

University of Wisconsin-Oshkosh - WI

HLC ID 2030

STANDARD PATHWAY: Reaffirmation Review

Visit Date: 5/21/2018

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Context and Nature of Review

Visit Date

5/21/2018

Mid-Cycle Reviews include:

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

Reaffirmation Reviews include:

- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

Scope of Review

- Reaffirmation Review
- Federal Compliance
- On-site Visit
- Multi-Campus Visit (if applicable)

- Federal Compliance

Institutional Context

There is no institutional context.

Interactions with Constituencies

There are no interactions.

Additional Documents

There are no additional documents reviewed.

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Rating

Met

Evidence

As one of 13 institutions in the university cluster of the University of Wisconsin (UW) System, the University of Wisconsin Oshkosh (UWO) fulfills its system and cluster-specific aims as well as its unique mission to serve nearly 14,000 undergraduate and graduate students. In a process that began in May 2015 with the Chancellor's charge, the UWO mission was revised and a strategic plan was developed through a process that involved multiple Chancellor and Provost forums and cross-sectional feedback from governance groups including Faculty Senate, Academic Staff Senate, University Staff Senate, and the Oshkosh Student Association. Community feedback was also incorporated through the Chancellor's Council of Advisors with the Board of Regents approving the revised mission in October 2016. Specifically, documentation and discussion indicated a renewed and expanded focus in these documents on the values and centrality of a liberal education, inclusive excellence, shared governance, and sustainability at the UWO.

The strategic priorities associated with the UWO mission are to enhance student success, promote academic excellence, expand community engagement and economic development, and build an inclusive and supportive institutional environment. Evidence documents, including website and published materials, and meetings with Leadership Council, Academic Deans, and Open Sessions with Academic Advisors, faculty, and students indicate the mission is understood, widely shared, and has been developed through a process of shared governance. The revised mission statement and plan were endorsed by all governance bodies.

The UW System office, including the System President, and "Board Buddies" (Regents assigned to each UW campus), are also involved in these processes and demonstrate understanding and support of the distinct mission for the UWO.

Given the restructuring of UW-Fox and UW-Fond du Lac as branch campuses of UWO based on a resolution approved by the Board of Regents in November 2017, faculty and staff from all three campuses are engaging in more than 20 working groups during the 2018-2019 academic year and beyond, with elements related to mission and the development of a single mission from three distinct campuses a top priority of the senior administration. Working groups have been initiated by the Chancellor to further advance the mission operationalization. Though the restructuring officially occurs July 1, 2018, UWO has made significant strides in laying a foundation that incorporates representatives from both the UW-Fox and UW-Fond du Lac campuses in preliminary meetings as confirmed by the Regional Executive Officer/Dean of UW Colleges in the Leadership Council meeting. Additionally, the UWO has a draft mission that more clearly incorporates the current mission of the two UW Colleges, specifically including their support for expanding access to and affordability of higher education.

Consistent with its mission, UWO offers 67 bachelor-level degrees, nearly 20 master's degrees, and 2 professional doctorates across the College of Business, College of Education and Human Services, College of Letters and Science, and College of Nursing, which is fitting for a regional, comprehensive university. Program reviews occur every 7 years and more than 15 accreditations and memberships across the degree programs provide ample support for review and evaluation of mission alignment in the area of promoting academic excellence.

UWO's student support services demonstrate its mission, particularly in areas of academic preparation and in their preparation of successful leaders in an increasingly diverse and global society. According to the direct feedback from 29 students who attended the Student Open Session, the Student Success Center is an exemplary resource for counseling, career support, on-campus job opportunities, mechanisms for managing stress/anxiety (e.g., therapy Dog), receiving writing or math assistance, securing tutoring, addressing mental health issues, coping with addiction, and locating suitable professional attire. Meetings with Academic Advisors and the Vice Chancellor of Student Affairs & Associate Vice Chancellor of Student Development and Dean of Students augment the student feedback concerning the University's emphasis on supporting student success and engagement, with additional intentional focus on underrepresented and academic at-risk populations. The spectrum of student support services offered from Career Services, Academic Advising, the Counseling Center, the Center for Academic Resources, and the new Career Services Closet, among other services are suitable to the UWO mission of providing resources for regional, underserved, and first-generation students.

Evidence of the UWO enrollment profile for its 13,935 Fall 2017 students shows that undergraduate enrollment has increased as a percentage of the total enrollment by 2% (currently at 89%) while graduate enrollment has declined by 2% (currently at 11%) of the total enrollment over the past 10 years. The ethnicity of UWO students remains 86% White with students of color comprising 13% of the total students. Dual enrollment students, through the Cooperative Academic Partnership Program (CAPP), have increased by more than 56% over the past six years. At 3201, the total number of of CAPP high school students (26% of all undergraduate students) exceeds the UWO Fall 2017 freshman (17%), sophomore (14%), and junior (17%) classes of students. According to the Interim Provost, roughly 10% of CAPP students eventually matriculate to UWO. The CAPP distinctively enhances institutional outreach and positions the institution as a resource for nearly 100 high schools in Wisconsin and Illinois in alignment with the UWO mission. The enrollment profile demonstrates the University's adherence to its mission to educate primarily Wisconsin residents. However, interviews with the Directors of Admissions and Financial Aid included projections indicating declines in Pell-eligible/low-income students in Fall 2018. Aware of this, the University indicates it is actively planning for strategic enrollment and retention initiatives and intentionally focusing on underserved populations. For example, the Vice Chancellor for Student Affairs convenes divisional

staff regularly to identify retention needs, develop action plans to implement retention solutions, and requires regular updates on these efforts.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Rating

Met

Evidence

The mission of the University of Wisconsin Oshkosh (UWO) is to *provide a high-quality liberal education to prepare students to become successful leaders in an increasingly diverse and global society, with dedicated faculty committed to innovative teaching, research, economic development, entrepreneurship, and community engagement to create a more sustainable future for Wisconsin and beyond.* The mission is publicly available on the UWO website and is articulated in online bulletins related to undergraduate and graduate studies, course catalogues, and highlighted in speeches and presentations by campus leadership. In addition, the mission of the UW System and the UW cluster institutions are also publicly available on the UWO website. Multiple publicly available documents including the 2016-2017 strategic planning update, magazines, and weekly updates articulate the mission, vision, strategic priorities, and foundational elements of the UWO. In a Leadership Council meeting during the site visit, UWO leaders demonstrated a clear understanding of its mission and how its mission tied to various functions of the UWO. Leaders also confirmed future annual strategic planning updates, similar to the 2016-2017 update, will be publicly available following greater progress in the restructuring effort of UW-Fox and UW-Fond du Lac.

The UWO has seven values (student success, inclusive environment, sustainability, shared governance, community partnerships, creativity, and workplace joy) associated with its foundational mission elements along with the four strategic priorities, which emerged from the 2015 strategic planning process. Evidence of the UWO mission in action includes: community-related research and student research projects via the ERIC Laboratory as well as through the Center for Entrepreneurship and Innovation along with Quest III and integrated learning. The UWO is well-known for its commitment to advancing environmental sustainability in the region, state, and nation, as stated in its mission. In addition to its academic programs, the UWO became the nation's first Fair Trade University in 2008 and was one of the first to analyze its carbon footprint. With a focus on teaching excellence, the UWO has won more Regents' Teaching Excellence Awards than any other UW institution. The College of Letters and Science faculty, staff and students serve as a cultural anchor to the region by contributing to the quality of life through theater productions, musical performances and

art exhibits.

Its academic program, and particularly the University Studies Program (USP), indicate the UWO's commitment to continually advance its liberal education mission. The USP Essential Learning Outcomes (ELOs), drive the general education curriculum. ELOs were approved by Faculty Senate (in May 2008) and the Liberal Education Team (in September 2009) following a faculty-led process. The ELOs include mission-related topical areas that span across disciplines. As an extension of UWO's emphasis on academic excellence, the USP is housed in an academic unit (the College of Letters and Science) with recent UWO funding provided to offer 72 more sections in USP to ensure small, cohort-based class sizes even in a declining budgetary environment.

The UWO's foundational elements place emphasis on the institution driving economic development, entrepreneurship, and community engagement in the region through working with key constituent groups. The total UWO economic contribution to the state is more than \$500 million and it is responsible for directly and indirectly creating more than 9,000 jobs, generating more than \$37.5 million in tax revenue and giving more than \$4 million in time and money to local charities. Members of the Leadership Council are actively involved in numerous local Boards and organizations including the: Oshkosh Food Pantry, Oshkosh Housing Authority Board, Greater Oshkosh Economic Development Group, Winnebago County Conflict Resolution Board, Oshkosh Community Success Coalition, City of Oshkosh Comprehensive Plan Development, Women's Fund Board for Oshkosh, and Public Library Board. In addition, the UWO has outreach programs that involve the Wisconsin Family Business Forum, the Small Business Development Center, and entrepreneurship and innovation activities, particularly in the aerospace industry (e.g., AeroInnovate, Aerospace Partners, etc.). To complement these activities, the UWO boasts 100+ articulation agreements with the Wisconsin Technical College System. In addition, the Offices of Admissions and Financial Aid have begun greater outreach efforts to regional high schools; the UWO's Cooperative Academic Partnership Program educates over 3,000 dually enrolled high school students; and its PreCollege Programs offered by the Division of Academic Support of Inclusive Excellence provide assistance to middle and high school students from underserved backgrounds in their preparation for college. This broad array of Wisconsin-area engagement with a variety of intended constituents aligned with the UWO's mission demonstrates the nature and extent to which the mission is articulated publicly and understood internally.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Rating

Met

Evidence

The University of Wisconsin Oshkosh (UWO) mission identifies its commitment to creating an inclusive learning environment and maintains a strategic priority for Inclusive Excellence to prepare students for an increasingly diverse and global society. In addition, building an inclusive and supportive institutional environment is a strategic priority of the UWO. To increase this strategic emphasis, the UWO hired an Associate Vice Chancellor of Academic Support of Inclusive Excellence who reports to the Provost and according to information shared by the Provost, is to be promoted to become a member of the Chancellor's Cabinet. The Associate Vice Chancellor formed an Inclusive Excellence Thought Leaders Team to provide initial assistance with ideation and approach at the UWO. Even prior to the creation of the Division of Academic Support of Inclusive Excellence, efforts had been long served by a Provost-appointed Inclusive Excellence (IE) Council, which is charged with integrating diversity, equity, and inclusion across all levels of the campus. According to discussions with members of the IE Council, the composition of the Council is currently a group of invited faculty, students, and administrators with the Council composition likely to change in the future for a greater cross-representation of campus. The IE Council has regular meetings. These actions demonstrate executive-level, structural movement in the UWO's diversity efforts.

The early work of the Inclusive Excellence Thought Leaders Team and the current IE Council have foregrounded diversity on the campus through a number of data gathering, training, and event activities, with a particular emphasis on racial and ethnic diversity. A 2016 campus climate survey with a 58% response rate among employees and a 29% response rate among students provides valuable findings concerning demographics, experiences, sexual harassment and assault, prejudices, and perceptions. Results of the 2016 survey are able to be compared to the 2008 UW System campus climate survey for demonstrating trends toward mission progress. Another key data gathering activity is the 2015-2017 Equity Scorecard, which tracks and compares trends between underrepresented students on campus and their white majority peers. The IE Council offered specific examples of how data points from both reports have contributed to their diversity efforts, such as the decision to focus more on students of color, to establish a Summer Bridge program, to create Titan Advantage, and to develop a mentoring initiative for Black students from Milwaukee. Reports from both efforts are publicly available on the Office of Academic Support for Inclusive Excellence website. According to the Vice Chancellor, data is being culled for drafting an updated Inclusive Excellence Plan that aligns the many efforts and recommendations offered in the various studies and reports, as well as the UWO strategic plan. One of the four UWO strategic plan's priorities is to "build an inclusive and supportive

institutional environment." Goals include increasing diversity at every level, promoting workplace joy, and transforming the cultural, fiscal and structural nature of the UWO to achieve this major outcome. Completed reports and plans with targeted activities based on report results provide evidence that the UWO is listening actively, planning intentionally, and making strides towards addressing its role in a multicultural society.

The UWO has implemented additional curricular activities designed to create an inclusive environment on the campus. Through the University Studies Program, the curriculum requires students to take an ethnic studies course which serves as the assessment for the Essential Learning Outcome related to Intercultural Knowledge and Competence. A Signature Question Coordinator trains faculty for instructing and preparing students to address the ethnic studies requirement through an in-class project in the Quest III course. A recent assessment report indicates 92.2% of Fall 2017 students (out of 348 student) achieved some proficiency on this essential learning outcome of Intercultural Knowledge and Competence, which is related to how people understand and bridge cultural differences. In the Faculty Open Session, USP and FSCASL, IE Council, and Faculty Senate meetings, faculty expressed that the advancement of the USP has contributed to a heightened awareness of the importance of sustaining an inclusive and supportive environment. The USP demonstrates a solid process by which all students and select faculty as key constituents at the UWO are necessarily exposed to and potentially transformed from human diversity dialogue and discussions.

To further address its mission emphasis on diversity, the Center for Equity and Diversity houses several offices, which further reflect its attention to human diversity and to meeting the diverse needs of its students; these include the American Indian Student Services, LGBTQ Resource Center, Men of Color Initiative, and the Women's Center. Based on the IE Council meeting, additional activities include support groups for trans and non-binary students, Brother to Brother (which is a resource group for male faculty, students, and administrators), and a new emphasis on religious diversity through the Integrative Dialogue in Educational Alliance (IDEA) training. These activities, primarily designed for students, reflect attention to human diversity in support of advancing its mission of Inclusive Excellence.

While the UWO continues to increase the racial and ethnic makeup of its student body, of greatest concern related to the UWO's efforts in achieving its multicultural mission is in the area of faculty, particularly as the UW System places faculty in a pivotal role of influence. Although faculty of color and African (international) faculty are present in faculty ranks, meetings with the IE Council, Faculty Senate, Vice Chancellor of Student Affairs, Interim Provost, and Chancellor all confirm the absence of any African American faculty on campus, and low numbers of other faculty of color, with no immediate initiatives mentioned in meetings for change despite much expressed desire to improve these demographics. The UWO does have a history of dissatisfaction with the climate for students of color. As shared by the Chancellor with insight from a faculty member, 2018 marks 50 years since "Black Thursday" where 94 African American students were arrested and expelled from the UWO. In protest, the students took occupancy of the president's office making demands for increased African American faculty, a multicultural house, a more diverse curriculum, and greater resources for students of color. Importantly, the current leadership has demonstrated concerted efforts to address climate concerns and, of note, one of the original 1958 "Black Thursday" demands was ultimately acted on under the current Chancellor by designating space and resources for a new Multicultural Affairs Center. The UWO has made significant strides in linking Inclusive Excellence as part of its mission and strategic plan as well as in the areas of executive leadership, UWO structures and processes, curriculum, and student activities. However, more serious attention is needed toward advancing the presence of faculty of color and improving graduation rate equity gaps between students of color and their White peers. Additionally, campus climate data support the need for greater attention to the

experiences and needs of Lesbian, Gay, Bisexual, and Transgender (LGBT) students as well as gender non-binary students, who indicate the least satisfaction with and most discomfort at the UWO compared to other student populations.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Rating

Met With Concerns

Evidence

The University of Wisconsin Oshkosh (UWO) was placed "On Notice" effective November 2, 2017 in a separate review. The UWO must address Criterion One, Core Component 1.D and has been instructed to file a report to provide evidence that it has addressed this issue no later than March 2019.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Evidence

The University of Wisconsin Oshkosh (UWO) mission along with the cluster-specific and UWO system missions, are clearly communicated and available publicly. The broader campus community from students and academic advisors to faculty and academic staff articulated an understanding of the UWO mission elements with the UW System President confirming and acknowledging the specific mission of the UWO within the broader system aims. Through transparent shared governance processes and open forums, the Chancellor, Interim Provost, and Cabinet have created dialogue among a cross-representation; OBAM and URA initiatives are poised to assist the UWO in planning and budgeting toward key mission matters related to UWO financial concerns. The mission elements of student success, inclusive excellence, and community engagement are fitting and appropriate for the UWO, which seeks to serve underrepresented students in the region and the broader Wisconsin area. The array of student support services and efforts of the Inclusive Excellence (IE) Council, in particular, will be critical to sustaining the progress made toward creating an inclusive and supportive environment and in paving the way for the UWO to finally realize the onboarding of more faculty of color, especially African American and Latino faculty.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Rating

Met With Concerns

Evidence

The University of Wisconsin Oshkosh (UWO) was placed "On Notice" effective November 2, 2017 in a separate review. The UWO must address Criterion Two, Core Component 2.A and has been instructed to file a report to provide evidence that it has addressed this issue no later than March 2019.

Interim Monitoring (if applicable)

Potential monitoring of financial process around foundation lawsuit.

Potential monitoring or follow-up regarding complaints of discriminatory hiring/promotion practices.

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Rating

Met With Concerns

Evidence

The University of Wisconsin Oshkosh (UWO) was placed "On Notice" effective November 2, 2017 in a separate review. The UWO must address Criterion Two, Core Component 2.B, and has been instructed to file a report to provide evidence that it has addressed this issue no later than March 2019.

The UWO is committed to transparency in its approach to information, from budgetary through academic outcomes. It was obvious from our conversations with faculty, instructional academic staff, non-instructional staff and students that the amount of transparency, especially budgetary transparency, has increase significantly in the last three years. Much of this is attributed to the changes in UWO upper administration, starting with the arrival of Chancellor Leavitt. Comments were heard, especially from faculty and long-time academic instructional staff, that they are much more confident that they are hearing the full picture of what is happening in terms of enrollment, in terms of budgetary reserves, etc.

This is, of course, crucial to the planning for the future expected changes at the UWO. We spoke with four governance groups (Faculty Senate, Academic Instructional Staff Senate, Staff Senate, and Student Government Organization) and in each case they discussed how they interacted together and, especially how the newly created Senior Leadership Team that included representatives from each governance group as well as the administration, was fostering the communication and sharing of information critical for planning. For example, in several venues we heard faculty discuss the probable future merger with UW Fond du Lac and UW Fox Valley. The faculty, etc. have openly reached out and discussed with their future colleagues the opportunities and challenges of the proposed organizational change.

The openness and transparency extends to information released by the UW System, such as the new system-wide dashboard provided by the UW System Office of Policy Analysis and Research. The extensive reporting required by the Clery Act demonstrates the safety of the campus. The consumer information (<http://financialaid.uwosh.edu/consumer-information/>) provides the useful financial information a prospective student or the parent of a prospective student needs to estimate the cost of attendance. For those students planning a transfer to UWO, there is a Transfer Wizard provided by the Transfer Information System. In other words, the UWO is now doing all it can to be as open about information as is possible.

Programs and policies related to the academic components of the UWO are found in the Undergraduate and the Graduate Academic Bulletins

(<https://www.uwosh.edu/registrar/undergradbulletins>). These documents present the most up-to-date information (following approval by all the appropriate bodies). Our discussions with the Academic Policies Committee fully elaborated the approval process used for the development of new programs, the approval through the system of the intent to develop a new program and how that program will be assessed, as well as the multiple stages that must take place at UWO until the program is finally ready to accept students. Therefore, it is wise that the registrar waits until final approval before publishing in the official bulletins.

A complete list of accreditations and memberships can be found on the UWO website at http://www.uwosh.edu/gradstudies/certificate-and-degree-programs/bulletins/2016-2018/policies/accred_mbrshps?searchterm=acc.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Rating

Met With Concerns

Evidence

The University of Wisconsin Oshkosh (UWO) was placed "On Notice" effective November 2, 2017 in a separate review. The UWO must address Criterion Two, Core Component 2.C and has been instructed to file a report to provide evidence that it has addressed this issue no later than March 2019.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Rating

Met

Evidence

The commitment to freedom of expression was affirmed at several levels in both the University of Wisconsin System (UW System) and the University of Wisconsin Oshkosh (UWO). The UW System Board of Regents adopted a policy (Regent Policy 4-21) in December of 2017 to affirm this essential freedom. In this policy they state that: "Academic freedom includes the freedom to explore all avenues of scholarship, research, and creative expression, and to reach conclusions according to one's own scholarly discernment. Freedom of expression includes the right to discuss and present scholarly opinions and conclusions on all matters both in and outside the classroom. These freedoms include the right to speak and write as a member of the university community or as a private citizen without institutional discipline or restraint, on scholarly matters, or on matters of public concern. The UW System is committed to these principles and provides all members of the university community the broadest possible latitude to explore ideas and to speak, write, listen, challenge, and learn."

UWO continues this commitment with their statement on Professional Ethics, which quotes the AAUP statement: "Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it." Even more specifically, the UWO Faculty Senate affirmed Academic Freedom in their FAC1.A.2.Academic Freedom document. Our conversations with faculty, including members of the Faculty Senate, demonstrated the long held belief that this freedom is core to the university and has always been a guiding principle.

Conversations with the representatives from the Faculty Senate, the Academic Instructional Staff, and in the open faculty forum confirmed that faculty and academic staff feel free to discuss not only those topics that are germane to their discipline but also topics related to budget, organization, and to the quality of life, such as LGBTQ accommodations.

Importantly, freedom of expression extends to the student population as indicated in the UWO Academic Integrity Statement for Students in which it states: "Academic Integrity is critical to the mission of the University of Wisconsin-Oshkosh. All members of the University community play a role in fostering an environment in which student learning is achieved in a fair, just and honest way." Our conversations with both the leadership of the Oshkosh Student Assembly and the open forum with students indicated that their ability to speak about areas of concern, e.g., the quality of their education process, the openness to speech and action related to LGBTQ, etc. was unfettered and welcomed by faculty and administration. Topics that require these open discussions are often found in the courses within the QUEST program.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Rating

Met

Evidence

Misconduct in science is prohibited at the University of Wisconsin Oshkosh (UWO), and may be cause for discipline or dismissal. The UWO supports those services that are critical to the research mission of the institution and the requirements and needs of faculty, staff and students. All undergraduate students, graduate students, and postdoctoral researchers who are supported by funding, in full or in part, from the National Science Foundation for research or for education activities must successfully complete training in appropriate responsible conduct of research (America Creating Opportunities to Meaningfully Promote Excellence in Teaching, Education, and Science (COMPETES) Act (42 U.S.C.1862o-1), Section 7009). Others may also be required to be trained in the responsible conduct of research if the research is funded, either internally or externally. This training, as well as the oversight functions detailed below, supports an environment that discourages misconduct in all research and deals with any misconduct that should arise, especially that related to federal research funding.

A review of the UWO statement on responsible research references the America Creating Opportunities to Meaningfully Promote Excellence in Teaching, Education, and Science (COMPETES) Act (42 U.S.C.1862o-1), Section 7009 and the training required under that act for all research sponsored by the National Science Foundation. The UWO maintains a series of services that are critical to its scholarly mission, as well as the appropriate training of faculty, staff, students. These services and descriptions of how they are met are detailed on the website of the Office of Sponsored Programs and Faculty Development (<https://uwosh.edu/sponsoredprograms/>). Oversight functions include:

- Human subject research must be approved by the Institutional Review Board (IRB), which is supported by the Office of Sponsored Programs and Faculty Development. Researchers must be trained through the Collaborative Institutional Training Initiative (CITI)
- HIPAA training is required for research with humans that could contain private health information related to study participants.
- Animal care is overseen by the Institutional Animal Care and Use Committee (IACUC).
- Biosafety is overseen by the (newly formed) Institutional Biosafety Committee (IBC) for research involving biological agents, including recombinant and synthetic nucleic acids.

- Environment, Health and Safety Office (EHS) identifies unsafe practices and conditions as well as to support that all activities operate within the regulations of the UW System EHS, the State of Wisconsin Safety and Professional Services (which is compliant with all state and federal regulations).
- Radiation Safety Committee / Radiation Safety Officer for contained sources used in Geology.

There is a published policy (Policy UWO.IT.1034 Information Security: Acceptable Use) related to the responsibilities of users of electronic information that address areas such as confidentiality, and inappropriate usage. This information is, in part, communicated to students by the instructors in the Quest courses of the USP when they use modules available to train students in the ethical use of information (especially electronic information). In addition, access to Turnitin software to assess for plagiarism is available within the Learning Management Software Desire2Learn. This may be used by faculty, staff and students as part of their work process. For those departments that work with health or human services the training for HIPAA reinforces the need to maintain confidentiality of, in this case, patient records.

In addition to the research misconduct policies and procedures addressed in 2D, the UWO has established policies on misconduct. The Faculty/Academic Staff Handbook addresses many of these issues, including how misconduct is reported to the Chancellor and the time limits for reporting. There are additional procedures addressed in the Wisconsin Administrative Code and the rules of the Board of Regents.

Student misconduct is governed by rules from the UWO Dean of Students Office, as well as the UW System (see the Academic Disciplinary Procedures UWS 14 Student Academic Disciplinary Procedures). In addition, nonacademic misconduct is covered under UW System Chapter 17 Student Nonacademic Disciplinary Procedures and UW System Chapter 18 Conduct On University Lands). Chapter 17 includes offenses such as sexual assault, harassment and stalking, The Chapter 18 policy governs everything from traffic violations through use of alcohol and drugs that occur on university lands. Both procedures cover processes for adjudicating the offense and the possible penalties.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Evidence

The evidence presented in the assurance argument and the conversations the HLC team had with administrators, faculty, staff and students was convincing that processes and outcomes are addressed in a transparent manner and that the University of Wisconsin Oshkosh (UWO) community operates with openness and free expression. This was observed in the manner data is presented for prospective students and in the presentation of information important for the professional development and success of the faculty.

Every effort is taken to assure that policies supporting research are robust but also clearly explained by the Office of Sponsored Programs and Faculty Development. There are clear policies and procedures surrounding important research compliance areas, including IRB, HIPAA, IBC, IACUCas well as Environment, Health and Safety (EHS).

3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Rating

Met

Evidence

As part of the Academic Program Review, University of Wisconsin Oshkosh (UWO) programs discuss changes to their curricula and specifically address the ways in which those changes have kept the curricula current. Programs are evaluated based in part on results of assessment of student learning outcomes, student satisfaction with the program, and post-graduation outcomes, including employment and graduate school admissions. The program review process includes assessment by an external evaluator. Where applicable, curricula are expected to meet the standards of professional associations or accrediting bodies.

The UWO provides, on multiple websites, *Essential Learning Outcomes for Students*, as adapted from the AAC&U. An extensive review of dual-level courses has been conducted to clearly differentiate the course requirements between graduate- and undergraduate-level work, which resulted in course changes or elimination. Following this exercise, rubrics for systematic evaluation of dual-level courses were created to consistent and ongoing review.

The UWO requires all programs and courses, including those taught on-line, through hybrid delivery, or as dual enrollment for high school students to be approved by faculty using the same criteria as for in-class courses taught on campus. As shared in interviews, regular evaluation of online and hybrid courses is conducted to ensure consistency. Training is provided to hybrid and online faculty to ensure a common standard of best practices, using Quality Matters (QM) expectations. The UWO is aware that some concurrent enrollment courses, particularly within the Cooperative Academic Partnership Program, require more consistent review by faculty liaisons across departments.

Evidence provided demonstrates that the UWO's degree programs are appropriate to higher education

and that it conducts regular review to ensure this consistency across all modes of delivery.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Rating

Met

Evidence

The University of Wisconsin Oshkosh (UWO) has focused attention, time, and resources on the reform of its general education curriculum. Faculty confirmed that the University Studies Program (USP) was launched in 2013 after a five-year curriculum reform initiative, with the goal of providing a more focused and well understood General Education program. Essential Learning Outcomes (ELOs) have been adopted based on an established framework (AAC&U Liberal Education and America's Promise) and enhanced utilization of the UW System Shared Learning Outcomes implemented, most notably in the GE/USP program. As evidenced by course syllabi and course review criteria, all students in the USP are required to complete courses that focus on collecting, analyzing, and communicating information. The UWO's published description of the USP presents three themes that the institution considers to be responsibilities of educated people: Sustainability and Its Applications; Civic Knowledge and Engagement; Intercultural Knowledge and Competence. Courses engage students in exploring and connecting signature questions based on these themes, at the same time developing their analytical and communication skills.

The USP centrally aligns the UWO's GE program with its mission to advance an liberal education, as noted by its breadth of course offerings and intentional learning outcomes. In addition, the education offered by the institution recognizes the human and cultural diversity of the world in which students live and work, which also connects the GE program to the UWO's mission. Notably, General Education outcomes include making excellence inclusive, to connect knowledge with choices and action and to foster civic, intercultural and ethical learning. Specifically, three of 13 ELOs focuses on

"Knowledge of Human Cultures and the Physical and Natural World" and "Responsibilities, as Individuals and Communities" with specific ELOs that include the development of local and global civic learning and development of intercultural knowledge and competence. Courses in ethnic studies and global citizenship are required and the USP provides an "intercultural knowledge signature question" option for students to select. An optional, 12-credit credential is offered in USP allowing students to receive a "Global Scholar" designation.

The full program review was not made available to determine assessment of USP. However, newly proposed USP courses undergo a systematic and rigorous review. In interviews, it was noted that new courses proposed for USP must meet at least three of the ELOs. ELOs are communicated to students on all USP course syllabi for which a USP template syllabus is provided. To ensure ongoing compliance with USP requirements for courses, syllabi are reviewed annually. The USP program and course review and approval provide a good model for other programs and course review processes across the institution, particularly where such review is inconsistent or limited as noted in examination of sample program reviews.

The UWO also ensures that transfer and nontraditional students are engaged in its general education program and ELOs, at levels that are appropriate based on both their prior educational experience and the mode of educational delivery. Information on the various pathways and options are clearly laid out at a dedicated USP website and a published USP Booklet for students.

The UWO notes in its argument that students and faculty are provided ample opportunities and encouragement to contribute to scholarship and the discovery of knowledge as described in Oshkosh Student Research and Creative Activity Program (OSRCAP) and through the Faculty Development program. While examples of such activities are robust, data is not provided on participation, satisfaction of support for such activities, resource allocation, or other metrics to determine breadth or impact.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Rating

Met

Evidence

The University of Wisconsin Oshkosh (UWO) maintains a 22:1 faculty-to-student ratio, and a higher rate of continuity compared to the UW System, with 96% of faculty returning in 2016 from 2015. The University demonstrates that faculty levels provide sufficient opportunities to carry out essential roles both inside and outside of the classroom. The Faculty Handbook outlines structures and procedures in place to ensure faculty oversight of the curriculum and student learning expectations. The Faculty Senate has several standing committees including those with program review, policy and assessment responsibilities. Nearly 48% of faculty and instructional staff are instructional staff in non-tenure track positions, which should continue to be monitored for long-term impacts and sustainability of University efforts, particularly as interviews with faculty and administrators revealed a trend in replacing tenured/tenure-track faculty who leave with non-tenure track instructional staff due to budget declines.

The UWO adopted a Minimum Faculty and Instructional Staff Qualifications Policy in December 2016. The minimum qualifications indicated align with HLC Assumed Practices for determining qualified faculty and, according to interviews with the academic deans, is consistently applied to faculty and instructors across all modes of educational delivery. Well-defined procedures and specific expectations for exceptions to the minimum criteria are not documented, however. Specifically, a minimum threshold of experience and the system of evaluation are not sufficiently evidenced. Faculty credentials and teaching assignments were reviewed for all faculty and instructional academic staff. The evidence provided by the UWO indicates clear delineations for faculty qualified for graduate

level teaching, and that steps are taken to evaluate qualifications for graduate level teaching. However, evidence was not available to determine all disciplinary training of faculty relative to courses taught, and it was not clear that all instructors have at least 18 credits of education in the discipline related to courses taught. In addition, some adjuncts in the CAPP program do not meet minimum qualifications set out by UWO policy but the UWO is working expeditiously to comply with HLC's approved 2022 extension to HLC Policy Assumed Practice B.2. In fact, the UWO expects 70 of the 300+ CAPP instructors could complete their graduate credit requirements by 2019 through newly developed, intensive, 18-credit discipline-specific graduate programs in College of Education and Human Services and College of Arts and Sciences. Successful compliance should continued to be reviewed by HLC and future reviews.

Both UW System and UWO policies as well as guidelines in some departments direct faculty review and evaluation to ensure ongoing effectiveness in teaching and student satisfaction as well as expectations for office hours and student support. Review and evaluation processes include multiple layers of review at the UWO, college, and unit levels as well as student and external evaluations. A review of a sample of faculty tenure files and program reviews as well as campus interviews confirmed adherence to published policies and practices. Human Resource and Office of Opportunity and Access practices ensure appropriate qualifications of faculty are met at the time of hire. Students indicate in both interviews and the Student Opinion Survey that faculty are equipped to teach the courses they are assigned, offer rigorous academic instruction, and are knowledgeable about their subject areas. According to the Student Opinion Survey, nearly 89% of student survey participants agree or significantly agree that "Faculty who teach are knowledgeable about their subject areas" (mean=4.34/5) and 79% agree or significantly agree that "Faculty who teach provide helpful instruction" (mean=4.08/5). Student service staff qualifications are evaluated at the point of hire through both Human Resource policies and procedures and oversight of the Office of Equity Opportunity and Access. Annual performance evaluations are also conducted to ensure continual improvement. In interviews, staff indicate they "take these evaluations very seriously and use them to continue to ensure they are providing the best services to students" despite not receiving any merit-based compensation incentives for several years based on performance evaluations.

Professional development is supported for both faculty and staff. The Faculty Development Handbook outlines progressive and broad development focusing on teaching, academic discipline-specific and broader development support on and off-campus. These efforts are supported by a dedicated office, Office of Sponsored Programs and Faculty Development. Additionally, the Center for Excellence in Teaching and Learning (CETL) provides significant programs and opportunities focused on enhancing teaching and learning effectiveness, as well as personal development in areas of Inclusive Excellence and understanding diverse student needs. These opportunities are optional and no participation or outcome data is provided in the evidence. Interviews with staff indicate that opportunities to continually learn at area-specific conferences and off-campus trainings have been significantly limited due to recent budget constraints. The UWO has responded by increasing on-campus opportunities and utilizing on-campus expertise to share knowledge with colleagues.

Although budget constraints have began to reduce development opportunities for faculty and staff, the UWO's employees continue to provide effective, high-quality programs and student services. In a time of needed prioritization, the UWO is particularly focused on ensuring faculty maintain relevant teaching skills and remain current in their disciplines, so that its student support efforts are not significantly impacted. Students indicate satisfaction in both surveys and campus interviews with the level of support received. The Student Opinion Survey found that nearly 84% of student participants agreed or strongly agreed (mean=4.5/5) that "Faculty are available when I need help."

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Rating

Met

Evidence

The University of Wisconsin Oshkosh (UWO) provides a long list of student services that ranges from writing and developmental math support to career services and provision of professional attire for job interviews. In interviews with students, resource fairs early in each academic year showcase opportunities for students to receive support, engage in co-curricular activities, and participate in High Impact Practices such as internships and undergraduate research. Resource Centers are provided for the veterans' and LGBTQ communities, and in 2014 a Multicultural Affairs Center was commissioned by the Chancellor. The Vice Chancellor for Student Affairs has undertaken a review of all student service functions for prioritization, and has increased resources and support for student mental health and addressing alcohol-related challenges on campus. The UWO has also created a proactive behavioral response team and early academic alert system to identify high-risk students in need of early academic or social intervention. The UWO should monitor the support it provides related to financial aid; the Director of Financial Aid noted that the office is not always able to provide the consistent and intrusive, one-on-one advising that may be needed by some students. Particularly with a high percentage of Pell eligible and first-generation college students, the need for financial counseling and literacy is high. Of all questions in the Student Opinion Survey, participants indicated the highest disagreement when asked if "A school financial aid officer provided financial aid counseling to help me understand the responsibilities of borrowing money to finance my education" (38% disagreed or strongly disagreed with a mean=3.01/5).

Evidence shows that policies are in place to determine students' level of preparation and to direct students to the appropriate level courses. In addition to developmental instruction in math and writing, the UWO provides learning support for students with disabilities. The UWO maintains a robust academic advising program with trained professional staff, and provides faculty advisors in all the colleges who are also trained. Student opinion surveys indicate high agreement in accessibility and

effectiveness of academic advising, faculty and staff advisors, and access to faculty. Student service staff, particularly student academic advisors, did indicate concerns with holds on open positions and likely reductions in staffing. While student advising loads are currently manageable according to advisors, the frequency of visits by students is increasing, and potential reductions in staff will strain the advising resources. As the UWO is aware, there is a need for increased advising around course credit loads. While most programs require only 120 credits, in 2016-2017 the average undergraduate student at the UWO graduated with 141 credits, with an average of 137 taken at the UWO. A greater focus on course and program planning and understanding of program requirements should be considered.

Strategic Planning documents for the UWO's Polk Library include as part of its mission to "instruct students in the critical evaluation and ethical use of information resources." The institution has taken a creative approach to teach students information literacy through ANVIL, Active Instructional Videos on Information Literacy. Students indicate they are provided with significant technological resources, specific computer and printer access throughout the campus and in many of its buildings. Faculty noted that classroom equipment is outdated, and that in some cases may impact the educational experience of students in the classroom, particularly in disciplines such as Chemistry, Physics, and Biology. The administration is aware of the need to refresh these kinds of technology and has plans in place to address in its budget alignment exercises.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Rating

Met

Evidence

The University of Wisconsin Oshkosh (UWO) provides a broad range of co-curricular programs; clubs that are focused on particular academic areas, service, international matters, the arts, culture/identity, and more; volunteer opportunities; and other campus events ranging from concerts to panel discussions. The UWO indicates that it has the most successful Model United Nations Program in the world, receiving 25 consecutive Outstanding Delegation awards at international competitions. The Advance-Titan has won the top national award for student newspapers five times. Offering a significant intercollegiate athletics program, the UWO has won 42 national championships, including 27 NCAA Division III and three NCAA Division II competitions. Students reported participating in a variety of local, within state, and international volunteer opportunities, including Project Success Club, which supports dyslexia awareness; Pie-in-the-Face, which raises funds for Make a Wish; and Feed America. Co-curricular activities focus on such topics as social justice and sustainability, as well as sports and study abroad.

In interviews with student leaders and in the Student Open Forum, the opportunities to participate in co-curricular and High Impact Practices at the UWO are abundant and encouraged in both academic program expectations and through community expectations.

In addition, students provided an overwhelmingly positive review of the Student Success Center. They noted in particular the Career Services Center for its help in finding on campus job opportunities and the Career Closet; the Counseling Center; and the Writing and Tutoring Centers.

The co-curricular program offerings are intentionally tied to the UWO's mission by promoting community service and engagement and economic development of the region. As such, the UWO provides sufficient evidence that is confirmed by campus observations and student interviews that it fulfills the claims it makes for an enriched educational environment.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

The institution provides high quality education, wherever and however its offerings are delivered.

Evidence

Evidence provided by University of Wisconsin Oshkosh (UWO) demonstrates that degree programs are appropriate to higher education and that it conducts regular reviews to ensure consistency across all modes of delivery. All programs and courses, including those taught on-line, through hybrid delivery, or as dual enrollment for high school students must be approved by faculty using the same criteria as for in-class courses taught on campus. *Essential Learning Outcomes for Students* are provided on multiple websites. Program reviews are conducted on a regular basis. The institution provides a broad range of co-curricular and student support programs to assure student success.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Rating

Met

Evidence

The Academic Program Review Process at the University of Wisconsin Oshkosh (UWO) is described for undergraduate and graduate programs, and self-study guides for each level, along with goals for the process, are provided. The UWO expects program faculty and deans to supplement the internal self-study with evaluation by external consultants. Such reviews are required by the UW System Administration, and the UWO's report to the System Administration provides evidence of recurring (not first) program reviews conducted in six departments in 2016-17. A schedule of program reviews dated February 2018 provided the cycles for program reviews; most are on a 7 year cycle, with Music and Athletic Training on a ten year cycle.

The UWO's transfer credit policy is available on-line, and course equivalency information across the UW and WTCS institutions is available through the Transfer Information System. The UWO provides clear policies online regarding the award of credit based on AP Exam scores, as well as a Credit for Prior Learning Policy, which formally recognizes course work acquired through non-formal learning.

The UWO abides by the UW System Undergraduate Transfer Policy, which provides guidance regarding the credit evaluation from accredited colleges and universities. This policy is aligned with the principles set forth in the Joint Statement on the Transfer and Award of Credit developed by the American Association of Collegiate Registrars and Admissions Officers, the American Council on Education, and the Council for Higher Education Accreditation.

Accredited programs are listed on the UWO website. In addition, the UWO provided a listing of 17 programs that currently are accredited through specialized or professional accreditors, along with their status, year of last review and year of next review.

The UWO notes that it collects data via the NACE First Destination Survey. Data are provided online that provide the percentage of 2016-17 graduates who are working; continuing their education; in the military, engaged in volunteer work, or not seeking employment; and still seeking. In addition, the average salary for graduates who provided the information (39%) is provided, as well as the percentage of graduates who remained in the state of Wisconsin.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Rating

Met With Concerns

Evidence

The University of Wisconsin Oshkosh (UWO) has made progress toward improving ongoing assessment of student learning. Most notably, the UWO developed Essential Learning Outcomes (ELOs), which are assessed in the new University Studies Program (USP) following a 4-year general education curriculum reform initiative led by a faculty member with cross-representation and involvement throughout. To demonstrate a foundation for institution-wide student learning goals, UWO created ELOs, based on AAC&U's Liberal Education & America's Promise. The USP was approved by Faculty Senate in 2012 and the University Assessment Plan of the ELOs was adopted in 2013.

As shared in the UWO Assessment Plan, the UWO Faculty and Academic Staff Handbook, and the UWO Faculty Handbook, USP development and assessment has substantial participation of faculty and other instructional staff members. The Faculty Senate Committee on the Assessment of Student Learning (FSCASL) is comprised of 12 faculty, academic staff, and a student who oversee assessment, while the USP Committee consists of a cross-section of faculty, directors, academic staff, and a student who oversee the USP.

UWO's 19 ELO's are clearly stated with definitions of each outcome drafted in the summer of 2009 and revised and approved by the Liberal Education Reform Team in September 2009. The Office of Institutional Research website offers direct assessment reports of the USP since Fall 2013, and the Assessment Plan offers the structure and timing for gathering direct and indirect assessments associated with the USP. Based on the evidence and feedback from Academic Deans, the USP Committee and the FSCASL, faculty who submit proposals for courses to be placed in the USP must address a minimum of three ELOs in the design of their courses, which contributes to the assessment plan. Along with the ELOs, three signature questions associated with the themes of sustainability, civic knowledge and engagement; and intercultural knowledge and competence are included in the assessment plan and reports. The 3-year Executive Summary of the USP Direct Assessment Results indicates 7 planned changes along with future expected actions, which provides evidence of

assessment being used to advance student learning.

While workshops have been provided by the FSCASL, discussions in the Faculty Open Session and with the Academic Dean, the USP Committee and the FSCASL clarified that student learning objectives beyond the USP are left to the discretion of faculty in their respective departments. UWO faculty have the freedom to differentially design their own learning outcomes and the selection of associated assessments in accordance with the Expectation for the Biennial Program Assessment Report approved by Faculty Senate on November 30, 2010. The meetings with Academic Deans and Faculty underscore consistent, but different processes for the development of student learning outcomes and for the extent to which program-level outcomes (e.g., BBA Biennial Program Assessment) are determined.

Based on a review of syllabi provided in the evidence file, for non-USP courses across each of the four colleges, the presence of student learning outcomes on syllabi differs by degree program; some syllabi have clearly identified student learning outcomes, while others have course descriptions with no objectives, objectives which offer summaries of various types of assignments to be completed in the course, objectives that are ambiguous, and/or objectives that are not measurable. The pattern of differentially articulated student learning outcomes appears to be that professionally-accredited degree programs (e.g., nursing) demonstrate student learning outcomes on syllabi with assessment of learning evidence in program reviews, while non-professionally-accredited degree programs may or may not have student learning outcomes on syllabi; this hampers tracking of assessment of learning for these non-accredited courses and programs, despite the engagement in assessment activities. While structural processes are in place for assessment with a great deal of faculty participation across UWO's four colleges, the differential absence/presence of program-level and/or course-level student learning outcomes hinders UWO's ability to demonstrate good practice in the assessment of student learning.

Despite the differential use of student learning outcomes, UWO demonstrates that it is using assessment information to improve student learning. Faculty in the Open Session meeting indicated the history department implemented a writing course as a direct result of assessment, the MBA faculty revised curriculum to include business communication as an emphasis in curriculum, and music faculty implemented a midway assessment administered after students finished core requirements in their first four semesters. Based on the 2017 Criteria to Evaluate Assessment Program, 50% of programs used assessment data in an effective manner to inform program change, while 37.5% used assessment data in an exemplary manner to inform program change.

Interim Monitoring (if applicable)

The University of Wisconsin Oshkosh, as outlined in the evidence statements provided above, has made considerable progress toward improving ongoing assessment of student learning. Syllabi for courses in individually accredited professional degree programs and for courses in the University Studies Program included Student Learning Outcomes. This was not uniformly the case in other programs, where syllabi had course descriptions with no objectives, summaries of various types of assignments to be completed in the course labelled as objectives, objectives that are ambiguous, and/or objectives that are not measurable.

UWO faculty and administrators who were interviewed expressed a commitment to assessing student learning. HLC should do follow up monitoring by the Fall of 2020 to assure that this commitment has resulted in the clear communication of student learning outcomes on syllabi across all disciplines.

4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Rating

Met

Evidence

Goals are clearly stated in the 2015-16 Strategic Plan Update, and provide specific outcomes for retention and graduation rates by 2021 and 2023. Included in these goals is the intention to eliminate any gaps between the full population and low-income, under-represented minority, and first generation students.

Reports provided from multiple sources demonstrate that information on student success, including persistence and completion, is collected and analyzed. Retention and graduation rate data for undergraduates is reported by ethnicity. Retention rates are trending higher for under-represented minorities. For the class entering in 2016, African-American students were retained at 74.1% compared to a retention rate of 76.4% for White students. The retention rate for students of color increased by 5.5% from 2015-16 to 2016-17 and is now at 78.5%. The retention rate for students of color is now higher than that for all students combined.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Evidence

The University of Wisconsin Oshkosh (UWO) has an established process of program review that includes external reviewers. Seventeen programs are currently accredited through specialized or professional accreditors. UWO has clear policies for awarding credit based on AP Exams, non-formal learning, and credit earned at other accredited colleges and universities. Information regarding graduate outcomes including continuing education, employment, volunteer work or military service is collected via the NACE First Destination Survey.

Clear goals for retention and graduation of students are provided in the 2015-16 Strategic Plan. UWO is well on its way to achieving its goal to eliminate achievement gaps between the full population and low-income, under-represented minority, and first generation students.

UWO has made considerable progress in its assessment of student learning with regard to the University Studies Program and the individually accredited professional programs. This was not uniformly the case in other programs, where syllabi had course descriptions with no objectives, summaries of various types of assignments to be completed in the course labelled as objectives, ambiguous objectives, and/or objectives that are not measurable.

UWO faculty and administrators who were interviewed expressed a commitment to assessing student learning. HLC should do follow up monitoring by the Fall of 2020 to assure that this commitment has resulted in the clear communication of student learning outcomes on syllabi across all disciplines.

5 - Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Rating

Met With Concerns

Evidence

The mission of the University of Wisconsin Oshkosh (UWO) is to provide a high-quality liberal education to all of its students in order to prepare them to become successful leaders in an increasingly diverse and global society. This mission is realistic and is supported by the financial resources, campus infrastructure, and investment in faculty observed by the HLC team. In addition to the UWO mission and vision, the goals and expenditures are aligned with the UW System 2020 FWD Strategic Plan. UWO releases an annual report to the community that demonstrates the utilization of funds to meet its goals.

UWO, while struggling with declining enrollments and operational deficits in the past few years, continues to be supported by a strong balance sheet position. UWO opened the current 17-18 fiscal year with \$47 million in cash and a current ratio in excess of two to one before any GPR allocation or tuition receipts for the current year. Unrestricted reserves at the end of FY17 were \$28,181,229; total Restricted and Unrestricted Reserves were \$31,591,465. Total capitalization was \$236,000,000.

According to a meeting with the Chancellor, however, UWO faces a "financial crisis". Meetings with the Interim Provost, Academic Deans, Academic Advisors, Faculty, Faculty Senate, Instructional Academic Staff, and Oshkosh Student Association (OSA) all referenced the significant challenges

ahead in the areas of planning and budgeting priorities. To combat the challenges, UWO's strategic planning efforts resulted in an enhanced mission, strategic priorities, and goals that have been linked to the budget, and a new Operating Budget Allocation Model (OBAM) is being piloted in the 2018-2019 fiscal year.

Team members were informed of a new Resource Alignment Planning group that is currently meeting and gathering data to inform decision-making toward prioritization in a manner that aligns with the UWO mission and strategic priorities. While team members heard from faculty that the membership of that group is confidential to avoid undue influence on decisions, institutional leadership later clarified that the membership roster is not confidential. Rather the committee will administer a "blind review" process in which each reviewer will assess one criterion across all programs, in order to avoid bias on the part of the reviewers.

Centering student support, as aligned with the University's mission and strategic plan, is also demonstrated in its decision-making and budget decisions. As an example of prioritizing students, even during a time of budget constraints, the University has increased its Counseling Center staff to support student mental health. Site visit meetings and OSA minutes (see April 24, 2018), confirmation in interviews with Faculty Senate and other governance bodies, and published notification of open forum discussions hosted by the Chancellor, support a significant attention to transparency in information sharing regarding the budget as well as receiving input. These meetings, interviews, and documented evidence confirm processes for budget-related resolutions or budget conversations that support the UWO mission.

UWO has budgetary practices that are developed both at the level of the UW System and at the UWO campus. Currently, about 26% of the budget comes from tuition revenues. While enrollment declines have occurred over the last few years, UWO is implementing their recently developed three-phase Fiscal Transformation Plan to bring expenses and revenue into alignment. The 2-year Pro Forma Budget projects sufficient revenues to cover expenses for the UWO, including the new 3-campus entity it is becoming by merging with Fox Valley and Fond du Lac.

The UWO campus was inspected on tours given to the HLC visit team and in meetings attended in several buildings over the course of our visit. The HLC team interviewed the Faculty Senate, Academic Instructional Staff, and Staff Senate regarding support and opportunities for professional development. Each meeting was very well attended and faculty and staff in all areas reported support and opportunity for training and continued professional development. Team members also interviewed the director of facilities services and director of construction management. While maintenance and capital spending plans have been impacted by budget reductions, the plant is in good shape and student needs and facilities take priority over any administrative requests.

The curtailment of funding for scholarships from the Foundation and issues related to its financial condition have been a concern for the UWO the past three years. In light of these challenges, the administration has adjusted budget allocations to adjust future spending to be in line with tuition and state allocated revenues.

The UWO has a well-developed process in place for budgeting and for monitoring expense. A new, highly experienced, Vice Chancellor of Administrative Services was recently hired from a large multi-campus university system in another state. After extensive review and engagement in his first year of service, a new budgeting system linking expense budgets to program revenue generation and enrollments is being put into place for the upcoming budget cycle.

Several budgeting components under discussion or at the beginning of implementation should help

UWO afford the services critical to student success. These include:

- Differential Tuition by program
- Development of revenue sources in addition to tuition
- Careful review of all hiring requests by Vice Chancellors and the Administrative Services division. All posted positions must have clear description of required credentials and must be reviewed by the Office of Equity and Affirmative Action. This assures a diverse candidate pool.
- IT purchase procedures that maximize economy by making purchases at the UW System level instead of at the university level.
- Review of space needs to enhance utilization for growth programs
- Careful monitoring by the UW System of use of funds so that the major utilization is for instruction.

The UWO has put into place several safeguard systems to monitor expenditures:

- System policies exist to prepare budgets and the UWO Division of Administrative Services provides instructions to each budget unit on budget development. Transfers between the UW System and the campus entities are closely monitored.
- A UW System Waste, Fraud and Abuse Hotline has been established to enable employees and the public to anonymously report activities that may involve waste, fraud or abuse.
- The Office of the Provost approves and monitors the funding of the four UWO colleges. Deans have the same responsibility for the departments in their colleges.

A new model is being developed for the organizational changes that accompany the addition of Branch Campuses (UW Fond-du-lac and UW Fox Valley). The Budget System Implementation Manager was appointed in Spring 2018. This system is being tested for launch on the first day of FY19. The overview of the budget model will be reviewed with all involved in order to provide adequate knowledge and training for implementation. The membership of the Budget Process Committee includes appropriate representation from the new branch campuses.

While enrollment declines and budget deficits have been a reality and concern the past few years, the Chancellor and his newly appointed senior administrative leadership are taking appropriate steps to bring expenses in line with the smaller enrollment base and increase program revenues. The UWO's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

Interim Monitoring (if applicable)

University of Wisconsin Oshkosh, as outlined in the evidence statements provided above, continues to plan for and budget operational losses for the next three years under its three-phase plan. This plan calls for a reduction in annual net expenses slightly in excess of 10% of general purpose revenue allocations to UWO, about \$9.6 million in total by the end of year three. \$2.5 million of this from centralized spending is being identified upfront, and \$1 million is projected to come from increased revenues. The remaining \$6.1 million of this must be found by academic programs, thirty percent in year one (2018-19), fifty percent in year two (2019-20), and twenty percent year three (2020-21).

Likewise, the new budget model will not be rolled out for a trial use until July 1, and the joining of

two additional UW college campus locations will not be incorporated until an initial date in the fall of 2018. At this time, additional operational and budget adjustments will be necessary to achieve break-even for those locations.

Because these changes fall in the future and Oshkosh plans to utilize reserves to fund operational losses during these three years. HLC should do follow up monitoring by the Fall of 2020 to assess the successful identification of and follow through on cutting these expenses as it seeks breakeven operating results.

5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Rating

Met With Concerns

Evidence

The University of Wisconsin Oshkosh (UWO) was placed "On Notice" effective November 2, 2017 in a separate review. The UWO must address Criterion Five, Core Component 5.B and has been instructed to file a report to provide evidence that it has addressed this issue no later than March 2019.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Rating

Met

Evidence

The University of Wisconsin Oshkosh (UWO) actively reviewed its mission statement within the campus community after the appointment of the new Chancellor and has updated strategic priorities for students and the community through a process finalized in Strategic Plan 2016-2021 (<https://uwosh.edu/strategicplan/>). This process was an all-inclusive one that involved faculty, staff and students as well as community members. Currently, UWO resources are being aligned with the strategic goals through the action of the University Resource Alignment Committee (<https://uwosh.edu/strategicplan/plan/university-resource-alignment/>).

HLC team members interviewed the Academic Policies Committee regarding requirements for approval of curriculum changes and new courses, program review and oversight, and the process for program suspensions and deletions when student demand and community needs dictate. The ability to initiate new programs may be impacted by budget challenges that are currently being considered as the University Resource Alignment process makes progress. As a result of current budget challenges, faculty positions being vacated are not automatically open for re-hire unless supported by student program or credit hour enrollment demand. New community needs expressed to areas such as engineering technology have supported growth and addition of courses and faculty instruction resources. Program funds have sometimes been used to implement functions that do not have base budget funding.

UWO has developed several processes that assure that the planning process is integrated. These include (but are not limited to):

- Information Technology Prioritization Process
- Renovation/Remodeling Project Prioritization. While Facilities Management collects all requests for renovation or remodeling, each Vice Chancellor is responsible to rank. The Space

Planning and the Remodeling Committee (co-chaired by the Chancellor, VC and deans, meet regularly to prioritize.

- 2019-2025 Capital Project Development Plan in which FM works with UWS Capital Budget and Planning office to develop the scope of projects and prepare budgets.

UWO reports annually on progress made toward the goals outlined in the strategic plan. This process has been expanded in the last few years with the development of the *Transforming UW Oshkosh Strategic Plan* and the *2020 Forward UW System Strategic Plan*. Student assessment en toto is compiled for the Oshkosh Student Achievement Report. This is coupled with the college academic program reports and the individual program reviews that occur every seven years. Review of submitted program reviews indicate their completeness and the self-evaluation of student learning, enrollment, staffing and credit hour production. (Professional accreditation may be used in lieu of the program review.)

The UWO has studied the demographic trends of student populations in Wisconsin and the prospects for increasing enrollment at Oshkosh in the face of a declining number of high school students attending college in northeast Wisconsin the past three years. The Vice Chancellor of Administrative Services expressed sound understanding of current capacity and enrollment and revenue trends in pointing out to the HLC team that an enrollment baseline from the late 1970's, approximately 8,300 FTE students, should call for a current dollar equivalent baseline of faculty and program budget versus the expense base in place for an enrollment headcount of roughly 11,000 last seen in fiscal 2012.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Rating

Met

Evidence

The University of Wisconsin Oshkosh (UWO) has made many endeavors to increase its ability to document performance and, especially, improvements that have been made in performance as a result of focus on strategic metrics.

Two of the efforts have utilized services supplied by EAB (formerly Education Advisory Board):

- Student Success Collaborative (SSC; called Student Success Gateway at UWO). Conversations with faculty, instructional academic staff and, especially, advisors indicated that this was, indeed, the case.
- Academic Performance Solutions (APS) - The assurance argument indicates that "Deans and department chairpersons will use this data for course allocation decisions" and conversations with administrators confirmed this statement.

In order to maximize the purchase power, IT investments are prioritized and aligned with institutional objectives. There was concern expressed by faculty that budget constraints have limited purchases of other technology, such those used in science or nursing laboratories. As a consequence, instrumentation may not be what graduates will find when they become employed.

The University Assessment Plan guides assessment of all academic programs. Assessment plans are created during the program planning process before UW System permission is granted to actually develop the program. Once the program is a reality, the Assessment Committee annually reviews the quality of the program assessment data submitted. The committee also uses results of evaluations to plan professional development for assessment leaders.

UWO developed a process to review and optimize any administration process that is identified as inefficient, the Titan Continuous Improvement process. This process is a Chancellor's initiative for improving policies, processes and procedures at UWO so that efficiency is increased while still maintaining high performance levels.

Each year UWO provides data to the UW System to create an Institutional Accountability Report. This is incorporated into the system Accountability Dashboard (<https://www.wisconsin.edu/accountability/>). The dashboard gives insights into changes occurring at UWO and enables comparison between different universities in the UW System, the UW System as a

whole, and the UW Colleges. In addition, UW System provides UWO with an annual financial statement that is used for accountability and for planning purposes. This interplay between what is generated locally and what is generated at the system enables rapid comparisons.

The Resource Alignment Committee works to review performance and ensure budget resources are directed to appropriate programs. The Program Review process works in conjunction with this committee and with the Academic Policy Committee to ensure programs are evaluated for performance and justification of allocated budget resources. Programs not sustaining necessary enrollments are subject to suspension and eventual deletion.

The new budgeting system being implemented in FY19 links program enrollment and revenue generation to allocation of faculty position resources and operating budgets. This will be a major shift in the function of the budgetary processes on campus from a central distribution model to a taxation from revenue generators (the colleges) back to the central administration through a process of taxation. Additional reviews are done through the Community Needs Assessment to determine if requests for new program resources have sufficient student demand and faculty availability and interest in promoting the program.

Changes in student enrollment from Wisconsin high school graduates has been an evolving concern in recent years. Discussions with the Director of Admissions highlighted UWO's change to how it works with high school admissions counselors and directly recruits students from this region. Applications and tuition deposits for fall 2018 reflect a significant increase in relation to these efforts.

It was evident that the UWO is now working systematically to improve its performance. From discussions with faculty, staff and administration it was also evident that there is a high degree of cooperation and collaboration between the different groups. It is also evident that the spirit of collegiality is now extending to UW Fond du Lac and Fox Valley as the three institutions process through a merger.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.S - Criterion 5 - Summary

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Evidence

UWO, while struggling with declining enrollments and operational deficits in the past few years, continues to be supported by a strong balance sheet position. Unrestricted reserves at the start of this year were \$32 million, and total capitalization was \$236,000,000.

While enrollment declines have occurred over the last few years, UWO is implementing their recently developed three-phase Fiscal Transformation Plan to bring expenses and revenue into alignment. The 2-year Pro Forma Budget plans for reductions to expenses and sufficient revenues and funds held in reserve to cover university operations, including the new 3-campus entity it is becoming by merging with Fox Valley and Fond du Lac. There are also indications that new emphasis on recruitment may increase revenues to help improve the revenue/expense balance.

The university has a well-developed process in place for budgeting and for monitoring expense. A highly experienced, Vice Chancellor of Administrative Services was recently hired that has put into place several systems to control and reduce expenditures consistent with revenue generated by programs.

While UWO has made significant strides in improving its financial budgeting and planning, additional review is needed in future years to ensure program changes are delivering the enrollment and resources needed to ensure balanced budgets and a stable fiscal position for the university.

Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.D	Core Component 1.D	Met With Concerns
1.S	Criterion 1 - Summary	
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met With Concerns
2.B	Core Component 2.B	Met With Concerns
2.C	Core Component 2.C	Met With Concerns
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	
3	Teaching and Learning: Quality, Resources, and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.E	Core Component 3.E	Met
3.S	Criterion 3 - Summary	
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met With Concerns
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	
5	Resources, Planning, and Institutional Effectiveness	
5.A	Core Component 5.A	Met With Concerns
5.B	Core Component 5.B	Met With Concerns
5.C	Core Component 5.C	Met
5.D	Core Component 5.D	Met
5.S	Criterion 5 - Summary	

Review Summary

Interim Report(s) Required

Due Date

10/30/2020

Report Focus

To address concerns identified in core component 5A, the University of Wisconsin Oshkosh (UWO) continues to plan and budget for operational losses for the next three years under its three-phase plan. This plan calls for a reduction in annual net expenses slightly in excess of 10% of general purpose revenue allocations to UWO, about \$9.6 million in total by the end of year three. \$2.5 million of this from centralized spending is being identified upfront, and \$1 million is projected to come from increased revenues. The remaining \$6.1 million of this must be found by academic programs, thirty percent in year one (2018-19), fifty percent in year two (2019-20), and twenty percent year three (2020-21).

Likewise, the new budget model will not be rolled out for a trial use until July 1, and the joining of two additional UW college campus locations will not be incorporated until an initial date in the fall of 2018. At this time, additional operational and budget adjustments will be necessary to achieve break-even for those locations.

These changes fall in the future and UWO plans to utilize reserves to fund operational losses during these three years. HLC should require a follow up report by the Fall of 2020 to assess the successful identification of and follow through on cutting these expenses as it seeks break-even operating results.

Due Date

1/31/2019

Report Focus

To address concerns identified in core component 4B, the University of Wisconsin Oshkosh (UWO) must expand and improve its ongoing assessment of student learning. While syllabi for courses in individually accredited professional degree programs and for courses in the University Studies Program included Student Learning Outcomes, this was not uniformly the case in other programs. Outside of those programs, syllabi had course descriptions with no objectives, summaries of various types of assignments to be completed in the course incorrectly labelled as objectives, objectives that are ambiguous, and/or objectives that are not measurable.

Information should be provided that confirms the institution correctly calculates student contact hours for all course types and modalities and reflects those credit hours in its course schedule and course syllabi. Syllabi must also provide meeting dates/time, consistent learning outcomes, consistent course descriptions in the relevant course bulletin and listed on the syllabi, pre-requisite information, and student's right to know disclosure statements.

HLC should require a follow-up report no later than six months from the date that the HLC Institutional Actions Council approves the team's final report to assure that this commitment has resulted in the clear communication of student learning outcomes and all information required for compliance with Federal regulations on syllabi across all disciplines.

Due Date

1/31/2019

Report Focus

As noted on page three of the Federal Compliance Team Worksheet and Review (Institutional Records of Student Complaints), The University of Wisconsin Oshkosh (UWO) should review all college policies that address student complaints and ensure that all have the complete process a student must follow, a timeframe for resolution, and an appeal process, if applicable. UWO should engage in a complete review of its website to ensure that all handbooks, bulletins and policies/procedures align to guarantee that students and external stakeholders can readily find consistent information. HLC should require a follow-up report no later than six months from the date that the HLC Institutional Actions Council approves the team's final report to assure that such a review has been completed and that changes have been made to assure complete and consistent policy information is available to students and other constituents.

Conclusion

The University of Wisconsin Oshkosh (UWO) was placed "On Notice" effective November 2, 2017 in a separate review. The UWO must address Criterion One, Core Component 1.D; Criterion Two, Core Components 2.A, 2.B, and 2.C; and Criterion Five, Core Component 5.B. With regard to these components, the UWO has been instructed to file a report to provide evidence that it has addressed these issues no later than March 2019.

In addition, the team found Criterion Four, Core Component 4.B and Criterion 5, Core Component 5.A to be Met with Concerns. With regard to Core Component 4.B, syllabi for courses in individually accredited professional degree programs and for courses in the University Studies Program included Student Learning Outcomes. However, this was not uniformly the case in other programs. This finding agrees with that of the Federal Compliance Reviewer, who noted that syllabi need to be updated to include a calculation of student contact hours for all course types and modalities, provide meeting dates/time, consistent learning outcomes, consistent course descriptions in the relevant course bulletin and listed on the syllabi, pre-requisite information, and student's right to know disclosure statements. The team additionally agrees with the Federal Compliance Reviewer that the UWO should review its policies, including its published policies and procedures, to assure complete and consistent information is available to students and other constituents. HLC should require follow-up reports on revisions to the syllabi and to policies and procedures by January 2019

With regard to Core Component 5.A, UWO has developed a plan that calls for a reduction in annual net expenses slightly in excess of 10% of general purpose revenue allocations to UWO, about \$9.6 million in total by the end of year three. These changes fall in the future and UWO plans to utilize reserves to fund operational losses during these three years. HLC should require a follow up report by the Fall of 2020 to assess the successful identification of and follow through on cutting these expenses as it seeks break-even operating results.

Overall Recommendations

Criteria For Accreditation

Met With Concerns

Sanctions Recommendation

No Sanction

Pathways Recommendation

Not Applicable to This Review



Federal Compliance Worksheet for Evaluation Teams

Evaluation of Federal Compliance Components

This worksheet is to be completed by a Federal Compliance reviewer or by the peer review team that conduct the on-site visit. If a Federal Compliance reviewer completes the form, the reviewer will evaluate the materials in advance of the visit and refer any issues to the team for further exploration and confirmation. The team chair will confirm that the team has reviewed the Federal Compliance reviewer's findings, make any necessary adjustments to the worksheet following the on-site visit, and submit the worksheet as part of the team's final report.

The Federal Compliance reviewer or the team should review each item identified in the *Federal Compliance Filing by Institutions* (FCFI) and document their findings in the appropriate spaces below. Peer reviewers are expected to supply a rationale for each section of the Federal Compliance Evaluation. Refer to the [Federal Compliance Overview](#) for information about applicable HLC policies and explanations of each requirement.

Generally, if the team finds in the course of this review that there are substantive issues related to the institution's ability to fulfill the Criteria for Accreditation, such issues should be raised in the appropriate parts of the team report. If the team recommends monitoring on a Federal Compliance Requirement in the form of a report or focused visit, the recommendation should be included in the Federal Compliance monitoring sections below and added to the appropriate section of the team report.

Submission Instructions

Federal Compliance reviewer: Upload this worksheet and the *Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and Clock Hours* to the related review page in the HLC Portal.

Team chair: Send the draft of this worksheet and the *Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and Clock Hours* to the institution's HLC staff liaison at the same time the draft team report is submitted for liaison review. Submit the final worksheet to HLC at finalreport@hlcommission.org.

Institution under review: University of Wisconsin - Oshkosh

Please indicate who completed this worksheet:

- Evaluation team
- Federal Compliance reviewer

To be completed by the evaluation team chair if a Federal Compliance reviewer conducted this part of the evaluation:

Name: Julia W. Carpenter-Hubin

I confirm that the evaluation team reviewed the findings provided in this worksheet.

Assignment of Credits, Program Length and Tuition

(See FCFI Questions 1–3 and Appendix A)

1. Complete the [Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and Clock Hours](#). Submit the completed worksheet with this form.
 - Identify the institution's principal degree levels and the number of credit hours for degrees at each level (see the institution's Appendix A if necessary). The following minimum number of credit hours should apply at a semester institution:
 - Associate's degrees = 60 hours
 - Bachelor's degrees = 120 hours
 - Master's or other degrees beyond the bachelor's = At least 30 hours beyond the bachelor's degree
 - Note that 1 quarter hour = 0.67 semester hour.
 - Any exceptions to this requirement must be explained and justified.
 - Review any differences in tuition reported for different programs and the rationale provided for such differences.
2. Check the response that reflects the evaluation team or Federal Compliance reviewer's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Website and materials provided meet requirements.

Additional monitoring, if any:

Institutional Records of Student Complaints

(See FCFI Questions 4–7 and Appendixes B and C)

1. Verify that the institution has documented a process for addressing student complaints and appears to be systematically processing such complaints, as evidenced by the data on student complaints since the last comprehensive evaluation.
 - Review the process that the institution uses to manage complaints, its complaints policy and procedure, and the history of complaints received and resolved since the last comprehensive evaluation by HLC.
 - Determine whether the institution has a process to review and resolve complaints in a timely manner.
 - Verify that the evidence shows that the institution can, and does, follow this process and that it is able to integrate any relevant findings from this process into improvements in services or in teaching and learning.
 - Advise the institution of any improvements that might be appropriate.
 - Consider whether the record of student complaints indicates any pattern of complaints or otherwise raises concerns about the institution's compliance with the Criteria for Accreditation or Assumed Practices.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

A section of the Registrar's website, "Student Complaints Against Faculty and Academic Staff," states that there are two procedures a student may follow to file a complaint, depending on whether the complaint references a) a violation of university rules, professional ethics, or performance warranting disciplinary procedures; or b) classroom treatment, grades or other matters. Complaints of the first type are referred to the Chancellor or Chancellor's designee, while complaints of the second type are referred to the relevant college. This results in five different policies with five different timelines. The University notes that "Students who are enrolled in online and hybrid programs may file a complaint with the Wisconsin Distance Learning Authorization Board (DLAB) through the following State Authorization Reciprocity Complaint Process at the following

link: <https://www.wisconsin.edu/student-complaints/> or by email to afgp@uwsa.edu.” It is unclear whether students are expected to attempt to resolve their complaint via the university’s policy, with this provided as another avenue a student may choose. Policies regarding complaints of sexual assault or bias are provided on two additional websites.

A review of the student complaint log shared by the institution included the year the complaint was logged, type of complaint and resolution. Beginning with complaints filed in 2017, the log included both a summary explaining the complaint resolution and the time-frame in which the complaint was resolved.

There is a lack of consistency between individual college processes and institutional policies that should be rectified. The institution did explain, “Because student complaints were sometimes inefficiently handled and several offices were working on the same complaints, the Provost’s Office has worked with the Dean of Students Office to develop a new process document that delineates responsibilities for student complaints against faculty.” The institution is currently vetting the form; the new process document was not shared with the reviewer.

Additional monitoring, if any:

The institution should review ALL college policies that address student complaints and ensure that all have the complete process a student must follow, a timeframe for resolution and an appeal process, if applicable. The complaint log should include a date that the complaint was received, which office received the complaint, who dealt with the complaint and date the complaint was resolved with a detailed explanation of the resolution.

There should be a complete review of the website to ensure that all handbooks, bulletins and policies/procedures align to guarantee the student and other external stakeholders can readily find the information and that the information is consistent.

Publication of Transfer Policies

(See FCFI Questions 8–10 and Appendixes D–F)

1. Verify that the institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies should contain information about the criteria the institution uses to make transfer decisions.
 - Review the institution’s transfer policies.
 - Review any articulation agreements the institution has in place, including articulation agreements at the institution level and for specific programs and how the institution publicly discloses information about those articulation agreements.
 - Consider where the institution discloses these policies (e.g., in its catalog, on its website) and how easily current and prospective students can access that information.
 - Determine whether the disclosed information clearly explains any articulation arrangements the institution has with other institutions. The information the institution

provides to students should explain any program-specific articulation agreements in place and should clearly identify program-specific articulation agreements as such. Also, the information the institution provides should include whether the articulation agreement anticipates that the institution (1) accepts credits from the other institution(s) in the articulation agreement; (2) sends credits to the other institution(s) in the articulation agreements; (3) both offers and accepts credits with the institution(s) in the articulation agreement; and (4) what specific credits articulate through the agreement (e.g., general education only; pre-professional nursing courses only; etc.). Note that the institution need not make public the entire articulation agreement, but it needs to make public to students relevant information about these agreements so that they can better plan their education.

- Verify that the institution has an appropriate process to align the disclosed transfer policies with the criteria and procedures used by the institution in making transfer decisions.
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

- The institution meets HLC’s requirements.
- The institution meets HLC’s requirements, but additional monitoring is recommended.
- The institution does not meet HLC’s requirements and additional monitoring is recommended.
- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

A comprehensive review of the policies, procedures and websites provided by the institution validates that the university has a published transfer credit policy and that the institution’s processes align with that policy. In addition, transfer articulation agreements, both at the institutional level and program level, are published for external constituents’ review and use.

Additional monitoring, if any:

Practices for Verification of Student Identity

(See FCFI Questions 11–16 and Appendix G)

1. Confirm that the institution verifies the identity of students who participate in courses or programs provided through distance or correspondence education. Confirm that it appropriately discloses additional fees related to verification to students, and that the method of verification makes reasonable efforts to protect students’ privacy.
- Determine how the institution verifies that the student who enrolls in a course is the same student who submits assignments, takes exams and earns a final grade. The team should ensure that the institution’s approach respects student privacy.

- Check that any costs related to verification (e.g., fees associated with test proctoring) and charged directly to students are explained to the students prior to enrollment in distance or correspondence courses.
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
- The institution meets HLC’s requirements.
 - The institution meets HLC’s requirements, but additional monitoring is recommended.
 - The institution does not meet HLC’s requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

A review of the policies and procedures the university utilizes to verify student identification meets Federal Requirement 34 CFR § 602.17 requirements.

Additional monitoring, if any:

Title IV Program Responsibilities

(See FCFI Questions 17–24 and Appendixes H–Q)

1. This requirement has several components the institution must address.
- The team should verify that the following requirements are met:
 - **General Program Requirements.** The institution has provided HLC with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department has raised regarding the institution’s fulfillment of its responsibilities.
 - **Financial Responsibility Requirements.** The institution has provided HLC with information about the Department’s review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department has raised regarding the institution’s fulfillment of its responsibilities in this area. (Note that the team should also be commenting under Criterion 5 if an institution has significant issues with financial responsibility as demonstrated through ratios that are below acceptable levels or other financial responsibility findings by its auditor.)
 - **Default Rates.** The institution has provided HLC with information about its three-year default rate. It has a responsible program to work with students to minimize default rates. It has, as necessary, addressed any issues the Department has raised regarding the institution’s fulfillment of its responsibilities in this area. Note

that for 2012 and thereafter, institutions and teams should be using the three-year default rate based on revised default rate data published by the Department in September 2012; if the institution does not provide the default rate for three years leading up to the comprehensive evaluation visit, the team should contact the HLC staff.

- **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.** The institution has provided HLC with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations.
 - **Student Right to Know/Equity in Athletics.** The institution has provided HLC with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations. The disclosures are accurate and provide appropriate information to students. (Note that the team should also be commenting under Criterion 2, Core Component 2.A if the team determines that the disclosures are not accurate or appropriate.)
 - **Satisfactory Academic Progress and Attendance Policies.** The institution has provided HLC with information about its policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet state or federal requirements and that the institution is appropriately applying these policies and practices to students. In most cases, teams should verify that these policies exist and are available to students, typically in the course catalog or student handbook and online. Note that HLC does not necessarily require that the institution take attendance unless required to do so by state or federal regulations but does anticipate that institutional attendance policies will provide information to students about attendance at the institution.
 - **Contractual Relationships.** The institution has presented a list of its contractual relationships related to its academic programs and evidence of its compliance with HLC policies requiring notification or approval for contractual relationships. (If the team learns that the institution has a contractual relationship that may require HLC approval and has not received HLC approval, the team must require that the institution complete and file the change request form as soon as possible. The team should direct the institution to review the Substantive Change Application for Programs Offered Through Contractual Arrangements on HLC's website for more information.)
 - **Consortial Relationships.** The institution has presented a list of its consortial relationships related to its academic programs and evidence of its compliance with HLC policies requiring notification or approval for consortial relationships. (If the team learns that the institution has a consortial relationship that may require HLC approval and has not received HLC approval, the team must require that the institution complete and file the form as soon as possible. The team should direct the institution to review the Substantive Change Application for Programs Offered Through Consortial Arrangements on HLC's website for more information.)
- Review all of the information that the institution discloses having to do with its Title IV program responsibilities.

- Determine whether the Department has raised any issues related to the institution’s compliance or whether the institution’s auditor has raised any issues in the A-133 about the institution’s compliance, and also look to see how carefully and effectively the institution handles its Title IV responsibilities.
 - If the institution has been cited or is not handling these responsibilities effectively, indicate that finding within the Federal Compliance portion of the team report and whether the institution appears to be moving forward with the corrective action that the Department has determined to be appropriate.
 - If issues have been raised concerning the institution’s compliance, decide whether these issues relate to the institution’s ability to satisfy the Criteria for Accreditation, particularly with regard to whether its disclosures to students are candid and complete and demonstrate appropriate integrity (*Core Components 2.A and 2.B*).
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
- The institution meets HLC’s requirements.
 - The institution meets HLC’s requirements, but additional monitoring is recommended.
 - The institution does not meet HLC’s requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

A review of the documents and websites provided reveal:

- The university’s Title IV program was recertified on 6-19-2012. The recertification materials were next due by Jan. 31, 2017. The university did submit its recertification materials by that due date, but the recertification is still in process, currently being reviewed by the Dept. of Ed. The university is still fully certified, but on a month-by-month basis now until the recertification process is completed, as reported by the institution.
- The institution’s CFI is currently “In the Zone” following its 2017 Department review with a rating of .034. Correspondence between the Higher Learning Commission and the university has been reviewed, as have the financial documents provided by the institution.
- The university’s default rates are below the national average.
- The institution provides a multitude of training opportunities and programs to its student body to raise awareness of campus and personal safety. A decrease in disciplinary actions for drug abuse and liquor law violations was noted which seems to show that the trainings and programming provided are making a positive difference.

- The institution’s graduation and completion rates are readily accessible to the public, as are other “Student Right to Know/Equity in Athletics” information.
- There is a disparity between the number of athletic teams for men and women. The NCAA 2016-2017 Survey revealed there are eight men’s teams and 12 female teams. Even if you combine the indoor track and field team with the outdoor track and field team and the swim team with the diving team, there is still not an equitable number of teams for men and women; which would be 8 men’s teams and 10 female teams. However, the DOE did not raise any concerns.
- A comprehensive review of undergraduate and graduate course syllabi revealed that not all required disclosure statements, as required by the Department of Education, are on individual course syllabi. (The reviewer refers the institution to: Information Required to Be Disclosed Under the Higher Education Act of 1965: Suggestions for Dissemination by the National Postsecondary Education Cooperative, posted on DOA site: <https://nces.ed.gov/pubs2010/2010831rev.pdf> and the Title IX Resource Guide (required disclosure statements) provided by DOA. Located at: <https://www2.ed.gov/about/offices/list/ocr/docs/dcl-title-ix-coordinators-guide-201504.pdf>. Course syllabi reviewed did not all include information as to dates/times of course meetings to ensure student contact hours are met; course descriptions are either not available on the course syllabi or do not match the appropriate undergraduate or graduate bulletin and many did not list the required pre-requisites listed in the undergraduate or graduate bulletin.
- The Contractual Relationship document shared matched the institution’s Higher Learning Commission 2017 Institutional Status and Requirements (ISR) Report; however, the 2016-2017 Consortial/Dual Partnership report that the institution included in its Appendix Q document did **not** agree with the 2017 ISR report provided.

Additional monitoring, if any:

A review of all course syllabi to ensure compliance with Federal regulations, which includes: student contact hours, student’s right to know disclosure statements, course descriptions that match the appropriate undergraduate or graduate bulletin. Follow-up is required to align the consortial and dual partnerships report with the 2017 ISR report.

Required Information for Students and the Public

(See FCFI Questions 25–27 and Appendixes R and S)

1. Verify that the institution publishes accurate, timely and appropriate information on institutional programs, fees, policies and related required information. Verify that the institution provides this required information in the course catalog and student handbook and on its website.
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC’s requirements.
 - The institution meets HLC’s requirements, but additional monitoring is recommended.

- The institution does not meet HLC’s requirements and additional monitoring is recommended.
- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Information is available via the institution’s website; there is a web page for the undergraduate student and another for the graduate student, which is called the “Graduate Bulletin.” Both of those web pages were reviewed. As stated previously, the information under complaints is confusing, lacks consistency, and has no timeline.

A search for “Student Handbook” provided multiple student handbooks for the various departments. There was not consistency in the materials provided in those handbooks. In fact, many did not have any required Federal disclosure statements, such as a student’s rights and responsibilities, nor did they direct the reader to websites that contained that information. (Some, like the CAPP Student Handbook, did.)

Additional monitoring, if any:

Assurance that the University of Wisconsin-Oshkosh’s has reviewed the plethora of information available on the UW-Oshkosh website to remove contradictory and confusing information. This includes a review of the student complaint process. Since the college has moved to a purely electronic format to share information, there needs to be a process in place by some body that reviews policies/procedures shared in all e-documents to verify that the information shared is consistent and complies with Federal and other regulatory agency requirements. A review of conventional naming properties would be beneficial so that a potential or current student could utilize the search engine and website in a useful manner.

Advertising and Recruitment Materials and Other Public Information

(See FCFI Questions 28–31 and Appendixes T and U)

1. Verify that the institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with HLC and other agencies as well as about its programs, locations and policies.
 - Review the institution’s disclosure about its accreditation status with HLC to determine whether the information it provides is accurate, complete and appropriately formatted and contains HLC’s web address.
 - Review the institution’s disclosures about its relationship with other accrediting agencies for accuracy and for appropriate consumer information, particularly regarding the link between specialized/professional accreditation and the licensure necessary for employment in many professional or specialized areas.

- Review the institution’s catalog, brochures, recruiting materials, website and information provided by the institution’s advisors or counselors to determine whether the institution provides accurate, timely and appropriate information to current and prospective students about its programs, locations and policies.
 - Verify that the institution correctly displays the Mark of Affiliation on its website.
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
- The institution meets HLC’s requirements.
 - The institution meets HLC’s requirements, but additional monitoring is recommended.
 - The institution does not meet HLC’s requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Websites and documents provided validate the institution meets these requirements.

Additional monitoring, if any:

Review of Student Outcome Data

(See FCFI Questions 32–35 and Appendix V)

1. Review the student outcome data the institution collects to determine whether they are appropriate and sufficient based on the kinds of academic programs the institution offers and the students it serves.
- Determine whether the institution uses this information effectively to make decisions about planning, academic program review, assessment of student learning, consideration of institutional effectiveness and other topics.
 - Review the institution’s explanation of its use of information from the College Scorecard, including student retention and completion and the loan repayment rate.
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
- The institution meets HLC’s requirements.
 - The institution meets HLC’s requirements, but additional monitoring is recommended.

- The institution does not meet HLC’s requirements and additional monitoring is recommended.
- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The institution shared a multitude of documents and websites to validate that it is collecting and evaluating student outcome and performance data to assess student achievement. The data is collected at a program level but then synthesized into an institutional-level report, as validated by the information found at the Office of Institutional Research. That report is then published on the institution’s website for public awareness. Discussions at the program and institutional-level occur and changes occur in academic and student support programming, as evidenced by resource documents shared.

A review of the College Scorecard site shows that the institution is slightly above the national average for graduation rates and students return after their first year at a higher rate than the national average. The cost of attendance is slightly lower than the national average. The number of students that pay off their student debt is significantly above the national average.

As previously stated, the syllabi reviewed disclosed to the reviewer that not all syllabi list course descriptions that match the appropriate undergraduate or graduate bulletin and in some cases a course description was not listed. Several syllabi did not have any course learning outcomes listed or those listed were ambiguous and not measurable. There were several courses reviewed: Biology 450/650; Economics 403/603; Economics 431/521; Geography 419/619; and Mathematics 346/546 that had exactly the same course description which raises the question of how the institution distinguishes between undergraduate and graduate coursework?

Additional monitoring, if any:

A comprehensive review of course syllabi to validate that no matter the location or modality of the course being taught it has the same course description as that listed in the appropriate bulletin, it lists the same measurable learning outcomes, program learning outcomes and institutional learning outcomes. In addition, meeting dates/times should be listed on the syllabi so that appropriate student contact hours are being met. A comprehensive review of the courses should be undertaken to review and edit course descriptions/content in the syllabi of ALL courses (not just those previously listed) that have the same course name and description to distinguish between an undergraduate and graduate level course.

Publication of Student Outcome Data

(See FCFI Questions 36–38)

1. Verify that the institution makes student outcome data available and easily accessible to the public. Data may be provided at the institutional or departmental level or both, but the institution must disclose student outcome data that address the broad variety of its programs.

- Verify that student outcome data are made available to the public on the institution's website—for instance, linked to from the institution's home page, included within the top three levels of the website or easily found through a search of related terms on the website—and are clearly labeled as such.
 - Determine whether the publication of these data accurately reflects the range of programs at the institution.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
- The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The university has an abundance of student outcome data/information available for internal and external review on its website in various locations. It is easily accessible for review.

Additional monitoring, if any:

Standing With State and Other Accrediting Agencies

(See FCFI Questions 39–40 and Appendixes W and X)

1. Verify that the institution discloses accurately to the public and HLC its relationship with any other specialized, professional or institutional accreditors and with all governing or coordinating bodies in states in which the institution may have a presence.

The team should consider any potential implications for accreditation by HLC of a sanction or loss of status by the institution with any other accrediting agency or of loss of authorization in any state.

Note: If the team is recommending initial or continued status, and the institution is now or has been in the past five years under sanction or show-cause with, or has received an adverse action (i.e., withdrawal, suspension, denial or termination) from, any other federally recognized specialized or institutional accreditor or a state entity, then the team must explain the sanction or adverse action of the other agency in the body of the assurance section of the team report and provide its rationale for recommending HLC status in light of this action.

- Review the list of relationships the institution has with all other accreditors and state governing or coordinating bodies, along with the evaluation reports, action letters and interim monitoring plans issued by each accrediting agency.

- Verify that the institution’s standing with state agencies and accrediting bodies is appropriately disclosed to students.
 - Determine whether this information provides any indication about the institution’s capacity to meet HLC’s Criteria for Accreditation. Should the team learn that the institution is at risk of losing, or has lost, its degree or program authorization in any state in which it meets state presence requirements, it should contact the HLC staff liaison immediately.
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
- The institution meets HLC’s requirements.
 - The institution meets HLC’s requirements, but additional monitoring is recommended.
 - The institution does not meet HLC’s requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The institution provided appropriate documentation and website URLs that did share appropriate information with its external and internal stakeholders.

Additional monitoring, if any:

Public Notification of Opportunity to Comment (FCFI Questions 41–43 and Appendix Y)

1. Verify that the institution has made an appropriate and timely effort to solicit third-party comments. The team should evaluate any comments received and complete any necessary follow-up on issues raised in these comments.

Note: If the team has determined that any issues raised by third-party comments relate to the team’s review of the institution’s compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the appropriate section of its report in the Assurance System.

- Review information about the public disclosure of the upcoming visit, including copies of the institution’s notices, to determine whether the institution made an appropriate and timely effort to notify the public and seek comments.
 - Evaluate the comments to determine whether the team needs to follow up on any issues through its interviews and review of documentation during the visit process.
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

- The institution meets HLC's requirements.
- The institution meets HLC's requirements, but additional monitoring is recommended.
- The institution does not meet HLC's requirements and additional monitoring is recommended.
- The evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Materials provided by the institution verified that the requirements were met.

Additional monitoring, if any:

Competency-Based Programs Including Direct Assessment Programs/Faculty-Student Engagement

(See FCFI Questions 44–47)

1. Verify that students and faculty in any direct assessment or competency-based programs offered by the institution have regular and substantive interactions: the faculty and students communicate on some regular basis that is at least equivalent to contact in a traditional classroom, and that in the tasks mastered to assure competency, faculty and students interact about critical thinking, analytical skills, and written and oral communication abilities, as well as about core ideas, important theories, current knowledge, etc. (Also, confirm that the institution has explained the credit hour equivalencies for these programs in the credit hour sections of the Federal Compliance Filing.)
 - Review the list of direct assessment or competency-based programs offered by the institution.
 - Determine whether the institution has effective methods for ensuring that faculty in these programs regularly communicate and interact with students about the subject matter of the course.
 - Determine whether the institution has effective methods for ensuring that faculty and students in these programs interact about key skills and ideas in the students' mastery of tasks to assure competency.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.

- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The institution does not offer competency-based programs.

Additional monitoring, if any:

Institutional Materials Related to Federal Compliance Reviewed by the Team

Provide a list of materials reviewed here:

Documents Reviewed:

- Academic Misconduct Flowchart & Policy
- Accreditation Letters from Specialized Accrediting Agencies
- Campus Safety: Annual Security Report and Annual Fire Safety Report (2016)
- Contractual Relationships
- Cooperative/Consortial and Dual Program Partnerships 2016-2017
- Chapter UWS 17-Student Non Academic Disciplinary Procedures
- Department Brochures in Appendix T
- Fall 2017 University Studies Program Direct Assessment Results Executive Summary
- GEN 1.2.(4). Discrimination, Discriminatory Harassment and Retaliation
- GEN 1.2. (5). Relationship Violence Policy
- GEN 1.2. (6). Sexual Harassment Policy
- GNE 1.2. (7). Consensual Relationships
- GEN 4.B.3 Academic Misconduct (UW System Rules)
- Oshkosh Student Achievement Reports (OSAR) (2016, 2015, 2014 & 2013)
- Title IX: Stop Sexual Violence & Discrimination
- Spring 2017 University Studies Program Direct Assessment Results Executive Summary
- Strategic Planning Metrics
- Student Complaints Against Faculty and Academic Staff
- Student Complaint Log 2008-2018
- Higher Learning Commission 2017 Institutional Status and Requirements (ISR) Report
- Higher Learning Commission letter dated November 20, 2017 to the University of Wisconsin-Oshkosh regarding financial indicators
- NCAA 2016-2017 Survey
- UW Oshkosh Academic Program Matrix
- UW Oshkosh Student Achievement Report

- University Marketing and Communication Policy Initiation
- University of Wisconsin-Oshkosh letters dated December 15, 2017, and April 12, 2017, to the Higher Learning Commission regarding financial indicators
- University of Wisconsin-Oshkosh CFI data for FY 2015-2017

Syllabi:

BIOLOGY

211 - Human Anatomy 4.0 credits
 303 - Epidemiology 3.0 credits
 450/650 - Microbial Physiology 5.0 credits
 332/532 - Entomology 3.0 credits

BUSINESS

206 - Essentials of Financial Accounting 2.0 credits
 321 - Business Law I 3.0 credits
 712 - Data-driven Decision Making 1.5 credits

ECONOMICS

204 - Principles of Macroeconomics 3.0 credits
 206 - Principles of Microeconomics 3.0 credits
 403/603 – Public Sector Economics 3.0 credits
 431/521 – Labor Economics 3.0 credits

ENGLISH

101 - College English I 3.0 credits (5 course reviewed: 1 OL, 1 F2F and 3 CAPP sections)
 204 - Intro. to Creative Writing 3.0 credits
 505 - Creative Writing: Poetry I 3.0 credits
 708 - American Poetry: Tech. & Practice 3.0 credits

GEOGRAPHY

102 - World Regional Geography 3.0 credits
 202 - Human Geography 3.0 credits
 311 - Economic Geography 3.0 credits
 419/619 - Natural Hazards 3.0 credits

HISTORY

201 - US History to 1877 3.0 credits
 401 - Historiography & Historical Methods 3.0 credits

MASTER of PUBLIC AFFAIRS

711 - Introduction to Public Administration 3.0 credits
 732 - Analytic Methods in Public Affairs 3.0 credits

MATH

104 - College Algebra 3.0 credits
 273 - Calculus III 4.0 credits
 346/546 - Linear Algebra 3.0 credits

PHILOSOPHY

207 - Philosophy of Religion 3.0 credits
 306 - Philosophy of Emotion 3.0 credits (2 reviewed)

Websites Reviewed:

- ACS 16.1. Complaints: <https://www.uwosh.edu/provost/Main%20Highlight/handbooks/online-faculty-staff-handbook/academic-staff/academic-staff-chapter-sixteen/complaints/acs-16-1-complaints>
- Academic Misconduct: <http://www.uwosh.edu/deanofstudents/university-policies-procedures/academic-misconduct>
- Accreditation Information: <http://www.uwosh.edu/registrar/undergradbulletins/2017-2019/policies>
- Admitted Transfer Students: <https://uwosh.edu/admissions/how-to-apply/transfer/titan-transfer/>
- Admission for Transfer Students: <http://www.uwosh.edu/registrar/undergradbulletins/2017-2019/policies#section-36>
- Bias Motivated Incident or Crime Reporting Form: <https://police.uwosh.edu/bias-incident-report/>
- **Biology 211 Human Anatomy Course Syllabi website:** http://www.uwosh.edu/faculty_staff/dilkes/classes/humananat_211/index.html
- Campus Safety: Annual Security Report and Annual Fire Safety Report (2016) found at: <http://www.uwosh.edu/deanofstudents/documents/dos-campus-safety-report.pdf>
- Class Attendance Policy: <http://www.uwosh.edu/provost/Main%20Highlight/handbooks/online-faculty-staff-handbook/general-personnel-materials-faculty-and-academic-staff/gen-4-instructional-policies/part-b-classroom-teaching-policies/gen-4-b-5-class-attendance-policy>
- COB Student Complaint & Appeal Policy: <http://www.uwosh.edu/stuaff/images/COBStudentComplaintandAppealPolicy103117.pdf/view>
- College Bylaws (6): <http://www.uwosh.edu/provost/Main%20Highlight/handbooks/online-faculty-staff-handbook/governance/college-bylaws/gov-5-college-bylaws-1>
- College Scorecard: <https://collegescorecard.ed.gov/school/?240365-University-of-Wisconsin-Oshkosh>
- Complaints Against Academic Staff: <https://www.uwosh.edu/provost/Main%20Highlight/handbooks/online-faculty-staff-handbook/academic-staff/academic-staff-chapter-sixteen/complaints>
- Complaints/Grievances: <https://uwosh.edu/equity/complaints-and-grievances/>
- CON Student Grievance Procedure: <http://www.uwosh.edu/stuaff/images/College%20of%20Nursing.doc/view>
- Consumer Information: <https://financialaid.uwosh.edu/consumer-information/>
- Copyright Policy: <http://www.uwosh.edu/provost/Main%20Highlight/handbooks/online-faculty-staff-handbook/general-personnel-materials-faculty-and-academic-staff/gen-4-instructional-policies/part-a-copyright-policy>
- Dean of Students' website: <http://www.uwosh.edu/deanofstudents/Accessibility-Center>
- Disclosure Information websites:

- Tuition and fees: <http://adminservices.uwosh.edu/student-financial-services/tuition-and-fees/> and <http://www.uwosh.edu/registrar/undergradbulletins/2017-2019/policies/academic-policies>
- Academic programs: <http://www.uwosh.edu/academics/majors-minors-emphases.html> and <http://www.uwosh.edu/gradstudies/certificate-and-degree-programs>
- Academic Policies: <http://www.uwosh.edu/registrar/undergradbulletins/2017-2019/policies/academic-policies> and <http://www.uwosh.edu/registrar/policies>
- Net Price Calculator: <http://www.uwosh.edu/vsacalculator/financial-aid-award-estimator.html>
- Financial Assistance and Employment Opportunities: <https://www.uwosh.edu/gradstudies/tuition-financial-assistance-and-employment-opportunities>
- DOE Equity in Athletics Data Site: <https://ope.ed.gov/athletics/#/institution/details>
- Faculty Appointments (Recruitment): <http://www.uwosh.edu/provost/Main%20Highlight/handbooks/online-faculty-staff-handbook/faculty/faculty-chapter-two/faculty-recruitment/fac-2-1-uws-3-02-faculty-appointments-of-the-wisconsin-administrative-code-rules-of-the-board-of-regents>
- Faculty Governance: <http://www.uwosh.edu/provost/Main%20Highlight/handbooks/online-faculty-staff-handbook/governance/faculty-governance>
- Fall 2017 University Studies Program Direct Assessment Results Executive Summary: <http://www.uwosh.edu/oir/usp/Fall%202017%20USP%20Direct%20Assessment%20Executive%20Summary.pdf>
- Financial Aid website: <http://financialaid.uwosh.edu/>
- GEN 1.2.(4). Discrimination, Discriminatory Harassment and Retaliation: <https://www.uwosh.edu/provost/Main%20Highlight/handbooks/online-faculty-staff-handbook/general-personnel-materials-faculty-and-academic-staff/gen-1-university-policies-and-procedures/gen-1-2-4-racist-and-discriminatory-conduct>
- GEN 4.B.3. Academic Misconduct (UW System Rules) found at: <https://www.uwosh.edu/provost/Main%20Highlight/handbooks/online-faculty-staff-handbook/general-personnel-materials-faculty-and-academic-staff/gen-4-instructional-policies/part-b-classroom-teaching-policies/gen-4-b-3-academic-misconduct-uw-system-rules>
- Graduate Bulletin: https://www.uwosh.edu/gradstudies/certificate-and-degree-programs/bulletins/2016-2018/policies/fees_pymts
- Graduate electronic catalog: <https://www.uwosh.edu/gradstudies/certificate-and-degree-programs/bulletins>
- Graduation/Completion Rates: www.uwosh.edu/oir/grad_outcomes
- Online Reporting Option: <https://www.uwosh.edu/titleix/report-it/> (website does not open)

- Online Faculty/Staff Handbook: <http://www.uwosh.edu/provost/Main%20Highlight/handbooks/online-faculty-staff-handbook>
- Oshkosh Student Achievement Report: <http://www.uwosh.edu/oir/osar-main>
- Oshkosh Transfer Information System (OTIS): <https://uwosh.edu/admissions/how-to-apply/transfer/otis/>
- PeopleSoft Guest Login link: https://web-tw1.uwosh.edu/psp/tw_guest/EMPLOYEE/HRMS/h/?tab=DEFAULT
<https://www.uwosh.edu/registrar/undergradbulletins/2017-2019/policies/>
- Program Matrix for curricular change process:
<http://www.uwosh.edu/provost/Main%20Highlight/handbooks/online-faculty-staff-handbook/appendices/appendix-b-academic-program-review/academic-program-policies-and-procedures>
<http://www.uwosh.edu/provost/Main%20Highlight/handbooks/online-faculty-staffhandbook/appendices/appendix-b-academic-program-review/curriculum-policies-and-academic-approval-procedures>
- Program Specific Outcome Data:
 - Athletic Training: <http://www.uwosh.edu/kinesiology/athletic-training/program-outcomes>
 - Business: <http://www.uwosh.edu/cob/about/student-outcomes>
 - Education: http://www.uwosh.edu/coehs/title-ii-1/final-title-ii-report-2014-2015_uwoshkosh.pdf/view
 - Journalism: <http://journalism.uwosh.edu/retention-and-graduation-data/>
 - Nursing: <http://con.uwosh.edu/about-the-college/>
 - Radiologic Science: <http://www.uwosh.edu/biology/undergraduate-program/majors-and-emphases/UWORadSciProgOutcomesDec2016.pdf/view>
 - Social Work: <http://www.uwosh.edu/socialwork/AppendixSASSESSMENTOFSTUDENTLEARNINGOUTCOMESFORMBSW2015.pdf>
- Satisfactory Academic Progress (Undergraduate) : <https://financialaid.uwosh.edu/undergrad-satisfactory-academic-progress/>
- Satisfactory Academic Progress (Graduate): <https://financialaid.uwosh.edu/grad-satisfactory-academic-progress-sap/>
- Spring 2017 University Studies Program Direct Assessment Results Executive Summary: <http://www.uwosh.edu/oir/usp/Spring%202017%20USP%20Direct%20Assessment%20Executive%20Summary.pdf>
- Strategic Planning Metrics: <http://strategicplan.uwosh.edu>
- Student Achievement Measure (SAM): <http://www.studentachievementmeasure.org/participants/240365>
- Student Financial Services: <https://adminservices.uwosh.edu/student-financial-services/>
- Student electronic handbook: <http://www.uwosh.edu/stuaff/policies-procedures>

- Student Handbook (CAPP): <http://www.uwosh.edu/capp/internal-documents/student-handbook>
- Student Handbook (Music): <https://www.uwosh.edu/music/current-students/Handbook2017.pdf/view>
- Student Handbook (Philosophy): http://www.uwosh.edu/philosophy/internal_documents/student-handbook-2018/view
- Student Outcomes Page: www.uwosh.edu/oir
- Syllabus statement pertaining to reasonable accommodations: <http://www.uwosh.edu/deanofstudents/Accessibility-Center/faculty-and-staff-resources/syllabus-statement>
- Transfer Agreements - <https://uwosh.edu/admissions/how-to-apply/transfer/transfer-agreements/>
- Transfer Application Procedures: <https://uwosh.edu/admissions/how-to-apply/transfer/transfer-application-procedures/>
- Transfer Guides: <https://uwosh.edu/admissions/how-to-apply/transfer/transfer-guides/>
- Tuition & Fees: <https://adminservices.uwosh.edu/student-financial-services/tuition-and-fees/>
- Undergraduate Bulletin: <http://www.uwosh.edu/registrar/undergradbulletins/2017-2019/policies/academic-policies>
- Undergraduate Transfer Policy shared by UW-Oshkosh: <https://www.wisconsin.edu/regents/policies/university-of-wisconsin-systemundergraduate-transfer-policy/> gave reviewer an error “404 Page Not Found”
- University Studies Program: <http://www.uwosh.edu/oir/usp>
- UWOSH Desire2Learn site: http://www.uwosh.edu/d2lfaq/d2l-login/?target=%2fcontent%2fenforced%2f4132691-UWOSH_0728_8W-BUS
- UW-Oshkosh Policies: <http://www.uwosh.edu/registrar/undergradbulletins/2017-2019/policies/>
- UW System Office of Policy Analysis and Research: <https://www.wisconsin.edu/education-reports-statistics/>



Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and Clock Hours

Institution Under Review: University of Wisconsin - Oshkosh

Review the *Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours*, including all supplemental materials. Applicable sections and supplements are referenced in the corresponding sections and questions below.

Part 1. Institutional Calendar, Term Length and Type of Credit

Instructions

Review Section 1 of Appendix A. Verify that the institution has calendar and term lengths within the range of good practice in higher education.

Responses

A. Answer the Following Question

1. Are the institution's calendar and term lengths, including non-standard terms, within the range of good practice in higher education? Do they contribute to an academic environment in which students receive a rigorous and thorough education?

Yes No

Comments:

Information on the website and documents provided validated that the institution's calendar and term lengths are within range of good practice.

B. Recommend HLC Follow-Up, If Appropriate

Is any HLC follow-up required related to the institution's calendar and term length practices?

Yes No

Rationale:

Identify the type of HLC monitoring required and the due date:

Part 2. Policy and Practices on Assignment of Credit Hours

Instructions

Review Sections 2–4 of the *Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours*, including supplemental materials as noted below. In assessing the appropriateness of the credit allocations provided by the institution the team should complete the following steps. The outcomes of the team’s review should be reflected in its responses below.

1. **Format of Courses and Number of Credits Awarded.** Review the *Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses* (Supplement A1 to the *Worksheet for Institutions*) completed by the institution, which provides an overview of credit hour assignments across institutional offerings and delivery formats.
2. Scan the course descriptions in the catalog and the number of credit hours assigned for courses in different departments at the institution (see Supplements B1 and B2 to *Worksheet for Institutions*, as applicable).
 - At semester-based institutions courses will be typically be from two to four credit hours (or approximately five quarter hours) and extend approximately 14–16 weeks (or approximately 10 weeks for a quarter). The descriptions in the catalog should reflect courses that are appropriately rigorous and have collegiate expectations for objectives and workload. Identify courses/disciplines that seem to depart markedly from these expectations.
 - Institutions may have courses that are in compressed format, self-paced, or otherwise alternatively structured. Credit assignments should be reasonable. (For example, as a full-time load for a traditional semester is typically 15 credits, it might be expected that the norm for a full-time load in a five-week term is 5 credits; therefore, a single five-week course awarding 10 credits would be subject to inquiry and justification.)
 - Teams should be sure to scan across disciplines, delivery mode and types of academic activities.
 - Federal regulations allow for an institution to have two credit-hour awards: one award for Title IV purposes and following the federal definition and one for the purpose of defining progression in and completion of an academic program at that institution. HLC procedure also permits this approach.
3. Scan course schedules to determine how frequently courses meet each week and what other scheduled activities are required for each course (see Supplement B3 to *Worksheet for Institutions*). Pay particular attention to alternatively structured or other courses completed in a

short period of time or with less frequently scheduled interaction between student and instructor that have particularly high credit hour assignments.

4. **Sampling.** Teams will need to sample some number of degree programs based on the headcount at the institution and the range of programs it offers.
 - For the programs sampled, the team should review syllabi and intended learning outcomes for several courses, identify the contact hours for each course, and review expectations for homework or work outside of instructional time.
 - At a minimum, teams should anticipate sampling at least a few programs at each degree level.
 - For institutions with several different academic calendars or terms or with a wide range of academic programs, the team should expand the sample size appropriately to ensure that it is paying careful attention to alternative format and compressed and accelerated courses.
 - Where the institution offers the same course in more than one format, the team is advised to sample across the various formats to test for consistency.
5. **Direct Assessment or Competency-Based Programs.** Review the information provided by the institution regarding any direct assessment or competency-based programs that it offers, with regard to the learning objectives, policies and procedures for credit allocation, and processes for review and improvement in these programs.
6. **Policy on Credit Hours and Total Credit Hour Generation.** With reference to the institutional policies on the assignment of credit provided in Supplement A2 to *Worksheet for Institutions*, consider the following questions:
 - Does the institution's policy for awarding credit address all the delivery formats employed by the institution?
 - Does that policy address the amount of instructional or contact time assigned and homework typically expected of a student with regard to credit hours earned?
 - For institutions with courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy also equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the time frame allotted for the course?
 - Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that HLC will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

- If so, is the institution’s assignment of credit to courses reflective of its policy on the award of credit?
 - Do the number of credits taken by typical undergraduate and graduate students, as well as the number of students earning more than the typical number of credits, fall within the range of good practice in higher education?
7. If the answers to the above questions lead the team to conclude that there may be a problem with the credit hours awarded the team should recommend the following:
- If the problem involves a poor or insufficiently detailed institutional policy, the team should call for a revised policy as soon as possible by requiring a monitoring report within no more than one year that demonstrates the institution has a revised policy and provides evidence of implementation.
 - If the team identifies an application problem and that problem is isolated to a few courses or a single department, division or learning format, the team should call for follow-up activities (a monitoring report or focused evaluation) to ensure that the problems are corrected within no more than one year.
 - If the team identifies systematic noncompliance across the institution with regard to the award of credit, the team should notify the HLC staff immediately and work with staff members to design appropriate follow-up activities. HLC shall understand systematic noncompliance to mean that the institution lacks any policies to determine the award of academic credit or that there is an inappropriate award of institutional credit not in conformity with the policies established by the institution or with commonly accepted practices in higher education across multiple programs or divisions or affecting significant numbers of students.

Worksheet on Assignment of Credit Hours

A. Identify the Sample Courses and Programs Reviewed by the Team

BIOLOGY

211 - Human Anatomy 4.0 credits (1 course reviewed)
 303 - Epidemiology 3.0 credits (1 course reviewed)
 450/650 - Microbial Physiology 5.0 credits (1 course reviewed)
 332/532 - Entomology 3.0 credits (1 course reviewed)

BUSINESS

206 - Essentials of Financial Accounting 2.0 credits (4 courses reviewed)
 321 - Business Law I 3.0 credits (1 course reviewed)
 712 - Data-driven Decision Making 1.5 credits (2 courses reviewed)

ECONOMICS

204 - Principles of Macroeconomics 3.0 credits (3 courses reviewed)
 206 - Principles of Microeconomics 3.0 credits (3 courses reviewed)
 403/603 – Public Sector Economics 3.0 credits (1 course reviewed)
 431 – Labor Economics 3.0 credits (2 courses reviewed)
 521 - Labor Economics 3.0 credits (1 course reviewed)

ENGLISH

101 - College English I 3.0 credits (5 course reviewed: 1 OL, 1 F2F and 3 CAPP sections)

- 204 - Intro. to Creative Writing 3.0 credits (3 courses reviewed)
- 505 - Creative Writing: Poetry I 3.0 credits (1 course reviewed)
- 708 - American Poetry: Tech. & Practice 3.0 credits (1 course reviewed)

GEOGRAPHY

- 102 - World Regional Geography 3.0 credits (2 FTF courses reviewed and 1 OL course reviewed)
- 202 - Human Geography 3.0 credits (1 course reviewed)
- 311 - Economic Geography 3.0 credits (1 course reviewed)
- 419/619 - Natural Hazards 3.0 credits (1 course reviewed)

HISTORY

- 201 - US History to 1877 3.0 credits (1 course reviewed)
- 401 - Historiography & Historical Methods 3.0 credits (1 course reviewed)

MASTER of PUBLIC AFFAIRS

- 711 - Introduction to Public Administration 3.0 credits (1 course reviewed)
- 732 - Analytic Methods in Public Affairs 3.0 credits (1 FTF course reviewed and 1 OL course reviewed)

MATH

- 104 - College Algebra 3.0 credits (3 courses reviewed)
- 273 - Calculus III 4.0 credits (1 course reviewed)
- 346/546 - Linear Algebra 3.0 credits (1 course reviewed)

PHILOSOPHY

- 207 - Philosophy of Religion 3.0 credits (1 course reviewed)
- 306 - Philosophy of Emotion 3.0 credits (2 courses reviewed)

B. Answer the Following Questions

1. Institutional Policies on Credit Hours

a. Does the institution’s policy for awarding credit address all the delivery formats employed by the institution? (Note that for this question and the questions that follow an institution may have a single comprehensive policy or multiple policies.)

- Yes No

Comments:

The institution provided a policy, “Definitions-Per Instruction Sheet Form: A Mode of Instruction-How Courses Are Taught” that addresses and meets the awarding of credits for all delivery formats.

b. Does that policy relate the amount of instructional or contact time provided and homework typically expected of a student to the credit hours awarded for the classes offered in the delivery formats offered by the institution? (Note that an institution’s policy must go beyond simply stating that it awards credit solely based on assessment of student learning and should also reference instructional time.)

- Yes No

Comments:

The policy does specify the number of contact time and homework typically expected of a student to earn the appropriate credit hours regardless of delivery method.

- c. For institutions with non-traditional courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the time frame and utilizing the activities allotted for the course?

Yes No

Comments:

The policy provided does address equating credit hours with intended learning outcomes for distance learning/hybrid class credit and also for field experience/clinical/student teaching credit, but it did not address that issue in the independent study/individual instruction/directed research credit.

- d. Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that HLC will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

Yes No

Comments:

2. Application of Policies

- a. Are the course descriptions and syllabi in the sample academic programs reviewed by the team appropriate and reflective of the institution's policy on the award of credit? (Note that HLC will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

Yes No

Comments:

The institution initially provided information for the Fall 2015 term only, with additional information provided for Spring 2017 upon request. Courses are taught in the summer for three terms: one 8-week term and two 4-week terms, so a report for those summer terms should have been completed and submitted. In addition, the information in the "Course Format" form created by the institution does not provide information correctly for the various modalities and parts of term. There should be a minimum and maximum number of course meetings and minimum and maximum number of student contact hours to accommodate the difference between course type (lecture, lab, internship, etc.)

A review of the course schedule provided by the University also raised questions on the number of credit hours generated for several courses that do not have appropriate student contact hours published in the schedule, i.e.:

- Course # 30414 – Biology (NS) (XL) 5.0 credits, 9/9/2015-12/18/2015 meets 12:00 – 1:00 p.m., on R
- Course # 30470 – Bacteriology (NS) 5.0 credits, 9/9/2015-12/18/2015 meets 10:20-12:20 pm on MW
- Course # 30193 – RT Block I 12.0 credits, 9/9/2015-12/18/2015 meets from 12:00 AM- 12:00 AM and no meeting dates assigned in the schedule

Course syllabi reviewed did not all include information as to dates/times of course meetings to ensure student contact hours are met. Course descriptions were either not available on the course syllabi or did not match the appropriate undergraduate or graduate bulletin and many did not list the required pre-requisites listed in the undergraduate or graduate bulletin. There were several courses that were both undergraduate and graduate that had the same exact course description and number of credit hours awarded. There was no difference between the undergraduate or graduate course.

b. Are the learning outcomes in the sample reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution’s policy on the award of credit?

Yes No

Comments:

Many of the syllabi reviewed from Fall 2015 did not list learning outcomes; this was true as well for a sample of Spring 2017 syllabi. Very few syllabi included program learning outcomes and/or institutional level learning outcomes. Many of the syllabi reviewed had ambiguous and unmeasurable learning outcomes that started with the statement, “The student will understand...” Syllabi for the same course offered by different instructors or at different locations either did not list learning outcomes or did not have the same learning outcomes.

c. If the institution offers any alternative-delivery or compressed-format courses or programs, are the course descriptions and syllabi for those courses appropriate and reflective of the institution’s policy on the award of academic credit?

Yes No

Comments:

There were only a few syllabi that identified themselves as distance ed and those distant ed courses reviewed did have a statement that reflected the institution’s policy on the award of academic credit with specific meeting dates/learning outcomes. However, it is difficult to ascertain that ALL alternative-delivery or compressed-format courses reflect the institution’s policy on the award of academic credit because many the samples reviewed did not list meeting dates/times and several did not include the learning outcomes.

d. If the institution offers alternative-delivery or compressed-format courses or programs, are the learning outcomes reviewed by the team appropriate to the courses and programs

reviewed and in keeping with the institution's policy on the award of credit? Are the learning outcomes reasonable for students to fulfill in the time allocated, such that the allocation of credit is justified?

Yes No

Comments:

Several syllabi reviewed did not list learning outcomes. Several had unmeasurable outcomes listed, i.e., "The goal of this course is to deepen your understanding of algebra, improve your problem-solving skills and ability to think mathematically and communicate mathematics to others."

e. Is the institution's actual assignment of credit to courses and programs across the institution reflective of its policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

Yes No

Comments:

Difficult to validate that the institution's actual assignment of credit to courses and programs across the institution is reflective of its own policy since many of the syllabi did not list meeting dates/times. The course offerings schedule (Fall 2015) also showed several courses that offered a large number of credit hours but the meeting dates/times did not add up to the required number of student contact hours, as per the institution's own policy, for earning that published credit hour.

C. Recommend HLC Follow-up, If Appropriate

Review the responses provided in this worksheet. If the team has responded "no" to any of the questions above, the team will need to assign HLC follow-up to assure that the institution comes into compliance with expectations regarding the assignment of credit hours.

Is any HLC follow-up required related to the institution's credit hour policies and practices?

Yes No

Rationale:

The information provided by the institution does not offer enough information to determine that student contact hours are being met for the different course types (lecture, lab, etc.) and modalities (face-to-face, hybrid, distance learning, etc.)

Identify the type of HLC monitoring required and the due date:

Information should be provided that confirms the institution correctly calculates student contact hours for all course types and modalities and reflects those credit hours in its course schedule and course syllabi.

A complete review of all course syllabi to ensure that:

- meeting dates/times are listed on the individual syllabi to validate contact hours are being met; for compressed or hybrid courses, syllabi list meeting dates/times and specifically address how student learning outcomes will be met in a compressed format.
- course descriptions and pre-requisites match those in the appropriate undergraduate or graduate bulletin.
- a course description for an undergraduate course is not the same description used for a graduate course.
- course learning outcomes and program-level outcomes are listed on each syllabus and are consistent, regardless of the method of course delivery. Students taking courses at different locations or from different faculty should have the same learning outcomes regardless of modality or location that the course is offered at.

Review should be completed no later than six months from the date that the HLC Institutional Actions Council approves the team's final report.

D. Systematic Noncompliance in One or More Educational Programs With HLC Policies Regarding the Credit Hour

Did the team find systematic noncompliance in one or more education programs with HLC policies regarding the credit hour?

Yes No

Identify the findings:

Information provided by the institution revealed inconsistencies between the academic departments and the institutional policy that must be rectified to ensure student contact hours required for the awarding of a credit hour is consistent and correct, i.e., the lack of meeting dates/time, inconsistent or no learning outcomes listed on the syllabi, inconsistencies between the undergraduate and graduate course bulletin course descriptions and those listed on the syllabi, and missing pre-requisite information.

Rationale:

An in-depth review of syllabi, the course schedule provided and website confirms inconsistencies throughout the academic departments and not just limited to a few academic programs or departments.

Part 3. Clock Hours

Instructions

Review Section 5 of *Worksheet for Institutions*, including Supplements A3–A6. Before completing the worksheet below, answer the following question:

Does the institution offer any degree or certificate programs in clock hours or programs that must be reported to the Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs?

Yes

No

If the answer is “Yes,” complete the “Worksheet on Clock Hours.”

Note: This worksheet is not intended for teams to evaluate whether an institution has assigned credit hours relative to contact hours in accordance with the Carnegie definition of the credit hour. This worksheet solely addresses those programs reported to the Department of Education in clock hours for Title IV purposes.

Non-degree programs subject to clock hour requirements (for which an institution is required to measure student progress in clock hours for federal or state purposes or for graduates to apply for licensure) are not subject to the credit hour definitions per se but will need to provide conversions to semester or quarter hours for Title IV purposes. Clock hour programs might include teacher education, nursing or other programs in licensed fields.

Federal regulations require that these programs follow the federal formula listed below. If there are no deficiencies identified by the accrediting agency in the institution’s overall policy for awarding semester or quarter credit, the accrediting agency may provide permission for the institution to provide less instruction so long as the student’s work outside class in addition to direct instruction meets the applicable quantitative clock hour requirements noted below.

Federal Formula for Minimum Number of Clock Hours of Instruction (34 CFR §668.8):

1 semester or trimester hour must include at least 37.5 clock hours of instruction

1 quarter hour must include at least 25 clock hours of instruction

Note that the institution may have a lower rate if the institution’s requirement for student work outside of class combined with the actual clock hours of instruction equals the above formula provided that a semester/trimester hour includes at least 30 clock hours of actual instruction and a quarter hour includes at least 20 semester hours.

Worksheet on Clock Hours

A. Answer the Following Questions

1. Does the institution’s credit-to-clock-hour formula match the federal formula?

Yes

No

Comments:

2. If the credit-to-clock-hour conversion numbers are less than the federal formula, indicate what specific requirements there are, if any, for student work outside of class.

3. Did the team determine that the institution’s credit hour policies are reasonable within the federal definition as well as within the range of good practice in higher education? (Note that if

the team answers “No” to this question, it should recommend follow-up monitoring in section C below.)

Yes No

Comments:

4. Did the team determine in reviewing the assignment of credit to courses and programs across the institution that it was reflective of the institution’s policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

Yes No

Comments:

B. Does the team approve variations, if any, from the federal formula in the institution’s credit-to-clock-hour conversion?

Yes No

C. Recommend HLC Follow-up, If Appropriate

Is any HLC follow-up required related to the institution’s clock hour policies and practices?

Yes No

Rationale:

Identify the type of HLC monitoring required and the due date:

Institutional Status and Requirements Worksheet

INSTITUTION and STATE:	University of Wisconsin-Oshkosh, WI
TYPE OF REVIEW:	Standard Pathway Comprehensive Evaluation
DESCRIPTION OF REVIEW:	The Board placed the University on the Standard Pathway with its next comprehensive evaluation for Reaffirmation of Accreditation in spring 2018, which provides a one-year extension of its regular decennial review; this comprehensive evaluation will not include a review of the Notice sanction. Evaluation to include a Federal Compliance reviewer.
DATES OF REVIEW:	5/21/2018 - 5/22/2018
<input type="checkbox"/> No Change in Institutional Status and Requirements	

Accreditation Status

Nature of Institution

Control: Public

Recommended Change: No change

Degrees Awarded: Associates, Bachelors, Masters, Doctors

Recommended Change: No change

Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2006 - 2007

Year of Next Reaffirmation of Accreditation: 2017 - 2018

Recommended Change: 2028-2029

Accreditation Stipulations

General:

Accreditation at the doctoral level is limited to the Doctor of Nursing Practice degree and the Doctor of Education in Education Leadership and Policy with Superintendent's licensure.

Recommended Change: No change

Institutional Status and Requirements Worksheet

Additional Location:

The institution has been approved for the Notification Program, allowing the institution to open new additional locations within the United States.

Recommended Change: No change

Distance and Correspondence Courses and Programs:

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

Recommended Change: No change

Accreditation Events

Accreditation Pathway

Standard Pathway

Recommended Change: No change

Upcoming Events

Monitoring

Recommended Change:

Interim report due 1/31/2019: Improvement of assessment of student learning (4B).

Interim report due 1/31/2019: Federal Compliance monitoring on student complaint process.

Interim report due 10/30/2020: plan and budget for operational losses and reduction of annual net expenses over a three-year plan (5A).

Interim Report:

08/01/2019

The Board required that the University provide quarterly reports beginning February 1, 2018 on the status of the pending litigation filed by or against the University of Wisconsin system or related entities regarding the issues that are the subject of the Notice sanction, including institutional or system improvements undertaken as a result of these matters.

Recommended Change: No change

Institutional Status and Requirements Worksheet

Interim Report: 05/01/2019

The Board required that the University provide quarterly reports beginning February 1, 2018 on the status of the pending litigation filed by or against the University of Wisconsin system or related entities regarding the issues that are the subject of the Notice sanction, including institutional or system improvements undertaken as a result of these matters.

Recommended Change: No change

Interim Report: 02/01/2019

The Board required that the University provide quarterly reports beginning February 1, 2018 on the status of the pending litigation filed by or against the University of Wisconsin system or related entities regarding the issues that are the subject of the Notice sanction, including institutional or system improvements undertaken as a result of these matters.

Recommended Change: No change

Interim Report: 11/01/2018

The Board required that the University provide quarterly reports beginning February 1, 2018 on the status of the pending litigation filed by or against the University of Wisconsin system or related entities regarding the issues that are the subject of the Notice sanction, including institutional or system improvements undertaken as a result of these matters.

Recommended Change: No change

Interim Report: 08/01/2018

The Board required that the University provide quarterly reports beginning February 1, 2018 on the status of the pending litigation filed by or against the University of Wisconsin system or related entities regarding the issues that are the subject of the Notice sanction, including institutional or system improvements undertaken as a result of these matters.

Recommended Change: No change

Institutional Data

Educational Programs		Recommended Change: No change
Undergraduate		
Certificate	56	_____
Associate Degrees	2	_____
Baccalaureate Degrees	67	_____
Graduate		
Master's Degrees	19	_____



Institutional Status and Requirements Worksheet

Specialist Degrees	0	_____
Doctoral Degrees	2	_____

Extended Operations

Branch Campuses

None

Recommended Change: (see new changes from Recent Change of Control)

Additional Locations

Alma Area Schools, 51618 State Road 35, Alma, WI, 54610 - Active
 Appleton, 2323 East Capitol Dr, Suite 100, Appleton, WI, 54911 - Active
 Appleton North High School, 122 E. College Ave., Suite 1A, Appleton, WI, 54914 - Active
 Badger Middle School, 727 6th Avenue, West Bend, WI, 53095 - Active
 Baraboo School District, 423 Linn St, Baraboo, WI, 53913 - Active
 Beloit School District, Kolak Education Center, Beloit, WI, 53511 - Active
 Chilton School District5, 530 West Main St, Chilton, WI, 53014-1369 - Active
 Cooperative Education Service Agency 6 [CESA 6], 2300 State Highway 44, Oshkosh, WI, 54904 - Active
 Cooperative Educational Service Agency 8 [CESA 8], 223 W Park Street, Gillett, WI, 54125 - Active
 Erin School, 6901 Highway O, Hartford, WI, 53027 - Active
 Fox Valley Technical College, 1825 N. Bluemound Dr., Appleton, WI, 54912-2277 - Active
 Fox Valley Technical College/Spanbauer Center, 3601 Oregon Street, Oshkosh, WI, 54901 - Active
 Green Bay , 433 Main Street, Green Bay, WI, 54301 - Active
 Hayward Community School District, 15930 W 5th St, Hayward, WI, 54843 - Active
 Howard-Suamico School District/Bayport HS, 2710 Lineville Rd, Green Bay, WI, 54313 - Active
 Kettle Moraine School District, 563 A. J. Allen Circle, Wales, WI, 53183 - Active
 Lakeshore Technical College, 1290 North Avenue, Cleveland, WI, 53015 - Active
 Middleton High School, 2100 Bristol Street, Middleton, WI, 53562 - Active
 Neenah High School, 1275 Tullar Road, Neenah, WI, 54956 - Active
 Northcentral Technical College, 1000 W. Campus Drive, Wausau, WI, 54401 - Active
 Oaklawn Elementary School, 112 Viola Ave, Oshkosh, WI, 54901 - Active
 Oconomowoc Area School District, W3660 N7077 Brown Street, Oconomowoc, WI, 53066 - Active
 Omro High School, 455 Fox Trail, Omro, WI, 54963 - Active
 Oshkosh Area School District, 215 S Eagle, Oshkosh, WI, 54902 - Active
 Oshkosh North High School, 100 West Smith Avenue, Oshkosh, WI, 54901 - Active
 Oshkosh West High School, 375 N Eagle Street, Oshkosh, WI, 54902 - Active
 Plymouth School District, 125 Highland Ave, Plymouth, WI, 53073 - Active
 Roosevelt Middle School, 318 East Brewster Street, Appleton, WI, 54911 - Active

Institutional Status and Requirements Worksheet

Seymour School District/Seymour High School, 10 Circle Dr, Seymour, WI, 54165 - Active
 Southern Door Schools, 2073 County Road DK, Brussels, WI, 54204 - Active
 St. Francis Indian School, 502 East Warrior Drive, St. Francis, SD, 57572-0379 - Active
 Stevens Point Area Senior High, 1201 North Point Dr., Stevens Point, WI, 54481 - Active
 UW Barron County, 1800 College Drive, Rice Lake, WI, 54868 - Active
 UW College Baraboo/Sauk County, 1006 Connie Road, Baraboo, WI, 53913 - Active
 UW College Baraboo/Sauk County, 1006 Connie Road, Baraboo, WI, 53913 - Active
 UW College Fond du Lac, 400 University Drive, Fond du Lac, WI, 54935-2950 - Active
 UW College Fond du Lac, 400 University Drive, Fond du Lac, WI, 54935-2950 - Active
 UW College Fox Valley, 1478 Midway Road, Menasha, WI, 54952 - Active
 UW College Manitowoc, 705 Viebahn Street, Manitowoc, WI, 54220-6699 - Active
 UW College Marathon County, 518 South 7th Avenue, Wausau, WI, 54401 - Active
 UW College Marinette, 750 W. Bay Shore, Marinette, WI, 54143-4253 - Active
 UW College Marinette, 750 W. Bay Shore, Marinette, WI, 54143-4253 - Active
 UW College Rock County, 2909 Kellogg Avenue, Janesville, WI, 53546-5699 - Active
 UW College Sheboygan, One University Drive, Sheboygan, WI, 53081-4789 - Active
 UW College Washington County, 400 University Drive, West Bend, WI, 53095 - Active
 UW College Washington County, 400 University Drive, West Bend, WI, 53095 - Active
 UW Marshfield/Wood County, 2000 W 5th Street, Marshfield, WI, 54449 - Active
 UW Richland, 1200 US-14, Richland Center, WI, 53581 - Active
 UW Waukesha, 1500 N University Drive, Waukesha, WI, 53188 - Active
 Valley View Elementary School, 2200 True Lane, Ashwaubenon, WI, 54304 - Active
 Wabeno School District, 4346 Mill Ln, Wabeno, WI, 54566 - Active
 Waupaca High School, E2325 King Road, Waupaca, WI, 54981 - Active
 Wausau School District, 415 Seymour Street, Wausau, WI, 54402-0359 - Active
 Wausau School District, 415 Seymour St, Wausau, WI, 54402-0359 - Active
 Wind River Institute, #3 Ethete Road, Fort Washakie, WY, 82514 - Active
 Wind River Tribal College, 533 Ethete Road, Ethete, WY, 82520 - Active
 Winneconne Community School District, 233 S Third Ave, Winneconne, WI, 54986 - Active

Recommended Change:

Correspondence Education

None

Recommended Change: No change

Distance Delivery

13.0301 - Curriculum and Instruction, Master, UW System School Library Consortium
 24.0101 - Liberal Arts and Sciences/Liberal Studies, Bachelor, Bachelor of Liberal Studies
 30.3301 - Sustainability Studies, Master, Sustainable Management



Institutional Status and Requirements Worksheet

30.9999 - Multi-/Interdisciplinary Studies, Other, Bachelor, BAS-Leadership and Organizational Studies

43.0107 - Criminal Justice/Police Science, Bachelor, Criminal Justice

43.0107 - Criminal Justice/Police Science, Bachelor, Criminal Justice

43.0202 - Fire Services Administration, Bachelor, BAS-Fire and Emergency Management

44.00 - Human Services, General, Bachelor, Human Services Leadership

44.0000 - Human Services, General, Master, Transnational Human Services Leadership

51.3801 - Registered Nursing/Registered Nurse, Bachelor, Accelerated BSN On-Line Degree Completion

51.3801 - Registered Nursing/Registered Nurse, Bachelor, UW System Collaborative Nursing Program

51.3801 - Registered Nursing/Registered Nurse, Master, MSN-Clinical Nurse Leader

51.3801 - Registered Nursing/Registered Nurse, Master, MSN-Nurse Educator

51.3818 - Nursing Practice, Doctor, DNP

52.0201 - Business Administration and Management, General, Master, MBA

Contractual Arrangements

51.0911 Radiologic Technology/Science - Radiographer - Baccalaureate - Bachelor of Science in Radiologic Science - Theda Clark School of Radiology

51.0911 Radiologic Technology/Science - Radiographer - Baccalaureate - Bachelor of Science in Radiologic Science - Froedert Memorial Lutheran Hospital

51.0911 Radiologic Technology/Science - Radiographer - Bachelor - Bachelor of Science in Radiologic Science - Wheaton Franciscan-All Saints and Wheaton Franciscan-St. Joseph

51.0911 Radiologic Technology/Science - Radiographer - Bachelor - Bachelor of Science in Radiologic Science - Novant Presbyterian

51.0911 Radiologic Technology/Science - Radiographer - Bachelor - Bachelor of Science in Radiologic Science - Aurora St. Luke's School of Radiologic Technology

51.0911 Radiologic Technology/Science - Radiographer - Bachelor - Bachelor of Science in Radiologic Science - University of Wisconsin Hospitals & Clinics

None

Recommended Change: No change

Consortial Arrangements

11.0701 - Computer Science - Bachelor - Collaborative Online Bachelor of Science in Applied Computing (BS-AC)

13.0301 - Curriculum and Instruction - Master - Master - 13.0301 Curriculum and Instruction (UW System School Library Consortium) - UW System School Library Consortium

30.3301 - Sustainability Studies - Master - Master - 30.3301 Sustainability Studies (Master of Science in Sustainable Management) - UW System MS in Sustainable Management Consortium



Institutional Status and Requirements Worksheet

51.3801 - Registered Nursing/Registered Nurse - Bachelor - Bachelor - 51.3801 Registered Nursing/Registered Nurse (Bachelor of Science in Nursing) - UW System Collaborative Nursing Program

52.0201 - Business Administration and Management, General - Master - Master - 52.0201 Business Administration and Management, General (Masters of Business Administration) - UW MBA Consortium

Recommended Change: No change
