         | 3.21   | 60%    | 3                  | 0.80          | 171                         | 3.34   | 49%    | 4                  | 0.83          | 161                         | 3.55   | 37%    | 4                  | 0.65          | 164                         | 3.68   | 25%    | 4                  | 0.61               |      |
| Wetlands Lab Report (BIO 112L/Introductory Biology II Laboratory) (2A)                                     | .                           | .      | .      | .                  | 9             | 3.67                        | 33%    | 4      | 0.48               | .             | .                           | .      | .      | .                  | 10            | 3.68                        | 32%    | 4      | 0.47               | 4                  | 0.47 |

# General Education

| Assessments by Instrument                                                   |                             |      |        |                             |                    |               |                             |        |        |                             |               |      |               |        |                    |
|-----------------------------------------------------------------------------|-----------------------------|------|--------|-----------------------------|--------------------|---------------|-----------------------------|--------|--------|-----------------------------|---------------|------|---------------|--------|--------------------|
| Name                                                                        | Aug 1, 2011 to Jul 31, 2012 |      |        | Aug 1, 2012 to Jul 31, 2013 |                    |               | Aug 1, 2013 to Jul 31, 2014 |        |        | Aug 1, 2014 to Jul 31, 2015 |               |      | n of students | mean   | standard deviation |
|                                                                             | n of students               | mean | mean % | median                      | standard deviation | n of students | mean                        | mean % | median | standard deviation          | n of students | mean | mean %        | median | standard deviation |
| Worldview Analysis (HONR 202/History of Quantitative Thought) (2E)          | 10                          | 3.76 | 24%    | 4                           | 0.43               | 7             | 3.80                        | 34%    | 4      | 0.68                        | 1             | 3.80 | 20%           | 4      | 0.45               |
| Worldview Analysis (HUM 103/Christian Worldview & Culture) (2E)             | .                           | .    | .      | .                           | .                  | 191           | 4.07                        | 91%    | 4      | 0.35                        | 188           | 3.52 | 33%           | 4      | 0.77               |
| Worldview Analysis (HUM 222/Ancient & Medieval Humanities) (2E)             | 181                         | 3.42 | 47%    | 4                           | 0.68               | 191           | 3.71                        | 26%    | 4      | 0.56                        | 219           | 3.70 | 28%           | 4      | 0.58               |
| Worldview Analysis (HUM 233/Renaissance & Enlightenment Humanities) (2E)    | 11                          | 3.64 | 36%    | 4                           | 0.78               | 5             | 4.00                        | 100%   | 4      | 0.00                        | 238           | 4.01 | 99%           | 4      | 0.09               |
| Worldview Analysis (HUM 244/Romantic & Modern Humanities) (2E)              | 35                          | 3.43 | 57%    | 3                           | 0.50               | 67            | 3.99                        | 1%     | 4      | 0.12                        | 64            | 3.47 | 50%           | 3      | 0.55               |
| Worldview Analysis (HUM 301/Christian Worldview & Culture) (2E)             | .                           | .    | .      | .                           | .                  | 49            | 4.06                        | 94%    | 4      | 0.24                        | 5             | 3.48 | 44%           | 4      | 0.71               |
| Writing a Resume (Career Services) (4A)                                     | .                           | .    | .      | .                           | .                  | 2             | 2.50                        | 100%   | 2.5    | 0.76                        | .             | .    | .             | .      | .                  |
| Yeast Experiment Lab Report (BIO 111L/Introductory Biology Laboratory) (2A) | 1                           | 2.00 | 100%   | 2                           | 0.00               | 5             | 3.56                        | 44%    | 4      | 0.51                        | 27            | 3.71 | 29%           | 4      | 0.45               |
| Total By Columns                                                            | 2,444                       | 3.48 | 44%    | 4                           | 0.74               | 2,480         | 3.58                        | 35%    | 4      | 0.73                        | 2,498         | 3.55 | 37%           | 4      | 0.71               |

## Criteria by Gender

| TIME_PERIOD      | 2011-2012    |                   |                      |                        |                |                  |       |
|------------------|--------------|-------------------|----------------------|------------------------|----------------|------------------|-------|
| GENDER           | N (Students) | Spiritually Alive | Intellectually Alert | Physically Disciplined | Socially Adept | Mean GenEd Score |       |
|                  | Value        | Value             | Value                | Value                  | Value          | Value            | Value |
| Female           | 1,353        | 3.59              | 3.46                 | 2.81                   | 3.57           | 3.49             | 3.49  |
| Male             | 966          | 3.65              | 3.38                 | 2.89                   | 3.52           | 3.47             | 3.47  |
| Total by COLUMNS | 2,319        | 3.62              | 3.43                 | 2.84                   | 3.55           | 3.48             | 3.48  |

| TIME_PERIOD      | 2012-2013    |                   |                      |                        |                |                  |       |
|------------------|--------------|-------------------|----------------------|------------------------|----------------|------------------|-------|
| GENDER           | N (Students) | Spiritually Alive | Intellectually Alert | Physically Disciplined | Socially Adept | Mean GenEd Score |       |
|                  | Value        | Value             | Value                | Value                  | Value          | Value            | Value |
| Female           | 1,380        | 3.78              | 3.59                 | 2.96                   | 3.61           | 3.62             | 3.62  |
| Male             | 1,083        | 3.67              | 3.51                 | 2.96                   | 3.52           | 3.52             | 3.52  |
| Total by COLUMNS | 2,463        | 3.73              | 3.56                 | 2.96                   | 3.57           | 3.58             | 3.58  |

| TIME_PERIOD      | 2013-2014    |                   |                      |                        |                |                  |       |
|------------------|--------------|-------------------|----------------------|------------------------|----------------|------------------|-------|
| GENDER           | N (Students) | Spiritually Alive | Intellectually Alert | Physically Disciplined | Socially Adept | Mean GenEd Score |       |
|                  | Value        | Value             | Value                | Value                  | Value          | Value            | Value |
| Female           | 1,401        | 3.76              | 3.58                 | 2.90                   | 3.60           | 3.57             | 3.57  |
| Male             | 1,095        | 3.62              | 3.53                 | 3.00                   | 3.51           | 3.50             | 3.50  |
| Total by COLUMNS | 2,496        | 3.71              | 3.56                 | 2.94                   | 3.56           | 3.54             | 3.54  |

| TIME_PERIOD      | 2014-2015    |                   |                      |                        |                |                  |       |
|------------------|--------------|-------------------|----------------------|------------------------|----------------|------------------|-------|
| GENDER           | N (Students) | Spiritually Alive | Intellectually Alert | Physically Disciplined | Socially Adept | Mean GenEd Score |       |
|                  | Value        | Value             | Value                | Value                  | Value          | Value            | Value |
| Female           | 1,727        | 3.83              | 3.58                 | 2.72                   | 3.55           | 3.60             | 3.60  |
| Male             | 1,283        | 3.79              | 3.48                 | 2.86                   | 3.45           | 3.53             | 3.53  |
| Total by COLUMNS | 3,010        | 3.82              | 3.54                 | 2.77                   | 3.51           | 3.57             | 3.57  |

## Criteria by Race

| TIME_PERIOD                       |              | 2011-2012         |                      |                        |                |                  |  |
|-----------------------------------|--------------|-------------------|----------------------|------------------------|----------------|------------------|--|
|                                   | N (Students) | Spiritually Alive | Intellectually Alert | Physically Disciplined | Socially Adept | Mean GenEd Score |  |
| RACE                              | Value        | Value             | Value                | Value                  | Value          | Value            |  |
| American Indian or Alaskan Native | 66           | 3.63              | 3.40                 | 2.91                   | 3.41           | 3.47             |  |
| Asian/Pacific Islander            | 45           | 3.63              | 3.32                 | 3.04                   | 3.56           | 3.47             |  |
| Black/African American            | 351          | 3.52              | 3.30                 | 2.72                   | 3.47           | 3.38             |  |
| Hispanic                          | 140          | 3.50              | 3.26                 | 2.77                   | 3.58           | 3.39             |  |
| Non-resident alien                | 126          | 3.63              | 3.41                 | 2.83                   | 3.61           | 3.49             |  |
| Other                             | 30           | 3.65              | 3.37                 | 2.98                   | 3.60           | 3.49             |  |
| Two or More Races                 | 84           | 3.51              | 3.37                 | 2.91                   | 3.50           | 3.41             |  |
| Unreported                        | 183          | 3.65              | 3.38                 | 2.72                   | 3.44           | 3.44             |  |
| White/Caucasian                   | 1,280        | 3.66              | 3.50                 | 2.89                   | 3.58           | 3.53             |  |
| Total by COLUMNS                  | 2,305        | 3.62              | 3.43                 | 2.85                   | 3.55           | 3.48             |  |

## Criteria by Race

| TIME_PERIOD                       | 2012-2013    |                   |                      |                        |                |                  |
|-----------------------------------|--------------|-------------------|----------------------|------------------------|----------------|------------------|
|                                   | N (Students) | Spiritually Alive | Intellectually Alert | Physically Disciplined | Socially Adept | Mean GenEd Score |
|                                   | Value        | Value             | Value                | Value                  | Value          | Value            |
| RACE                              |              |                   |                      |                        |                |                  |
| American Indian or Alaskan Native | 72           | 3.70              | 3.60                 | 3.03                   | 3.63           | 3.59             |
| Asian/Pacific Islander            | 54           | 3.60              | 3.54                 | 2.90                   | 3.71           | 3.54             |
| Black/African American            | 376          | 3.69              | 3.40                 | 2.69                   | 3.44           | 3.45             |
| Hispanic                          | 170          | 3.66              | 3.43                 | 2.98                   | 3.60           | 3.52             |
| Non-resident alien                | 133          | 3.67              | 3.56                 | 2.87                   | 3.53           | 3.54             |
| Other                             | 22           | 3.52              | 3.45                 | 2.73                   | 3.42           | 3.41             |
| Two or More Races                 | 96           | 3.72              | 3.45                 | 2.77                   | 3.58           | 3.52             |
| Unreported                        | 198          | 3.79              | 3.53                 | 2.98                   | 3.47           | 3.56             |
| White/Caucasian                   | 1,337        | 3.77              | 3.63                 | 3.04                   | 3.62           | 3.63             |
| Total by COLUMNS                  | 2,458        | 3.73              | 3.56                 | 2.96                   | 3.57           | 3.58             |

## Criteria by Race

| TIME_PERIOD                       |              | 2013-2014         |                      |                        |                |                  |  |  |  |
|-----------------------------------|--------------|-------------------|----------------------|------------------------|----------------|------------------|--|--|--|
| RACE                              | N (Students) | Spiritually Alive | Intellectually Alert | Physically Disciplined | Socially Adept | Mean GenEd Score |  |  |  |
|                                   | Value        | Value             | Value                | Value                  | Value          | Value            |  |  |  |
| American Indian or Alaskan Native | 82           | 3.63              | 3.64                 | 2.74                   | 3.63           | 3.56             |  |  |  |
| Asian/Pacific Islander            | 52           | 3.82              | 3.67                 | 3.00                   | 3.68           | 3.65             |  |  |  |
| Black/African American            | 367          | 3.62              | 3.43                 | 2.76                   | 3.43           | 3.42             |  |  |  |
| Hispanic                          | 190          | 3.75              | 3.45                 | 2.95                   | 3.60           | 3.51             |  |  |  |
| Non-resident alien                | 159          | 3.58              | 3.43                 | 3.01                   | 3.54           | 3.46             |  |  |  |
| Other                             | 21           | 3.57              | 3.51                 | 2.61                   | 3.53           | 3.48             |  |  |  |
| Two or More Races                 | 111          | 3.64              | 3.50                 | 2.70                   | 3.48           | 3.47             |  |  |  |
| Unreported                        | 169          | 3.58              | 3.49                 | 2.88                   | 3.34           | 3.43             |  |  |  |
| White/Caucasian                   | 1,345        | 3.77              | 3.62                 | 3.01                   | 3.61           | 3.60             |  |  |  |
| Total by COLUMNS                  | 2,496        | 3.71              | 3.56                 | 2.94                   | 3.56           | 3.54             |  |  |  |

## Criteria by Race

| TIME_PERIOD                       |              | 2014-2015         |                      |                        |                |                  |  |
|-----------------------------------|--------------|-------------------|----------------------|------------------------|----------------|------------------|--|
| RACE                              | N (Students) | Spiritually Alive | Intellectually Alert | Physically Disciplined | Socially Adept | Mean GenEd Score |  |
|                                   | Value        | Value             | Value                | Value                  | Value          | Value            |  |
| American Indian or Alaskan Native | 95           | 3.78              | 3.55                 | 2.58                   | 3.56           | 3.55             |  |
| Asian/Pacific Islander            | 69           | 3.81              | 3.60                 | 2.87                   | 3.52           | 3.60             |  |
| Black/African American            | 462          | 3.72              | 3.38                 | 2.63                   | 3.44           | 3.46             |  |
| Hispanic                          | 264          | 3.80              | 3.50                 | 2.71                   | 3.42           | 3.54             |  |
| Non-resident alien                | 209          | 3.80              | 3.48                 | 2.82                   | 3.39           | 3.53             |  |
| Other                             | 22           | 3.93              | 3.38                 | 2.94                   | 3.71           | 3.61             |  |
| Two or More Races                 | 152          | 3.80              | 3.52                 | 2.65                   | 3.51           | 3.54             |  |
| Unreported                        | 181          | 3.73              | 3.45                 | 2.61                   | 3.50           | 3.50             |  |
| White/Caucasian                   | 1,554        | 3.86              | 3.61                 | 2.85                   | 3.56           | 3.63             |  |
| Total by COLUMNS                  | 3,008        | 3.82              | 3.54                 | 2.77                   | 3.51           | 3.57             |  |

## Criteria by Department

| TIME_PERIOD                      |              | 2011-2012         |                      |                        |                |                  |  |  |  |
|----------------------------------|--------------|-------------------|----------------------|------------------------|----------------|------------------|--|--|--|
| Criteria by Department           | N (Students) | Spiritually Alive | Intellectually Alert | Physically Disciplined | Socially Adept | Mean GenEd Score |  |  |  |
|                                  | Value        | Value             | Value                | Value                  | Value          | Value            |  |  |  |
| Undeclared                       | 177          | 3.57              | 3.39                 | 2.93                   | 3.43           | 3.46             |  |  |  |
| Behavioral Sciences              | 203          | 3.51              | 3.48                 | 2.90                   | 3.57           | 3.48             |  |  |  |
| Biology & Chemistry              | 121          | 3.56              | 3.52                 | 3.06                   | 3.65           | 3.53             |  |  |  |
| Business (Graduate)              | 61           | 3.82              | 3.42                 | 2.86                   | 3.45           | 3.50             |  |  |  |
| Business (Undergrad)             | 392          | 3.62              | 3.44                 | 2.95                   | 3.60           | 3.50             |  |  |  |
| Communications, Arts & Media     | 366          | 3.62              | 3.41                 | 2.80                   | 3.44           | 3.45             |  |  |  |
| Computing & Mathematics          | 42           | 3.56              | 3.55                 | 2.93                   | 3.55           | 3.52             |  |  |  |
| Education (Graduate)             | 8            | 3.81              | 3.54                 | 3.50                   | 3.58           | 3.62             |  |  |  |
| Education (Undergrad)            | 98           | 3.55              | 3.45                 | 2.67                   | 3.63           | 3.48             |  |  |  |
| Engineering                      | 76           | 3.67              | 3.41                 | 2.89                   | 3.61           | 3.52             |  |  |  |
| English & Modern Languages       | 78           | 3.68              | 3.51                 | 2.79                   | 3.65           | 3.55             |  |  |  |
| Exploratory                      | 46           | 3.49              | 3.25                 | 2.61                   | 3.51           | 3.37             |  |  |  |
| Health, Physical Education & Rec | 100          | 3.56              | 3.20                 | 3.07                   | 3.43           | 3.36             |  |  |  |
| History, Humanities & Government | 149          | 3.63              | 3.41                 | 2.66                   | 3.58           | 3.48             |  |  |  |
| Music                            | 117          | 3.57              | 3.37                 | 2.55                   | 3.45           | 3.41             |  |  |  |
| Nursing                          | 166          | 3.67              | 3.46                 | 2.92                   | 3.55           | 3.52             |  |  |  |
| Theology (Graduate)              | 32           | 3.77              | 3.60                 | 2.81                   | 3.68           | 3.63             |  |  |  |
| Theology (Undergrad)             | 258          | 3.69              | 3.41                 | 2.80                   | 3.57           | 3.51             |  |  |  |
| Total by COLUMNS                 | 2,490        | 3.62              | 3.43                 | 2.84                   | 3.55           | 3.48             |  |  |  |

# Criteria by Department

| TIME_PERIOD |                                  | 2012-2013    |                   |                      |                        |                |                  |  |  |  |  |
|-------------|----------------------------------|--------------|-------------------|----------------------|------------------------|----------------|------------------|--|--|--|--|
|             | Criteria by Department           | N (Students) | Spiritually Alive | Intellectually Alert | Physically Disciplined | Socially Adept | Mean GenEd Score |  |  |  |  |
|             |                                  | Value        | Value             | Value                | Value                  | Value          | Value            |  |  |  |  |
|             | Undeclared                       | 82           | 3.63              | 3.56                 | 2.94                   | 3.57           | 3.57             |  |  |  |  |
|             | Behavioral Sciences              | 206          | 3.74              | 3.56                 | 2.99                   | 3.60           | 3.59             |  |  |  |  |
|             | Biology & Chemistry              | 143          | 3.73              | 3.58                 | 3.02                   | 3.65           | 3.60             |  |  |  |  |
|             | Business (Graduate)              | 35           | 3.95              | 3.70                 | 2.33                   | 3.45           | 3.61             |  |  |  |  |
|             | Business (Undergrad)             | 438          | 3.74              | 3.50                 | 2.92                   | 3.59           | 3.55             |  |  |  |  |
|             | Communications, Arts & Media     | 362          | 3.79              | 3.59                 | 2.89                   | 3.54           | 3.59             |  |  |  |  |
|             | Computing & Mathematics          | 44           | 3.82              | 3.60                 | 2.98                   | 3.53           | 3.60             |  |  |  |  |
|             | Education (Graduate)             | 5            | 4.00              | 3.53                 | 2.17                   | 3.58           | 3.49             |  |  |  |  |
|             | Education (Undergrad)            | 102          | 3.70              | 3.59                 | 3.07                   | 3.65           | 3.61             |  |  |  |  |
|             | Engineering                      | 100          | 3.76              | 3.62                 | 2.95                   | 3.57           | 3.60             |  |  |  |  |
|             | English & Modern Languages       | 65           | 3.82              | 3.69                 | 2.78                   | 3.61           | 3.64             |  |  |  |  |
|             | Exploratory                      | 71           | 3.60              | 3.32                 | 2.97                   | 3.45           | 3.43             |  |  |  |  |
|             | Health, Physical Education & Rec | 110          | 3.76              | 3.42                 | 3.20                   | 3.44           | 3.51             |  |  |  |  |
|             | History, Humanities & Government | 148          | 3.76              | 3.60                 | 2.91                   | 3.57           | 3.59             |  |  |  |  |
|             | Music                            | 114          | 3.72              | 3.55                 | 2.97                   | 3.57           | 3.56             |  |  |  |  |
|             | Nursing                          | 166          | 3.82              | 3.66                 | 3.06                   | 3.59           | 3.66             |  |  |  |  |
|             | On-Line Campus                   | 4            | 3.30              | 2.67                 |                        | 2.67           | 3.13             |  |  |  |  |
|             | Theology (Graduate)              | 22           | 3.41              | 3.76                 | 2.80                   | 3.55           | 3.60             |  |  |  |  |
|             | Theology (Undergrad)             | 322          | 3.62              | 3.58                 | 2.92                   | 3.57           | 3.55             |  |  |  |  |
|             | Total by COLUMNS                 | 2,539        | 3.73              | 3.56                 | 2.96                   | 3.57           | 3.58             |  |  |  |  |



## Criteria by Department

| TIME_PERIOD                      |              | 2013-2014         |                      |                        |                |                  |  |
|----------------------------------|--------------|-------------------|----------------------|------------------------|----------------|------------------|--|
| Criteria by Department           | N (Students) | Spiritually Alive | Intellectually Alert | Physically Disciplined | Socially Adept | Mean GenEd Score |  |
|                                  | Value        | Value             | Value                | Value                  | Value          | Value            |  |
| Undeclared                       | 42           | 3.55              | 3.39                 | 2.84                   | 3.23           | 3.42             |  |
| Behavioral Sciences              | 207          | 3.75              | 3.54                 | 2.88                   | 3.58           | 3.55             |  |
| Biology & Chemistry              | 165          | 3.68              | 3.44                 | 3.07                   | 3.66           | 3.52             |  |
| Business (Graduate)              | 19           | 4.00              | 3.85                 | 2.79                   | 3.65           | 3.74             |  |
| Business (Undergrad)             | 481          | 3.67              | 3.57                 | 3.10                   | 3.57           | 3.56             |  |
| Communications, Arts & Media     | 376          | 3.70              | 3.58                 | 2.82                   | 3.54           | 3.54             |  |
| Computing & Mathematics          | 46           | 3.65              | 3.47                 | 2.92                   | 3.50           | 3.48             |  |
| Education (Graduate)             | 5            |                   | 3.42                 | 3.00                   | 3.13           | 3.27             |  |
| Education (Undergrad)            | 98           | 3.74              | 3.55                 | 2.82                   | 3.57           | 3.53             |  |
| Engineering                      | 112          | 3.67              | 3.68                 | 2.94                   | 3.72           | 3.61             |  |
| English & Modern Languages       | 64           | 3.75              | 3.61                 | 2.77                   | 3.60           | 3.58             |  |
| Exploratory                      | 71           | 3.64              | 3.35                 | 2.85                   | 3.57           | 3.44             |  |
| Health, Physical Education & Rec | 118          | 3.58              | 3.49                 | 3.11                   | 3.53           | 3.49             |  |
| History, Humanities & Government | 145          | 3.72              | 3.58                 | 2.96                   | 3.49           | 3.54             |  |
| Music                            | 101          | 3.73              | 3.55                 | 2.64                   | 3.40           | 3.47             |  |
| Nursing                          | 172          | 3.82              | 3.58                 | 2.94                   | 3.59           | 3.57             |  |
| On-Line Campus                   | 4            | 4.00              | 3.50                 | 3.00                   | 4.00           | 3.91             |  |
| Theology (Graduate)              | 14           | 4.00              | 3.81                 | 3.13                   | 3.19           | 3.66             |  |
| Theology (Undergrad)             | 295          | 3.75              | 3.58                 | 2.93                   | 3.55           | 3.57             |  |
| Total by COLUMNS                 | 2,535        | 3.70              | 3.55                 | 2.94                   | 3.56           | 3.54             |  |

## Criteria by Department

| TIME_PERIOD                      |              | 2014-2015         |                      |                        |                |                  |  |
|----------------------------------|--------------|-------------------|----------------------|------------------------|----------------|------------------|--|
|                                  | N (Students) | Spiritually Alive | Intellectually Alert | Physically Disciplined | Socially Adept | Mean GenEd Score |  |
|                                  | Value        | Value             | Value                | Value                  | Value          | Value            |  |
| Criteria by Department           |              |                   |                      |                        |                |                  |  |
| Undeclared                       | 224          | 3.81              | 3.55                 | 2.70                   | 3.60           | 3.72             |  |
| Behaviorial Sciences             | 227          | 3.84              | 3.52                 | 2.61                   | 3.53           | 3.57             |  |
| Biology & Chemistry              | 219          | 3.83              | 3.59                 | 2.79                   | 3.62           | 3.61             |  |
| Business (Graduate)              | 8            | 4.16              | 4.00                 |                        | 3.80           | 4.06             |  |
| Business (Undergrad)             | 558          | 3.81              | 3.54                 | 2.81                   | 3.51           | 3.57             |  |
| Communications, Arts & Media     | 423          | 3.80              | 3.51                 | 2.70                   | 3.46           | 3.54             |  |
| Computing & Mathematics          | 54           | 3.82              | 3.52                 | 2.73                   | 3.63           | 3.58             |  |
| Education (Graduate)             | 2            | 4.00              | 3.67                 |                        | 2.60           | 3.44             |  |
| Education (Undergrad)            | 119          | 3.91              | 3.58                 | 2.57                   | 3.54           | 3.59             |  |
| Engineering                      | 144          | 3.85              | 3.65                 | 2.87                   | 3.66           | 3.65             |  |
| English & Modern Languages       | 71           | 3.90              | 3.67                 | 2.84                   | 3.59           | 3.68             |  |
| Exploratory                      | 125          | 3.75              | 3.44                 | 2.90                   | 3.62           | 3.55             |  |
| Health, Physical Education & Rec | 157          | 3.68              | 3.42                 | 3.03                   | 3.47           | 3.49             |  |
| History, Humanities & Government | 164          | 3.85              | 3.60                 | 2.76                   | 3.43           | 3.58             |  |
| Music                            | 116          | 3.82              | 3.42                 | 2.56                   | 3.53           | 3.50             |  |
| Nursing                          | 211          | 3.85              | 3.63                 | 2.83                   | 3.47           | 3.62             |  |
| On-Line Campus                   | 5            | 3.73              | 3.47                 |                        | 2.60           | 3.24             |  |
| Theology (Graduate)              | 9            | 4.00              |                      | 2.50                   | 3.30           | 3.58             |  |
| Theology (Undergrad)             | 392          | 3.83              | 3.51                 | 2.78                   | 3.47           | 3.56             |  |
| Total by COLUMNS                 | 3,228        | 3.82              | 3.54                 | 2.77                   | 3.51           | 3.58             |  |

## Criteria by College

| TIME_PERIOD                     | 2011-2012    |                   |                      |                        |                |                  |
|---------------------------------|--------------|-------------------|----------------------|------------------------|----------------|------------------|
|                                 | N (Students) | Spiritually Alive | Intellectually Alert | Physically Disciplined | Socially Adept | Mean GenEd Score |
| Criteria by College             | Value        | Value             | Value                | Value                  | Value          | Value            |
| Arts & Cultural Studies         | 710          | 3.62              | 3.42                 | 2.73                   | 3.50           | 3.46             |
| Business                        | 453          | 3.63              | 3.44                 | 2.94                   | 3.58           | 3.50             |
| Education                       | 106          | 3.57              | 3.46                 | 2.68                   | 3.63           | 3.49             |
| Anna Vaughan College of Nursing | 166          | 3.67              | 3.46                 | 2.92                   | 3.55           | 3.52             |
| Science & Engineering           | 542          | 3.55              | 3.43                 | 2.97                   | 3.57           | 3.48             |
| Theology & Ministry             | 290          | 3.70              | 3.44                 | 2.80                   | 3.58           | 3.52             |
| Undeclared                      | 223          | 3.54              | 3.34                 | 2.74                   | 3.48           | 3.43             |
| Total by COLUMNS                | 2,490        | 3.62              | 3.43                 | 2.84                   | 3.55           | 3.48             |

| TIME_PERIOD                     | 2012-2013    |                   |                      |                        |                |                  |
|---------------------------------|--------------|-------------------|----------------------|------------------------|----------------|------------------|
|                                 | N (Students) | Spiritually Alive | Intellectually Alert | Physically Disciplined | Socially Adept | Mean GenEd Score |
|                                 | Value        | Value             | Value                | Value                  | Value          | Value            |
| Criteria by College             |              |                   |                      |                        |                |                  |
| Arts & Cultural Studies         | 689          | 3.78              | 3.59                 | 2.90                   | 3.56           | 3.59             |
| Business                        | 473          | 3.75              | 3.51                 | 2.90                   | 3.59           | 3.56             |
| Education                       | 107          | 3.71              | 3.59                 | 3.02                   | 3.65           | 3.60             |
| Anna Vaughan College of Nursing | 166          | 3.82              | 3.66                 | 3.06                   | 3.59           | 3.66             |
| ORU Online Campus               | 4            | 3.30              | 2.67                 |                        | 2.67           | 3.13             |
| Science & Engineering           | 603          | 3.75              | 3.55                 | 3.04                   | 3.58           | 3.58             |
| Theology & Ministry             | 344          | 3.61              | 3.59                 | 2.91                   | 3.57           | 3.55             |
| Undeclared                      | 153          | 3.60              | 3.39                 | 2.96                   | 3.48           | 3.46             |
| Total by COLUMNS                | 2,539        | 3.73              | 3.56                 | 2.96                   | 3.57           | 3.58             |

## Criteria by College

| TIME_PERIOD                     | 2013-2014    |                   |                      |                        |                |                  |
|---------------------------------|--------------|-------------------|----------------------|------------------------|----------------|------------------|
|                                 | N (Students) | Spiritually Alive | Intellectually Alert | Physically Disciplined | Socially Adept | Mean GenEd Score |
|                                 | Value        | Value             | Value                | Value                  | Value          | Value            |
| Criteria by College             |              |                   |                      |                        |                |                  |
| Arts & Cultural Studies         | 686          | 3.71              | 3.58                 | 2.81                   | 3.52           | 3.53             |
| Business                        | 500          | 3.67              | 3.58                 | 3.10                   | 3.57           | 3.56             |
| Education                       | 103          | 3.74              | 3.54                 | 2.82                   | 3.55           | 3.52             |
| Anna Vaughan College of Nursing | 172          | 3.82              | 3.58                 | 2.94                   | 3.59           | 3.57             |
| ORU Online Campus               | 4            | 4.00              | 3.50                 | 3.00                   | 4.00           | 3.91             |
| Science & Engineering           | 648          | 3.68              | 3.52                 | 2.98                   | 3.61           | 3.53             |
| Theology & Ministry             | 309          | 3.76              | 3.59                 | 2.93                   | 3.54           | 3.57             |
| Undeclared                      | 113          | 3.61              | 3.36                 | 2.85                   | 3.51           | 3.44             |
| Total by COLUMNS                | 2,535        | 3.70              | 3.55                 | 2.94                   | 3.56           | 3.54             |

| TIME_PERIOD                     | 2014-2015    |                   |                      |                        |                |                  |
|---------------------------------|--------------|-------------------|----------------------|------------------------|----------------|------------------|
|                                 | N (Students) | Spiritually Alive | Intellectually Alert | Physically Disciplined | Socially Adept | Mean GenEd Score |
| Criteria by College             | Value        | Value             | Value                | Value                  | Value          | Value            |
| Arts & Cultural Studies         | 774          | 3.83              | 3.53                 | 2.70                   | 3.48           | 3.55             |
| Business                        | 566          | 3.81              | 3.54                 | 2.81                   | 3.51           | 3.57             |
| Education                       | 121          | 3.91              | 3.58                 | 2.57                   | 3.53           | 3.59             |
| Anna Vaughan College of Nursing | 211          | 3.85              | 3.63                 | 2.83                   | 3.47           | 3.62             |
| ORU Online Campus               | 5            | 3.73              | 3.47                 |                        | 2.60           | 3.24             |
| Science & Engineering           | 801          | 3.80              | 3.54                 | 2.81                   | 3.57           | 3.58             |
| Theology & Ministry             | 401          | 3.83              | 3.51                 | 2.77                   | 3.47           | 3.56             |
| Undeclared                      | 349          | 3.79              | 3.48                 | 2.84                   | 3.61           | 3.64             |
| Total by COLUMNS                | 3,228        | 3.82              | 3.54                 | 2.77                   | 3.51           | 3.58             |

# Criteria by Major

2011-2012

| STUDENT_MAJOR                       | N<br>(Students) | Spiritually<br>Alive | Std.<br>Dev. | Intellectually<br>Alert | Physically<br>Disciplined | Std. Dev. -<br>Physically<br>Disciplined | Socially Adept | Std. Dev. -<br>Socially Adept | Mean GenEd<br>Score | Std. Dev. -<br>Mean GenEd<br>Score |
|-------------------------------------|-----------------|----------------------|--------------|-------------------------|---------------------------|------------------------------------------|----------------|-------------------------------|---------------------|------------------------------------|
|                                     |                 | Value                | Value        | Value                   | Value                     | Value                                    | Value          | Value                         | Value               | Value                              |
| Accounting                          | 55              | 3.67                 | 0.56         | 3.54                    | 2.96                      | 0.78                                     | 3.58           | 0.75                          | 3.56                | 0.67                               |
| Art Education/K-12                  | 6               | 3.70                 | 0.50         | 3.42                    | 3.22                      | 1.09                                     | 3.19           | 0.68                          | 3.47                | 0.70                               |
| Biblical Literature - Advanced Lang | 5               | 3.78                 | 0.48         | 3.55                    | 3.40                      | 0.52                                     | 3.83           | 0.38                          | 3.69                | 0.52                               |
| Biblical Literature - English Bible | 3               | 3.97                 | 0.18         | 3.36                    | 3.17                      | 0.41                                     | 3.61           | 0.74                          | 3.64                | 0.63                               |
| Biology                             | 88              | 3.52                 | 0.68         | 3.48                    | 3.08                      | 0.79                                     | 3.66           | 0.66                          | 3.51                | 0.70                               |
| Biomedical Chemistry                | 19              | 3.71                 | 0.59         | 3.61                    | 2.94                      | 0.76                                     | 3.62           | 0.51                          | 3.59                | 0.62                               |
| Biomedical Engineering              | 8               | 3.77                 | 0.43         | 3.14                    | 1.00                      |                                          | 3.86           | 0.35                          | 3.57                | 0.64                               |
| Business Administration             | 181             | 3.60                 | 0.64         | 3.41                    | 2.90                      | 0.94                                     | 3.57           | 0.68                          | 3.48                | 0.73                               |
| Chemistry                           | 7               | 3.82                 | 0.68         | 3.09                    | 2.92                      | 0.76                                     | 3.69           | 0.82                          | 3.54                | 0.80                               |
| Christian Care & Counseling         | 5               | 4.00                 | 0.00         | 3.38                    | 3.00                      | 0.00                                     | 4.00           | 0.00                          | 3.65                | 0.65                               |
| Christian Caregiving                | 29              | 3.57                 | 0.72         | 3.47                    | 2.70                      | 0.67                                     | 3.41           | 0.76                          | 3.52                | 0.74                               |
| Christian Caregiving & Counsel      | 1               | 3.86                 | 0.36         | 2.00                    | 3.00                      | 0.00                                     | 3.00           | 0.89                          | 3.39                | 0.79                               |
| Christian Counseling                | 22              | 3.42                 | 0.65         | 3.30                    | 3.29                      | 0.76                                     | 3.67           | 0.60                          | 3.48                | 0.65                               |
| Church Ministries                   | 32              | 3.81                 | 0.44         | 3.12                    | 2.78                      | 0.44                                     | 3.83           | 0.70                          | 3.66                | 0.65                               |
| Comm. Arts Secondary Education      | 7               | 3.60                 | 0.75         | 3.77                    | 2.33                      | 0.82                                     | 3.33           | 0.87                          | 3.54                | 0.77                               |
| Communication                       | 36              | 3.65                 | 0.68         | 3.35                    | 2.97                      | 0.81                                     | 3.63           | 0.55                          | 3.50                | 0.74                               |
| Computer Information Tech.          | 16              | 3.48                 | 0.82         | 3.52                    | 3.08                      | 0.49                                     | 3.37           | 0.73                          | 3.47                | 0.72                               |
| Computer Science                    | 9               | 4.00                 | 0.00         | 3.85                    | 3.00                      | 1.07                                     | 3.57           | 0.58                          | 3.69                | 0.56                               |
| Curriculum and Instruction          | 6               | 3.79                 | 0.41         | 3.48                    | 4.00                      |                                          | 3.64           | 0.50                          | 3.61                | 0.69                               |
| Dance Performance                   | 21              | 3.63                 | 0.66         | 3.63                    | 2.06                      | 0.62                                     | 3.53           | 0.67                          | 3.47                | 0.80                               |
| Doctor of Ministry                  | 1               | 4.00                 | 0.00         | 3.86                    |                           |                                          |                |                               | 3.88                | 0.33                               |
| Drama                               | 1               | 3.85                 | 0.38         | 4.00                    |                           |                                          |                |                               | 3.90                | 0.30                               |
| Drama/TV/Film Performance           | 32              | 3.56                 | 0.75         | 3.47                    | 2.73                      | 0.94                                     | 3.36           | 0.77                          | 3.44                | 0.77                               |
| Early Childhood Education - English | 7               | 3.48                 | 0.68         | 3.38                    | 2.95                      | 0.71                                     | 3.65           | 0.53                          | 3.45                | 0.67                               |
| Elementary Education                | 81              | 3.56                 | 0.67         | 3.46                    | 2.67                      | 0.98                                     | 3.61           | 0.57                          | 3.48                | 0.73                               |
| Elementary Education - Early Childh | 4               | 3.25                 | 0.46         | 3.29                    | 2.00                      |                                          | 4.19           | 0.87                          | 3.54                | 0.92                               |
| Engineering                         | 62              | 3.66                 | 0.67         | 3.43                    | 2.91                      | 0.82                                     | 3.56           | 0.67                          | 3.51                | 0.68                               |
| Engineering Exploratory             | 1               | 3.81                 | 0.54         |                         | 3.00                      | 0.00                                     |                |                               | 3.72                | 0.57                               |



# Criteria by Major

| 2011-2012                           |                 |                      |              |                         |                                        |                           |                                          |                |                               |                     |                                    |
|-------------------------------------|-----------------|----------------------|--------------|-------------------------|----------------------------------------|---------------------------|------------------------------------------|----------------|-------------------------------|---------------------|------------------------------------|
| STUDENT_MAJOR                       | N<br>(Students) | Spiritually<br>Alive | Std.<br>Dev. | Intellectually<br>Alert | Std. Dev. -<br>Intellectually<br>Alert | Physically<br>Disciplined | Std. Dev. -<br>Physically<br>Disciplined | Socially Adept | Std. Dev. -<br>Socially Adept | Mean GenEd<br>Score | Std. Dev. -<br>Mean GenEd<br>Score |
|                                     |                 | Value                | Value        | Value                   | Value                                  | Value                     | Value                                    | Value          | Value                         | Value               | Value                              |
| Engineering Physics                 | 5               | 3.69                 | 0.48         | 3.40                    | 0.66                                   |                           |                                          | 3.91           | 0.61                          | 3.59                | 0.65                               |
| English Bible                       | 17              | 3.78                 | 0.58         | 3.29                    | 0.78                                   | 2.81                      | 0.92                                     | 3.60           | 0.89                          | 3.47                | 0.82                               |
| English Educ-Secondary Teaching     | 7               | 3.75                 | 0.47         | 3.61                    | 0.79                                   | 2.75                      | 0.71                                     | 4.06           | 0.69                          | 3.71                | 0.71                               |
| English Literature                  | 16              | 3.75                 | 0.58         | 3.53                    | 0.72                                   | 2.71                      | 1.00                                     | 3.61           | 0.67                          | 3.54                | 0.74                               |
| Environmental Sustainability        | 4               | 3.19                 | 0.82         | 3.61                    | 0.58                                   | 3.00                      | 1.25                                     | 3.65           | 0.79                          | 3.48                | 0.78                               |
| Exploratory                         | 46              | 3.49                 | 0.76         | 3.25                    | 0.82                                   | 2.61                      | 0.78                                     | 3.51           | 0.91                          | 3.37                | 0.84                               |
| Finance                             | 41              | 3.68                 | 0.62         | 3.40                    | 0.81                                   | 3.03                      | 0.95                                     | 3.68           | 0.67                          | 3.53                | 0.75                               |
| French                              | 6               | 3.44                 | 0.75         | 3.39                    | 0.86                                   | 2.42                      | 0.90                                     | 3.67           | 0.65                          | 3.46                | 0.80                               |
| Government                          | 51              | 3.71                 | 0.56         | 3.42                    | 0.74                                   | 2.73                      | 0.88                                     | 3.64           | 0.68                          | 3.52                | 0.72                               |
| Graphic Design                      | 2               | 3.84                 | 0.68         | 3.60                    | 0.50                                   | 2.80                      | 0.63                                     | 3.56           | 0.62                          | 3.59                | 0.67                               |
| Graphic Design Print                | 33              | 3.57                 | 0.63         | 3.45                    | 0.74                                   | 2.79                      | 0.84                                     | 3.22           | 0.91                          | 3.38                | 0.79                               |
| Graphic Design Video                | 4               | 3.94                 | 0.73         | 3.43                    | 0.51                                   | 1.71                      | 0.49                                     | 3.44           | 0.63                          | 3.56                | 0.87                               |
| Health & Exer Sci - Exercise Specia | 65              | 3.52                 | 0.62         | 3.23                    | 0.81                                   | 3.14                      | 0.80                                     | 3.62           | 0.72                          | 3.41                | 0.75                               |
| Health & Physical Educ/K-12         | 3               | 3.62                 | 0.56         | 3.21                    | 1.10                                   | 2.60                      | 0.55                                     | 3.44           | 0.65                          | 3.39                | 0.81                               |
| History                             | 18              | 3.47                 | 0.59         | 3.23                    | 0.89                                   | 2.17                      | 1.09                                     | 3.30           | 0.83                          | 3.22                | 0.89                               |
| Int'l Community Development         | 43              | 3.63                 | 0.71         | 3.45                    | 0.81                                   | 2.74                      | 0.91                                     | 3.67           | 0.63                          | 3.53                | 0.77                               |
| International Business              | 28              | 3.76                 | 0.54         | 3.49                    | 0.71                                   | 2.64                      | 0.87                                     | 3.70           | 0.62                          | 3.58                | 0.69                               |
| International Relations             | 19              | 3.46                 | 0.81         | 3.38                    | 0.73                                   | 2.53                      | 0.98                                     | 3.44           | 0.77                          | 3.37                | 0.81                               |
| Leadership MBA                      | 2               | 4.00                 | 0.00         | 3.13                    | 0.96                                   |                           |                                          | 3.60           | 0.55                          | 3.26                | 0.91                               |
| Leadership Studies                  | 8               | 3.62                 | 0.59         | 3.31                    | 0.95                                   | 2.30                      | 0.67                                     | 3.23           | 0.62                          | 3.37                | 0.79                               |
| Liberal Arts                        | 1               | 4.00                 | 0.00         | 4.00                    | 0.00                                   | 3.00                      | 0.00                                     | 3.80           | 0.45                          | 3.81                | 0.40                               |
| Management                          | 53              | 3.64                 | 0.67         | 3.43                    | 0.76                                   | 3.14                      | 0.87                                     | 3.56           | 0.82                          | 3.51                | 0.76                               |
| Marketing                           | 93              | 3.62                 | 0.59         | 3.44                    | 0.74                                   | 2.94                      | 0.86                                     | 3.52           | 0.74                          | 3.48                | 0.72                               |
| Mass Media Communication            | 14              | 3.83                 | 0.62         | 3.21                    | 0.89                                   | 3.17                      | 1.17                                     | 2.71           | 0.85                          | 3.18                | 0.92                               |
| Master of Divinity                  | 16              | 3.84                 | 0.57         | 3.73                    | 0.66                                   | 2.67                      | 1.11                                     | 3.51           | 0.62                          | 3.65                | 0.71                               |
| Mathematics                         | 8               | 3.80                 | 0.41         | 3.34                    | 0.67                                   | 2.83                      | 1.03                                     | 3.52           | 0.94                          | 3.46                | 0.78                               |
| Mathematics Preactuary              | 1               |                      |              | 2.36                    | 1.03                                   | 2.00                      |                                          |                |                               | 2.33                | 0.98                               |
| Mathematics-Secondary Teaching      | 8               | 3.47                 | 0.86         | 3.79                    | 0.46                                   | 2.83                      | 0.98                                     | 3.64           | 0.48                          | 3.60                | 0.66                               |

## Criteria by Major

| 2011-2012                                       |                 |                      |       |              |       |                         |       |                           |       |                                          |       |                |       |                               |       |                     |       |                                    |       |      |
|-------------------------------------------------|-----------------|----------------------|-------|--------------|-------|-------------------------|-------|---------------------------|-------|------------------------------------------|-------|----------------|-------|-------------------------------|-------|---------------------|-------|------------------------------------|-------|------|
| STUDENT_MAJOR                                   | N<br>(Students) | Spiritually<br>Alive |       | Std.<br>Dev. |       | Intellectually<br>Alert |       | Physically<br>Disciplined |       | Std. Dev. -<br>Physically<br>Disciplined |       | Socially Adept |       | Std. Dev. -<br>Socially Adept |       | Mean GenEd<br>Score |       | Std. Dev. -<br>Mean GenEd<br>Score |       |      |
|                                                 |                 | Value                | Value | Value        | Value | Value                   | Value | Value                     | Value | Value                                    | Value | Value          | Value | Value                         | Value | Value               | Value | Value                              | Value |      |
| Media - Advertising                             | 138             |                      | 3.59  | 0.67         |       | 3.30                    |       | 0.80                      |       | 2.79                                     |       | 0.91           |       | 3.48                          |       | 0.71                |       | 3.41                               |       | 0.77 |
| Ministry and Leadership - Church Ad<br>Missions | 58              |                      | 3.67  | 0.70         |       | 3.41                    |       | 0.80                      |       | 2.76                                     |       | 0.80           |       | 3.56                          |       | 0.62                |       | 3.49                               |       | 0.76 |
|                                                 | 1               |                      |       |              |       | 4.00                    |       | 0.00                      |       |                                          |       |                |       | 3.40                          |       | 0.55                |       | 3.70                               |       | 0.48 |
| Modern Foreign Language Educ - French           | 4               |                      | 3.72  | 0.50         |       | 3.57                    |       | 0.77                      |       | 2.67                                     |       | 0.71           |       | 3.55                          |       | 0.81                |       | 3.56                               |       | 0.75 |
| Music Arts - Arts                               | 44              |                      | 3.63  | 0.56         |       | 3.27                    |       | 0.76                      |       | 2.51                                     |       | 0.86           |       | 3.35                          |       | 0.73                |       | 3.35                               |       | 0.75 |
| Music Composition                               | 1               |                      |       |              |       | 4.00                    |       | 0.00                      |       |                                          |       |                |       | 3.94                          |       | 0.25                |       | 3.95                               |       | 0.22 |
| Music Composition - Composition                 | 14              |                      | 3.57  | 0.71         |       | 3.76                    |       | 0.43                      |       | 3.00                                     |       | 1.00           |       | 3.37                          |       | 0.83                |       | 3.55                               |       | 0.71 |
| Music Education-Instrumental                    | 18              |                      | 3.66  | 0.64         |       | 3.41                    |       | 0.68                      |       | 2.12                                     |       | 1.05           |       | 3.95                          |       | 0.75                |       | 3.58                               |       | 0.80 |
| Music Education-Vocal                           | 1               |                      | 3.38  | 0.96         |       | 2.00                    |       |                           |       | 2.50                                     |       | 0.71           |       | 3.00                          |       |                     |       | 3.20                               |       | 0.95 |
| Music Exploratory                               | 3               |                      | 3.55  | 0.69         |       | 3.86                    |       | 0.92                      |       | 2.80                                     |       | 0.45           |       | 3.17                          |       | 0.70                |       | 3.45                               |       | 0.81 |
| Music Interest                                  | 2               |                      | 3.45  | 0.67         |       | 3.46                    |       | 0.78                      |       | 2.63                                     |       | 0.74           |       | 3.53                          |       | 0.87                |       | 3.37                               |       | 0.80 |
| Music Performance - Instrumental                | 9               |                      | 3.39  | 0.73         |       | 3.40                    |       | 0.71                      |       | 2.79                                     |       | 0.58           |       | 3.46                          |       | 0.74                |       | 3.36                               |       | 0.73 |
| Musical Theatre                                 | 8               |                      | 3.48  | 0.86         |       | 3.54                    |       | 0.54                      |       | 2.83                                     |       | 0.41           |       | 3.89                          |       | 0.79                |       | 3.56                               |       | 0.74 |
| New Testament                                   | 10              |                      | 3.88  | 0.58         |       | 3.57                    |       | 0.69                      |       | 2.94                                     |       | 0.77           |       | 3.70                          |       | 0.61                |       | 3.65                               |       | 0.67 |
| Nursing                                         | 166             |                      | 3.67  | 0.59         |       | 3.46                    |       | 0.69                      |       | 2.92                                     |       | 0.79           |       | 3.55                          |       | 0.70                |       | 3.52                               |       | 0.69 |
| Old Testament                                   | 5               |                      | 3.89  | 0.40         |       | 3.58                    |       | 0.67                      |       | 2.83                                     |       | 0.83           |       | 2.57                          |       | 0.79                |       | 3.50                               |       | 0.77 |
| Organizational/Interpersonal Comm               | 39              |                      | 3.66  | 0.49         |       | 3.49                    |       | 0.72                      |       | 3.55                                     |       | 0.69           |       | 3.44                          |       | 0.65                |       | 3.50                               |       | 0.67 |
| Pastoral Christian Ministries                   | 55              |                      | 3.54  | 0.68         |       | 3.47                    |       | 0.83                      |       | 2.55                                     |       | 1.00           |       | 3.47                          |       | 0.72                |       | 3.43                               |       | 0.82 |
| Practical Theology                              | 4               |                      | 4.00  | 0.00         |       | 3.94                    |       | 0.24                      |       |                                          |       |                |       | 4.03                          |       | 0.76                |       | 4.00                               |       | 0.59 |
| Psychology                                      | 132             |                      | 3.49  | 0.68         |       | 3.46                    |       | 0.79                      |       | 2.93                                     |       | 0.84           |       | 3.60                          |       | 0.73                |       | 3.48                               |       | 0.76 |
| Recreation Administration                       | 31              |                      | 3.64  | 0.83         |       | 3.15                    |       | 1.01                      |       | 2.97                                     |       | 0.98           |       | 2.90                          |       | 1.03                |       | 3.19                               |       | 1.01 |
| Sacred Music                                    | 3               |                      |       |              |       | 3.67                    |       | 0.49                      |       |                                          |       |                |       | 3.71                          |       | 0.76                |       | 3.68                               |       | 0.56 |
| School Administration                           | 2               |                      | 3.86  | 0.36         |       | 3.61                    |       | 0.54                      |       | 3.00                                     |       |                |       | 3.40                          |       | 0.89                |       | 3.64                               |       | 0.54 |
| Science Secondary Ed (Biology)                  | 1               |                      | 3.69  | 0.60         |       | 3.93                    |       | 0.26                      |       | 3.50                                     |       | 0.55           |       | 3.88                          |       | 0.33                |       | 3.82                               |       | 0.42 |
| Science Secondary Education                     | 2               |                      | 3.60  | 0.55         |       | 3.60                    |       | 0.71                      |       |                                          |       |                |       | 3.00                          |       | 0.76                |       | 3.47                               |       | 0.73 |
| Social Studies-Secondary Teach                  | 9               |                      | 3.61  | 0.57         |       | 3.56                    |       | 0.71                      |       | 3.05                                     |       | 0.65           |       | 3.89                          |       | 0.84                |       | 3.61                               |       | 0.73 |
| Social Work                                     | 71              |                      | 3.53  | 0.69         |       | 3.52                    |       | 0.74                      |       | 2.83                                     |       | 0.82           |       | 3.53                          |       | 0.67                |       | 3.49                               |       | 0.73 |
| Spanish                                         | 14              |                      | 3.52  | 0.71         |       | 3.51                    |       | 0.92                      |       | 3.08                                     |       | 0.70           |       | 3.49                          |       | 0.91                |       | 3.48                               |       | 0.82 |



# Criteria by Major

| 2011-2012                           |                 |                      |       |              |                         |       |                                        |                           |       |                                          |                |       |                               |                     |                                    |  |
|-------------------------------------|-----------------|----------------------|-------|--------------|-------------------------|-------|----------------------------------------|---------------------------|-------|------------------------------------------|----------------|-------|-------------------------------|---------------------|------------------------------------|--|
| STUDENT_MAJOR                       | N<br>(Students) | Spiritually<br>Alive |       | Std.<br>Dev. | Intellectually<br>Alert |       | Std. Dev. -<br>Intellectually<br>Alert | Physically<br>Disciplined |       | Std. Dev. -<br>Physically<br>Disciplined | Socially Adept |       | Std. Dev. -<br>Socially Adept | Mean GenEd<br>Score | Std. Dev. -<br>Mean GenEd<br>Score |  |
|                                     |                 | Value                | Value |              | Value                   | Value |                                        | Value                     | Value |                                          | Value          | Value |                               |                     |                                    |  |
| Special Educ./Mild Moderate Dis     | 6               | 3.76                 | 0.43  |              | 3.52                    | 0.90  |                                        | 2.10                      | 0.57  |                                          | 3.64           | 0.69  |                               | 3.52                | 0.83                               |  |
| Sports Management - Sports Admin    | 1               | 3.90                 | 0.30  |              | 2.96                    | 1.19  |                                        |                           |       |                                          | 4.00           |       |                               | 3.42                | 0.99                               |  |
| Studio Art                          | 14              | 3.77                 | 0.45  |              | 3.36                    | 0.69  |                                        | 3.20                      | 1.10  |                                          | 3.21           | 0.82  |                               | 3.44                | 0.71                               |  |
| Theatre Arts                        | 11              | 3.55                 | 0.75  |              | 3.71                    | 0.51  |                                        | 3.11                      | 0.76  |                                          | 3.11           | 0.86  |                               | 3.46                | 0.75                               |  |
| Theological/Historical St - Apologe | 22              | 3.77                 | 0.55  |              | 3.44                    | 0.73  |                                        | 3.19                      | 0.66  |                                          | 3.60           | 0.67  |                               | 3.58                | 0.67                               |  |
| Theological/Historical Studies      | 4               | 3.50                 | 0.53  |              | 3.30                    | 0.63  |                                        | 1.67                      | 0.58  |                                          | 3.44           | 0.51  |                               | 3.29                | 0.68                               |  |
| Undeclared                          | 177             | 3.57                 | 0.65  |              | 3.39                    | 0.53  |                                        | 2.93                      | 0.86  |                                          | 3.43           | 0.60  |                               | 3.46                | 0.61                               |  |
| Worship Arts                        | 21              | 3.54                 | 0.53  |              | 3.30                    | 0.82  |                                        | 2.64                      | 0.95  |                                          | 3.36           | 0.63  |                               | 3.34                | 0.75                               |  |
| Worship Arts Interest               | 1               | 3.25                 | 0.96  |              |                         |       |                                        |                           |       |                                          |                |       |                               | 3.25                | 0.96                               |  |
| Writing - Journalism                | 31              | 3.75                 | 0.56  |              | 3.46                    | 0.74  |                                        | 2.83                      | 0.78  |                                          | 3.68           | 0.62  |                               | 3.57                | 0.70                               |  |
| Total by COLUMNS                    | 2,490           | 3.62                 | 0.65  |              | 3.43                    | 0.75  |                                        | 2.84                      | 0.87  |                                          | 3.55           | 0.72  |                               | 3.48                | 0.74                               |  |



## General Education (Performance Levels by Outcomes and Proficiencies)

|                |                                       | 2011-2012 |     |     |     |             |               | 2012-2013 |     |     |     |             |               |
|----------------|---------------------------------------|-----------|-----|-----|-----|-------------|---------------|-----------|-----|-----|-----|-------------|---------------|
| OUTCOME        | PROFICIENCY                           | 1         | 2   | 3   | 4   | # Of Scores | # Of Students | 1         | 2   | 3   | 4   | # Of Scores | # Of Students |
|                | Spiritually Alive                     | 1%        | 6%  | 26% | 67% | 17,644      | 1,669         | 1%        | 5%  | 21% | 73% | 12,859      | 1,466         |
|                | Biblical Knowledge                    | 1%        | 3%  | 17% | 80% | 2,574       | 543           | 0%        | 1%  | 24% | 75% | 2,878       | 579           |
|                | Sensitivity to the Holy Spirit        | 0%        | 7%  | 12% | 81% | 4,722       | 1,088         | 0%        | 2%  | 20% | 78% | 1,395       | 455           |
|                | Evangelistic Capability               | 0%        | 3%  | 15% | 83% | 2,091       | 415           | 0%        | 2%  | 21% | 77% | 1,933       | 384           |
|                | Ethical Behavior                      | 1%        | 7%  | 40% | 52% | 8,257       | 1,246         | 2%        | 8%  | 20% | 71% | 6,653       | 972           |
|                | Intellectually Alert                  | 2%        | 9%  | 36% | 53% | 20,722      | 1,944         | 2%        | 8%  | 25% | 65% | 20,197      | 2,170         |
|                | Critical Thinking                     | 3%        | 10% | 26% | 62% | 5,298       | 932           | 2%        | 9%  | 30% | 59% | 5,763       | 1,010         |
|                | Information Literacy                  | 2%        | 8%  | 28% | 62% | 5,572       | 1,219         | 3%        | 10% | 21% | 66% | 6,762       | 1,585         |
|                | Global and Historical Perspectives    | 3%        | 11% | 43% | 42% | 4,867       | 797           | 1%        | 7%  | 34% | 58% | 3,778       | 681           |
|                | Aesthetic Appreciation                | 0%        | 5%  | 55% | 40% | 3,680       | 435           | 2%        | 9%  | 33% | 57% | 1,188       | 148           |
|                | Intellectual Creativity               | 0%        | 10% | 36% | 54% | 1,305       | 255           | 0%        | 2%  | 10% | 88% | 2,706       | 501           |
|                | Physically Disciplined                | 8%        | 22% | 48% | 22% | 3,177       | 1,037         | 7%        | 19% | 51% | 23% | 2,674       | 1,113         |
|                | Healthy Lifestyle                     | 3%        | 23% | 64% | 9%  | 1,854       | 684           | 2%        | 17% | 69% | 13% | 1,512       | 774           |
|                | Physically Disciplined Lifestyle      | 16%       | 21% | 25% | 39% | 1,323       | 730           | 14%       | 21% | 28% | 37% | 1,162       | 638           |
| Socially Adept |                                       | 1%        | 7%  | 35% | 58% | 13,117      | 1,658         | 1%        | 6%  | 31% | 62% | 12,690      | 1,850         |
|                | Communication Skills                  | 2%        | 9%  | 40% | 49% | 5,397       | 849           | 1%        | 7%  | 41% | 50% | 5,099       | 803           |
|                | Interpersonal Skills                  | 0%        | 3%  | 31% | 66% | 2,740       | 516           | 1%        | 2%  | 19% | 78% | 2,792       | 516           |
|                | Appreciation of Cultural & Linguistic | 0%        | 13% | 40% | 47% | 1,161       | 247           | 0%        | 12% | 37% | 51% | 1,123       | 236           |
|                | Responsible Citizenship               | 1%        | 4%  | 20% | 75% | 1,972       | 705           | 1%        | 3%  | 8%  | 88% | 1,898       | 677           |
|                | Leadership Capacity                   | 0%        | 3%  | 34% | 62% | 1,847       | 824           | 1%        | 6%  | 41% | 53% | 1,778       | 1,133         |
| OVERALL        |                                       | 2%        | 8%  | 33% | 57% | 54,660      | 2,439         | 2%        | 7%  | 27% | 64% | 48,420      | 2,492         |

# General Education (Performance Levels by Outcomes and Proficiencies)

| OUTCOME                            | PROFICIENCY                           | 2013-2014 |     |     |     |             |               | 2014-2015 |     |     |     |             |               |
|------------------------------------|---------------------------------------|-----------|-----|-----|-----|-------------|---------------|-----------|-----|-----|-----|-------------|---------------|
|                                    |                                       | 1         | 2   | 3   | 4   | # Of Scores | # Of Students | 1         | 2   | 3   | 4   | # Of Scores | # Of Students |
| Spiritually Alive                  |                                       | 1%        | 4%  | 18% | 76% | 10,772      | 1,318         | 1%        | 3%  | 12% | 84% | 20,769      | 2,348         |
|                                    | Biblical Knowledge                    | 0%        | 1%  | 13% | 86% | 819         | 193           | 0%        | 2%  | 16% | 82% | 3,691       | 771           |
| Sensitivity to the Holy Spirit     |                                       | 0%        | 1%  | 6%  | 94% | 1,367       | 453           | 1%        | 3%  | 11% | 85% | 2,539       | 845           |
|                                    | Evangelistic Capability               | 1%        | 3%  | 21% | 75% | 2,029       | 402           | 0%        | 2%  | 17% | 81% | 3,262       | 652           |
| Ethical Behavior                   |                                       | 1%        | 6%  | 21% | 72% | 6,557       | 920           | 1%        | 3%  | 10% | 86% | 11,277      | 1,600         |
|                                    | Intellectually Alert                  | 1%        | 8%  | 24% | 66% | 21,996      | 2,129         | 2%        | 8%  | 25% | 65% | 21,846      | 2,266         |
| Critical Thinking                  |                                       | 2%        | 11% | 26% | 61% | 6,007       | 1,036         | 2%        | 8%  | 20% | 70% | 5,510       | 975           |
|                                    | Information Literacy                  | 2%        | 9%  | 23% | 66% | 6,019       | 1,376         | 3%        | 9%  | 22% | 66% | 7,102       | 1,571         |
| Global and Historical Perspectives |                                       | 0%        | 7%  | 29% | 64% | 5,593       | 989           | 0%        | 8%  | 34% | 57% | 4,182       | 773           |
|                                    | Aesthetic Appreciation                | 3%        | 13% | 33% | 51% | 622         | 77            | 3%        | 17% | 34% | 46% | 862         | 105           |
| Intellectual Creativity            |                                       | 1%        | 4%  | 17% | 78% | 3,755       | 656           | 1%        | 6%  | 26% | 68% | 4,190       | 732           |
|                                    | Physically Disciplined                | 7%        | 18% | 50% | 25% | 3,675       | 1,135         | 13%       | 23% | 42% | 22% | 4,234       | 1,834         |
| Healthy Lifestyle                  |                                       | 2%        | 17% | 71% | 11% | 1,968       | 817           | 2%        | 23% | 62% | 12% | 1,529       | 764           |
|                                    | Physically Disciplined Lifestyle      | 13%       | 20% | 25% | 42% | 1,707       | 844           | 19%       | 23% | 31% | 27% | 2,705       | 1,574         |
| Socially Adept                     |                                       | 1%        | 5%  | 30% | 63% | 10,941      | 1,652         | 1%        | 7%  | 32% | 60% | 8,726       | 1,451         |
|                                    | Communication Skills                  | 2%        | 6%  | 37% | 55% | 4,586       | 722           | 1%        | 9%  | 39% | 50% | 4,363       | 923           |
| Interpersonal Skills               |                                       | 0%        | 2%  | 22% | 76% | 2,445       | 485           | 0%        | 1%  | 23% | 75% | 1,985       | 400           |
|                                    | Appreciation of Cultural & Linguistic | 3%        | 9%  | 49% | 39% | 806         | 169           | 3%        | 10% | 36% | 51% | 579         | 137           |
| Responsible Citizenship            |                                       | 1%        | 4%  | 8%  | 87% | 1,647       | 691           | 3%        | 2%  | 13% | 82% | 1,179       | 578           |
|                                    | Leadership Capacity                   | 0%        | 7%  | 34% | 58% | 1,457       | 920           | 0%        | 21% | 31% | 47% | 620         | 91            |
| OVERALL                            |                                       | 2%        | 7%  | 26% | 65% | 47,384      | 2,462         | 2%        | 7%  | 23% | 68% | 55,575      | 3,172         |

## **Appendix 28**

**2021 - 2022**

### **Whole Person Assessment Data**

University and Program Outcome Results

# ORU Outcomes & Proficiencies - Year 2021-2022

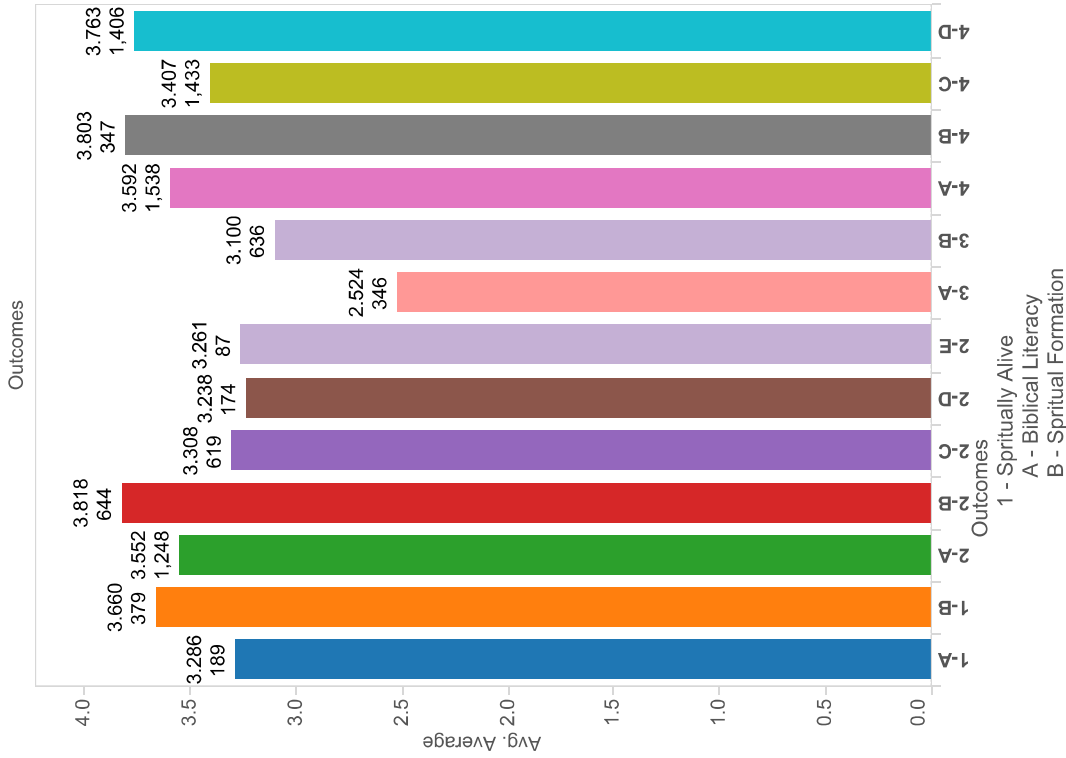
as of Dec 17, 2021 and May 13, 2022

## Sheet 1 - College of Arts & Cultural Studies

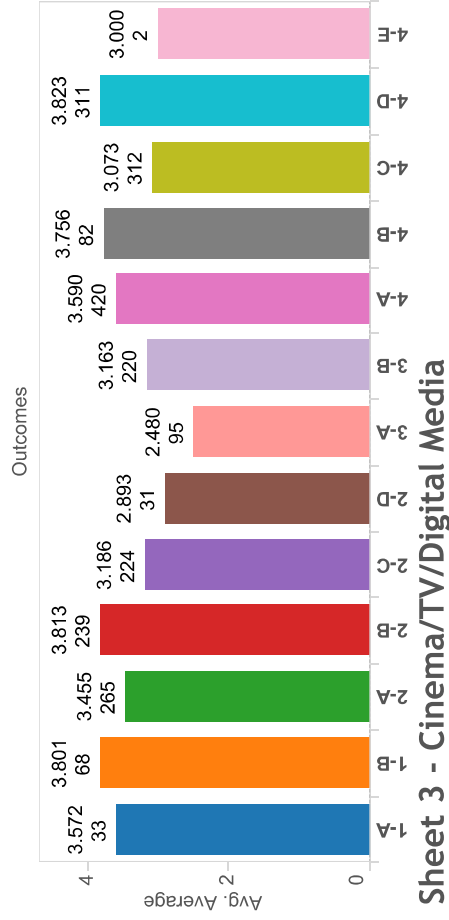
College  
Arts & Cultural Studies

Dept  
Communications & Media

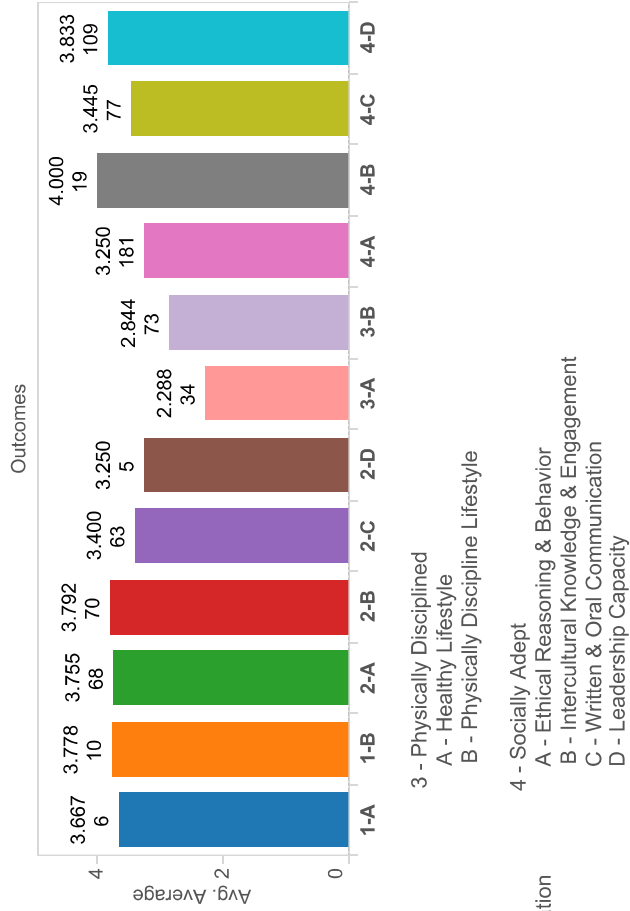
Major1  
Cinema/TV/Digital Media



## Sheet 2 - Communications & Media



## Sheet 3 - Cinema/TV/Digital Media



5 - Professionally Competent

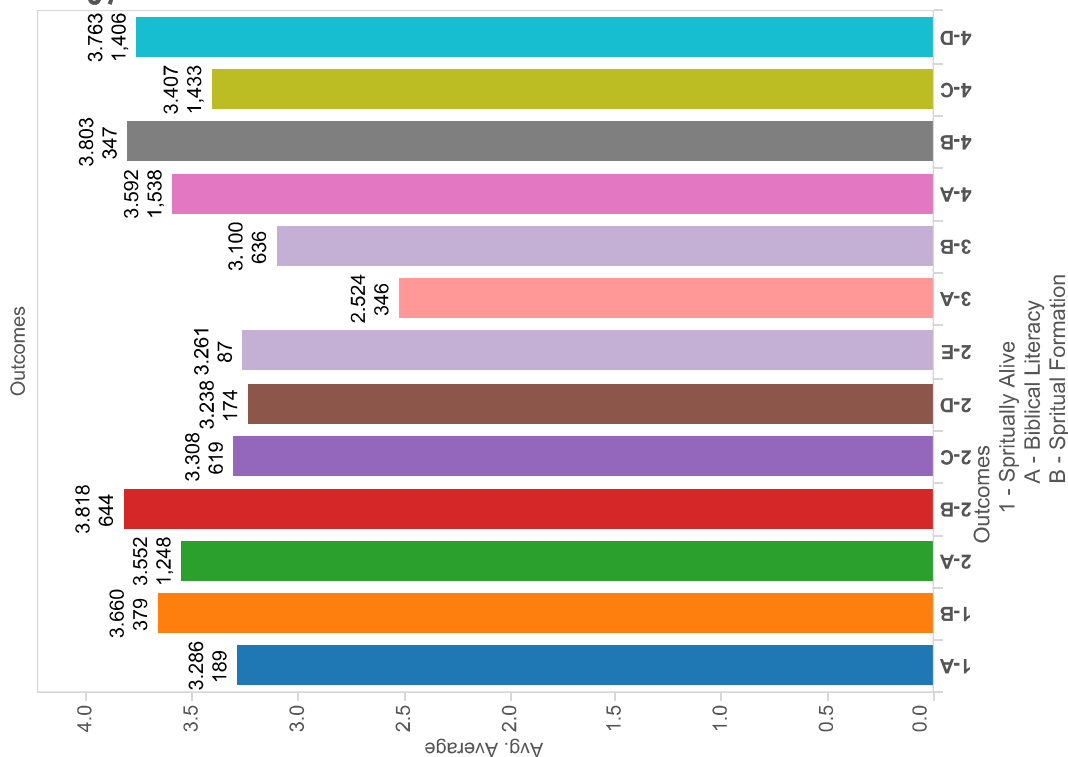
# ORU Outcomes & Proficiencies - Year 2021-2022 as of Dec 17, 2021 and May 13, 2022

Sheet 1 - College of Arts & Cultural Studies

College  
Arts & Cultural Studies

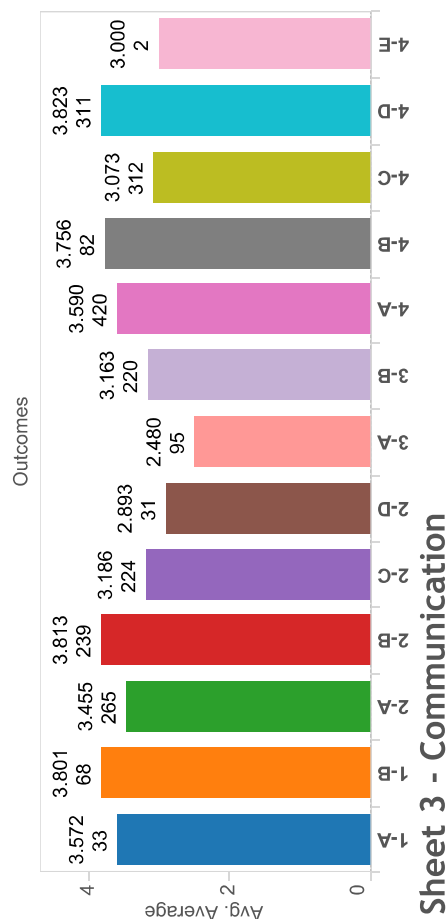
Dept  
Communications & Media

Major  
Communication

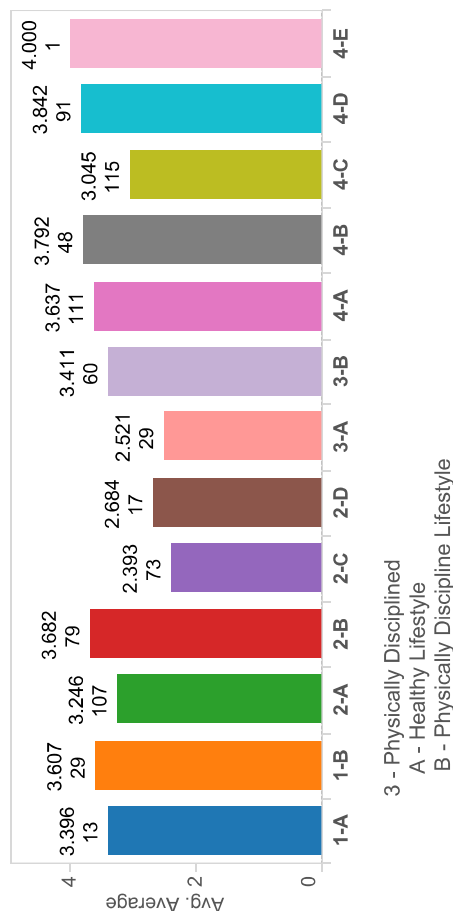


- 1 - Spiritually Alive  
A - Biblical Literacy  
B - Spiritual Formation
- 2 - Intellectually Alert  
A - Critical Thinking, Creativity & Aesthetic Appreciation  
B - Global & Historical Perspectives  
C - Information Literacy  
D - Knowledge of Physical & Natural World
- 3 - Physically Disciplined  
A - Healthy Lifestyle  
B - Physically Disciplined Lifestyle
- 4 - Socially Adept  
A - Ethical Reasoning & Behavior  
B - Intercultural Knowledge & Engagement  
C - Written & Oral Communication  
D - Leadership Capacity
- 5 - Professionally Competent

Sheet 2 - Communications & Media



Sheet 3 - Communication



- 3 - Physically Disciplined  
A - Healthy Lifestyle  
B - Physically Disciplined Lifestyle
- 4 - Socially Adept  
A - Ethical Reasoning & Behavior  
B - Intercultural Knowledge & Engagement  
C - Written & Oral Communication  
D - Leadership Capacity

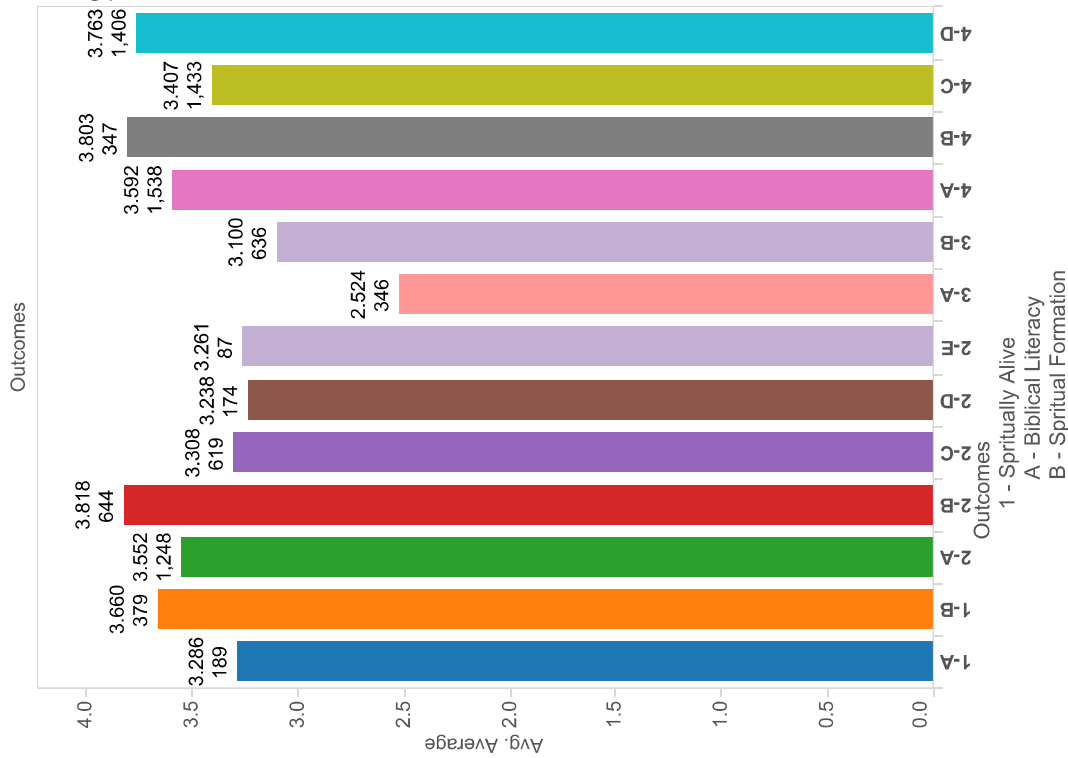
# ORU Outcomes & Proficiencies - Year 2021-2022 as of Dec 17, 2021 and May 13, 2022

Sheet 1 - College of Arts & Cultural Studies

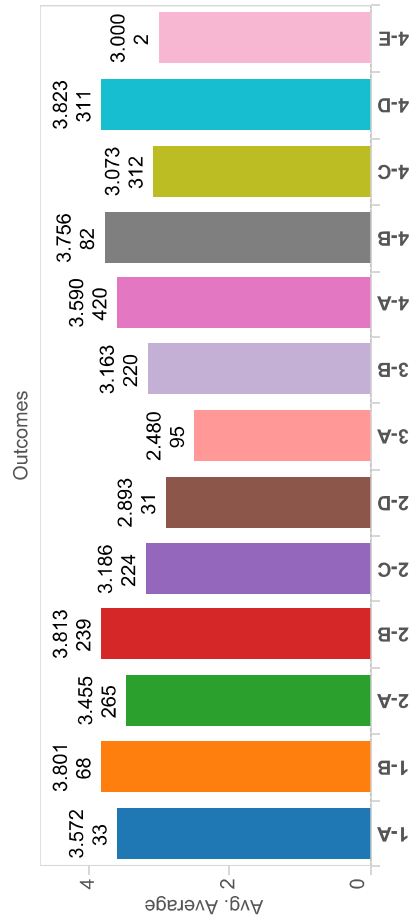
College  
Arts & Cultural Studies

Dept  
Communications & Media

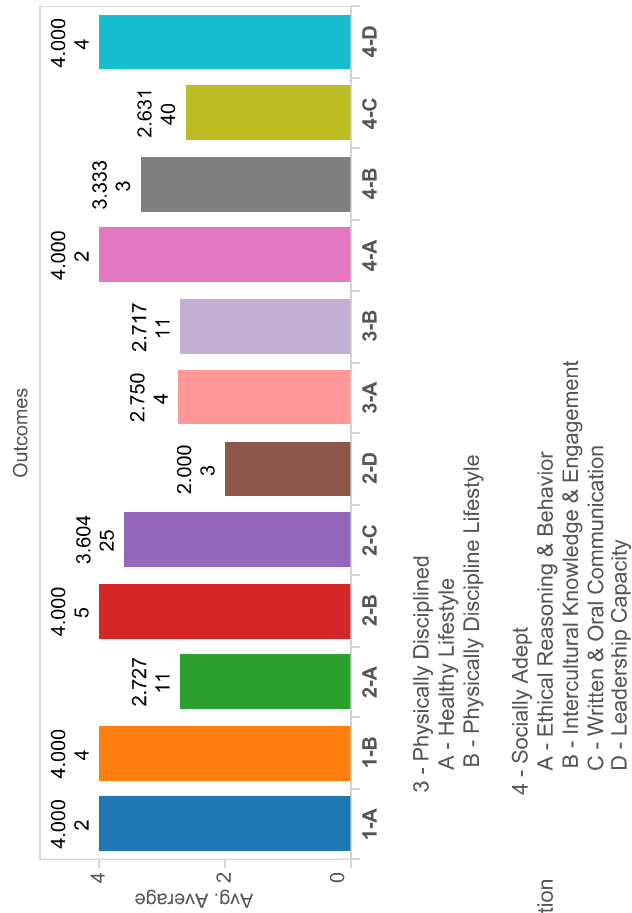
Major  
Convergence Journalism



Sheet 2 - Communications & Media

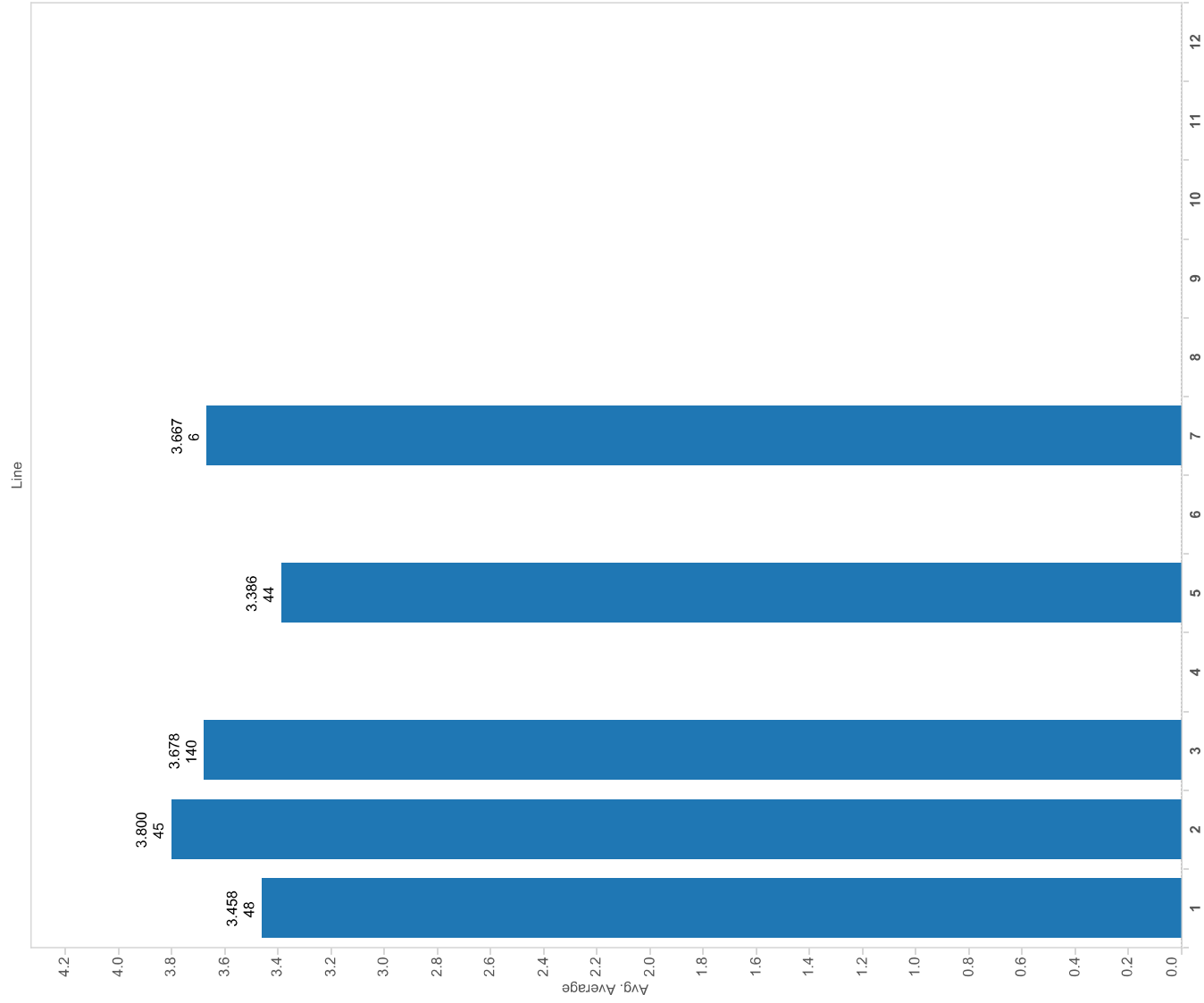


Sheet 3 - Convergence Journalism



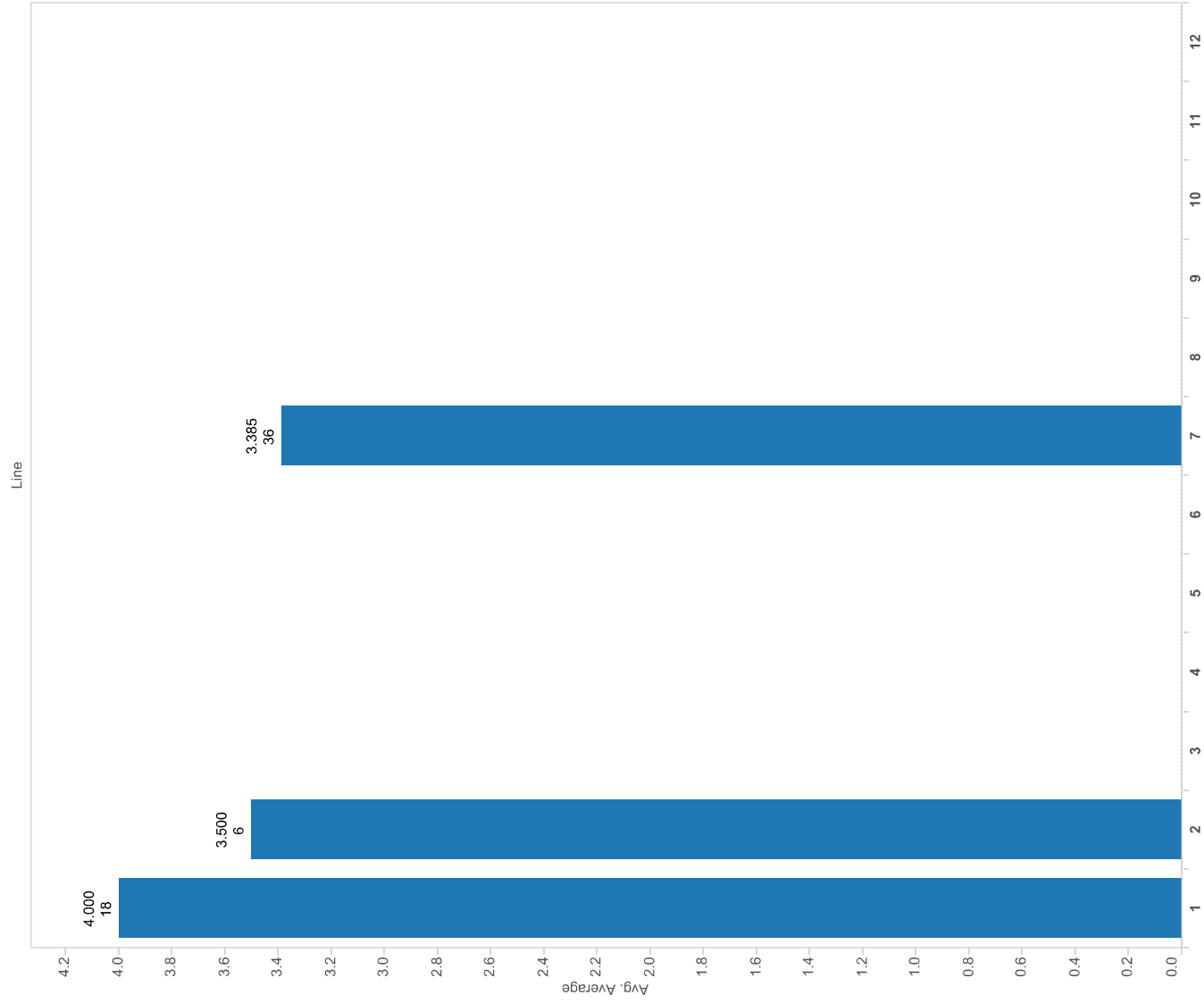
5 - Professionally Competent

Sheet 1 - Professional Competence for COM



Average of Average for each Line. The marks are labeled by average of Average and sum of # of Scores. The view is filtered on Line, which keeps 12 members.

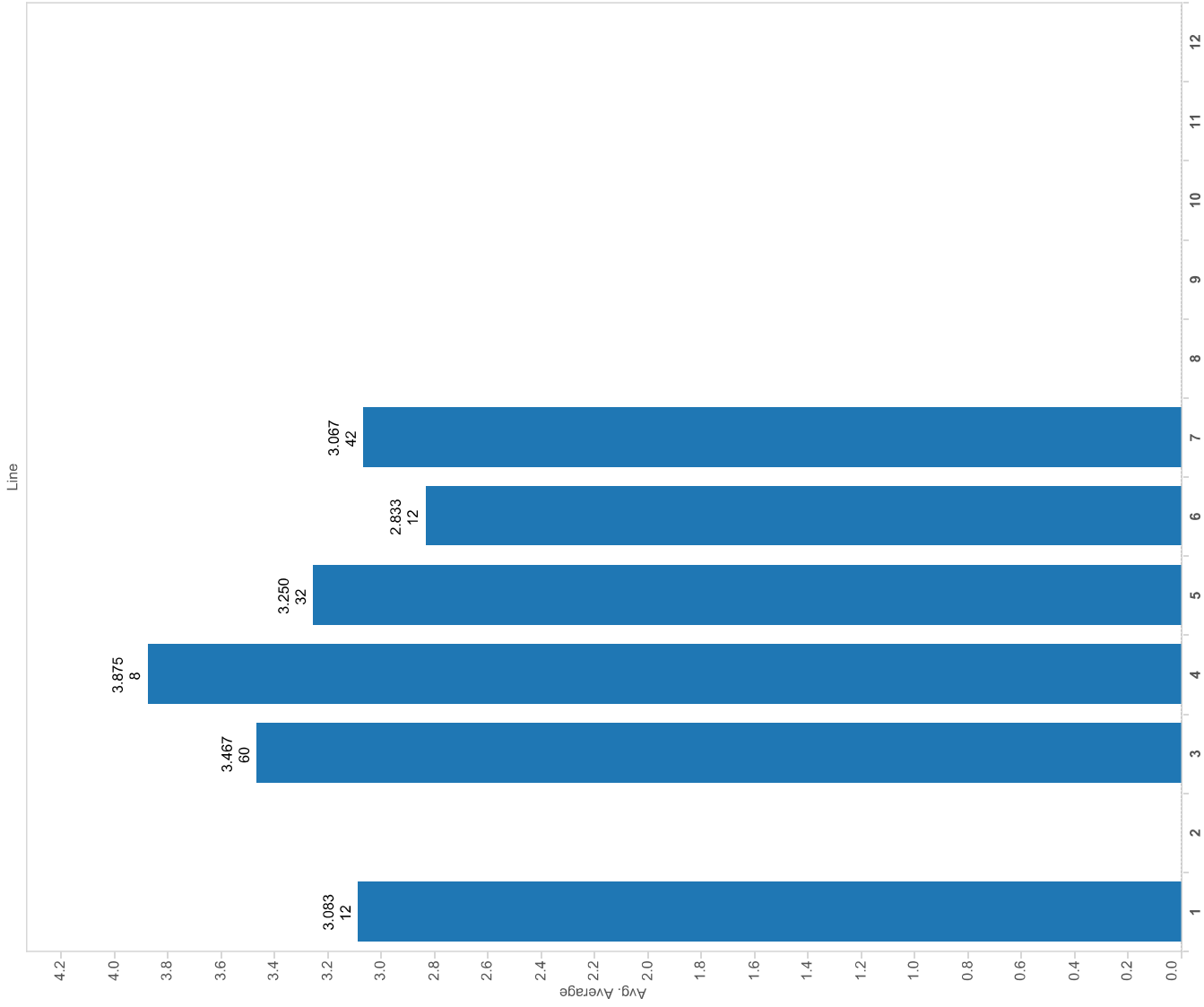
Sheet 1 - Professional Competence for COMN-BA



Average of Average for each Line. The marks are labeled by average of Average and sum of # of Scores. The view is filtered on Line, which keeps 12 members.



Sheet 1 - Professional Competence for COMN-BA-OL



Average of Average for each Line. The marks are labeled by average of Average and sum of # of Scores. The view is filtered on Line, which keeps 12 members.

## **Appendix 29**

### **2021-2022 Program Improvement Plans**

Healthcare Administration (B.S.)

Master in Nursing (M.Sc.)

## Healthcare Administration (B.S.) Program Improvement Planning

|                         |                             |
|-------------------------|-----------------------------|
| <b>Department Chair</b> | <b>Program Team Members</b> |
| <b>Dr. Prentice</b>     | Mrs. JoeAnn Robinson        |

Please list the recommendations made by the Formative Feedback Team and provide comments.

| #        | Formative Feedback Recommendations                                                                             | Will We Do This? |    | If No, please provide your rationale | Person Responsible & Timeline     |
|----------|----------------------------------------------------------------------------------------------------------------|------------------|----|--------------------------------------|-----------------------------------|
|          |                                                                                                                | Yes              | No |                                      |                                   |
| <b>1</b> | Are you sure that rubrics have just been attached to LCHA 498? And future reports will reflect these outcomes? | X                |    |                                      | Dr. Prentice, March 2022 put into |
| <b>2</b> | Do you use any "exit interviews" for this program? As part of 499?                                             | X                |    |                                      | Dr. Prentice, June 2022           |
| <b>3</b> |                                                                                                                |                  |    |                                      |                                   |
| <b>4</b> |                                                                                                                |                  |    |                                      |                                   |
| <b>5</b> |                                                                                                                |                  |    |                                      |                                   |

Please list any recommendations that your Department/School decides to make in addition to those made by the Formative Feedback Team.

| # | Department/School Recommendations                                                                                                                                                             | Person Responsible | Timeline   |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|------------|
| 1 | Post class instructor evaluation: Program director provided evaluation provided to faculty to evaluate the class and provide input for changes.                                               | Dr. Prentice       | March 2022 |
| 2 | Advisory Board: Initiate Advisory Board with community healthcare administrators to evaluate program classes and make recommendations for improvement or changes to stay with current trends. | Dr. Prentice       | March 2023 |
| 3 |                                                                                                                                                                                               |                    |            |

## Master of Nursing (M.S.N.) Program Improvement Planning

|                     |                                          |
|---------------------|------------------------------------------|
| Department Chair    | Program Team Members                     |
| Dr. Audrey Thompson | Director Kimberly Landrum; Angela Foster |

Please list the recommendations made by the Formative Feedback Team and provide comments.

| # | Formative Feedback Recommendations                                                                                | Will We Do This? |    | If No, please provide your rationale | Person Responsible & Timeline |
|---|-------------------------------------------------------------------------------------------------------------------|------------------|----|--------------------------------------|-------------------------------|
|   |                                                                                                                   | Yes              | No |                                      |                               |
| 1 | Artifact Project 4- data missing (2020-2021)<br>Response: Will research why this data is missing and report back. | X                |    |                                      | Dr. Landrum<br>January 2022   |
| 2 |                                                                                                                   |                  |    |                                      |                               |
| 3 |                                                                                                                   |                  |    |                                      |                               |
| 4 |                                                                                                                   |                  |    |                                      |                               |
| 5 |                                                                                                                   |                  |    |                                      |                               |

Please list any recommendations that your Department/School decides to make in addition to those made by the Formative Feedback Team.

| # | Department/School Recommendations<br>In answer to observations made by peers                                                                                                                                                                                                                                                                                                                                                                                                            | Person Responsible | Timeline        |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-----------------|
| 1 | Artifacts have been developed for GNUR distinctives 575 (Curriculum Design and Implementation); 580 (Curriculum Evaluation); 598 and 599 Capstone I and II, and have been provided to on-line to place in the courses. Also WPA developed for initial course GNUR 502 and GNUR 512 and loaded into the courses. Plans to update other courses to contain artifacts will be developed through the MSN committee and members, and delivered to on-line lifelong learning for the courses. | Dr. Landrum        |                 |
| 2 | Update program outcome and artifact chart (in report) to delineate which courses and assessment is utilized (not clear on chart in report)                                                                                                                                                                                                                                                                                                                                              | Dr Landrum         | ASAP            |
| 3 | Will review with R Valenz for accuracy and submission of any changes                                                                                                                                                                                                                                                                                                                                                                                                                    | Dr Landrum         | January 30 2022 |

## **Appendix 30**

### **2010 General Education WPA Academic Handbook (Excerpts)**



# ORU

GENERAL EDUCATION  
WHOLE PERSON ASSESSMENT  
HANDBOOK

COURSE ARTIFACTS



**Dr. Ralph Fagin  
Provost**

**Dr. Cal Easterling  
Director, Office of Institutional Research**

**Dr. Mark R. Hall  
Coordinator of General Education**

**Jana Swartwood  
Editorial Consultant**

**Jonathan Hall  
Honors Research Assistant**

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## Why You Need This Handbook

It's your first semester at ORU, and you wonder to yourself, "Why on earth do I need such a big book for my Whole Person Assessment class? Will I ever use it again?"

As a matter of fact, you will. You'll use it a lot. And you don't even have to read the whole thing!

*Everything you need to know about Whole Person Assessment and the ePortfolio system can be found in this handbook.*

- Step-by-step instructions for setting up your ePortfolio and submitting artifacts for assessment
- A master checklist of *all* required General Education artifacts
- Descriptions of each artifact assignment
- The *exact* criteria that your professor will use to evaluate your artifacts
- An explanation of ORU's outcomes and proficiencies/capacities
- Background of ePortfolio and ORU's relationship with Chalk & Wire

So read what you need.

Be prepared.

This is your moment.

Welcome to Whole Person Assessment.

## How to Use This Handbook

This handbook will be your guide as you complete your General Education ePortfolio. In it, you will find a brief overview of the background and foundation of Whole Person Assessment at Oral Roberts University, instructions on successfully completing GEN 099: Whole Person Assessment, a master checklist of all the required artifacts for the General Education Whole Person Assessment, and a description of the artifacts (along with the rubrics that will be used to evaluate them).

If you are using the PDF version of this handbook, you may click on “Bookmarks” on the left-hand side of the document. This will open up a sidebar of links to the different sections of the Study Guide. You may click on a link to go directly to a particular section, or you may scroll through the entire document.

You may find unfamiliar terms as you read through this manual. When in doubt, please consult the “Glossary of Key Terms” on page 380 of this manual (or click on the bookmark titled “Glossary of Key Terms”) to make sure you understand everything you are reading. In addition, if you have any questions about the technical aspects of the ePortfolio process, visit <http://eportfolio.oru.edu>. The website contains many valuable resources including frequently asked questions and tutorials for completing the various ePortfolio tasks.



# INTRODUCTION TO WHOLE PERSON ASSESSMENT

## The Mission: Whole-Person Education

Welcome to the beginning of an exciting journey with Oral Roberts University. ORU was founded as a result of the evangelist Oral Roberts' obeying God's mandate to build a university on God's authority and the Holy Spirit. God's commission to Oral Roberts was to "Raise up your students to hear My voice, to go where My light is dim, where My voice is heard small, and My healing power is not known, even to the uttermost bounds of the earth. Their work will exceed yours, and in this I am well pleased."<sup>1</sup>

ORU's mission endeavors to prepare students to make a difference in the world: "The mission of Oral Roberts University, in its commitment to the Christian faith, is to educate the whole person in spirit, mind, and body, thereby preparing its graduates to be professionally competent servant-leaders who are spiritually alive, intellectually alert, physically disciplined, and socially adept."<sup>2</sup>

To study at ORU is to take an academic journey – not only through the background and philosophy of one's major and the ORU-distinctive courses, but through the entire scope of the liberal arts.

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<sup>1</sup>*Oral Roberts University Catalog*, Vol. 29 (Tulsa, OK: Oral Roberts University, 2009-10), 10.

<sup>2</sup>*Oral Roberts University Catalog*, 10.

## General Education: A Solid Foundation

Academic subjects do not exist in a vacuum. As John Henry Cardinal Newman writes in *The Idea of a University*, “All branches of knowledge are connected together, because the subject-matter of knowledge is intimately united in itself, as being the acts and works of the Creator.”<sup>3</sup> The general education curriculum, then, is the essential foundation for academic study and the core for achieving a well-rounded, whole-person education at Oral Roberts University.

The University’s philosophy of general education is articulated as follows:

ORU seeks to educate the whole person, with balanced emphasis placed on the development of the mind, spirit, and body. The undergraduate curriculum encompasses significant areas of liberal arts and sciences knowledge—Biblical studies, fine arts, humanities, languages, literature, mathematics, natural sciences, and social sciences. The general education core provides a common bond of knowledge for all students; encourages the synthesis and integration of that knowledge into a unified whole; sharpens the skills of communication, computation, and critical analysis; develops appreciation for differing cultures; promotes a lifestyle of physical well-being; and establishes a Scriptural foundation for a vital faith.<sup>4</sup>

These skills are not only important to ORU as a demonstration of successful and effective education, but they are instrumental in the student’s future employment after graduation. In a 2004 report, the Association of American Colleges and Universities stated that “employers of [college] graduates are demanding workers who can communicate effectively, understand history and culture as well as science and mathematics, think through and solve unscripted problems, work with diverse people, and make ethical decisions—all staple goals of general education programs.”<sup>5</sup>

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<sup>3</sup>John Henry Cardinal Newman, *The Idea of a University* (Garden City, NY: Image, 1959), 127.

<sup>4</sup>*Oral Roberts University Catalog*, 27.

<sup>5</sup>Association of American Colleges and Universities, *Taking Responsibility for the Quality of the Baccalaureate Degree* (Washington, DC: Association of American Colleges and Universities, 2004), 11.

## The Need for Student Learning Outcomes

A recent report from the Association of American Colleges and Universities states that a “purposeful educational program starts at the endpoint, with the desired characteristics of an institution’s graduates, and asks the faculty to reason backwards from outcomes to the implementation of an intentionally designed curriculum to cultivate the desired qualities.”<sup>6</sup> In preparation for Whole Person Assessment, ORU put forth a major effort to link learning outcomes to the University’s Mission Statement and to evaluate curriculum and pedagogy in terms of their effectiveness in producing those valued outcomes. Through an intentionally deliberate process that included input from the President, Board of Regents, students, University Faculty Assembly, and leadership from the General Education Committee, the University’s general outcomes were updated to a new set of Student Learning Outcomes, each with a set of proficiencies and capacities.

Each course in the ORU general education curriculum meets one of these proficiencies, so that when you have finished all of your general education courses, you will have met each of the 16 proficiencies already (in your General Education ePortfolio). In addition, you will also fulfill many of these proficiencies again as you complete your major courses (in your Major ePortfolio).

| ORU<br>ORAL ROBERTS UNIVERSITY                                                                                      |                                                                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Student Learning Outcomes                                                                                           | Proficiencies and Capacities                                                                                                                                                                      |
|  <b>Spiritually Alive</b>        | A. <u>Biblical Knowledge</u> B. <u>Sensitivity to the Holy Spirit</u><br>C. <u>Evangelistic Capability</u> D. <u>Ethical Behavior</u>                                                             |
|  <b>Intellectually Alert</b>     | A. <u>Critical Thinking</u> B. <u>Information Literacy</u><br>C. <u>Global and Historical Perspectives</u><br>D. <u>Aesthetic Appreciation</u> E. <u>Intellectual Creativity</u>                  |
|  <b>Physically Disciplined</b>   | A. <u>Healthy Lifestyle</u><br>B. <u>Physically Disciplined Lifestyle</u>                                                                                                                         |
|  <b>Socially Adept</b>           | A. <u>Communication Skills</u> B. <u>Interpersonal Skills</u><br>C. <u>Appreciation of Cultural and Linguistic Differences</u><br>D. <u>Responsible Citizenship</u> E. <u>Leadership Capacity</u> |
|  <b>Professionally Competent</b> | <u>Discipline-specific according to the Outcomes of each student's major program</u>                                                                                                              |

<sup>6</sup>AAC&U, *Taking Responsibility*, 5.

## ORU Student Outcomes

Students who complete a degree at Oral Roberts University are expected to be spiritually alive, intellectually alert, physically disciplined, and socially adept. The following proficiencies/capacities serve as evidence that students have attained these outcomes.

1. ***Spiritually alive:*** Students will grow in their relationship with Jesus Christ and their sensitivity to the Holy Spirit, expand their biblical knowledge, and develop the ability to approach life from a Christian worldview so that they can act ethically in any situation and evangelize their world of influence.

Proficiencies/Capacities:

- 1A Biblical knowledge – The ability to interpret the Scriptures accurately in order to arrive at principles that serve as guidelines for living a Spirit-filled life
  - 1B Sensitivity to the Holy Spirit – A maturing process of growing in wisdom to do the right things in accordance to God’s will, and to expect the Spirit’s direct leading in response to one’s asking and receiving
  - 1C Evangelistic capability – The ability to share the gospel of Jesus Christ intentionally as led by the Holy Spirit
  - 1D Ethical behavior – The ability to recognize potential ethical dilemmas and make morally correct choices based on knowledge of professional codes of ethics, the ethical dimensions of professional practice, and the Word of God
2. ***Intellectually alert:*** Students will expand their capacity to gather, retain, and apply knowledge and truth, using analytical problem-solving, critical thinking, and decision-making skills which they can utilize in their professional and personal lives. They will also develop global perspectives, including an appreciation for artistic expression in various historical and cultural settings.

Proficiencies/Capacities:

- 2A Critical thinking – The ability to integrate knowledge in order to identify and weigh possible responses to different situations, and to process information – both analytically and critically – so as to determine the validity of different, competing claims
- 2B Information literacy - The ability to access, evaluate, and use information, as well as to determine which sources to consult
- 2C Global and historical perspectives – The capacity to adapt to an international understanding in an increasingly interdependent global community, and to understand how current situations relate to events of the past

- 2D Aesthetic appreciation – The ability to understand and appreciate various forms of artistic expression
  - 2E Intellectual creativity – The ability to develop flexible thinking patterns and to process information analytically in a manner that results in the creation of new forms and structures
3. ***Physically disciplined:*** Students will develop an active awareness of the importance of living a balanced, healthy, and physically disciplined lifestyle.

Proficiencies/Capacities:

- 3A Healthy lifestyle – An intentional way of living which promotes the positive development of the mind, spirit, and body through the practice of physical exercise and proper nutritional habits required for healthy growth
  - 3B Physically disciplined lifestyle – A planned active lifestyle which includes a variety of physical activities designed to enhance physical fitness and decrease the risk of developing degenerative diseases by following the principles of conditioning
4. ***Socially adept:*** Students will develop the skills to communicate effectively in both spoken and written language and to interact within diverse cultures, professions, and social settings. They will gain an understanding of their obligations as service-oriented leaders who can make a positive impact on society – locally, nationally, and internationally.

Proficiencies/Capacities:

- 4A Communication skills – The ability to communicate effectively in both written and spoken forms at appropriate cultural, educational, economic, social, and maturity levels
- 4B Interpersonal skills – The ability to create unique shared meaning with others by engaging in voluntary, ongoing, interdependent interactions, which involve meaningful interpretation of verbal and nonverbal behaviors
- 4C Appreciation of cultural and linguistic differences – Awareness, sensitivity, and respect for the beliefs, social forms, language, and traits of different ethnic, religious, or social groups
- 4D Responsible citizenship – Adopting a lifestyle of servant leadership which demonstrates God’s love to one’s world of influence through such actions as engaging in service to church and community, caring for the environment, and promoting family values, social justice, and economic empowerment
- 4E Leadership capacity – The ability to effect change within various group settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions

## **Documenting a Purposeful Education**

Current academic research asks the question, “Are students receiving a purposeful education, and are they better able to succeed in the workforce and society as a result of their educational experience?” ORU answers this question with ePortfolio, a cutting-edge system designed to measure student growth and achievement of University outcomes throughout their academic career. In February of 2003, ORU became a research and development partner with Chalk & Wire, a Canadian educational research-based company that specializes in Internet technology, high-performance networking, and user interface components. With the help of Chalk & Wire’s ePortfolio™, ORU has developed a University-wide electronic portfolio assessment system with online rubric evaluation capability that will enable the University to aggregate, disaggregate, and analyze data from demographic information, as well as from student artifacts and exhibits that have been electronically assessed. “Oral Roberts University is the first higher education institution in the world to use ePortfolio™ . . . to collect performance data across the entire university,” said Geoff Irvine, president of Chalk & Wire.

In your ePortfolio, you will document your progress in relation to each ORU learning outcome for general education, as well as for your major area of study. You will upload artifacts (writing samples, projects, evidence from extracurricular activities, etc.) into your ePortfolio and submit them electronically to faculty members who assess the artifacts using an artifact-specific rubric. Because you have access to the Chalk & Wire account for an extended period of time, you also have the ability to create new personal or professional portfolios for your own use.

## Whole Person Assessment and ePortfolio

Students attend ORU to be raised up to go into every person's world to bring healing to those in need. For such a big task, they are here to be prepared and equipped through a whole person education. ORU's aim is to help them grow stronger spiritually, mentally, physically, socially, and professionally to prepare them for the challenges of life. God has designed students to fulfill a purpose effectively, and ORU seeks to assist in accomplishing that destiny. The transformation process from a new student at ORU to a mature, professionally competent graduate will be accomplished through a series of learning experiences (courses, activities, spiritual encounters, etc.).

The Whole Person Assessment (WPA) is a measurement tool to help students and the University track the development of knowledge, skills, and character traits as students become more spiritually alive, intellectually alert, physically disciplined, socially adept, and professionally competent. The WPA is measured through an ePortfolio, which contains a personal library of artifacts (pre/post tests with differential scoring, essays, analytical lab reports, speech video clips, service learning reports, field tests, music files, etc.) generated from pre-determined course assignments focused on the attainment of a specific proficiency. Students submit required artifacts (assignments) to faculty members who then assess the work using the electronic-based rubrics that interface online with the artifacts. Students will receive specific assessment feedback and advisement on areas where improvement is needed to achieve the outcome for each artifact submitted. Each undergraduate student creates a minimum of two ePortfolios, one for General Education and one for the major.

ORU uses WPA as an instrument to gauge students' progress on these important learning outcomes. The feedback students receive helps them make informed decisions on how to grow in spirit, mind, and body. In a similar manner, the university is enlightened by the information and makes better decisions on what it teaches its students, how it teaches its students, and who teaches the students. By measuring the success of ORU's outputs (learning outcomes), both the students and the university can make appropriate adjustments to move from "good to great." Through the use of this cutting-edge assessment tool, ORU can assure quality of its educational programs and continuously improve.

WPA can help students answer the questions "How am I doing?" and "How may I improve?" Students develop life skills through informed decisions. They will be able to capitalize on the strengths that are revealed through the use of this system and address the weaknesses that are identified. ePortfolio is not just a collection of assignments but a systematic learning tool that enables students to make connections between their work and their development of the knowledge, skills, character traits, and proficiencies outlined in ORU's mission statement. Many universities only show that their students passed an assortment of courses prescribed in a degree plan sheet. At



ORU, students not only receive a grade point average (GPA) from courses they have completed but also receive a WPA on key learning outcomes. They will be able to show direct evidence of learning in the areas of thinking, communicating, and analyzing along with many other attributes that are important to employers, professionals, and world-class leaders. Such a capacity gives ORU students a significant competitive advantage.

The WPA is a set of composite scores that reflect direct learning performance on the ORU learning outcomes. The summary figures for each learning outcome are an average of the ePortfolio results from the assignments designed to measure different aspects of each outcome. Students can see their WPA scores in the same manner that they access grades on VISION. As students develop their proficiencies and capacities through ORU's learning experiences (courses, activities, spiritual encounters, etc.), the ePortfolio system will capture their actual performance. The result will be a WPA that compares a student's scores with the averages of fellow ORU students. Just like the dashboard of your car portrays essential information about your vehicle's condition, the WPA, as shown in the tables below, can enlighten a student on how he or she is progressing on the valuable learning outcomes. If a score does not register or shows zero, it means that the students have not progressed far enough in their ORU career to have work evaluated for that particular outcome.

| Student           | Spiritually Alive | Intellectually Alert | Physically Disciplined | Socially Adept | Professionally Competent | Major      |
|-------------------|-------------------|----------------------|------------------------|----------------|--------------------------|------------|
| All ORU           | 3.0               | 3.0                  | 2.8                    | 3.4            | 3.2                      | Accounting |
| Anderson, Arthur* | 3.0               | 2.5                  | 1.9                    | 2.6            | 3.2                      | Accounting |

| Student         | Spiritually Alive | Intellectually Alert | Physically Disciplined | Socially Adept | Professionally Competent | Major   |
|-----------------|-------------------|----------------------|------------------------|----------------|--------------------------|---------|
| All ORU         | 3.0               | 3.0                  | 2.8                    | 3.4            | 3.3                      | Biology |
| Andreeson, Kay* | 3.4               | 2.8                  | 2.4                    | 3.7            | 3.0                      | Biology |

*\*Student names are fictitious*

WPA helps ORU accomplish its mission by documenting that it is delivering whole-person graduates. It also serves as a valuable assessment system for accreditation and accountability requirements, which exceeds the normal audit system found at most universities. WPA organizes student performance data for departments, schools, and the entire university that can be used to continuously improve the delivery of academic and student life programs. The result is a whole person education that delivers and documents what it claims – “a transformed life.” The reputation of an ORU degree is

enhanced because the university is becoming a national model for student learning outcomes.

ePortfolio plays a significant role in assessing student learning. One example of the ePortfolio and WPA process comes from the Principles of Chemistry general education lab course. Students enrolled in the course write a 250-300 word lab report. They are asked to hypothesize and compare the Vitamin C content in fruit and fruit juices before they analyze the results of the lab experiment. The lab report is submitted to faculty via ePortfolio under the Intellectually Alert Outcome and Critical Thinking Proficiency, where it is assessed according to the Critical Thinking rubric criteria that include a clearly identified purpose and hypothesis, accurate and appropriate data, crucial and consistent assumptions, and valid inferences and conclusions supported by content. Individual students receive assessment feedback for each component from the faculty via their ePortfolio according to the following scale: Exemplary (4.0), Competent (3.0), Acceptable (2.0), Unacceptable (1.0), or Not Attempted (0). The faculty member also has the opportunity to add comments to the assessment to augment the quantitative data.

| Criterion                | Rating | Comments                                                                                                                  |
|--------------------------|--------|---------------------------------------------------------------------------------------------------------------------------|
| Purpose or Goal          | 3.0    |                                                                                                                           |
| Hypothesis               | 3.0    |                                                                                                                           |
| Evidence                 | 2.0    | You did not directly report the findings of the experimentation but only indirectly reported them, thus the lower rating. |
| Conceptual Understanding | 3.0    |                                                                                                                           |
| Assumptions              | 3.0    |                                                                                                                           |
| Inferences               | 3.0    | I liked your conclusion statement about how the results of this lab don't affect you now but might in the future.         |

The objective of the WPA is for students to grow, develop, and improve so that they can be effective in “going into every person’s world.” Through this assessment program, the ORU degree can demonstrate that students are growing in the knowledge, skills, and character attributes necessary to be successful. Therefore, ORU is positioned to produce the most desirable graduates in the world.

# ARTIFACTS AND RUBRICS

## General Education Whole Person Assessment (WPA) Artifact Checklist

### University Outcome 1: Spiritually Alive

| Proficiency 1A | Biblical Knowledge                                                          | Required | Completed (✓) |
|----------------|-----------------------------------------------------------------------------|----------|---------------|
|                | <b>One of the following required artifacts:</b>                             | 1        |               |
|                | BLIT 110/Survey of Old Testament Literature                                 |          |               |
|                | BIB 222/Old Testament Introduction                                          |          |               |
|                | <b>Two of the following required artifacts (both from the same course):</b> | 2        |               |
|                | BLIT 120/Survey of New Testament Literature                                 |          |               |
|                | BLIT 120/Survey of New Testament Literature                                 |          |               |
|                | BIB 261/New Testament Introduction                                          |          |               |
|                | BIB 261/New Testament Introduction                                          |          |               |

| Proficiency 1B | Sensitivity to the Holy Spirit  | Required | Completed (✓) |
|----------------|---------------------------------|----------|---------------|
|                | <b>One required artifact:</b>   | 1        |               |
|                | GEN 099/Whole Person Assessment |          |               |

| Proficiency 1C | Evangelistic Capability                           | Required | Completed (✓) |
|----------------|---------------------------------------------------|----------|---------------|
|                | <b>One required artifact:</b>                     | 1        |               |
|                | THE 103/Charismatic Life and the Healing Ministry |          |               |
|                | <b>One of the following required artifacts:</b>   | 1        |               |
|                | BLIT 110/Survey of Old Testament Literature       |          |               |
|                | BIB 222/Old Testament Introduction                |          |               |

| Proficiency 1D | Ethical Behavior                                | Required | Completed (✓) |
|----------------|-------------------------------------------------|----------|---------------|
|                | <b>One of the following required artifacts:</b> | 1        |               |
|                | HUM 101/Humanitas: Introduction to Humanities   |          |               |
|                | MUS 206/History and Literature of Music II      |          |               |
|                | THE 401/Christian Ethics                        |          |               |
|                | <b>One required artifacts:</b>                  | 1        |               |
|                | GEN 099/Whole Person Assessment                 |          |               |

# General Education Whole Person Assessment (WPA) Artifact Checklist

## University Outcome 2: Intellectually Alert

| Proficiency 2A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Critical Thinking                                             | Required | Completed (✓) |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|----------|---------------|
| <b>Three of the following required artifacts:</b><br>BIO 101L/Principles of Biology Laboratory<br>BIO 111L/Introductory Biology I Laboratory<br>BIO 112L/Introductory Biology II Laboratory<br>BIO 310L/Microbiology Laboratory<br>CHE 101L/Principles of Chemistry Laboratory<br>CHE 111L/General Chemistry I Laboratory<br>CHE 112L/General Chemistry II Laboratory<br>EVR 350L/Environmental Science Laboratory<br>PHY 111L/Physics I Laboratory<br>PSC 101L/Principles of Physical Science Laboratory<br>PSC 201L/Principles of Earth Science Laboratory<br>PSC 350L/Environmental Geography Laboratory<br>MAT 151/Mathematics and Society<br>MAT 232/Elementary Statistics<br>MAT 114/Mathematical Analysis II<br>MAT 201/Calculus I |                                                               | 3        |               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Sunflower germination lab report                              |          |               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Yeast experiment lab report                                   |          |               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Wetlands report                                               |          |               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Unknown bacteria lab report                                   |          |               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Vitamin C: salvation through sacrifice                        |          |               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Dimensional analysis lab problem set                          |          |               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Kinetics lab abstract                                         |          |               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Flood frequency calculation lab report                        |          |               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Conservation of momentum/collisions lab report and abstract   |          |               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Acceleration of gravity measurement lab report                |          |               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Relative humidity lab report                                  |          |               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Water quality lab report                                      |          |               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Connecting math to society project, individual response paper |          |               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Math project, individual response paper                       |          |               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Connecting math to society, individual response paper         |          |               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Math project, individual response paper                       |          |               |

| Proficiency 2B                                                                                                                                                                                                                                                                                                                                                                                                                              | Information Literacy                                   | Required | Completed (✓) |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|----------|---------------|
| <b>Four of the following required artifacts:</b><br>GEN 099/Whole Person Assessment<br>COMP 102/Reading and Writing in the Liberal Arts<br>COMP 102/Reading and Writing in the Liberal Arts<br>HONR 101/Artistic Expression (Fellows only)<br>HONR 101/Artistic Expression (Fellows only)<br>COMP 303/Critical Reading and Writing<br>HONR 303/Science and the Imagination (Fellows only)<br>Senior Research/Paper/Project (Major specific) |                                                        | 4        |               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                             | Plagiarism Quiz                                        |          |               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                             | Working with Research Sources                          |          |               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                             | LIBBI Workshop: Level 1--Library Proficiency           |          |               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                             | Working with Research Sources                          |          |               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                             | LIBBI Workshop: Level 1--Library Proficiency           |          |               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                             | LIBBI Workshop: Level 2--Subject/Discipline Specific   |          |               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                             | LIBBI Workshop: Level 2--Subject/Discipline Specific   |          |               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                             | LIBBI Workshop: Level 3--Senior Research/Paper/Project |          |               |

| Proficiency 2C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Global and Historical Perspectives                       | Required | Completed (✓) |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|----------|---------------|
| <b>One required artifact:</b><br>HIS 101/American History Survey: 1760 to Present<br><b>Two of the following required artifacts:</b><br>BIO 101/Principles of Biology I Lecture<br>BIO 111/Introductory Biology I Lecture<br>CHE 101/Principles of Chemistry I Lecture<br>CHE 111/General Chemistry I Lecture<br>EVR 350/Environmental Science I Lecture<br>PHY 112/Physics II Lecture<br>PSC 101/Principles of Physical Science I Lecture<br>PSC 201/Principles of Earth Science I Lecture<br>PSC 350/Environmental Geography I Lecture |                                                          | 1        |               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | History of American influence on current global affairs  | 2        |               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Contemporary biology issue article summary               |          |               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Contemporary biology issue article summary and response  |          |               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Perspectives on chemical evolution: a critical analysis  |          |               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Historical aspects of atomic theory summary and response |          |               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Environmental ethics paper                               |          |               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Research paper                                           |          |               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Evaluation of modern scientific discoveries              |          |               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <i>Creation or Evolution</i> book review                 |          |               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Global perspectives assignment                           |          |               |

## General Education Whole Person Assessment (WPA) Artifact Checklist

### University Outcome 2: Intellectually Alert (Continued)

| Proficiency 2D | Aesthetic Appreciation                          | Required | Completed (✓) |
|----------------|-------------------------------------------------|----------|---------------|
|                | <b>One of the following required artifacts:</b> | 1        |               |
|                | HUM 101/Humanitas: Introduction to Humanities   |          |               |
|                | HUM 250/ART 103/Art History Survey I            |          |               |
|                | HUM 255/ART 104/Art History Survey II           |          |               |
|                | HUM 260/MUS 300/Music Appreciation              |          |               |
|                | HUM 270/COM 215/Theater Appreciation            |          |               |
|                | ENG 201/Introduction to Literature              |          |               |
|                | HONR 101/Artistic Expression (Fellows only)     |          |               |
|                | MUS 205/History and Literature of Music I       |          |               |
|                | MUS 208/Music in World Cultures                 |          |               |
|                | ART 307/Art History Survey III                  |          |               |

| Proficiency 2E | Intellectual Creativity                                                     | Required | Completed (✓) |
|----------------|-----------------------------------------------------------------------------|----------|---------------|
|                | <b>Two of the following required artifacts (both from the same course):</b> | 2        |               |
|                | HUM 222/Ancient & Medieval Humanities                                       |          |               |
|                | HUM 233/Renaissance & Enlightenment Humanities                              |          |               |
|                | HUM 244/Romantic & Modern Humanities                                        |          |               |
|                | HUM 301/Christian Worldview & Culture                                       |          |               |
|                | HUM 333/Humanities Travel Studies                                           |          |               |
|                | HONR 102/Philosophy of Science (Fellows only)                               |          |               |
|                | HONR 202/History of Quantitative Thought (Fellows only)                     |          |               |
|                | HONR 301/Faith and Civilization (Fellows only)                              |          |               |
|                | Senior Paper or Project (Major specific)                                    |          |               |

### University Outcome 3: Physically Disciplined

| Proficiency 3A | Healthy Lifestyle                        | Required | Completed (✓) |
|----------------|------------------------------------------|----------|---------------|
|                | <b>Two required artifacts:</b>           | 2        |               |
|                | HPER 001/Health Fitness I                |          |               |
|                | HPER 002/Health Fitness II               |          |               |
|                |                                          |          |               |
| Proficiency 3B | Physically Disciplined Lifestyle         | Required | Completed (✓) |
|                | <b>Two required artifacts:</b>           | 4        |               |
|                | HPE 002/Health Fitness II                |          |               |
|                | HPE course taken sophomore year (spring) |          |               |
|                | HPE course taken junior year (spring)    |          |               |

## General Education Whole Person Assessment (WPA) Artifact Checklist

### University Outcome 4: Socially Adept

| Proficiency 4A | Communication Skills                                |                                                        | Required | Completed (✓) |
|----------------|-----------------------------------------------------|--------------------------------------------------------|----------|---------------|
|                | <b>One required artifact:</b>                       |                                                        | 1        |               |
|                | COM 101/Oral Communication                          | Communication skills reflection assessment             |          |               |
|                | <b>One of the following required artifacts:</b>     |                                                        | 1        |               |
|                | COMP 303/Critical Reading and Writing               | Analysis paper                                         |          |               |
|                | HONR 303/Science and the Imagination (Fellows only) | Critical analysis essay                                |          |               |
| Proficiency 4B | Interpersonal Skills                                |                                                        | Required | Completed (✓) |
|                | <b>One required artifact:</b>                       |                                                        | 1        |               |
|                | COM 101/Oral Communication                          | Interpersonal skills in group settings                 |          |               |
| Proficiency 4C | Appreciation of Cultural and Linguistic Differences |                                                        | Required | Completed (✓) |
|                | <b>Two of the following required artifacts:</b>     |                                                        | 2        |               |
|                | FRE 102/Elementary French II                        | Composition (thematic component or student experience) |          |               |
|                | GER 102/Elementary German II                        | Composition (thematic component or student experience) |          |               |
|                | HEB 102/Elementary Hebrew II                        | Composition (thematic component or student experience) |          |               |
|                | SPA 102/Elementary Spanish II                       | Composition (thematic component or student experience) |          |               |
|                | FRE 203/Intermediate French I                       | Composition (cultural component or student experience) |          |               |
|                | GER 203/Intermediate German I                       | Composition (cultural component or student experience) |          |               |
|                | HEB 203/Intermediate Hebrew I                       | Composition (cultural component or student experience) |          |               |
|                | SPA 203/Intermediate Spanish I                      | Composition (cultural component or student experience) |          |               |
|                |                                                     |                                                        |          |               |
| Proficiency 4D | Responsible Citizenship                             |                                                        | Required | Completed (✓) |
|                | <b>Two required artifacts:</b>                      |                                                        | 1        |               |
|                | GOV 101/American Government and Politics            | Service learning (political engagement)                |          |               |
|                | <b>One of the following required artifacts:</b>     |                                                        | 1        |               |
|                | PSY 201/Introduction to Psychology                  | Service learning (community project)                   |          |               |
|                | SOC 101/Introduction to Sociology                   | Service learning (community project)                   |          |               |
|                | SOC 201/Marriage and the Family                     | Service learning (family project)                      |          |               |
|                | SOC 323/Child and Family in the Social Context      | Service learning (family project)                      |          |               |
|                | SWK 202/Introduction to Social Work                 | Service learning (community project)                   |          |               |
|                | HONR 100/Honors Seminar (Fellows and Scholars)      | Service project reflection essay                       |          |               |
|                |                                                     |                                                        |          |               |

General Education Whole Person Assessment (WPA) Artifact Checklist

University Outcome 4: Socially Adept (Continued)

| Proficiency 4E | Leadership Capacity                              |                    | Required | Completed (✓) |
|----------------|--------------------------------------------------|--------------------|----------|---------------|
|                | One of the following required artifacts:         |                    | 1        |               |
|                | GEN 099/Whole Person Assessment                  | Leadership quiz    |          |               |
|                | HONR 201/Principles of Leadership (Fellows only) | Leadership project |          |               |

Cumulative Total:  
Revised 2-15-11

35



| REQUIRED General Education Whole Person Assessment (WPA) Artifacts (Must Be Submitted If You Take These Courses) |                                                          |                        |                                                     |
|------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|------------------------|-----------------------------------------------------|
| Course                                                                                                           | Artifact Name                                            | Outcome                | Proficiency                                         |
| American Government and Politics (GOV 101)                                                                       | Service learning (political engagement)                  | Socially Adept         | Responsible Citizenship                             |
| American History Survey: 1760 to Present (HIS 101)                                                               | History of American influence on current global affairs  | Intellectually Alert   | Global and Historical Perspectives                  |
| Ancient & Medieval Humanities (HUM 222)                                                                          | Worldview analysis                                       | Intellectually Alert   | Intellectual Creativity                             |
| Art History Survey I (HUM 250/ART 103)                                                                           | Aesthetics development paper                             | Intellectually Alert   | Aesthetic Appreciation                              |
| Art History Survey II (HUM 255/ART 104)                                                                          | Aesthetics development paper                             | Intellectually Alert   | Aesthetic Appreciation                              |
| Art History Survey III (ART 307)                                                                                 | Seminar presentation                                     | Intellectually Alert   | Aesthetic Appreciation                              |
| Artistic Expression (Fellows only) (HONR 101)                                                                    | LIBBI Workshop: Level 1--Library Proficiency             | Intellectually Alert   | Information Literacy                                |
| Artistic Expression (Fellows only) (HONR 101)                                                                    | Working with Research Sources                            | Intellectually Alert   | Information Literacy                                |
| Artistic Expression (Fellows only) (HONR 101)                                                                    | Aesthetics development paper                             | Intellectually Alert   | Aesthetic Appreciation                              |
| Calculus I (MAT 201)                                                                                             | Math project, individual response paper                  | Intellectually Alert   | Critical Thinking                                   |
| Charismatic Life and the Healing Ministry (THE 103)                                                              | Healing ministry paper                                   | Spiritually Alive      | Evangelistic Capability                             |
| Child and Family in the Social Context (SOC 323)                                                                 | Service learning (family project)                        | Socially Adept         | Responsible Citizenship                             |
| Christian Ethics (THE 401)                                                                                       | Ethical dilemma assignment                               | Spiritually Alive      | Ethical Behavior                                    |
| Christian Worldview and Culture (HUM 301)                                                                        | Worldview analysis                                       | Intellectually Alert   | Intellectual Creativity                             |
| Critical Reading and Writing (COMP 303)                                                                          | Analysis paper                                           | Socially Adept         | Communication Skills                                |
| Critical Reading and Writing (COMP 303)                                                                          | LIBBI Workshop: Level 2--Library Proficiency             | Intellectually Alert   | Information Literacy                                |
| Elementary French II (FRE 102)                                                                                   | Composition (thematic component or student experience)   | Socially Adept         | Appreciation of Cultural and Linguistic Differences |
| Elementary German II (GER 102)                                                                                   | Composition (thematic component or student experience)   | Socially Adept         | Appreciation of Cultural and Linguistic Differences |
| Elementary Hebrew II (HEB 102)                                                                                   | Composition (thematic component or student experience)   | Socially Adept         | Appreciation of Cultural and Linguistic Differences |
| Elementary Spanish II (SPA 102)                                                                                  | Composition (thematic component or student experience)   | Socially Adept         | Appreciation of Cultural and Linguistic Differences |
| Elementary Statistics (MAT 232)                                                                                  | Math project, individual response paper                  | Intellectually Alert   | Critical Thinking                                   |
| Environmental Geography Laboratory (PSC 350L)                                                                    | Water quality lab report                                 | Intellectually Alert   | Critical Thinking                                   |
| Environmental Geography Lecture (PSC 350)                                                                        | Global perspectives assignment                           | Intellectually Alert   | Global and Historical Perspectives                  |
| Environmental Science Laboratory (EVR 250L)                                                                      | Flood frequency calculation lab report                   | Intellectually Alert   | Critical Thinking                                   |
| Environmental Science Lecture (EVR 250)                                                                          | Environmental ethics paper                               | Intellectually Alert   | Global and Historical Perspectives                  |
| Faith and Civilization (HONR 301)                                                                                | Christian worldview essay                                | Intellectually Alert   | Intellectual Creativity                             |
| Freshman Honors Seminar (HONR 100)                                                                               | Service project reflection essay                         | Socially Adept         | Responsible Citizenship                             |
| General Chemistry I Lecture (CHE 111)                                                                            | Historical aspects of atomic theory summary and response | Intellectually Alert   | Global and Historical Perspectives                  |
| General Chemistry I Laboratory (CHE 111L)                                                                        | Dimensional analysis lab problem set                     | Intellectually Alert   | Critical Thinking                                   |
| General Chemistry II Laboratory (CHE 112L)                                                                       | Kinetics lab abstract                                    | Intellectually Alert   | Critical Thinking                                   |
| Health Fitness I (HPER 001)                                                                                      | Lifestyle assessment/body mass index                     | Physically Disciplined | Healthy Lifestyle                                   |
| Health Fitness II (HPER 002)                                                                                     | Lifestyle assessment/body mass index                     | Physically Disciplined | Healthy Lifestyle                                   |
| Health Fitness II (HPER 002)                                                                                     | Field test and aerobic points                            | Physically Disciplined | Physically Disciplined Lifestyle                    |
| History and Literature of Music I (MUS 205)                                                                      | Term paper                                               | Intellectually Alert   | Aesthetic Appreciation                              |
| History and Literature of Music II (MUS 206)                                                                     | Term paper                                               | Spiritually Alive      | Ethical Behavior                                    |
| History of Quantitative Thought (HONR 202)                                                                       | Ethical analysis assignment                              | Intellectually Alert   | Intellectual Creativity                             |
| HPE course taken sophomore year (spring semester)                                                                | Field test                                               | Physically Disciplined | Physically Disciplined Lifestyle                    |
| HPE course taken junior year (spring semester)                                                                   | Field test                                               | Physically Disciplined | Physically Disciplined Lifestyle                    |
| HPE course taken senior year (spring semester)                                                                   | Senior field test and aerobic points                     | Physically Disciplined | Physically Disciplined Lifestyle                    |
| Humanitas: Introduction to Humanities                                                                            | Aesthetics development paper                             | Intellectually Alert   | Aesthetic Appreciation                              |
|                                                                                                                  |                                                          |                        |                                                     |
|                                                                                                                  |                                                          |                        |                                                     |

| REQUIRED General Education Whole Person Assessment (WPA) Artifacts (Must Be Submitted If You Take These Courses) |                                                               |                      |                                                   |
|------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|----------------------|---------------------------------------------------|
| Course                                                                                                           | Artifact Name                                                 | Outcome              | Proficiency                                       |
| Humanitas: Introduction to Humanities                                                                            | Ethical dilemma paper                                         | Spiritually Alive    | Ethical Behavior                                  |
| Humanities Travel Studies (HUM 333)                                                                              | Worldview analysis                                            | Intellectually Alert | Intellectual Creativity                           |
| Intermediate French I (FRE 203)                                                                                  | Composition (cultural component or student experience)        | Socially Adept       | Appreciation of Cultural & Linguistic Differences |
| Intermediate German I (GER 203)                                                                                  | Composition (cultural component or student experience)        | Socially Adept       | Appreciation of Cultural & Linguistic Differences |
| Intermediate Hebrew I (HEB 203)                                                                                  | Composition (cultural component or student experience)        | Socially Adept       | Appreciation of Cultural & Linguistic Differences |
| Intermediate Spanish I (SPA 203)                                                                                 | Composition (cultural component or student experience)        | Socially Adept       | Appreciation of Cultural & Linguistic Differences |
| Introduction to Literature (ENG 201)                                                                             | Aesthetics development paper                                  | Intellectually Alert | Aesthetic Appreciation                            |
| Introduction to Psychology (PSY 201)                                                                             | Service learning (community project)                          | Socially Adept       | Responsible Citizenship                           |
| Introduction to Social Work (SWK 202)                                                                            | Service learning (community project)                          | Socially Adept       | Responsible Citizenship                           |
| Introduction to Sociology (SOC 101)                                                                              | Service learning (community project)                          | Socially Adept       | Responsible Citizenship                           |
| Introductory Biology I Lecture                                                                                   | Contemporary biology issue article summary and response       | Intellectually Alert | Global and Historical Perspectives                |
| Introductory Biology I Laboratory                                                                                | Yeast experiment lab report                                   | Intellectually Alert | Critical Thinking                                 |
| Introductory Biology II Laboratory                                                                               | Wetlands Report                                               | Intellectually Alert | Critical Thinking                                 |
| Marriage and the Family (SOC 201)                                                                                | Service learning (family project)                             | Socially Adept       | Responsible Citizenship                           |
| Mathematical Analysis II (MAT 114)                                                                               | Connecting math to society, individual response paper         | Intellectually Alert | Critical Thinking                                 |
| Mathematics and Society (MAT 151)                                                                                | Connecting math to society project, individual response paper | Intellectually Alert | Critical Thinking                                 |
| Microbiology Laboratory (BIO 310L)                                                                               | Unknown bacteria lab report                                   | Intellectually Alert | Critical Thinking                                 |
| Music Appreciation (HUM 260/MUS 300)                                                                             | Aesthetics development paper                                  | Intellectually Alert | Aesthetic Appreciation                            |
| Music in World Cultures (MUS 208)                                                                                | Field report of music experience                              | Intellectually Alert | Aesthetic Appreciation                            |
| New Testament Introduction (BIB 261)                                                                             | Pre/post-test differential score                              | Spiritually Alive    | Biblical Knowledge                                |
| New Testament Introduction (BIB 261)                                                                             | Portraits of Jesus and the application to modern society      | Spiritually Alive    | Biblical Knowledge                                |
| Old Testament Introduction (BIB 222)                                                                             | Pre/post-test differential score                              | Spiritually Alive    | Biblical Knowledge                                |
| Old Testament Introduction (BIB 222)                                                                             | Preaching the gospel using the Old Testament                  | Spiritually Alive    | Evangelistic Capability                           |
| Oral Communication (COM 101)                                                                                     | Communication skills reflection assessment                    | Socially Adept       | Communication Skills                              |
| Oral Communication (COM 101)                                                                                     | Interpersonal skills in group settings                        | Socially Adept       | Interpersonal Skills                              |
| Philosophy of Science (HONR 102)                                                                                 | Service learning (leadership project)                         | Socially Adept       | Leadership Capacity                               |
| Philosophy of Science (HONR 102)                                                                                 | Three Views on Creation and Evolution Position Paper          | Intellectually Alert | Intellectual Creativity                           |
| Physics I Laboratory (PHY 111L)                                                                                  | Conservation of momentum/collisions lab report and abstract   | Intellectually Alert | Critical Thinking                                 |
| Physics II Lecture (PHY 112)                                                                                     | Research paper                                                | Intellectually Alert | Global & Historical Perspectives                  |
| Principles of Biology Laboratory (BIO 101L)                                                                      | Sunflower germination lab report                              | Intellectually Alert | Critical Thinking                                 |
| Principles of Biology Lecture (BIO 101)                                                                          | Contemporary biology issue article summary                    | Intellectually Alert | Global & Historical Perspectives                  |
| Principles of Chemistry Laboratory (CHE 101L)                                                                    | Vitamin C: salvation through sacrifice                        | Intellectually Alert | Critical Thinking                                 |
| Principles of Chemistry Lecture (CHE 101)                                                                        | Perspectives on chemical evolution: a critical analysis       | Intellectually Alert | Global & Historical Perspectives                  |
| Principles of Earth Science Laboratory (PSC 201L)                                                                | Relative humidity lab report                                  | Intellectually Alert | Critical Thinking                                 |
| Principles of Earth Science Lecture (PSC 201)                                                                    | <i>Creation or Evolution</i> book review                      | Intellectually Alert | Global & Historical Perspectives                  |
| Principles of Leadership (HONR 201)                                                                              | Leadership project                                            | Socially Adept       | Leadership Capacity                               |
| Principles of Physical Science Laboratory (PSC 101L)                                                             | Acceleration of gravity measurement lab report                | Intellectually Alert | Critical Thinking                                 |
| Principles of Physical Science Lecture (PSC 101)                                                                 | Evaluation of modern scientific discoveries                   | Intellectually Alert | Global & Historical Perspectives                  |
| Reading and Writing in the Liberal Arts (COMP 102)                                                               | LIBBI Workshop: Level 1--Library Proficiency                  | Intellectually Alert | Information Literacy                              |
| Reading and Writing in the Liberal Arts (COMP 102)                                                               | Working with Research Sources                                 | Intellectually Alert | Information Literacy                              |
| Renaissance & Enlightenment Humanities (HUM 233)                                                                 | Worldview inventory/survey (pre-test/post-test)               | Intellectually Alert | Intellectual Creativity                           |
| Romantic & Modern Humanities (HUM 244)                                                                           | Worldview analysis                                            | Intellectually Alert | Intellectual Creativity                           |

| REQUIRED General Education Whole Person Assessment (WPA) Artifacts (Must Be Submitted If You Take These Courses) |                                                          |                      |                                |
|------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|----------------------|--------------------------------|
| Course                                                                                                           | Artifact Name                                            | Outcome              | Proficiency                    |
| Science and the Imagination (HONR 303)                                                                           | LIBBI Workshop: Level 2--Subject/Discipline Specific     | Intellectually Alert | Information Literacy           |
| Science and the Imagination (HONR 303)                                                                           | Critical analysis essay                                  | Socially Adept       | Communication Skills           |
| Senior Paper or Project (Major specific)                                                                         | Senior Paper or Project                                  | Intellectually Alert | Intellectual Creativity        |
| Senior Research/Paper/Project (Major specific)                                                                   | LIBBI Workshop: Level 3--Senior Research/Paper/Project   | Intellectually Alert | Information Literacy           |
| Survey of New Testament Literature (BLIT 120)                                                                    | Pre/post-test differential score                         | Spiritually Alive    | Biblical Knowledge             |
| Survey of New Testament Literature (BLIT 120)                                                                    | Portraits of Jesus and the application to modern society | Spiritually Alive    | Biblical Knowledge             |
| Survey of Old Testament Literature (BLIT 110)                                                                    | Pre/post-test differential score                         | Spiritually Alive    | Biblical Knowledge             |
| Survey of Old Testament Literature (BLIT 110)                                                                    | Preaching the gospel using the Old Testament             | Spiritually Alive    | Evangelistic Capability        |
| Theater Appreciation (HUM 270/COM 215)                                                                           | Aesthetics development paper                             | Intellectually Alert | Aesthetic Appreciation         |
| Whole Person Assessment (GEN 099)                                                                                | Honor Code reflection paper (entry level)                | Spiritually Alive    | Ethical Behavior               |
| Whole Person Assessment (GEN 099)                                                                                | Career Direct analysis paper                             | Spiritually Alive    | Sensitivity to the Holy Spirit |
| Whole Person Assessment (GEN 099)                                                                                | Plagiarism Quiz                                          | Intellectually Alert | Information Literacy           |
| Whole Person Assessment (GEN 099)                                                                                | Leadership Quiz                                          | Socially Adept       | Leadership Capacity            |

# **OUTCOME #1 SPIRITUALLY ALIVE**

**Biblical Knowledge (1A)  
Sensitivity to the Holy Spirit (1B)  
Evangelistic Capability (1C)  
Ethical Behavior (1D)**

**Pre/Post-Test Differential Score**  
**(BLIT 110/Survey of Old Testament Literature) (1A)**

| <b>Outcome</b>           | <b>Proficiency</b>             | <b>Definition</b>                                                                                                                                   |
|--------------------------|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Spiritually Alive</i> | <i>Biblical Knowledge (1A)</i> | <i>The ability to accurately interpret the Scriptures in order to arrive at principles that serve as guidelines for living a Spirit-filled life</i> |

This exam gives special attention to the content of the Old Testament, with emphasis on the cultural, historical, and geographical background to the text and to the practical application of major Old Testament themes. A pre/post-test differential score is calculated to determine the student's progress.

**Pre/Post-Test Differential Score  
(BLIT 110/Survey of Old Testament Literature) (1A)**

| Criteria                                                                    | Exemplary                                                                                                 | Competent                                                                                            | Acceptable                                                                                           | Unacceptable                                                                                                    | Not Attempted                                                                       |
|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Knowledge of Entire Old Testament Content (Higher of Pre-Test or Post-Test) | 95-100<br>Demonstrates a thorough knowledge of Biblical content over the whole range of the Old Testament | 84-94<br>Demonstrates adequate knowledge of Biblical content over most sections of the Old Testament | 70-83<br>Demonstrates adequate knowledge of Biblical content over some sections of the Old Testament | 60-69<br>Demonstrates an incorrect or only a superficial knowledge of the Biblical content of the Old Testament | Below 60<br>Does not demonstrate knowledge of Biblical content of the Old Testament |
| Relative Differential ([Post-Test]-[Pre-Test])/(100-[Pre-Test])             | 31-99%<br>Achieves substantial proportion of potential for improvement                                    | 21-30%<br>Achieves significant proportion of potential for improvement                               | 6-20%<br>Achieves adequate proportion of potential for improvement                                   | 1-5%<br>Achieves only a small proportion of potential for improvement                                           | 0 or Below<br>The Post-Test score was equal to or lower than the Pre-Test score     |

**Pre/Post-Test Differential Score  
(BIB 222/Old Testament Introduction) (1A)**

| <b>Outcome</b>           | <b>Proficiency</b>             | <b>Definition</b>                                                                                                                                   |
|--------------------------|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Spiritually Alive</i> | <i>Biblical Knowledge (1A)</i> | <i>The ability to accurately interpret the Scriptures in order to arrive at principles that serve as guidelines for living a Spirit-filled life</i> |

This exam gives special attention to the content of the Old Testament, with emphasis on the cultural, historical, and geographical background to the text and to the practical application of major Old Testament themes. A pre/post-test differential score is calculated to determine the student's progress.

**Pre/Post-Test Differential Score  
(BIB 222/Old Testament Introduction) (1A)**

| Criteria                                                                    | Exemplary                                                                                                 | Competent                                                                                            | Acceptable                                                                                           | Unacceptable                                                                                                    | Not Attempted                                                                       |
|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Knowledge of Entire Old Testament Content (Higher of Pre-Test or Post-Test) | 95-100<br>Demonstrates a thorough knowledge of Biblical content over the whole range of the Old Testament | 84-94<br>Demonstrates adequate knowledge of Biblical content over most sections of the Old Testament | 70-83<br>Demonstrates adequate knowledge of Biblical content over some sections of the Old Testament | 60-69<br>Demonstrates an incorrect or only a superficial knowledge of the Biblical content of the Old Testament | Below 60<br>Does not demonstrate knowledge of Biblical content of the Old Testament |
| Relative Differential ([Post-Test]-[Pre-Test])/(100-[Pre-Test])             | 31-99%<br>Achieves substantial proportion of potential for improvement                                    | 21-30%<br>Achieves significant proportion of potential for improvement                               | 6-20%<br>Achieves adequate proportion of potential for improvement                                   | 1-5%<br>Achieves only a small proportion of potential for improvement                                           | 0 or Below<br>The Post-Test score was equal to or lower than the Pre-Test score     |



**Pre/Post-Test Differential Score**  
**(BLIT 120/Survey of New Testament Literature) (1A)**

| <b>Outcome</b>           | <b>Proficiency</b>             | <b>Definition</b>                                                                                                                                   |
|--------------------------|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Spiritually Alive</i> | <i>Biblical Knowledge (1A)</i> | <i>The ability to accurately interpret the Scriptures in order to arrive at principles that serve as guidelines for living a Spirit-filled life</i> |

This exam gives special attention to the content of the New Testament, with emphasis on the cultural, historical, and geographical background to the text and to the practical application of major New Testament themes. A pre/post-test differential score is calculated to determine the student's progress.

**Pre/Post-Test Differential Score  
(BLIT 120/Survey of New Testament Literature) (1A)**

| Criteria                                                                    | Exemplary                                                                                                 | Competent                                                                                            | Acceptable                                                                                           | Unacceptable                                                                                                    | Not Attempted                                                                       |
|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Knowledge of Entire New Testament Content (Higher of Pre-Test or Post-Test) | 95-100<br>Demonstrates a thorough knowledge of Biblical content over the whole range of the New Testament | 84-94<br>Demonstrates adequate knowledge of Biblical content over most sections of the New Testament | 70-83<br>Demonstrates adequate knowledge of Biblical content over some sections of the New Testament | 60-69<br>Demonstrates an incorrect or only a superficial knowledge of the Biblical content of the New Testament | Below 60<br>Does not demonstrate knowledge of Biblical content of the New Testament |
| Relative Differential ([Post-Test]-[Pre-Test])/(100-[Pre-Test])             | 31-99%<br>Achieves substantial proportion of potential for improvement                                    | 21-30%<br>Achieves significant proportion of potential for improvement                               | 6-20%<br>Achieves adequate proportion of potential for improvement                                   | 1-5%<br>Achieves only a small proportion of potential for improvement                                           | 0 or Below<br>The Post-Test score was equal to or lower than the Pre-Test score     |

## Portraits of Jesus and the Application to Modern Society (BLIT 120/Survey of New Testament Literature) (1A)

| Outcome                  | Proficiency                    | Definition                                                                                                                                          |
|--------------------------|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Spiritually Alive</i> | <i>Biblical Knowledge (1A)</i> | <i>The ability to accurately interpret the Scriptures in order to arrive at principles that serve as guidelines for living a Spirit-filled life</i> |

Discuss one unique portrait of Jesus that is found in each of the four gospels. Next, give evidence from each gospel to support this portrait (e.g., in the gospel of Luke, Jesus is portrayed as . . . Luke’s Jesus is shown to be . . . by the way he . . ., etc.). Give a minimum of four examples from each gospel to validate your portrait claim (be sure to include the Scripture references—e.g., Matt 1:1). Interact with each of these scripture to show how they illustrate your portrait. In the final section of the paper, discuss the application of each of these portraits individually for modern church and society.

The best approach to structuring your paper is to divide it into five sections, one for each gospel and a section in which you apply these pictures to the modern church and society. Each section should be about a page in length.

As for format, please follow the following conventions:

- Use a title page where you include the title of the paper (“Portraits of Jesus and the Application to Modern Society”), your name, your Z-number, your discussion group leader’s name, your discussion group section number, the name and number of the course, and the date.
- Please number all pages at the bottom center of the page. (Do NOT include the title page in the page numbering.)
- Double space your paper.
- Use Times New Roman 12 pt. font.
- Indent paragraphs one-half inch.
- Use one inch margins on all sides of the page.

The checklist on the following page indicates how the paper will be graded. As you write your paper, you should check the content of your paper against the items that will go into computing your grade so that you make sure everything is included and addressed properly.

## GRADING CHECKLIST

### Matthew's Portrait (22 pts.)

- \_\_\_ 2 Is the portrait of Jesus in the gospel clearly identified?
- \_\_\_ 4 Are there four (4) examples cited from the gospel to illustrate the portrait?
- \_\_\_ 16 Is an explanation given as to how each scriptural example validates the portrait (4 pts. for each example)?

### Mark's Portrait (22 pts.)

- \_\_\_ 2 Is the portrait of Jesus in the gospel clearly identified?
- \_\_\_ 4 Are there four (4) examples cited from the gospel to illustrate the portrait?
- \_\_\_ 16 Is an explanation given as to how each scriptural example validates the portrait (4 pts. for each example)?

### Luke's Portrait (22 pts.)

- \_\_\_ 2 Is the portrait of Jesus in the gospel clearly identified?
- \_\_\_ 4 Are there four (4) examples cited from the gospel to illustrate the portrait?
- \_\_\_ 16 Is an explanation given as to how each scriptural example validates the portrait (4 pts. for each example)?

### John's Portrait (22 pts.)

- \_\_\_ 2 Is the portrait of Jesus in the gospel clearly identified?
- \_\_\_ 4 Are there four (4) examples cited from the gospel to illustrate the portrait?
- \_\_\_ 16 Is an explanation given as to how each scriptural example validates the portrait (4 pts. for each example)?

### Application for Modern Church/Society (12 pts.)

- \_\_\_ 4 Is the portrait from each gospel included in the application?
- \_\_\_ 8 Is the application for modern church/society clearly explained?

**Note:** Grammar, spelling, style, and format errors will result in a deduction of 1 point each (this includes the format of the title page).

\_\_\_ Points *deducted* due to grammar, spelling, style, and format.

\_\_\_ Points *deducted* due to lateness (5 points per day late)

Total Points \_\_\_\_\_ / 100 total points = \_\_\_\_\_ %

## Portraits of Jesus and the Application to Modern Society (BLIT 120/Survey of New Testament Literature) (1A)

| Criteria                                                          | Exemplary                                                                                                                                                 | Competent                                                                                                                                          | Acceptable                                                                                                                 | Unacceptable                                                                                                   | Not Attempted                                                                                       |
|-------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| Knowledge of specific New Testament content                       | Demonstrates a thorough knowledge and understanding of specific New Testament content                                                                     | Demonstrates an informed knowledge and understanding of specific New Testament content                                                             | Demonstrates an adequate knowledge of specific New Testament content                                                       | Demonstrates an incorrect or superficial knowledge of specific New Testament content                           | Does not attempt to demonstrate knowledge of specific New Testament content                         |
| Knowledge of background of Biblical writings                      | Demonstrates a thorough knowledge and understanding of the background of the Biblical writings according to each author's background and intended message | Demonstrates informed knowledge of the background of the Biblical writings, but does not connect the author's background with his intended message | Demonstrates some knowledge of the background of the Biblical writings                                                     | Demonstrates incorrect or superficial knowledge of the background of the Biblical writings                     | Does not attempt to demonstrate knowledge the background of the Biblical writings                   |
| Use of principles of Biblical interpretation                      | Applies principles of Biblical interpretation accurately, using all significant matters of context and genre                                              | Applies principles of Biblical interpretation accurately, using most significant matters of context and genre                                      | Applies principles of Biblical interpretation accurately, using some significant matters of context and genre              | Applies principles of Biblical interpretation inaccurately or ignores significant matters of context and genre | Does not attempt to apply principles of Biblical interpretation or use matters of context and genre |
| Articulation of Biblical life principles for a Spirit-filled life | Articulates a clear relationship between Biblical content and life principles, accurately using exceptional support from Biblical texts                   | Articulates a relationship between Biblical content and life principles, accurately using sufficient support from Biblical texts                   | Articulates a relationship between Biblical content and life principles, accurately using some support from Biblical texts | Articulates inappropriately a relationship between Biblical content and life principles                        | Does not attempt to articulate a relationship between Biblical content and life principles          |
| Application of Biblical life principles for a Spirit-filled life  | Reflects properly on and applies relevant Biblical principles effectively and intentionally to a specific life situation                                  | Applies relevant Biblical principles effectively and intentionally to a specific life situation                                                    | Applies Biblical principles effectively to a general life situation                                                        | Applies Biblical principles inaccurately to a life situation                                                   | Does not attempt to apply Biblical principles to a life situation                                   |

## **Appendix 31**

### **2010 WPA General Education Cocurricular Handbook (Excerpts)**



# ORU

GENERAL EDUCATION  
WHOLE PERSON ASSESSMENT  
HANDBOOK

CO-CURRICULAR ARTIFACTS

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## What is a Co-curricular Artifact?

A co-curricular artifact is an optional Whole Person Assessment (WPA) assignment that can be submitted to your ePortfolio to help bolster your WPA score. These artifacts are listed alongside required artifacts in the WPA Table of Contents in ePortfolio so that they are easy for you to access. Although these artifacts may not be required, you are strongly encouraged to submit ones that apply to you. Many of them are reflection papers showing your involvement in clubs or activities on campus. You can look through the Table of Contents, find which artifacts are applicable to you, do the assignment, and then upload it to ePortfolio.

In an article, titled “Connected Cocurricular Service with Academic Inquiry: A Movement toward Civic Engagement,” that appeared in the Spring 2007 publication of *Liberal Education*, a publication of the American Association of Colleges and Universities, Wayne Meisel discusses the “three pillars of content” for civic engagement or service learning, which is a significant component of ORU’s co-curricular requirements. The three pillars include the following: “focus on poverty,” “connection to politics,” and “engagement in the world.” Meisel believes that students need to reach beyond the typical mantra for service learning, to “think globally, act locally,” and expand it “to think globally and act globally as well”; in other words, students should go into every person’s world.

Meisel explains that service learning programs should focus on three “pillars of design: “intensity of experience,” integration of the classroom and co-curricular activities, and developing a “multiyear, sequential, developmental approach” for the entire time the student is in college. These are the kinds of opportunities ORU has designed for the student in its co-curricular activities.

At the heart of Oral Roberts University’s co-curricular program is the Great Commission commanded by our Lord Jesus Christ: “Go therefore and make disciples of all the nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, teaching them to observe all things that I have commanded you (Matthew 28:19-20a). Co-curricular activities are all about students Going and Doing.

## How Do Co-Curricular Artifacts Benefit Me?

Co-curricular artifacts are meant to help you document your journey and experience at ORU. There are many activities on and off campus that you as a student can be involved with that happen outside of the classroom; co-curricular artifacts allow you to receive WPA credit for the extracurricular ORU activities that help to develop you as a Whole Person.

If you have a scholarship that is based on your WPA score, co-curricular artifacts provide you with an excellent opportunity to help your score and secure your scholarship. Why not get credit for things that you are already doing around campus?

Being a Whole Person does include academics, but it involves so much more. This is why the co-curricular activities are so important to your development at Oral Roberts University. If you are going to change your world, you first have to be changed and cultivate skills that will help you to succeed in your discipline and in your spiritual, intellectual, physical, and social life.



# CO-CURRICULAR ARTIFACTS

| Co-Curricular General Education Whole Person Assessment (WPA) Artifacts Checklist (Recommended If You Participate in These Activities) |                                                 |                   |                                                   |                                  |
|----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|-------------------|---------------------------------------------------|----------------------------------|
| Organization                                                                                                                           | Artifact Name                                   | Outcome           | Proficiency                                       | Assessor                         |
| Accounting Society                                                                                                                     | Reflection paper                                | Socially Adept    | Leadership Capacity                               | Ray Gregg                        |
| Ailing Mothers and Fathers                                                                                                             | Reflection paper                                | Socially Adept    | Leadership Capacity                               | Andrea Walker                    |
| American Chemical Society                                                                                                              | Reflection paper                                | Socially Adept    | Leadership Capacity                               | Lois Ablin                       |
| American Society of Mechanical Engineers                                                                                               | Reflection paper                                | Socially Adept    | Leadership Capacity                               | John Mattson                     |
| APA/Co-curricular activities                                                                                                           | APA tutoring reflection paper                   | Socially Adept    | Interpersonal Skills                              | Danny Ziriaux                    |
| APA/Co-curricular activities                                                                                                           | Wing vision reflection paper                    | Socially Adept    | Leadership Capacity                               | Danny Ziriaux                    |
| Association of Computing Machinery (ACM)                                                                                               | Reflection paper                                | Socially Adept    | Leadership Capacity                               | Dave Eland                       |
| Bass Anglers                                                                                                                           | Reflection paper                                | Socially Adept    | Leadership Capacity                               | Bobby Parks                      |
| Campus Israel Alliance                                                                                                                 | Reflection paper                                | Socially Adept    | Leadership Capacity                               | John Swails                      |
| Career Services                                                                                                                        | Writing a resumé                                | Socially Adept    | Communication Skills                              | Beth Johnson                     |
| Chapel/Co-curricular activities                                                                                                        | Chapel experience reflection paper              | Spiritually Alive | Biblical Knowledge                                | Men's Chaplain/Women's Chaplain* |
| Chapel/Co-curricular activities                                                                                                        | Holy Spirit experience reflection paper         | Spiritually Alive | Sensitivity to the Holy Spirit                    | Men's Chaplain/Women's Chaplain* |
| Chapel/Co-curricular activities                                                                                                        | Martin Luther King, Jr. chapel reflection paper | Socially Adept    | Appreciation of Cultural & Linguistic Differences | Men's Chaplain/Women's Chaplain* |
| Chapel/Co-curricular activities                                                                                                        | Ministry experience reflection paper            | Spiritually Alive | Sensitivity to the Holy Spirit                    | Men's Chaplain/Women's Chaplain* |
| Chapel/Co-curricular activities                                                                                                        | Missions chapel reflection paper                | Socially Adept    | Appreciation of Cultural & Linguistic Differences | Men's Chaplain/Women's Chaplain* |
| Chaplain/Co-curricular activities                                                                                                      | Chaplain leadership program reflection paper    | Socially Adept    | Leadership Capacity                               | Men's Chaplain/Women's Chaplain* |
| Chaplain/Co-curricular activities                                                                                                      | Floor vision or dorm group reflection paper     | Socially Adept    | Leadership Capacity                               | Men's Chaplain/Women's Chaplain* |
| Chaplain/Co-curricular activities                                                                                                      | Joint student-leader program reflection paper   | Socially Adept    | Interpersonal Skills                              | Men's Chaplain/Women's Chaplain* |
| Christian Legal Society                                                                                                                | Reflection paper                                | Socially Adept    | Leadership Capacity                               | Sonny Branham                    |
| Club Officer/Member/Co-curricular activities                                                                                           | Reflection paper (general)                      | Socially Adept    | Leadership Capacity                               | Faculty Club Advisor**           |
| College Democrats                                                                                                                      | Reflection paper                                | Socially Adept    | Leadership Capacity                               | Michael Hirlinger                |
| Collegiate Music Educators National Conference (CMENC)                                                                                 | Reflection Paper                                | Socially Adept    | Leadership Capacity                               | Scott Quant                      |
| College Libertarians                                                                                                                   | Reflection paper                                | Socially Adept    | Leadership Capacity                               | Stephen Peterson                 |
| College Republicans                                                                                                                    | Reflection paper                                | Socially Adept    | Leadership Capacity                               | Sonny Branham                    |
| Community Outreach/Co-curricular activities                                                                                            | Ministry experience reflection paper            | Spiritually Alive | Sensitivity to the Holy Spirit                    | Community Outreach               |
| Community Outreach/Co-curricular                                                                                                       | Reflection paper                                | Socially Adept    | Interpersonal Skills                              | Community Outreach               |

| Co-Curricular General Education Whole Person Assessment (WPA) Artifacts (Recommended If You Participate in These Activities) |                                                    |                   |                                                   |                    |
|------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|-------------------|---------------------------------------------------|--------------------|
| Organization                                                                                                                 | Artifact Name                                      | Outcome           | Proficiency                                       | Assessor           |
| Community Outreach/Co-curricular activities                                                                                  | Leadership reflection paper                        | Socially Adept    | Leadership Capacity                               | Community Outreach |
| Community Outreach/Co-curricular activities                                                                                  | Team outreach reflection paper (community service) | Socially Adept    | Responsible Citizenship                           | Community Outreach |
| Community Outreach/Co-curricular activities                                                                                  | Team outreach reflection paper (evangelism)        | Spiritually Alive | Evangelistic Capability                           | Community Outreach |
| Computer Club                                                                                                                | Reflection paper                                   | Socially Adept    | Leadership Capacity                               | Dave Eland         |
| The Core (Whole Person Scholarship Recipients)                                                                               | Reflection paper                                   | Socially Adept    | Leadership Capacity                               | Nancy Brainard     |
| C. S. Lewis and Inklings Club                                                                                                | Reflection paper                                   | Socially Adept    | Leadership Capacity                               | Mark R. Hall       |
| Debate Club                                                                                                                  | Reflection paper                                   | Socially Adept    | Leadership Capacity                               | Agena Farmer       |
| Education Honor Society (Kappa Delta Pi)                                                                                     | Reflection paper                                   | Socially Adept    | Leadership Capacity                               | Tim Norton         |
| English Club (The Pentangle)                                                                                                 | Reflection paper                                   | Socially Adept    | Leadership Capacity                               | Joann Allen        |
| English Honor Society (Sigma Tau Delta)                                                                                      | Reflection paper                                   | Socially Adept    | Leadership Capacity                               | Kay Meyers         |
| French Club Member                                                                                                           | Reflection paper                                   | Socially Adept    | Appreciation of Cultural & Linguistic Differences | Robert Skinner     |
| French Club Officer                                                                                                          | Reflection paper                                   | Socially Adept    | Leadership Capacity                               | Robert Skinner     |
| French Honor Society (Pi Delta Phi)                                                                                          | Reflection paper                                   | Socially Adept    | Leadership Capacity                               | Robert Skinner     |
| Freshman Honor Society (Alpha Lambda Delta)                                                                                  | Reflection paper                                   | Socially Adept    | Leadership Capacity                               | Catherine Klehm    |
| Galleries Art Club                                                                                                           | Reflection paper                                   | Socially Adept    | Leadership Capacity                               | Darlene Gaskill    |
| Harbor Crew Interpersonal Skills                                                                                             | Reflection paper                                   | Socially Adept    | Interpersonal Skills                              | Student Experience |
| Harbor Interpersonal Skills Quiz                                                                                             | Quiz                                               | Socially Adept    | Interpersonal Skills                              | Student Experience |
| Harbor Crew Leader                                                                                                           | Reflection paper                                   | Socially Adept    | Leadership Capacity                               | Student Experience |
| Hebrew Culture Club Member                                                                                                   | Reflection paper                                   | Socially Adept    | Appreciation of Cultural & Linguistic Differences | Lenore Mullican    |
| Hebrew Culture Club Officer                                                                                                  | Reflection paper                                   | Socially Adept    | Leadership Capacity                               | Lenore Mullican    |
| History Club--Chi Epsilon (Pi Alpha Theta)                                                                                   | Reflection paper                                   | Socially Adept    | Leadership Capacity                               | Gary Pranger       |
| Honors Program Student Council                                                                                               | Reflection paper                                   | Socially Adept    | Leadership Capacity                               | Kay Meyers         |
| Ignite Program                                                                                                               | Reflection paper                                   | Socially Adept    | Leadership Capacity                               | Dean of Men        |
| Institute of Electrical and Electronic Engineers (IEEE)                                                                      | Reflection paper                                   | Socially Adept    | Leadership Capacity                               | Sophie Liu         |
| International Community Development Club                                                                                     | Reflection paper                                   | Socially Adept    | Leadership Capacity                               | Solomon Gameda     |
| International Development                                                                                                    | Reflection paper                                   | Socially Adept    | Appreciation of Cultural & Linguistic Differences | Steve Greene       |
| International Development                                                                                                    | Reflection paper                                   | Socially Adept    | Interpersonal Skills                              | Steve Greene       |
| International Development                                                                                                    | Reflection paper                                   | Socially Adept    | Leadership Capacity                               | Steve Greene       |

| Co-Curricular General Education Whole Person Assessment (WPA) Artifacts (Recommended If You Participate in These Activities) |                                                             |                        |                                                   |                    |
|------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|------------------------|---------------------------------------------------|--------------------|
| Organization                                                                                                                 | Artifact Name                                               | Outcome                | Proficiency                                       | Assessor           |
| International Honor Society of Nursing--Mu Iota (Sigma Theta Tau)                                                            | Reflection paper                                            | Socially Adept         | Leadership Capacity                               | Audrey Thompson    |
| International Student Organization                                                                                           | Reflection paper                                            | Socially Adept         | Leadership Capacity                               | Richard Hannon     |
| International Worship Center/Co-curricular activities                                                                        | Team outreach reflection paper (community service)          | Socially Adept         | Responsible Citizenship                           | ORU Worship        |
| International Worship Center/Co-curricular activities                                                                        | Team outreach reflection paper (evangelism)                 | Spiritually Alive      | Evangelistic Capability                           | ORU Worship        |
| Intramurals                                                                                                                  | Participation record                                        | Physically Disciplined | Physically Disciplined Lifestyle                  | Student Experience |
| Mathematical Association of America (MAA)                                                                                    | Reflection paper                                            | Socially Adept         | Leadership Capacity                               | Andy Lang          |
| Mathematics Honor Society (Kappa Mu Epsilon)                                                                                 | Reflection paper                                            | Socially Adept         | Leadership Capacity                               | Vincent Dimiceli   |
| Missions/Co-curricular activities                                                                                            | Ministry experience reflection paper                        | Spiritually Alive      | Sensitivity to the Holy Spirit                    | Missions           |
| Missions/Co-curricular activities                                                                                            | Missions experience reflection paper                        | Socially Adept         | Appreciation of Cultural & Linguistic Differences | Missions           |
| Missions/ Co-curricular activities                                                                                           | Reflection paper                                            | Socially Adept         | Leadership Capacity                               | Missions           |
| Missions/Co-curricular activities                                                                                            | Team building activities reflection paper                   | Socially Adept         | Interpersonal Skills                              | Missions           |
| Missions/Co-curricular activities                                                                                            | Team outreach reflection paper (evangelism)                 | Spiritually Alive      | Evangelistic Capability                           | Missions           |
| Missions/Co-curricular activities                                                                                            | Testimony opportunity reflection paper                      | Spiritually Alive      | Evangelistic Capability                           | Missions           |
| Missions Society                                                                                                             | Reflection paper                                            | Socially Adept         | Leadership Capacity                               | Jimmy Shaw         |
| Model United Nations (MUN)                                                                                                   | Reflection paper                                            | Socially Adept         | Leadership Capacity                               | Solomon Gameda     |
| Music (Mu Phi Epsilon)                                                                                                       | Reflection paper                                            | Socially Adept         | Leadership Capacity                               | Joyce Bridgman     |
| National Honorary Theatre Society (Alpha Psi Omega)                                                                          | Reflection paper                                            | Socially Adept         | Leadership Capacity                               | Christopher Martin |
| Oklahoma Intercollegiate Legislature (OIL)                                                                                   | Reflection paper                                            | Socially Adept         | Leadership Capacity                               | Michael Hirlinger  |
| ORU Environmental Stewardship Club/Co-curricular                                                                             | Community service reflection paper (off-campus involvement) | Socially Adept         | Responsible Citizenship                           | Stephen Herr       |
| ORU Environmental Stewardship Club/Co-curricular                                                                             | Community service reflection paper (on-campus involvement)  | Socially Adept         | Responsible Citizenship                           | Stephen Herr       |
| ORU Recyclists/Co-curricular activities                                                                                      | Community service reflection paper (off-campus involvement) | Socially Adept         | Responsible Citizenship                           | Stephen Herr       |
| ORU Recyclists/Co-curricular activities                                                                                      | Community service reflection paper (on-campus involvement)  | Socially Adept         | Responsible Citizenship                           | Stephen Herr       |
| ORU Swim Club                                                                                                                | Reflection paper                                            | Physically Disciplined | Physically Disciplined Lifestyle                  | Laura Conte        |

| Co-Curricular General Education Whole Person Assessment (WPA) Artifacts (Recommended If You Participate in These Activities) |                                                             |                   |                                                   |                            |
|------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|-------------------|---------------------------------------------------|----------------------------|
| Organization                                                                                                                 | Artifact Name                                               | Outcome           | Proficiency                                       | Assessor                   |
| Premedical Honors Society (Alpha Epsilon Delta)                                                                              | Reflection paper                                            | Socially Adept    | Leadership Capacity                               | Hal Reed                   |
| Publications/Co-curricular activities                                                                                        | Reflection paper                                            | Socially Adept    | Leadership Capacity                               | Kevin Armstrong            |
| Public Relations Student Society of America (PRSSA)                                                                          | Reflection paper                                            | Socially Adept    | Leadership Capacity                               | Christi Freudenrich        |
| Psychology Club (Psi Chi Rho)                                                                                                | Reflection paper                                            | Socially Adept    | Leadership Capacity                               | Andrea Walker              |
| Resident Advisor/Co-curricular activities                                                                                    | RA reflection paper                                         | Socially Adept    | Interpersonal Skills                              | Dean of Men/Dean of Women* |
| Resident Advisor/Co-curricular activities                                                                                    | RA reports reflection paper                                 | Socially Adept    | Interpersonal Skills                              | Dean of Men/Dean of Women* |
| Resident Advisor/Co-curricular activities                                                                                    | Floor programming reflection paper                          | Socially Adept    | Leadership Capacity                               | Dean of Men/Dean of Women* |
| Resident Advisor/Co-curricular activities                                                                                    | Wing vision reflection paper                                | Socially Adept    | Leadership Capacity                               | Dean of Men/Dean of Women* |
| Sign Language Club                                                                                                           | Reflection paper                                            | Socially Adept    | Appreciation of Cultural & Linguistic Differences | Terri York                 |
| Social Work Club                                                                                                             | Reflection paper                                            | Socially Adept    | Leadership Capacity                               | Cheyne Tucker              |
| Social Work Club                                                                                                             | Reflection paper                                            | Socially Adept    | Responsible Citizenship                           | Cheyne Tucker              |
| Society of Hispanic Professional Engineers (SHPE)                                                                            | Reflection paper                                            | Socially Adept    | Leadership Capacity                               | Robert Leland              |
| Society for Human Resource Management (SHRM)                                                                                 | Reflection paper                                            | Socially Adept    | Leadership Capacity                               | Susan McMurray             |
| Spanish Club Member                                                                                                          | Reflection paper                                            | Socially Adept    | Appreciation of Cultural & Linguistic Differences | Brenda Calderon            |
| Spanish Club Officer                                                                                                         | Reflection paper                                            | Socially Adept    | Leadership Capacity                               | Brenda Calderon            |
| Spanish Honor Society (Sigma Delta Pi)                                                                                       | Reflection paper                                            | Socially Adept    | Leadership Capacity                               | David Farnsworth           |
| Spiritual Formation/Co-curricular activities                                                                                 | Mentoring group reflection paper                            | Spiritually Alive | Ethical Behavior                                  | Clarence Boyd              |
| Student Association/Co-curricular activities                                                                                 | Student Association executive committee reflection paper    | Socially Adept    | Leadership Capacity                               | Student Experience         |
| Student Association/Co-curricular activities                                                                                 | Student Association leadership staff reflection paper       | Socially Adept    | Leadership Capacity                               | Student Experience         |
| Student Experience/Blueprint/Co-curricular activities                                                                        | Blueprint coordinators reflection paper                     | Socially Adept    | Leadership Capacity                               | Student Experience         |
| Student Experience/Co-curricular activities                                                                                  | Blueprint leadership reflection paper                       | Socially Adept    | Leadership Capacity                               | Student Experience         |
| Student Experience/Co-curricular activities                                                                                  | Reflection paper over <i>Habitudes</i> book                 | Socially Adept    | Leadership Capacity                               | Student Experience         |
| Students in Free Enterprise (S.I.F.E.)/Co-curricular activities                                                              | Community service reflection paper (off-campus involvement) | Socially Adept    | Leadership Capacity                               | Steve Greene               |
| Students in Free Enterprise (S.I.F.E.)/Co-curricular activities                                                              | Community service reflection paper (on-campus involvement)  | Socially Adept    | Leadership Capacity                               | Steve Greene               |
| Students in Free Enterprise (S.I.F.E.)/Co-curricular activities                                                              | Community service reflection paper (off-campus involvement) | Socially Adept    | Responsible Citizenship                           | Steve Greene               |

| Co-Curricular General Education Whole Person Assessment (WPA) Artifacts (Recommended If You Participate in These Activities)                                                                                  |                                                             |                |                         |                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|----------------|-------------------------|----------------|
| Organization                                                                                                                                                                                                  | Artifact Name                                               | Outcome        | Proficiency             | Assessor       |
| Students in Free Enterprise (S.I.F.E)/Co-curricular activities                                                                                                                                                | Community service reflection paper (on-campus involvement)  | Socially Adept | Responsible Citizenship | Steve Greene   |
| Student Nurses' Association                                                                                                                                                                                   | Reflection paper                                            | Socially Adept | Leadership Capacity     | Cheryl Swanson |
| Student Oklahoma Education Association (SOEA)                                                                                                                                                                 | Reflection paper                                            | Socially Adept | Leadership Capacity     | Gerald Landers |
| Theological Society of Oral Roberts University                                                                                                                                                                | Reflection paper                                            | Socially Adept | Leadership Capacity     | Jeff Lamp      |
| Tri Beta Biological Society/Co-curricular activities                                                                                                                                                          | Community service reflection paper (off-campus involvement) | Socially Adept | Responsible Citizenship | Stephen Herr   |
| Tri Beta Biological Society/Co-curricular activities                                                                                                                                                          | Community service reflection paper (on-campus involvement)  | Socially Adept | Responsible Citizenship | Stephen Herr   |
| *If you are a female student, submit artifacts to the Dean of Women or the Women's Chaplain. If you are a male student, submit artifacts to the Dean of Men or the Men's Chaplain, depending on the artifact. |                                                             |                |                         |                |
| **On the ORU website, you will find the clubs in specific departments with faculty advisors listed.                                                                                                           |                                                             |                |                         |                |

## Accounting Society Club Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

| Outcome               | Proficiency                     | Definition                                                                                                                                                                          |
|-----------------------|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Socially Adept</i> | <i>Leadership Capacity (4E)</i> | <i>The ability to effect change within various groups settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions</i> |

### *Directions for Reflection Paper*

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to each guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

### *Guide Questions*

1. Explain the purpose of the club and the activities by which the club will fulfill its purpose?
2. How has the club helped you develop meaningful interpersonal relations and connections?
3. Describe how you understood and fulfilled the duties of your office or membership.
4. What challenges/conflicts have you identified, and how do you seek to resolve them?
5. What have you learned from your experience as a club officer or leader that makes you a better leader?

### *Submission Steps*

1. Click on “Socially Adept.”
2. Click on “Leadership Capacity.”
3. Click on “Club Reflection Papers.”
4. Click on “Reflection Paper (Accounting Society).”
5. Click the “Add Content” button at the top of the page. Scroll down the page and click on the “+” symbol by the word “Artifact.” Browse and upload your assignment.
6. Click the “Save” button.
7. Click the “Submit Page” button. Enter the name of your assessor, “**Gregg, Ray.**” After entering his name, hit the “Submit” button.

## Accounting Society Club Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

| Criteria                                            | Exemplary                                                                                                         | Competent                                                                                                         | Acceptable                                                                                | Unacceptable                                                                                                  | Not Attempted                                                                                     |
|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| Self-management                                     | Demonstrates exceptional self-awareness or control and develops techniques to manage inner conflicts              | Demonstrates adequate self-awareness or control and is conscious of inner conflicts that need to be managed       | Demonstrates adequate self-awareness or control                                           | Demonstrates poor self-awareness or control                                                                   | Does not attempt to demonstrate self-awareness or control                                         |
| Initiative                                          | Demonstrates excellent initiative in identifying, creating, and promoting opportunities to accomplish a vision    | Demonstrates adequate initiative in identifying and creating opportunities to accomplish a vision                 | Demonstrates some level of initiative in identifying opportunities to accomplish a vision | Demonstrates little initiative to identify opportunities to accomplish a vision                               | Does not attempt to demonstrate initiative to identify opportunities to accomplish a vision       |
| Purposefulness                                      | Promotes a vision effectively, articulately, and appropriately                                                    | Promotes a vision effectively and articulately                                                                    | Articulates a vision clearly                                                              | Articulates a vision poorly                                                                                   | Does not attempt to articulate a vision                                                           |
| Ability to influence and motivate others positively | Consistently influences and motivates others positively using multiple strategies and appropriate techniques      | Consistently influences and motivates others positively using an appropriate technique                            | Often influences and motivates others positively using an appropriate technique           | Negatively influences and fails to motivate others positively                                                 | Does not attempt to influence or motivate others                                                  |
| Listening and responding to others                  | Listens attentively to others and consistently responds with appropriate feedback                                 | Listens attentively to others and usually responds with appropriate feedback                                      | Listens to others and usually responds with feedback                                      | Demonstrates poor listening skills with others and/or responds with inappropriate feedback                    | Does not attempt to listen to others and/or respond with feedback                                 |
| Identifying challenges                              | Identifies and evaluates challenges clearly and insightfully                                                      | Identifies and evaluates challenges clearly                                                                       | Identifies challenges                                                                     | Identifies challenges incorrectly                                                                             | Does not attempt to identify challenges                                                           |
| Ability to effect change                            | Recognizes need for, advocates, and facilitates change                                                            | Recognizes need for and advocates change                                                                          | Recognizes need for change                                                                | Recognizes inadequately the need for change                                                                   | Does not attempt to recognize the need for change                                                 |
| Managing conflict                                   | Discusses differences with conflicting parties, seeks to advance understanding, and promotes positive resolutions | Discusses differences with conflicting parties, seeks to advance understanding, and suggests possible resolutions | Discusses differences with conflicting parties and seeks to advance understanding         | Discusses differences with conflicting parties inappropriately and incorrectly seeks to advance understanding | Does not attempt to discuss differences with conflicting parties or seek to advance understanding |



**Ailing Mothers and Fathers (AMF) Club Officer/Member  
Reflection Paper  
(Club/Co-Curricular Activities) (4E)**

| <b>Outcome</b>        | <b>Proficiency</b>              | <b>Definition</b>                                                                                                                                                                   |
|-----------------------|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Socially Adept</i> | <i>Leadership Capacity (4E)</i> | <i>The ability to effect change within various groups settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions</i> |

*Directions for Reflection Paper*

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to each guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

*Guide Questions*

1. Explain the purpose of the club and the activities by which the club will fulfill its purpose?
2. How has the club helped you develop meaningful interpersonal relations and connections?
3. Describe how you understood and fulfilled the duties of your office or membership.
4. What challenges/conflicts have you identified, and how do you seek to resolve them?
5. What have you learned from your experience as a club officer or leader that makes you a better leader?

*Submission Steps*

1. Click on “Socially Adept.”
2. Click on “Leadership Capacity.”
3. Click on “Club Reflection Papers.”
4. Click on “Reflection Paper (Ailing Mothers and Fathers).”
5. Click the “Add Content” button at the top of the page. Scroll down the page and click on the “+” symbol by the word “Artifact.” Browse and upload your assignment.
6. Click the “Save” button.
7. Click the “Submit Page” button. Enter the name of your assessor, “**Walker, Andrea.**” After entering his name, hit the “Submit” button.

# Ailing Mothers and Fathers (AMF) Club Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

| Criteria                                            | Exemplary                                                                                                         | Competent                                                                                                         | Acceptable                                                                                | Unacceptable                                                                                                  | Not Attempted                                                                                     |
|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| Self-management                                     | Demonstrates exceptional self-awareness or control and develops techniques to manage inner conflicts              | Demonstrates adequate self-awareness or control and is conscious of inner conflicts that need to be managed       | Demonstrates adequate self-awareness or control                                           | Demonstrates poor self-awareness or control                                                                   | Does not attempt to demonstrate self-awareness or control                                         |
| Initiative                                          | Demonstrates excellent initiative in identifying, creating, and promoting opportunities to accomplish a vision    | Demonstrates adequate initiative in identifying and creating opportunities to accomplish a vision                 | Demonstrates some level of initiative in identifying opportunities to accomplish a vision | Demonstrates little initiative to identify opportunities to accomplish a vision                               | Does not attempt to demonstrate initiative to identify opportunities to accomplish a vision       |
| Purposefulness                                      | Promotes a vision effectively, articulately, and appropriately                                                    | Promotes a vision effectively and articulately                                                                    | Articulates a vision clearly                                                              | Articulates a vision poorly                                                                                   | Does not attempt to articulate a vision                                                           |
| Ability to influence and motivate others positively | Consistently influences and motivates others positively using multiple strategies and appropriate techniques      | Consistently influences and motivates others positively using an appropriate technique                            | Often influences and motivates others positively using an appropriate technique           | Negatively influences and fails to motivate others positively                                                 | Does not attempt to influence or motivate others                                                  |
| Listening and responding to others                  | Listens attentively to others and consistently responds with appropriate feedback                                 | Listens attentively to others and usually responds with appropriate feedback                                      | Listens to others and usually responds with feedback                                      | Demonstrates poor listening skills with others and/or responds with inappropriate feedback                    | Does not attempt to listen to others and/or respond with feedback                                 |
| Identifying challenges                              | Identifies and evaluates challenges clearly and insightfully                                                      | Identifies and evaluates challenges clearly                                                                       | Identifies challenges                                                                     | Identifies challenges incorrectly                                                                             | Does not attempt to identify challenges                                                           |
| Ability to effect change                            | Recognizes need for, advocates, and facilitates change                                                            | Recognizes need for and advocates change                                                                          | Recognizes need for change                                                                | Recognizes inadequately the need for change                                                                   | Does not attempt to recognize the need for change                                                 |
| Managing conflict                                   | Discusses differences with conflicting parties, seeks to advance understanding, and promotes positive resolutions | Discusses differences with conflicting parties, seeks to advance understanding, and suggests possible resolutions | Discusses differences with conflicting parties and seeks to advance understanding         | Discusses differences with conflicting parties inappropriately and incorrectly seeks to advance understanding | Does not attempt to discuss differences with conflicting parties or seek to advance understanding |

## American Chemical Society Club Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

| Outcome               | Proficiency                     | Definition                                                                                                                                                                          |
|-----------------------|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Socially Adept</i> | <i>Leadership Capacity (4E)</i> | <i>The ability to effect change within various groups settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions</i> |

### *Directions for Reflection Paper*

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to each guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

### *Guide Questions*

1. Explain the purpose of the club and the activities by which the club will fulfill its purpose?
2. How has the club helped you develop meaningful interpersonal relations and connections?
3. Describe how you understood and fulfilled the duties of your office or membership.
4. What challenges/conflicts have you identified, and how do you seek to resolve them?
5. What have you learned from your experience as a club officer or leader that makes you a better leader?

### *Submission Steps*

1. Click on “Socially Adept.”
2. Click on “Leadership Capacity.”
3. Click on “Club Reflection Papers.”
4. Click on “Reflection Paper (American Chemical Society).”
5. Click the “Add Content” button at the top of the page. Scroll down the page and click on the “+” symbol by the word “Artifact.” Browse and upload your assignment.
6. Click the “Save” button.
7. Click the “Submit Page” button. Enter the name of your assessor, “**Ablin, Lois.**” After entering his name, hit the “Submit” button.

## American Chemical Society Club Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

| Criteria                                            | Exemplary                                                                                                         | Competent                                                                                                         | Acceptable                                                                                | Unacceptable                                                                                                  | Not Attempted                                                                                     |
|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| Self-management                                     | Demonstrates exceptional self-awareness or control and develops techniques to manage inner conflicts              | Demonstrates adequate self-awareness or control and is conscious of inner conflicts that need to be managed       | Demonstrates adequate self-awareness or control                                           | Demonstrates poor self-awareness or control                                                                   | Does not attempt to demonstrate self-awareness or control                                         |
| Initiative                                          | Demonstrates excellent initiative in identifying, creating, and promoting opportunities to accomplish a vision    | Demonstrates adequate initiative in identifying and creating opportunities to accomplish a vision                 | Demonstrates some level of initiative in identifying opportunities to accomplish a vision | Demonstrates little initiative to identify opportunities to accomplish a vision                               | Does not attempt to demonstrate initiative to identify opportunities to accomplish a vision       |
| Purposefulness                                      | Promotes a vision effectively, articulately, and appropriately                                                    | Promotes a vision effectively and articulately                                                                    | Articulates a vision clearly                                                              | Articulates a vision poorly                                                                                   | Does not attempt to articulate a vision                                                           |
| Ability to influence and motivate others positively | Consistently influences and motivates others positively using multiple strategies and appropriate techniques      | Consistently influences and motivates others positively using an appropriate technique                            | Often influences and motivates others positively using an appropriate technique           | Negatively influences and fails to motivate others positively                                                 | Does not attempt to influence or motivate others                                                  |
| Listening and responding to others                  | Listens attentively to others and consistently responds with appropriate feedback                                 | Listens attentively to others and usually responds with appropriate feedback                                      | Listens to others and usually responds with feedback                                      | Demonstrates poor listening skills with others and/or responds with inappropriate feedback                    | Does not attempt to listen to others and/or respond with feedback                                 |
| Identifying challenges                              | Identifies and evaluates challenges clearly and insightfully                                                      | Identifies and evaluates challenges clearly                                                                       | Identifies challenges                                                                     | Identifies challenges incorrectly                                                                             | Does not attempt to identify challenges                                                           |
| Ability to effect change                            | Recognizes need for, advocates, and facilitates change                                                            | Recognizes need for and advocates change                                                                          | Recognizes need for change                                                                | Recognizes inadequately the need for change                                                                   | Does not attempt to recognize the need for change                                                 |
| Managing conflict                                   | Discusses differences with conflicting parties, seeks to advance understanding, and promotes positive resolutions | Discusses differences with conflicting parties, seeks to advance understanding, and suggests possible resolutions | Discusses differences with conflicting parties and seeks to advance understanding         | Discusses differences with conflicting parties inappropriately and incorrectly seeks to advance understanding | Does not attempt to discuss differences with conflicting parties or seek to advance understanding |

## **Appendix 32**

### **2016 WPA Department Handbooks**

Behavioral Sciences Department  
(Excerpts)

**ORAL ROBERTS UNIVERSITY  
BEHAVIORAL SCIENCES  
DEPARTMENT**

**Whole Person Assessment Handbook**



**Welcome**

*The Behavioral Sciences Department faculty have a sincere desire to help you succeed in your education, profession and life. The Behavioral Sciences Whole Person Assessment is a wonderful tool we will use to help you assess your progress in pursuit of a Psychology, Social Justice or Social Work Education.*

*The following handbook is designed to simplify and clarify the requirements of your Behavioral Science Whole Person Assessment (WPA). Within each major, it is arranged in a step-by-step order, beginning with the entry level requirements through the intermediate to the professional level.*

*Your completed Behavioral Sciences Whole Person Assessment will serve as proof that you have met the departmental student outcomes as listed under the Behavioral Sciences Mission Statement included in this document. It will also assist you in developing an on-line competitive and professional portfolio relative to your discipline.*

*Your Behavioral Sciences Department Chairman*

*Randall D. Teller, PhD*

**ORAL ROBERTS UNIVERSITY  
BEHAVIORAL SCIENCES  
DEPARTMENT**

**Whole Person Assessment Handbook**

**Table of Contents**

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| Section A | <a href="#"><u>Welcome</u></a>                                                                                                                                                                                                                          |
| Section B | <a href="#"><u>Table of Contents</u></a>                                                                                                                                                                                                                |
| Section C | <a href="#"><u>ORU's Founding Mission and Vision Statement</u></a>                                                                                                                                                                                      |
| Section D | <a href="#"><u>Behavioral Sciences Mission Statement</u></a>                                                                                                                                                                                            |
| Section E | <a href="#"><u>Behavioral Sciences Department Outcomes and Competencies</u></a>                                                                                                                                                                         |
| Section G | <a href="#"><u>Whole Person Assessment Artifacts for Psychology Majors</u></a><br><a href="#"><u>Whole Person Assessment Artifacts for Social Justice Majors</u></a><br><a href="#"><u>Whole Person Assessment Artifacts for Social Work Majors</u></a> |
| Section H | <a href="#"><u>Rubrics for Each Major's Artifacts</u></a>                                                                                                                                                                                               |
| Section I | <a href="#"><u>Frequently Asked Questions</u></a>                                                                                                                                                                                                       |

## **ORU's Vision Statement**

Oral Roberts University is a charismatic university, founded in the fires of evangelism and upon the unchanging precepts of the Bible. The university was founded as a result of the evangelist Oral Roberts' obeying God's mandate to build a university on God's authority and the Holy Spirit.

God's commission to Oral Roberts was to "Raise up your students to hear My voice, to go where My light is dim, where My voice is heard small, and My healing power is not known, even to the uttermost bounds of the earth. Their work will exceed yours, and in this I am well pleased."

## **ORU's Mission**

It is the purpose of Oral Roberts University, in its commitment to the historic Christian faith, to build Holy Spirit empowered leaders through whole person education to impact the world with God's healing. Dedicated to the realization of Truth and the achievement of one's potential life capacity, the University seeks to educate the whole person in spirit, mind, and body, thereby preparing its graduates to be spiritually alive, intellectually alert, physically disciplined, socially adept and professionally competent.

## **Behavioral Sciences Department's Mission Statement**

The Behavioral Sciences Department is committed to equip students to be knowledgeable as defined by the professions of Psychology, Sociology, Social Justice and Social Work while providing a strong Christian framework with which to evaluate theories, techniques, and beliefs. This allows the department to graduate students who are academically informed, yet biblically sound.



# Behavioral Sciences Department Outcomes and Competencies

## Objectives of the Psychology Program are to prepare students to:

1. Use critical thinking skills within the context of the discipline of psychology.
2. Develop cultural competence within the values and ethics of Psychology which reflect an understanding of and respect for the positive value of human diversity.
3. Understand the history of Psychology, along with current structures and issues, and how practitioners in this field seek to help people.
4. Apply knowledge of bio-psycho-social-spiritual variables that affect individual development and behavior, and use theoretical frameworks to understand the interactions among and between individuals.
5. Analyze the impact of mental health issues on understanding the origins and outcomes of individual, interpersonal, and systemic behavior.
6. Evaluate and use research findings to enhance awareness of psychology, its issues, and its multiple paradigms.
7. Develop and use both verbal and written communication skills to strengthen the knowledge base and make contributions to the field.
8. Understand the importance of the use of supervision and consultation to the field of Psychology.
9. Learn about functioning within the structure of organizations and service delivery systems to meet professional, organizational, ethical, and legal requirements of the field of Psychology.
10. Apply information technology to promote communication and facilitate the goals of Psychology.
11. Integrate Christian faith systems with the values of Psychology to enhance the individual's ability to impact the general psychological knowledge base as well as the overall field of Psychology.

**Objectives of the Social Justice Program are to prepare students to:**

1. Use critical thinking skills within the context of professional social justice practice.
2. Engage in social justice practice that is culturally competent within the values and ethics of the profession which develops an understanding of and respect for the positive value of human diversity.
3. Demonstrate the professional use of self in social justice issues.
4. Understand the various forms and mechanisms of oppression and discrimination and apply professional strategies and skills of change that advance social and economic justice.
5. Understand the history of the social justice profession, along with current structures and issues, and how the profession seeks to help people.
6. Apply the knowledge and skills of social justice programs to practice in addressing systems of all sizes.
7. Apply knowledge of bio-psycho-social-spiritual variables that affect individual development and behavior, and use theoretical frameworks to understand the interactions among individuals and between individuals and social systems.
8. Analyze the impact of social policies on various client systems, including workers and agencies.
9. Evaluate and use research studies and apply findings to practice; and, under supervision, evaluate one's own practice interventions and those of other relevant systems.
10. Develop and use both verbal and written communication skills with a variety of client populations and colleagues.
11. Learn about functioning within the structure of organizations and service delivery systems to meet professional, organizational, ethical, and legal requirements of the field of social justice.
12. Integrate the Christian faith with the values and practice of social justice.
13. Apply information technology to promote communication and facilitate the goals of social justice.

**Objectives of the Social Work Program are to prepare students to:**

1. Use critical thinking skills within the context of professional social work practice.
2. Engage in the practice of social work that is culturally competent within the values and ethics of the profession which develops an understanding of and respect for the positive value of human diversity.
3. Demonstrate the professional use of self in social work practice.
4. Understand the various forms and mechanisms of oppression and discrimination and apply professional strategies and skills of change that advance social and economic justice.
5. Understand the history of the social work profession, along with current structures and issues, and how the profession seeks to help people.
6. Apply the knowledge and skills of generalist social work to practice in addressing systems of all sizes.
7. Apply knowledge of bio-psycho-social-spiritual variables that affect individual development and behavior, and use theoretical frameworks to understand the interactions among individuals and between individuals and social systems of all sizes.
8. Analyze the impact of social policies on various client systems, including workers and agencies.
9. Evaluate and use research studies and apply findings to practice; and, under supervision, evaluate one's own practice interventions and those of other relevant systems.
10. Develop and use both verbal and written communication skills with a variety of client populations and colleagues.
11. Make use of supervision appropriate to generalist practice.
12. Function within the structure of organizations and service delivery systems; and, under supervision, seek necessary organizational change.
13. Integrate the Christian faith with the values and practice of social work.
14. Apply information technology to promote communication and facilitate the goals of social work.

## ADDITIONAL HELP

You can refer to the section at the end of this handbook called “Frequently Asked Questions” on pages or contact one of the following individuals.

- **Your APA**, Academic Peer Advisor
- **Computer Lab #1 Assistants**, GC 2A01
- **Behavioral Sciences Department Chair:**

Randall D. Feller, Ph. D.

GC 2C31

918/495-6544

rfeller@oru.edu

## WPA Artifacts for Psychology Majors

| LEVEL        | OUTCOME                                                                                                                                                                                                                                                                | PSYCH OUTCOMES ARTIFACT                   | COURSE  | RUBRIC                                     |
|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|---------|--------------------------------------------|
| Entry        | 2. Cultural Competence & Values<br>4. Bio-psycho-social-spiritual framework<br>5. Individual, Interpersonal, and Systemic Behavior<br>9. Ethical & Legal Issues                                                                                                        | PSY 201 course passed with C or better    | PSY 201 | Exam Grade Rubric                          |
| Intermediate | 1. Critical Thinking<br>2. Cultural Competence & Values<br>4. Bio-psycho-social-spiritual Framework<br>5. Individual, Interpersonal and Systemic Behavior<br>6. Evaluate and use Research Findings<br>7. Written and Verbal Communication Skills                       | Behavioral Change Paper                   | PSY 322 | Psychology of Learning Term Paper Rubric   |
|              | 2. Cultural Competence & Values<br>3. History of Psychology /Current Structures & Issues<br>6. Evaluate and use Research Findings<br>7. Written and Verbal Communication Skills<br>9. Ethical & Legal Issues<br>10. Information Technology<br>11. Integration of Faith | History and Systems Presentation          | PSY 354 | History & Systems Presentation Rubric      |
|              | 1. Critical Thinking<br>4. Bio-psycho-social-spiritual Framework<br>5. Individual, Interpersonal and Systemic Behavior<br>6. Evaluate and use Research Findings<br>7. Written and Verbal Communication Skills                                                          | Physiological Psychology Paper            | PSY305  | Physiological Psychology Term Paper Rubric |
|              | 1. Critical Thinking<br>6. Evaluate and use Research Findings<br>7. Written and Verbal Communication Skills<br>10. Information Technology                                                                                                                              | Experimental Psychology Research Proposal | PSY 401 | Research Proposal Rubric                   |
| Capstone     | 1. Critical Thinking<br>6. Evaluate and use Research Findings<br>7. Written and Verbal Communication Skills<br>8. Supervision & Consultation<br>10. Information Technology                                                                                             | Senior Research Paper                     | PSY 499 | Senior Paper Rubric                        |

## WPA Artifacts for Social Justice Majors

| LEVEL        | OUTCOME                                                                                                                                                                                                                                                                                                                                                                                                          | SOJ OUTCOMES ARTIFACT              | COURSE  | RUBRIC                          |
|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|---------|---------------------------------|
| Entry        | 4. Social & Economic Justice<br>5. History of Social Work /Current Structures & Issues<br>7. Bio-psycho-social-spiritual Framework<br>8. Impact of Social Policies                                                                                                                                                                                                                                               | Global SWK Pretest                 | SWK 202 | Exam Grade Rubric               |
| Intermediate | 6. Apply SWK knowledge & skills to systems<br>8. Impact of Social Policies<br>10. Written and Verbal Communication Skills<br>11. Structure of organizations and delivery systems & organizational change<br>13. Information Technology                                                                                                                                                                           | SWK Policy PowerPoint Presentation | SWK 303 | SWK Written Assignment Rubric   |
|              | 1. Critical Thinking<br>2. Cultural competence & respect for diversity<br>4. Social & Economic Justice<br>5. History of Social Work /Current Structures & Issues<br>6. Apply SWK knowledge & skills to systems<br>7. Bio-psycho-social-spiritual Framework<br>8. Impact of Social Policies<br>9. Evaluate and use Research Findings<br>10. Written and Verbal Communication<br>13. Information Technology        | SWK Policy Analysis Paper          | SWK 303 | SWK Written Assignment Rubric   |
|              | 2. Cultural competence & respect for diversity<br>3. Professional use of self<br>4. Social & Economic Justice<br>5. History of Social Work /Current Structures & Issues<br>6. Apply SWK knowledge & skills to systems<br>7. Bio-psycho-social-spiritual Framework<br>8. Impact of Social Policies<br>9. Evaluate and use Research Findings<br>10. Written and Verbal Communication<br>13. Information Technology | SWK PowerPoint Presentation        | SWK 310 | SWK Presentation Rubric         |
|              | 1. Critical Thinking<br>4. Social & Economic Justice<br>7. Bio-psycho-social-spiritual Framework<br>8. Impact of Social Policies<br>9. Evaluate and use Research Findings<br>10. Written and Verbal Communication                                                                                                                                                                                                | Minority Relations Paper           | SOC 420 | Minority Relations Paper Rubric |
| Capstone     | 1. Critical Thinking<br>6. Evaluate and use Research Findings<br>7. Written and Verbal Communication Skills<br>8. Supervision & Consultation<br>10. Information Technology                                                                                                                                                                                                                                       | Senior Research Paper              | PSY 499 | Senior Paper Rubric             |

## WPA Artifacts for Social Work Majors

| LEVEL        | OUTCOME                                                                                                                                                                                                                                                                                                                                                                                                   | SWK OUTCOMES ARTIFACT                   | COURSE  | RUBRIC                        |
|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|---------|-------------------------------|
| Entry        | 4. Social & Economic Justice<br>5. History of Social Work /Current Structures & Issues<br>7. Bio-psycho-social-spiritual Framework<br>8. Impact of Social Policies                                                                                                                                                                                                                                        | Global SWK Pretest                      | SWK 202 | Exam Grade Rubric             |
| Intermediate | 6. Apply SWK knowledge & skills to systems<br>8. Impact of Social Policies<br>10. Written and Verbal Communication Skills<br>12. Structure of organizations and delivery systems & organizational change<br>14. Information Technology                                                                                                                                                                    | SWK Policy PowerPoint Presentation      | SWK 303 | SWK Presentation Rubric       |
|              | 1. Critical Thinking<br>2. Cultural competence & respect for diversity<br>4. Social & Economic Justice<br>5. History of Social Work /Current Structures & Issues<br>6. Apply SWK knowledge & skills to systems<br>7. Bio-psycho-social-spiritual Framework<br>8. Impact of Social Policies<br>9. Evaluate and use Research Findings<br>10. Written and Verbal Communication<br>14. Information Technology | SWK Policy Analysis Paper               | SWK 303 | SWK Written Assignment Rubric |
|              | 1. Critical Thinking<br>6. Apply SWK knowledge & skills to systems<br>10. Written and Verbal Communication Skills<br>12. Structure of organizations and delivery systems & organizational change                                                                                                                                                                                                          | SWK Practice I Case Assessment          | SWK 331 | SWK Written Assignment Rubric |
|              | 1. Critical Thinking<br>2. Cultural competence & respect for diversity<br>3. Professional Use of Self<br>6. Apply SWK knowledge & skills to systems<br>7. Bio-psycho-social-spiritual Framework<br>10. Written and Verbal Communication Skills<br>11. Supervision & Consultation<br>12. Structure of organizations and delivery systems & organizational change                                           | SWK Practice II Psychosocial Evaluation | SWK 332 | SWK Psychosocial Rubric       |
|              | 1. Critical Thinking<br>2. Cultural competence & respect for diversity<br>3. Professional Use of Self<br>6. Apply SWK knowledge & skills to systems<br>7. Bio-psycho-social-spiritual Framework<br>10. Written and Verbal Communication Skills<br>11. Supervision & Consultation<br>12. Structure of organizations and delivery systems & organizational change                                           | SWK Practice II Case Summary            | SWK 332 | SWK Case Summary Rubric       |
|              | 1. Critical Thinking<br>3. Professional Use of Self<br>6. Apply SWK knowledge & skills to systems<br>7. Bio-psycho-social-spiritual Framework<br>10. Written and Verbal Communication Skills<br>12. Structure of organizations and delivery systems & organizational change                                                                                                                               | SWK Practice III Group Proposal         | SWK 333 | SWK Group Proposal Rubric     |

|          |                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                |             |                                |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|-------------|--------------------------------|
|          | 1. Critical Thinking<br>2. Cultural competence & respect for diversity<br>3. Professional Use of Self<br>6. Apply SWK knowledge & skills to systems<br>7. Bio-psycho-social-spiritual Framework<br>10. Written and Verbal Communication Skills<br>11. Supervision & Consultation<br>12. Structure of organizations and delivery systems & organizational change                                                                                | SWK Practice III Post Group Analysis           | SWK 333     | SWK Post Group Analysis Rubric |
|          | Critical Thinking<br>5. History of Social Work /Current Structures & Issues<br>6. Apply SWK knowledge & skills to systems<br>8. Impact of Social Policies<br>10. Written and Verbal Communication Skills<br>12. Structure of organizations and delivery systems & organizational change                                                                                                                                                        | Practicum Evaluation & Final Action Plans      | SWK 341/342 | Practicum Assessment Rubric    |
|          | 1. Critical Thinking<br>3. Professional Use of Self<br>4. Social & Economic Justice<br>5. History of Social Work /Current Structures & Issues<br>6. Apply SWK knowledge & skills to systems<br>7. Bio-psycho-social-spiritual Framework<br>8. Impact of Social Policies<br>9. Evaluate and use Research Findings<br>10. Written and Verbal Communication Skills<br>12. Structure of organizations and delivery systems & organizational change | SWK Practice IV Community Organization Project | SWK 404     | SWK Written Assignment Rubric  |
|          | 1. Critical Thinking<br>3. Professional Use of Self<br>4. Social & Economic Justice<br>5. History of Social Work /Current Structures & Issues<br>6. Apply SWK knowledge & skills to systems<br>7. Bio-psycho-social-spiritual Framework<br>9. Evaluate and use Research Findings<br>10. Written and Verbal Communication Skills<br>12. Structure of organizations and delivery systems & organizational change                                 | Grant Application                              | SWK 405     | SWK Written Assignment Rubric  |
|          | 4. Social & Economic Justice<br>5. History of Social Work /Current Structures & Issues<br>6. Apply SWK knowledge & skills to systems<br>7. Bio-psycho-social-spiritual Framework<br>8. Impact of Social Policies<br>9. Evaluate and use Research Findings                                                                                                                                                                                      | SWK Writing Logic Model                        | SWK 405     | SWK Written Assignment Rubric  |
| Capstone | 1. Critical Thinking<br>2. Cultural competence & respect for diversity<br>5. History of Social Work /Current Structures & Issues<br>6. Apply SWK knowledge & skills to systems<br>7. Bio-psycho-social-spiritual Framework<br>8. Impact of Social Policies<br>9. Evaluate and use Research Findings<br><br>10. Written and Verbal Communication Skills<br>12. Structure of organizations and delivery systems & organizational change          | SWK Research Proposal                          | SWK 302     | SWK Research Proposal Rubric   |



|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                |             |                             |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|-------------|-----------------------------|
|  | 1. Critical Thinking<br>2. Cultural competence & respect for diversity<br>5. History of Social Work /Current Structures & Issues<br>6. Apply SWK knowledge & skills to systems<br>7. Bio-psycho-social-spiritual Framework<br>8. Impact of Social Policies<br>9. Evaluate and use Research Findings<br><br>10. Written and Verbal Communication Skills<br>12. Structure of organizations and delivery systems & organizational change<br>13. Integration of Faith | SWK Senior Research Paper      | SWK 499     | SWK Senior Paper Rubric     |
|  | 1. Critical Thinking<br>5. History of Social Work /Current Structures & Issues<br>6. Apply SWK knowledge & skills to systems<br>8. Impact of Social Policies<br>10. Written and Verbal Communication Skills<br>12. Structure of organizations and delivery systems & organizational change                                                                                                                                                                        | Senior Practicum Agency Report | SWK 443/444 | Practicum Assessment Rubric |

# Rubrics

## Exam Grade Rubric

| CRITERIA                 | EXEMPLARY                                                              | COMPETENT                                                                | ACCEPTABLE                                                         | UNACCEPTABLE                                                    | NOT ATTEMPTED                                                           |
|--------------------------|------------------------------------------------------------------------|--------------------------------------------------------------------------|--------------------------------------------------------------------|-----------------------------------------------------------------|-------------------------------------------------------------------------|
| <b>Subject Knowledge</b> | Demonstrates exceptional mastery of theoretical and applied knowledge. | Demonstrates above average mastery of theoretical and applied knowledge. | Demonstrates average mastery of theoretical and applied knowledge. | Demonstrates poor mastery of theoretical and applied knowledge. | Demonstrates little to no mastery of theoretical and applied knowledge. |

## Psychology of Learning Term Paper Rubric

| CRITERIA                            | EXEMPLARY                                                                                                                             | COMPETENT                                                                                                                                                     | ACCEPTABLE                                                                                                                                                                                               | UNACCEPTABLE                                                                                                                                              | NOT ATTEMPTED                                                                                                                           |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| <b>APA Format of References</b>     | Demonstrates evidence for mastery and full understanding of <b>ALL</b> format elements, with minimal minor errors in detail elements. | Demonstrates evidence for mastery & understanding of <b>MOST</b> format elements, with a key element consistently incorrect or several detail errors present. | Demonstrates evidence for good basic understanding of format, with several key elements consistently incorrect and/or multiple detail errors present.                                                    | Demonstrates minimal evidence for understanding of format; a few correct format elements are present, with numerous consistent errors.                    | Demonstrates little or no evidence of format requirements; few, if any correct format elements are present, but most likely accidental. |
| <b>Professional Source Citation</b> | At least 95% of the sources are current and professional, nonprofessional sources are merely supportive; old sources are classic.     | At least 85% of the sources are current and professional, with minimal use of relevant outdated and/or nonprofessional material.                              | At least 75% of the sources are current and professional. Nonprofessional and/or outdated sources are occasionally not appropriate for use.                                                              | At least 65% of the sources are current and professional. Nonprofessional and/or outdated sources are frequently depended on and not appropriate for use. | Most or no sources are cited or at least 50% of the sources are nonprofessional and/or outdated and not appropriate for use.            |
| <b>Written Expression</b>           | Demonstrates evidence for mastery and full understanding of syntax, sentence structure, grammar, punctuation & spelling rules.        | Demonstrates evidence for mastery and understanding of syntax, sentence structure, grammar, punctuation & spelling rules. With only minimal errors.           | Demonstrates basic mastery and basic understanding of syntax, sentence structure, grammar, punctuation & spelling rules. Occasional errors are evident and more subtle elements are consistently missed. | Demonstrates minimal evidence of syntax, sentence structure, grammar, punctuation & spelling rules. Numerous errors consistently made.                    | Demonstrates little or no understanding of basic rules of syntax, sentence structure, grammar, punctuation & spelling                   |
| <b>Topic Clarity &amp; Support</b>  | Clear & accurate presentation of a behavioral change experiment. Discussion is comprehensive                                          | Clear & accurate presentation of most aspects of the behavioral change experiment. Discussion is of                                                           | The main idea(s) is(are) clear. Discussion is basic, with relevant source support for the majority of the                                                                                                | The main idea(s) is(are) somewhat clear. Discussion is somewhat superficial, with minimal                                                                 | The main idea(s) is(are) not clear. Discussion is superficial. Little to no source support                                              |

|                                          |                                                                                                                                                                       |                                                                                                                |                                                                                                            |                                                                                               |                                                                                                               |
|------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
|                                          | and goes beyond the obvious or predictable with relevant detailed source support.                                                                                     | good quality, with minimal source support that is not relevant or missing.                                     | proposal.                                                                                                  | source support that is often not relevant.                                                    | provided.                                                                                                     |
| <b>Organization &amp; Thoughtfulness</b> | The entire paper is presented in a logical order, divided by subtopics, that effectively follow a train of thought to conclusion and hold the reader's understanding. | Discussion of ideas is placed in a logical order, divided effectively by subtopics, but is occasionally vague. | The discussion has good, basic subtopic organization, with a few ideas not in a logical or expected order. | The discussion is only loosely organized, with many ideas not in a logical or expected order. | The information is presented as a seemingly random collection of statements, without a logical flow of ideas. |

### Physiological Psychology Term Paper Rubric

| CRITERIA                            | EXEMPLARY                                                                                                                             | COMPETENT                                                                                                                                                     | ACCEPTABLE                                                                                                                                                                                               | UNACCEPTABLE                                                                                                                                              | NOT ATTEMPTED                                                                                                                             |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| <b>APA Format</b>                   | Demonstrates evidence for mastery and full understanding of <b>ALL</b> format elements, with minimal minor errors in detail elements. | Demonstrates evidence for mastery & understanding of <b>MOST</b> format elements, with a key element consistently incorrect or several detail errors present. | Demonstrates evidence for good basic understanding of format, with several key elements consistently incorrect and/or multiple detail errors present.                                                    | Demonstrates minimal evidence for understanding of format; a few correct format elements are present, with numerous consistent errors.                    | Demonstrates little or no evidence of format requirements; a few, if any correct format elements are present, but most likely accidental. |
| <b>Professional Source Citation</b> | At least 95% of the sources are current and professional, nonprofessional sources are merely supportive; old sources are classic.     | At least 85% of the sources are current and professional, with minimal use of relevant outdated and/or nonprofessional material.                              | At least 75% of the sources are current and professional. Nonprofessional and/or outdated sources are occasionally not appropriate for use.                                                              | At least 65% of the sources are current and professional. Nonprofessional and/or outdated sources are frequently depended on and not appropriate for use. | Most or no sources are cited or at least 50% of the sources are nonprofessional and/or outdated and not appropriate for use.              |
| <b>Written Expression</b>           | Demonstrates evidence for mastery and full understanding of syntax, sentence structure, grammar, punctuation & spelling rules.        | Demonstrates evidence for mastery and understanding of syntax, sentence structure, grammar, punctuation & spelling rules. With only minimal errors.           | Demonstrates basic mastery and basic understanding of syntax, sentence structure, grammar, punctuation & spelling rules. Occasional errors are evident and more subtle elements are consistently missed. | Demonstrates minimal evidence of syntax, sentence structure, grammar, punctuation & spelling rules. Numerous errors consistently made.                    | Demonstrates little or no understanding of basic rules of syntax, sentence structure, grammar, punctuation & spelling                     |
| <b>Topic Clarity &amp; Support</b>  | Clear & accurate presentation of the physiological aspects of a                                                                       | Clear & accurate presentation of most aspects of the psychological                                                                                            | The main idea(s) is(are) clear. Discussion is basic, with relevant source                                                                                                                                | The main idea(s) is(are) somewhat clear. Discussion is somewhat                                                                                           | The main idea(s) is(are) not clear. Discussion is superficial.                                                                            |

**Appendix 33**

**2023**

**ORU University Assessment Website**

Home Page  
Library



## ORU UNIVERSITY ASSESSMENT SYSTEM

You are here: [Home](#) » [Academics](#) » [Academic Resources](#) » ORU University Assessment System

### UNIVERSITY ASSESSMENT SYSTEM OTHER

## WELCOME TO OUR UNIVERSITY ASSESSMENT SYSTEM SITE

Our mission at Oral Roberts University is to develop Holy Spirit-empowered leaders through Whole Person education to impact the world.

Our university assessment system plays an integral role in measuring the success of our mission.

Our students are assessed on their mastery attainment of the University, professional, and general education learning outcomes.



### Purpose

- ▶ Informing faculty, students, staff, and our wider community on the achievement of our students
- ▶ Evaluating the success and promoting the continuous improvement of our programs
- ▶ Providing the data needed to inform faculty teamwork for program

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course levels.

### Instruction

- Learning Outcomes: A focus for student achievement.
- Curriculum Maps: A scope and sequence of instruction and assessment of the learning outcomes.

### Assessment

- Key Program Assessments: Measure the mastery attainment of the University, professional, and general education learning outcomes.
- Evidence of Student Learning: Data is reported at various levels to inform continuous improvement.
- Program Reports: Programs complete annual reports and five-year reviews to inform direction and improvements.
- Closing the Loop: Faculty collaborate together to review data, assess the impact of previous changes, and take action to make program improvements.
- Cocurricular Assessment: Assessment of selected activities outside the classroom that reinforce the University's mission, are aligned with the University outcomes, and complement the curriculum.

## COMMITMENT TO CONTINUOUS IMPROVEMENT



### Assessing University Outcomes

#### Five University Outcomes

All programs assess the University outcomes: (1) Spiritual Integrity (2) Personal Resilience (3) Intellectual Pursuit (4) Global Engagement, and (5) Bold Vision.



### Improving Key Program Assessments

#### Key Program Assessments

Faculty have updated key program assessments in order to ensure alignment of the rubrics to the University outcomes.



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[2017 - 2018](#)[2016 - 2017](#)[2011 - 2015](#)[2005 - 2010](#)**ORU****ORAL  
ROBERTS  
UNIVERSITY**SEARCH 

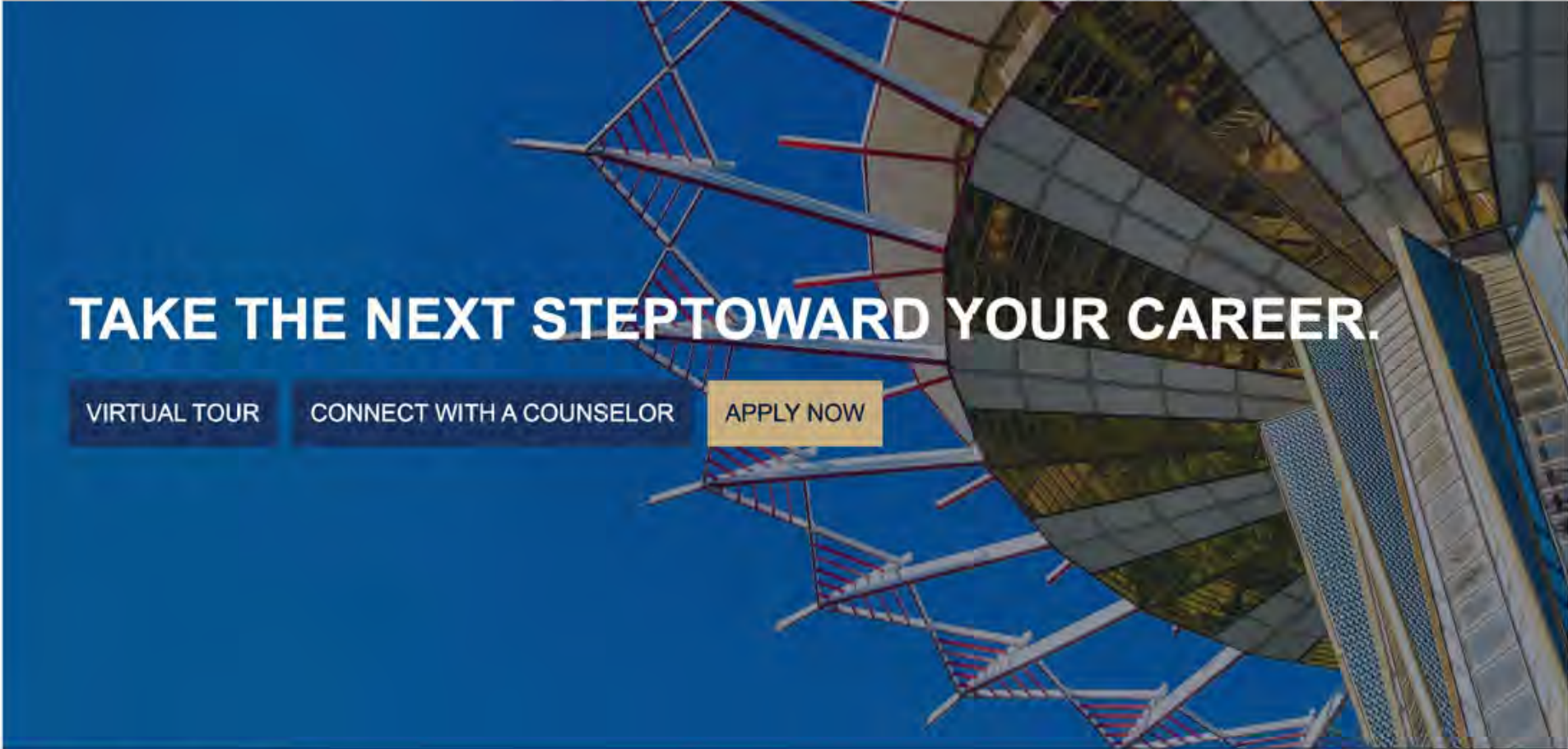
### Bar Graphs

[2021 - 2022](#)[2020 - 2021](#)[2019 - 2020](#)[2018 - 2019](#)

## WHOLE PERSON ASSESSMENT HANDBOOKS

[2012 ORU General Education Whole Person Assessment Handbook | Course Artifacts](#)[2012 ORU General Education Whole Person Assessment Handbook | Co-curricular Artifacts](#)

## UNIVERSITY ASSESSMENT SYSTEM PROCESS

[2022](#)[2004](#)

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# LIBRARY

## UNIVERSITY ASSESSMENT SYSTEM

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UNIVERSITY  
ASSESSMENT  
SYSTEM  
OTHER

This is a repository of all program reports, program improvement plans, curriculum maps, master outcome rubrics, assessment catalogs, and learning outcome data sets for every program offered at ORU.

### PROGRAM REVIEW REPORTS



**College of Arts and  
Cultural Studies**

[School of Communication &  
Public Affairs](#)

[School of Liberal Arts](#)

[School of Worship, Music &  
Performing Arts](#)



**Fenimore & Fisher College  
of Business**

[Graduate School](#)

[Undergraduate Department](#)



**College of Education**

[Graduate School](#)

[Undergraduate Department](#)



**College of Health  
Sciences**



**College of Science and  
Engineering**



**College of Theology &  
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## 2022 - 2023 PROGRAM IMPROVEMENT PLANS



### College of Arts and Cultural Studies

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### Fenimore & Fisher College of Business

[Graduate School](#)

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### College of Education

[Graduate School](#)

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### College of Health Sciences

[Graduate & Undergraduate Programs](#)



### College of Science and Engineering

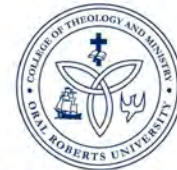
[Behavioral Sciences](#)

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[Engineering](#)

[Health, Leisure & Sport Sciences](#)



### College of Theology & Ministry

[Graduate Seminary](#)

[Undergraduate Department](#)

## 2021 - 2022 PROGRAM IMPROVEMENT PLANS

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### College of Arts and Cultural Studies



### Fenimore & Fisher College of Business



### College of Education

**College of Health  
Sciences**

[CoHS Graduate &  
Undergraduate Programs](#)

**College of Science and  
Engineering**

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## CURRICULUM MAPS

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[School of Worship, Music &  
Performing Arts](#)

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[Fenimore Fisher Graduate  
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SEARCH

**College of Education**[Graduate School](#)[Undergraduate Department](#)**College of Health Sciences**[CoHS Graduate & Undergraduate Programs](#)**College of Science and Engineering**[Behavioral Sciences](#)[Biology & Chemistry](#)[Computing & Mathematics](#)[Engineering](#)[Health, Leisure & Sport Sciences](#)**College of Theology & Ministry**[Graduate Seminary](#)[Undergraduate Department](#)**UNIVERSITY ASSESSMENT CATALOGS**

- [2018 - 2021 \(Program Review Reports replaced Assessment Catalogs\)](#)
- [2018 - 2019](#)
- [2017 - 2018](#)
- [2016 - 2017](#)
- [2015 - 2016](#)
- [2011 - 2012](#)
- [2010 - 2011](#)
- [2004 - 2005](#)
- [2003 - 2004](#)
- [2002 - 2003](#)
- [2001 - 2002](#)
- [1997](#)

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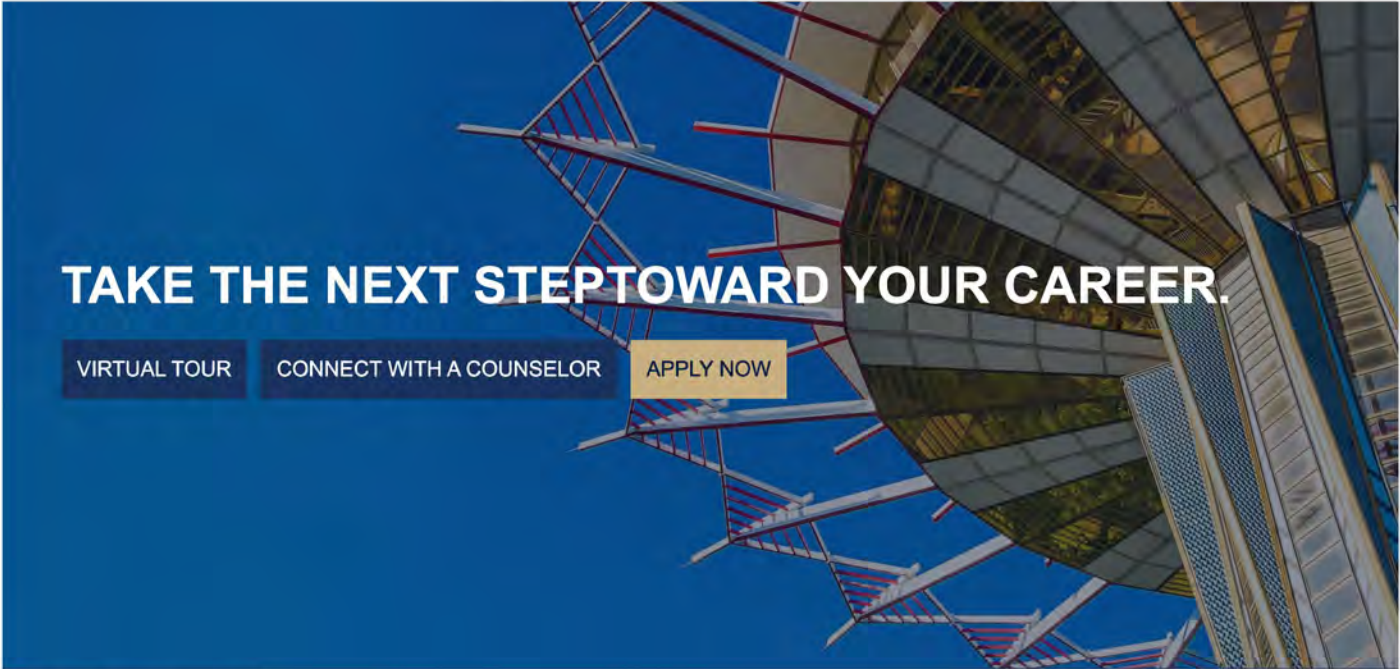
## Bar Graphs

[2021 – 2022](#)[2020 – 2021](#)[2019 – 2020](#)[2018 – 2019](#)

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