

**Oral Roberts University**  
**Graduate School of Theology and Ministry**

**Assessment**

Professional and personal assessment is an integral part of the total educational program of the ORU Graduate School of Theology and Ministry. Assessment draws together the varied influences, experiences, and learning of the students in situations that are intentionally evaluative and advisory. It also helps students to become familiar with degree program goals and outcomes and to understand how they contribute to the achievement of the purpose statement for the Seminary. The basic components for assessment are professional skills, specialized knowledge, and personal/spiritual development. The basic purpose is to determine student competencies in relationship to degree program goals. Identified program goals contribute to the overall University mission to prepare professionally competent servant-leaders who are spiritually alive, intellectually alert, physically disciplined, and socially adept.

The electronic portfolio (ePortfolio) is the primary tool for recording and assessing student achievement of program outcomes. As an assessment tool, the ePortfolio helps students to become familiar with the degree program goals and outcomes and to understand how they contribute to the achievement of the purpose statement of the Seminary. Throughout their academic programs, students maintain an electronic record of progress in achieving degree program outcomes. Various artifacts are designated to demonstrate the extent to which program goals are being achieved. Students upload artifacts (e.g., student research and essays) to ePortfolio during each semester of enrollment, and information relative to required artifacts is included in course syllabi. Records related to assessment are maintained by the school for aggregation of data and initiation of university assessment reports. Students must satisfactorily meet all requirements of assessment to graduate.

The assessment process includes a 0.5 credit hour course during both the first and final semesters of enrollment. An advisor-advisee degree program audit (PRFT 057 Mid-Program Assessment) occurs when the student has completed one-half of the degree program. Enrollment in PRFT 059 Whole Person Assessment, a corequisite of entry-level assessment, is also required to provide an electronic system (ePortfolio) for storing and assessing artifacts. The assessment office offers orientation and training to all students to assist them in understanding and fulfilling assessment requirements. An overview of the assessment program is given to all students at orientation, and specific requirements are explained in special sessions each semester, and at group advisement meetings. Information on the assessment process is also available online on the Graduate School of Theology and Ministry class pages and D2L.

**PRFT 056 Entry-Level Assessment**

All entering students enroll in PRFT 056 Entry-Level Assessment. This level involves student participation in a peer group experience called Koinonia, where they reflect on their identity and calling, and at the culmination of the Koinonia group experience, write a self-reflection paper. Students also take the Myers Briggs Type Inventory, and after receiving training by a certified MBTI administrator to understand the interpretive report, the students write a paper analyzing their particular type and its impact on their ministry and leadership style. A structured interview with academic advisors occurs as part of the entry-level assessment. The topics considered in Koinonia and the MBTI interpretive report are discussed in relationship to

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vocational plans. Advisors are assigned during entry-level assessment according to each student's degree program and remain the student's advisor through graduation. Students also enroll in PRFT 059 Whole Person Assessment, a corequisite of PRFT 056 Entry-Level Assessment, for the purpose of recording their academic progress by uploading relevant documents ("artifacts") to ePortfolio. (A fee is attached to establish an ePortfolio account.) Artifacts are published, stored, and assessed online each semester of enrollment. Various artifacts have been designated to demonstrate the extent to which program goals are being achieved. Information relative to required artifacts is included in course syllabi. Training on how to use the electronic system occurs during the first semester. Based on the student's degree program, artifacts other than the reflection paper and MBTI response paper may be required.

### **PRFT 057 Mid-Program Assessment Audit**

PRFT 057 Mid-Program Assessment Audit provides opportunities for students to discuss degree program progress with their advisors based on their degree programs. Students enroll for PRFT 057 the semester following the completion of one-half of their course requirements or during the semester prior to enrollment in PRFT 058 Candidacy-Level Assessment —whichever occurs first. During the mid-program audit, students discuss with their advisors how their personal calling has become more defined and reflect on their achievement of degree program goals. Students review their progress in achieving the personal and professional goals identified in PRFT 056 Entry-Level Assessment. The student provides an unofficial record of credit hours completed and an inventory of the program artifacts submitted so that student and advisor may assess progress in the seminary degree program. Credit for PRFT 057 Mid-Program Assessment Audit is given when the student submits a file copy of the status recommendation/progress review form completed by the advisor.

### **PRFT 058 Candidacy-Level Assessment**

During the final semester of enrollment, students enroll in PRFT 058 Candidacy-Level Assessment. The purpose of this assessment is to provide opportunities for professors, students, and community/church leaders to meet as a group to analyze the degree to which the degree program goals are being achieved by ORU seminary students. Specified artifacts are required to demonstrate the overall attainment of outcomes for the degree program curriculum. The student is responsible for submitting appropriate artifacts electronically and as a hard copy collection. Based on their degrees, candidates prepare for and present themselves for their respective integrative group experiences. Each candidate presents a portfolio of required artifacts and additional materials for faculty review. This experience also involves writing a paper that integrates the overall expected outcomes of the degree program and interaction with the faculty/professional supervisors. A representative panel assesses the artifacts according to respective rubrics. Two or three events are planned for intentional evaluation of degree programs during candidacy-level assessment. This occurs through a planned dialogue between administration, faculty, and students. An exit dialogue between candidates for graduation and the deans of the Seminary is scheduled at the conclusion of the final semester.