

Introduction

Profile of the University of Wisconsin Oshkosh

The University of Wisconsin Oshkosh began in 1871 as the third Normal School in Wisconsin. Oshkosh Normal included a model or practice elementary and middle school that continued into the early 1970s. It was the first Normal School in the country to add a kindergarten in 1879. Over time, the name changed. It became Oshkosh State Teachers College in 1925, Wisconsin State College–Oshkosh in 1949, Wisconsin State University–Oshkosh in 1964, and in 1972 when the University of Wisconsin and the Wisconsin State University Systems merged into the present University of Wisconsin (UW) System under the direction of the Board of Regents, it became the University of Wisconsin Oshkosh.

The UW System is made up of 13 four-year universities, 13 freshman-sophomore UW Colleges, and the statewide UW-Extension. The UW System's campuses in Madison and Milwaukee offer both undergraduate and graduate degree programs, including doctoral and professional programs. UW Oshkosh is one of the eleven comprehensive campuses that provides students both undergraduate and master's degree programs.

UW Oshkosh has four colleges. The Bachelor of Education degree was set up in 1926, a department of Liberal Arts (now the College of Letters and Science) was created in 1951, the College of Business was opened in 1965, and the College of Nursing was launched in 1966. Furthermore, a graduate school was established in 1963. Each college represents a distinctive program or a center of excellence.

The College of Business at UW Oshkosh is the only business program in Northeast and Central Wisconsin (offering both undergraduate and graduate degrees) that is accredited by AACSB International - The Association to Advance Collegiate Schools of Business.

The College of Nursing is accredited by the American Association of College of Nursing (AACN) through their accreditation arm CCNE.

The College of Education and Human Services at the University of Wisconsin Oshkosh is accredited by the National Council for Accreditation of Teacher Education (NCATE). Within COEHS, the following programs are accredited:

- Counselor Education is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), and
- Human Services is accredited by the Council for Standards in Human Service Education.

The College of Letters and Science at the University of Wisconsin Oshkosh is the largest in the region. A number of COLS programs are accredited. They include:

- Athletic Training is accredited by the Commission on Accreditation of Athletic Training Education (CAATE),

- Chemistry is certified by the American Chemical Society,
- Computer Science is accredited by the Computing Accreditation Commission of the Accreditation Board for Engineering and Technology (CAC/ABET),
- Journalism is accredited by the Accreditation Council on Education in Journalism/Mass Communication,
- Music is accredited by the National Association of Schools of Music (NASM),
- Social Work (both undergraduate and Collaborative MSW Graduate Program with UW Green Bay) are accredited by the Council on Social Work Education.

The University's distinctive array of programs has the following distribution of majors and minors among the four colleges:

- College of Business (7 majors/10 minors)
- College of Education and Human Services (8 majors/7 minors)
- College of Letters and Science (34 majors/39 minors);
- College of Nursing (1 major/0 minors with three unique programs that lead to the BSN degree: Traditional, Accelerated and Collaborative Nursing Program).
- The College of Nursing offers a single graduate degree.
- The College of Business offers 2 graduate degrees.
- The College of Education and Human Services offers 6 graduate degrees.
- The College of Letters and Science offers 8 graduate degrees.
- The College of Nursing offers 2 graduate degrees.
- All of the COBA, COEHS and CON programs are professional.
- Within COLS, 10 undergraduate programs are interdisciplinary in nature.

The special qualities that distinguish UW Oshkosh and for which the institution wants to be known and admired in the academic community are a strong curriculum, engagement, partnership, and societal responsibility / sustainability. These University-wide strengths were identified as part of the organization's development and refinement of its Governing Ideas (the mission, vision, values and strategic directions) during 2000-2001. They were subsequently affirmed as UW Oshkosh strengths by a comprehensive campus-wide review and critique of its planning process in 2004-05 and by the audits of external and internal environments performed by the Integrated Marketing Team in fall 2006 that established the pervasiveness of these strengths in the current core competencies of UW Oshkosh.

The way UW Oshkosh promotes a strong curriculum, engagement, partnership and societal responsibility / sustainability is what makes the institution's programs distinct.

Existing illustrative examples of how the institution is building upon these strengths may be found in the Strategic Plan Updates and Annual Reports and in the Integrated Marketing Plan.¹

¹ The Strategic Plan Updates and Annual Reports and the Integrated Marketing Plan documents are available in the Resource Room. The Strategic Plan Updates and Annual Reports is also available on the web at <http://www.uwosh.edu/strategicplan/chancellor/0405highlights.php>

Changes since the last comprehensive evaluation.

While no new colleges nor divisions have been added or divided, there have been significant administrative and organizational changes. During the review period, some upper administrative positions at the University of Wisconsin Oshkosh were eliminated, some new ones were created, and the names and functions of some others were redefined.

There has been a significant turnover of major administrative officers. With the exception of the Director of Admissions, the Dean of the College of Business Administration and the Assistant Vice Chancellor of the Division of Academic Support (now the AVC of the Center of Academic Support and Diversity), all administrative leaders have changed since the last re-accreditation review.

The position of Special Assistant to the Chancellor was eliminated. In its place, the Chancellor established the *University Leadership Fellowship*, a revolving professional development program providing 50-75 percent reassignment time for members of the faculty and academic staff to work on special projects in the offices of the Chancellor, Provost and Vice Chancellors. To date, seven individuals have been selected with four going into full time administrative positions, one returning to the faculty, and two currently serving.

The following position titles and all persons serving in them have changed: the Executive Director of Administrative Services changed to the Vice Chancellor of Administrative Services; the Assistant Chancellor for Student Affairs changed to Vice Chancellor for Student Affairs; Affirmative Action is now Equity and Affirmative Action; University Relations and Development is now two separate offices, the Executive Director of Integrated Marketing and Communications and the President and Executive Director of the UW Oshkosh Foundation and Alumni; and the Associate Vice Chancellor changed to the Associate Vice Chancellor of Faculty and Academic Staff.

The position of Associate Vice Chancellor of Information Technology was eliminated in summer 2005. The position's IT responsibilities were taken over by the Executive Director of Information Technology and library responsibilities by the Director of Polk Library.

In fall 2002, the position of Assistant Vice Chancellor for Curricular Affairs, which reports directly to the Provost, was created.

At the time of the last team visit, there was a position called the Assistant Vice Chancellor of Graduate School and Research. At the time, the position oversaw the Graduate School and the Office of Grants. Effective July 1998, Continuing Education and Extension and the Weekend/Evening Degree Programs were added to the responsibilities of the AVC. In fall 2002, the name of the position was changed to the AVC of the School of Graduate Studies and Continuous Learning. The reportage of the Grants Office was transferred to the Associate Vice Chancellor and the name of the Weekend/Evening Degree Programs was changed to the Center for New Learning. Testing Services was also added to the position's responsibilities. Since 2002, the position has been filled on an interim basis. In January 2005, the school of Graduate Studies was removed from the AVC's responsibilities. At this time, the title was changed to the Assistant Vice Chancellor of Lifelong Learning and Community Engagement. The University is presently conducting a search to fill this position.

When the school of Graduate Studies was removed from the AVC's responsibilities, the Director of Graduate Admissions and Records assumed supervision of the Office of Graduate Studies. The position now reports directly to the Provost. In summer 2005, a dean-in-residence was established on a three-year rotating basis to supervise college relations with the Office. In fall 2006, a Graduate

Council Chair was selected from among the graduate faculty to aid the director, the dean-in-residence and the Provost in determining policy and supervising operations for the Office of Graduate Studies. In December 2006, the director's title was changed to Director of Graduate Services to reflect the changing scope of the position's duties.²

Partly as a result of the energy and ideas brought by the new leaders, partly as a legacy of the former leaders, and partly as a result of the elimination, addition and transformation of existing positions, UW Oshkosh has instituted many changes in all areas of University operations and become a better public institution of higher education. Significantly, the changes paved the way for the introduction, development and implementation of UW Oshkosh's first comprehensive strategic and operational plans and processes.

The institution's strategic and operational planning process generated high priority action initiatives and seven key operational plans to implement the Governing Ideas. By focusing the institution's resources on identified priorities, UW Oshkosh has raised the level of academic preparedness and the retention rates for first-year students, and it has increased the number of students of color and the number of degrees conferred. Many other improvements are detailed throughout the report, as are the strategic and operational plans that provide the framework for effective decision-making.

Accreditation History

The University of Wisconsin Oshkosh is proud of its accomplishments and is striving for higher levels of achievement by incorporating the findings of the self-study process into the on-going assessment and refinement of strategic and operational plans. UW Oshkosh was originally accredited by North Central Association in 1915. The last accreditation occurred in 1997 when the team recommended: "...the University of Wisconsin-Oshkosh meets all GIR's and Criteria and recommends continued accreditation for the next ten years with no reports required."³

Self Study Process

The UW Oshkosh self study process has been comprehensive, transparent and iterative. These qualities characterize the way the organization engages in its strategic and operational planning process, and they describe the distinctive nature of the organization.

The goals set for the UW Oshkosh self study process were to develop a self study report, to engage the campus community in a transparent and comprehensive assessment process and to identify challenges and areas for continued improvement. These goals have all been accomplished

The Self Study Coordinating Committee or Re-accreditation Preparation Team, which was formed in 2003, spent two years developing a list of over 900 artifacts or pieces of evidence to support the organization's continued accreditation status in view of the five new criteria. These data were collected in a sweep of the entire institution in 2005, and it was reviewed and assessed by members of five subcommittees. The members of the Coordinating Committee formed five subcommittees—one for each criterion. The subcommittees were composed of representatives from each of the four colleges, including the four divisions of the College of Letters and Science, academic staff, classified staff, students and administration, and they represented all four areas of the institution: Academic

². Please refer to University, Administrative and Division organizations charts in the Appendix for additional information.

³. See Current Program and Unit Accreditations – Fall 2006 Update, University of Wisconsin Oshkosh in the Appendix. [This list is maintained by the Provost's office.]

Affairs, Student Affairs, Advancement, and Administrative Services. Thus was a holistic perspective built into the process from its earliest stages. Members of the subcommittees subsequently reviewed and provided feedback on the draft self study prepared from their reports by the members of the writing team. The drafts of the five criterion chapters of the self study were posted on the University's website and six open listening sessions were held on campus to answer questions and to solicit input and feedback from the campus community in the fall of 2006.^{4,5,6}

The insights emerging from the self study process will be discussed in the spring and fall of 2007 and incorporated into new and revised iterations of the seven key operational plans. The knowledge of the institution's strengths and weaknesses gained from the self study process will provide a road map for the future. Once the organization assesses accurately where it currently is, it can better align its resources with its priorities to move forward in the desired direction.

The self study report makes use of the data gathered in key operational plans and in the Facts section of the institution's Annual Report in Criterion Two. It also utilizes data from reports prepared for the UW System, such as Achieving Excellence, NSSE, Plan 2008 and others. All of the data reported in the self study comes from annual reports that the institution regularly produces and reviews as part of its on-going planning process.

The Chancellor and upper-level administrators have high expectations for organizational learning from the self study process. They have engendered a high level of participation in the process, not only in providing requested documents, but in responding to early drafts of the report with useful feedback, suggestions and comments. The need for cooperation and wide participation in the self study process was emphasized in the Annual Report in 2004-05 and at the opening day ceremonies in fall 2005 and 2006 in the remarks made by both the Chancellor and the Provost.

Members of the Coordinating Committee and of the five subcommittees brought to the self study process the expertise and credibility that goes with being recognized as leaders throughout the organization.

The Coordinating Committee maintained regular communication through Newsletters (two per semester) and a website,⁷ located under Featured Sites on the UW Oshkosh homepage. The Newsletters were published twice a semester during fall 2005, spring 2006 and fall 2006 and contain the names of all committee members, timelines of the self study process, feature articles and interviews. The website contains links to the HLC/NCA home page, the criteria, the Newsletters, the four themes, the draft and final report of the self study. Constituencies were informed and involved. They provided feedback and input. Members of the Coordinating Committee met with governance groups, student groups, colleges and non-academic units to discuss the process and the drafts of the report. Open forums were held, and everyone on campus was asked to review the draft self study report and provide feedback on it.

The self study process produced a report that evaluates, connects and interprets data and makes judgments about UW Oshkosh's fulfillment of the Core Components.

The institution's self study report provides evidence that UW Oshkosh warrants an affiliated status with the Commission. It is informative and links solidly with the findings produced by the self study process.

The self study process was comprehensive and the self study report has integ-

4. Chart [currently under preparation] will be included in Appendix: Process flow chart and timetable

5. Chart [currently under preparation] will be included in Appendix: An Organizational chart of Committee Structure,

6. Chart [currently under preparation] will be included in Appendix: List of all committee members.

7. The UW Oshkosh NCA Higher Learning Commission web page is at: http://www.uwosh.edu/nca_accreditation/index.php

rity. The organization takes peer review seriously and has carefully addressed the three concerns raised by the review team members in 1997. UW Oshkosh looks forward to receiving useful and positive feedback from members of the review team.

University's response to concerns identified by the 1997 NCA Evaluation

While the 1997 visiting team found no significant problems, three institutional concerns were identified. Each of these areas will be addressed in greater detail in appropriate sections of the report, but institutional responses are summarized here.

Concern 1. While an assessment plan has been accepted by North Central, it remains in an initial stage of implementation and the institution must be very aggressive in bringing departments into compliance and moving forward.

Since the 1997 campus visit, assessment has been a high priority in all academic and non-instructional units. The Faculty Senate Committee on the Assessment of Student Learning (FSCASL) collects and evaluates assessment plans every two years. Where no plans existed, faculty and staff were provided with support and assistance to produce them. As of 2006, all academic units have developed and turned in approved assessment plans. One example of how the University has dedicated resources and support for assessment planning is the creation of the new position of Assistant Vice Chancellor for Curricular Affairs. This position directs assessment planning, campus understanding of assessment planning and the promotion of the use of plans to cause change. The AVC has addressed academic units, administrative groups, and governance groups to stress the value of assessment planning, outcomes based planning and change that is based on assessment data. The office has encouraged non-academic units to work with assessment and collects this information to share with the campus in order to present a fuller picture of assessment planning. The Office of Institutional Research, which reports to the AVC, is also involved in the assessment of student learning through the use of a unique value-added pre- and post-test assessment experience.

In retrospect, while the assessment climate in 1997 could have been described as neutral with regard to the need to collect information in a systematic manner in order to make improvements, today that attitude has changed, as evidence by the total campus participation in assessment planning.

Academic and non-instructional units are presently using the data and information collected to modify their curricula and engage in future planning. The need remains for full campus participation in the final stage of assessment planning: the measurement of the impact on curriculum change and use of these data in an aggregate fashion to develop and enhance all academic areas. Several academic and non-instructional units have engaged in the final stage of assessment planning.

Concern 2. A faculty committee has made significant progress in looking at a General Education program for which dissatisfaction currently exists. The group is to be commended for suggesting a reduction in the number of available courses and for concise statements of goals and objectives. It is critical that these recommendations be seriously discussed and considered by the campus community.

In responding to the 1997 review team's concern regarding concise statements of goals and objectives for the General Education program, the Faculty Senate Committee on the Assessment of Student Learning (FSCASL) developed the following goals. Students, in their various General Education courses, should develop:

1. Effective written and oral communication.
2. Skills related to critical thinking, problem solving, and creativity.
3. Heightened intellectual, cultural, and humane understanding and sensitivity.
4. The ability to manipulate symbol systems and use quantitative methods.
5. Skills associated with the scientific method including rational inquiry, data collection, analysis, theory formulation and hypothesis testing.
6. An understanding of world history, civilizations, and political processes.
7. An understanding of economics and social sciences.
8. An understanding of the interdependence of humankind and the natural world.
9. An understanding of the principles of mathematics and the sciences.
10. An understanding of literature, the arts, and systems of human thought.

Each department that provides General Education courses is asked to identify which of the ten goals are related to their courses, then list specific objectives for student learning to be assessed for each of the goals. The goals and method of assessment are suggested to be noted in every syllabus.

The relative success of the general Education Program is to be determined by multiple measures such as the following:

Examinations: The Office of Institutional Research (OIR) coordinates data collection from pre- and post-tests in General Education courses. This is particularly useful for goals 6-10.

Course Assignments: Faculty teaching General Education courses are to identify at least one assignment relating to each objective for student learning, and evaluate the students' accomplishment of the objective.

Surveys: Students, alumni and faculty are to be surveyed periodically with instruments such as the National Survey of Student Engagement, the Faculty Survey of Student Engagement, and locally prepared surveys.

In fall 2004, FSCASL researched a variety of comprehensive examinations to select the one which best matches the general education goals of our campus. In spring 2005, an ETS assessment was given to approximately 400 students in junior-level English courses, with the results then examined by FSCASL and the General Education Committee (also known as the Academic Policies General Education Subcommittee or APGES), both of which are sub-committees of the Academic Policy Committee. This testing is ongoing (it was done again in 2006) and the results are being utilized to improve the General Education program.

In terms of the other General Education issue raised by the review team, the University has also made some progress. While not reducing the number of General Education credits that students must take, the College of Letters and Science has taken a major step toward moving students through the process more quickly by eliminating *specific* Social Science and Natural Science courses that must be taken. Since 2002, students have been able to take *any* course within the disciplines that reside in these divisions to meet their General Education requirement.

The General Education Committee has also recently undertaken the task of developing new approval and assessment procedures for General Education courses.⁸

After the last team visit, a committee was formed that identified a consensus among the faculty that basic skills should be infused throughout the undergraduate curriculum (rather than forming a distinct component), that interdisciplinary seminars should be included, and that greater coherence in the general education curriculum was sorely needed. In response, a general education model that emphasizes problem-based instruction, service learning, student-faculty interaction and civic engagement was developed.

Since fall 2001, every UW Oshkosh student has been required to complete a Theme-Based Inquiry Seminar (TBIS) as part of their general education requirements. These seminars replaced the introductory writing courses. Restricted to 25 students per class, each TBIS focuses on a theme chosen by the instructor, and these themes may vary across different sections of the same course. Themes are announced prior to registration, so that students may register for a course that closely fits their interests. These seminars are writing-intensive and are designed to help students develop their analytical writing abilities. The seminars also utilize student-centered, interactive teaching strategies that foreground critical thinking and active learning. In April 2006, The TBIS coordinator prepared a document that assesses the TBIS program in light of General Education goals.⁹

In **2002**, the seminars were expanded beyond the Department of English to include other programs and departments. (The name was recently changed to Writing Based Inquiry Seminar (WBIS) in order to better reflect the writing-intensive nature of the course and to ease its transferability to other institutions.) A similar course for mathematics and science students, called Problem-Based Inquiry Seminar (PBIS), was approved for implementation in fall 2003.

The First Year Common Intellectual Experience, which is embedded in our freshman orientation program, has developed a common reading that has been incorporated into the TBIS and introductory speech courses. A faculty, staff and student committee is also currently looking to expand the first-year common experience by developing a one-credit course that would extend across the entire first semester.

While a separate service learning requirement has not been established as part of the General Education program, a number of academic departments have employed existing interdisciplinary course options to incorporate the practice into their programs.

Student-faculty interaction and civic engagement have become key components of not only General Education but the University's mission as well. An increase in the number of first-year and senior seminars, the preparation of a first-year experience course, and the success of student-faculty collaborations on polio, flu, water testing and voting projects, all reflect student-faculty interaction and civic engagement.

Concern 3. There is little evidence that graduate programs are viewed as distinctly separate from undergraduate programs. Rather they appear to be continuations of the undergraduate experience without sufficient regard to those unique features of independent and focused scholarly activity that epitomize graduate education.

In spring 1998, the Provost established a task force on graduate education and

⁸. General Education Proposal from APGES, November 29, 2006 (Resource Room)

⁹. TBIS Program Assessment of General Education Goals 2006-7 (Resource Room)

asked the task force to review the NCA recommendations and to determine those it would be inadvisable to pursue, with accompanying rationale; to identify those for which corrective action is warranted; and to propose appropriate modifications/steps to be taken to accomplish those changes in a timely manner.

In March 1999, the task force released its recommendations. The recommendations were categorized under two broad areas: 1) visibility and separateness, and 2) quality. To varying degrees, action has been taken on a number of the recommendations since 1999.

Below are the institution's specific responses to date concerning the 1997 review team's findings.

“The institution needs to make a sharper distinction between its graduate and undergraduate programs. This must be done on both administrative and academic levels.”

Response: The Office of Graduate Studies now reports directly to the Provost/Vice Chancellor. The College of Education and Human Services has formed its Graduate Program Coordinators into a part of the College committee structure. The College of Nursing and the MSW program have their own graduate program committees.

The Graduate Council and its Curriculum Approval Committee (CAC) have further defined a dual-course rubric. The CAC reviews all dual-level courses in addition to other course and program actions and individual program review reports. The University has eliminated the designation and organizational structure of the School of Graduate Studies and now is the Office of Graduate Studies.

“The approval of graduate level course appears to be vested within academic colleges, and there is no all-campus review by members of the graduate faculty.”

The Curriculum Approval Committee of the Graduate Council facilitated by the Office of Graduate Studies reviews all graduate course approvals, especially dual-level courses. A pilot process from '96 to '98 which eliminated the CAC from this review was completed and found that CAC review was necessary, did not delay the approval process and was subsequently reinstated. This committee review serves as a University-level of review beyond the College review.

“...[I]t is unfortunate that the assistant Vice-Chancellor is not directly involved with the identification and selection of external [program] reviewers.”

The Office of Graduate Studies now reports to the Provost which gives latitude for the Provost to have more direct access to graduate program reviews, especially when the program review report arrives at the Graduate Council. The Provost approves/does not approve all external reviewers for both graduate and undergraduate program reviews; one reviewer is approved for 7-yr cycle reviews, two reviewers are approved for 5-yr cycle review.

“At all levels the propriety of the Graduate School in admissions must be recognized and stressed.” Also, “On the admissions side, the Graduate School should take a more active role in distinguishing itself from undergraduate programs. Specifically, it needs to be clear to all units and their academic deans that final admission decisions are made within the Graduate Office and that the role of the programs is only to make recommendations.”

The Office of Graduate Studies is the final review and authority on an applicants' admission to graduate studies. At no time in the admission process are undergraduate admission policies or procedures applied to the graduate studies admission process.

This finding, however, may also mean that more attention needs to be paid and actions taken to more clearly define what are the decision processes for the Office of Graduate Studies, for what processes and decisions are the programs responsible and where are the lines of authority among these units.

“...[T]he conferral of graduate degrees at commencement ceremonies should be done by the Graduate School and not an academic unit.”

The commencement ceremonies prominently feature the Office of Graduate Studies presenting graduates for degree conferral. In the future this likely will be done by the Graduate Council chair. Hooding of the master's candidates at each commencement ceremony happens first and separately from undergraduate degree conferral. There are also graduate faculty marshals selected for each pomp and circumstance.

“The review of faculty – initial selection, granting of tenure, and post-tenure review – needs Graduate School involvement, especially if the faculty member has graduate responsibilities.”

Currently, the Office of Graduate Studies receives and endorses all College nominations of graduate faculty. This happens after a faculty member has been hired. A record is kept in the Graduate Studies office of all graduate faculty members and is updated annually in the fall. Graduate faculty members receive public recognition of their status in a list in the biennial Graduate Studies Bulletin. This process of endorsing graduate faculty recently received attention from the Faculty Senate who questioned how graduate faculty are identified and selected. The general consensus is this current endorsement process is a sufficient review.

Neither the Office of Graduate Studies nor the Graduate Council has a role in the selection, granting tenure or post-tenure review of graduate faculty. Regarding post-tenure review, the Provost, as the administrator over the Office of Graduate Studies, already is involved in the post-tenure review process.

The Graduate Council currently recognizes the hiring of graduate faculty as the purview of the programs and Colleges. Members of the Graduate Council and Program Coordinators Group already participate in program and College hiring processes of graduate faculty.

“[Graduate] teaching loads are still high.” “...There is no differentiation either in writing or in concept of the enormous time necessary for meeting graduate students needs for intellectual and scholarly activity.” Also, “The self-study does not identify the heavy teaching load of faculty members involved in graduate education as an issue. Instead it identifies as an area for improvement the necessary use of distance-learning technologies-another time intensive endeavor.”

All graduate programs, as a part of their reportage of College activity, must provide statements regarding teaching load for their graduate faculty. The University does not consider its graduate teaching loads to be inordinately high. The faculty at UW Oshkosh has the second lowest teaching load in the University of Wisconsin System, and most of the graduate faculty members on this campus have no more than a three course per semester teaching load.

“On a graduate level, the minimum undergraduate GPA of 2.75 for admission is slightly below that of most other graduate schools.”

Some programs already have more restrictive grade point averages and other admission requirements, in addition to minimum Graduate Studies requirements. The current minimum gpa is not a factor for specific Graduate Studies accreditation; the professional programs are accredited with their gpa requirements as currently established.

“...[E]xpansion of graduate programs in selected areas will establish a competitive niche for the campus with respect to recruitment.”

Since 1997, three new graduate degrees and programs have been added (MA-English, MSW [collaborative with UW Green Bay], and Global MBA), one new program added (Information Systems), two programs permanently discontinued (Accounting, Speech & Hearing Science), admission to one program suspended by the University (Physics), 11 graduate certificates added, admission to one Graduate Achievement Program suspended by the program (Counselor Education), collaborative/cooperative components added to two programs (MBA and MSE – Curriculum & Instruction) and a number of significant curriculum revisions to a number of programs have occurred during the past eight years.

Below are other developments in Graduate Studies that have occurred since the last review in 1997.

Dual-Level Course Rubric

As a part of the graduate curriculum review process, there is in place a dual-level course rubric that functions both as a curriculum development and an assessment tool. Used to help identify and ensure a clear distinction between the undergraduate and graduate level components of a dual-level course. The rubric was identified and informally adopted spring 2002. It was formally accepted by the Graduate Council fall 2006. The Curriculum Approval Committee of the Graduate Council and the full Graduate Council reviewed, discussed and adjusted the rubric for its use across campus. The broad nature of the rubric allows it to have applicability across all academic disciplines. Information about and the rubric itself were widely distributed to the campus in fall 2006.

Enrollment Management Team (EMT)

Graduate Studies has had representation on the University Enrollment Management Team since its inception in 2002. This representation is primarily by the director but just recently including a graduate faculty member. For about 10 years the director and selected graduate faculty have participated in other various campus recruitment and retention and committees and task forces.

Plans are now underway to form a separate enrollment management and planning group solely addressing these activities at the graduate level. The group, formed in fall 2006, consists of four members (selected from the Graduate Council and Graduate Program Coordinators Group) with representation from each of the four Colleges. This group intends to create a process whereby enrollment management and planning occurs at the graduate program level as well as a process that engages the programs as a collective along with the College deans and between university administration and the university EMT.

Long-Term and Strategic Planning

The Graduate Council, Program Coordinators and Office of Graduate Stud-

ies engage in various long-term and strategic planning sessions. Most recently processes were undertaken in Fall 1995/Spring 1996, Fall 2000 through 2001 (university activities), Fall 2001/Spring 2002, Fall 2003/Spring 2004 and Summer 2005. These processes varied, from a campus-wide effort to joint meetings of the Graduate Council and Graduate Program Coordinators.

Reorganization

Because of a division organizational study (fall 2003/spring 2004) including an external reviewer's assessment, the Office of Graduate Studies was separated from the Division of Lifelong Learning and Community Engagement. The current name of Office of Graduate Studies replaced the name of School of Graduate Studies. Organizationally, the Office of Graduate Studies was realigned and now reports directly to the Provost and Vice Chancellor. This reorganization brought about the creation of a Dean-in-Residence, Graduate Council Chair and a revision to bylaws all as necessary actions to strengthen the visibility and role of graduate education on campus.

In summer 2005, a Dean-in-Residence to graduate studies was appointed. The following describe this function:

Purpose:

To provide academic, curricular, policy and strategic and administrative advice and assistance to the Graduate Council, Graduate Program Coordinators, Director of Graduate Admissions and Records, [Graduate Council Chair] and the Provost on matters related to graduate education and studies at UW Oshkosh. To advocate and support graduate education and studies.

Responsibilities:

Aid discussions of academic, curricular and policy issues as they come before the Graduate Council. Act on behalf of the Provost as an academic officer on academic, curricular and policy issues related to campus graduate education. Be an advocate for graduate studies. Ensure that there is adequate representation and discussion about graduate enrollment relative to university discussions about enrollment management.

Recommend and facilitate implementation of strategies that support, promote or grow graduate studies. Advise/counsel the Director of Graduate Admission and Records upon request regarding academic, curricular and policy issues.

To further augment the administrative presence of graduate studies, fall 2006 saw the phasing in of a Graduate Council Chair. The following describe this function:

Purpose:

To provide guidance and assistance for the Graduate Council and Program Coordinators, Director of Graduate Studies and the Dean-in-Residence to Graduate Studies on matters and business that come or should come before the Council. To advocate for graduate faculty and programs. To advocate for academic, curricular, policy and administrative initiatives that support graduate studies.

Responsibilities:

Chair the meetings of the Graduate Council and the Executive Committee of the Graduate Council. Help formulate the agendas for meetings of the Graduate Council and the Executive Committee of the Graduate Council. Engage the

Graduate Program Coordinators in discussions or activities with the Council as needed on business of the Council. Interpret and facilitate curricular actions through the campus approval process as appropriate. Collaborate with the Director of Graduate Admission and Records on organizing, researching, prioritizing, documenting, and conducting the business of the Graduate Council. Represent or appear for the Graduate Council when requested at meetings of governance, administration or other campus groups.

Finally, the Graduate Council began in fall 2006 to do a major revision of its bylaws. The revision will address a number of governance issues but key are to more clearly define eligible members of the Council, formally establish a chair and identify the dean-in-residence as a part of the administration of graduate studies and accurately reflect the organizational structure and alignment of the Office of Graduate Studies.

University's response to advice given in the 1997 NCA Evaluation

In response to the review team's advice concerning the diversification of the Admissions Office and the Counseling Center, the University has hired four full-time diversity admissions officers (for which it received a state diversity award) and opened a satellite admissions office in Milwaukee in order to diversify the staff of the Admissions Office. Currently the Counseling Center has six female and 4 male clinical staff members. The professional clinical staff members include one LGBTQ-identified staff member and three staff members of color.

In response to the review team's advice concerning the establishment of an institutional research office, the University has created an Office of Institutional Research with a staff of three people. The office reports to the Assistant Vice Chancellor for Curricular Affairs.

In response to the review team's advice concerning the infusion of ethnicity and diversity into the curriculum, an Ethnic Studies requirement is now in place at UW Oshkosh, and the African American Studies minor has been revitalized with the hiring of a director for the program.

In response to the review team's advice concerning the recruitment of women faculty, the number of women faculty members at UW Oshkosh has continued to grow and there are a number of women occupying high-level positions within University administration, including the Vice Chancellor for Student Affairs, the Executive Director of Integrated Marketing and Communications, the Director of Affirmative Action and Equity, the Director of Human Resources, the Assistant Vice Chancellor for Curricular Affairs, the Assistant Vice Chancellor for Lifelong Learning and Community Engagement, the Assistant Vice Chancellor of the Center of Academic Support and Diversity, the Registrar, the Director of Advising, the Director of Admissions, and the Director of Academic Computing.

Finally, in response to the review team's advice that the graduate faculty should not teach more than 9 credits per semester, the University can report that most faculty members on campus both graduate and undergraduate have a 9 credit per semester teaching load.

Structure of the Self-Study Report

The institutional overview, description of the self-study process and responses to concerns and advice given in the 1997 NCA evaluation in the preceding pages are designed to provide context for interpreting the remainder of this report.

Each of the following five chapters addresses one of the five criteria: Mission & Integrity; Preparing for the Future; Student Learning & Effective Teaching; Acquisition, Discovery, & Application of Knowledge; and Engagement & Service. Each overviews what the self-study process revealed about the capacity of the University to meet the criterion and includes a detailed analysis and interpretation of evidence of the University's ability to meet each core component.

Each chapter concludes with a brief analysis of what the evidence suggests about the institution's strengths and challenges relative to the criteria and to its Governing Ideas and Strategic Operational Plans.

The Concluding Chapter synthesizes the findings of the previous chapters and closes with a request for continued accreditation.