

HLC Self Study: How Are We Doing?
Academic Leaders Breakfast -- January 4, 2007

We believe we meet all criteria and consequently are requesting re-accreditation.

Criterion 1: Mission and Integrity

“The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.”

UW Oshkosh has particular strength in the area of mission and planning. We have made major updates to our mission and goals then extended this planning via the development of a facilities master plan and key operational plans. We have also developed core values and strategic directions. Together these documents are called our Governing Ideas.

Criterion 2: Preparing for the Future

“The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.”

Planning is an ongoing and dynamic process at UW Oshkosh. Governing Ideas provide the articulation of our mission and values and are carefully aligned with our Strategic Action Initiatives and Key Operational Plans. Together these documents provide guidance for resource allocation and planning. In preparing for the future we are also mindful of our impact on the environment. This has led to our emphasis on being a “green” campus and has led to national recognition for our commitment to “green” principles.

Criterion 3: Student Learning and Effective Teaching

“The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.”

Teaching and learning is the central function of our campus. Evidence that we value and excel in this area include the following:

- Establishment of the Scholarship of Teaching and Learning program.
- Program assessment plans are being implemented, FSCAL oversees this process
- We are participating in NSSE with improvement seen in our scores
- We have received seven UW System Board of Regents Teaching Excellence awards
- All programs in nursing, business, education, human services, and several COLS departments are nationally accredited
- The student compact which promotes the integration of advising, assessment and career development services

Criterion 4: Acquisition, Discovery, and Application of Knowledge

“The organization promotes a life of learning for its faculty, administration, staff and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.”

Evidence of this criterion includes:

- Continued support of the Faculty Development program (\$1,073,686) which funded 146 research, professional development and sabbatical proposals in 2004-5
- The collaborative student/faculty research programs for undergraduate and graduate students
- Establishment of an undergraduate research journal
- Establishment of endowed professorships
- Displays of published books and CDs in Dempsey

Criterion 5: Engagement and Service

“As called for by its mission, the organization identifies constituencies and serves them in ways both value.”

- The university as well as various departments, divisions, and offices have established advisory boards to communicate constituent needs and wants. Such boards include NEW ERA, NEW NORTH, and the Chancellor’s advisory boards.
- We partner extensively with the community in projects such as The Pride of Oshkosh, Titan Stadium, and Fall Fest on the Fox.
- We provide a multitude of learning opportunities for youth (ie. music and sports camps, Head Start, pre-college classes), seniors (Learning in Retirement), and the community in general (speakers bureau, musical/theatrical events, Center for Community Partnership, etc.).
- Students participating in internships, clinical experiences, student teaching, and other field-based experiences provide hundreds of thousands of hours to local community schools, hospitals, businesses, and other projects. The COEHS estimates their students alone contribute over 300,000 hours per year.
- UW Oshkosh seniors are on a par in the area of volunteering/community service compared to their peers in UW System schools and other Master’s level campuses at 73%, 75%, and 70% respectively (NSSE 2004 data)

Concerns from 1997:

1. Assessment plan: Plans have now been implemented, the Faculty Senate Committee on the Assessment of Student Learning (FSCASL) collects and evaluates plans every two years, data is being collected and used to modify existing curricula and engage in future planning. We now need to measure the impact on curriculum change and use data in an aggregate fashion to develop and enhance all academic areas. Some Departments have this underway.
2. Dissatisfaction with general education program – Ten goals have been established for the general education program and courses identify which goals are addressed and how they are assessed. Students can now take a wider variety of courses of meet general education requirements. Basic skills are infused throughout the undergraduate curriculum then tied together via the use of interdisciplinary seminars to provide more coherence. PBIS and WBIS are implemented and there has been an assessment of general education in 2005, with results going before the Faculty Senate.
3. Graduate programs are not distinctively separate from undergraduate programs – The Office of Graduate Studies now reports directly to the Provost providing more direction and Provost involvement with graduate education. Graduate curricula are approved by a separate Graduate Council and a rubric for dual-level courses has been developed to help differentiate between undergraduate and graduate level courses.

The Self Study Process: Comprehensive, Transparent, and Iterative

- Involvement by representatives from all areas of campus (students, academic staff, classified staff, faculty, administration)
- Coordinating committee (17 people) and criterion subcommittees (over 50)
- Campus community submission of documents (over 500 received)
- Campus listening/feedback sessions on self study (6 sessions, 67 participants, additional feedback via email and snail mail)
- Newsletters (two per semester)
- Website listing activities and minutes
- Updates at Academic Leader Breakfasts each semester and at Opening Day