Oakland University Accreditation Self-Study Outline

HLC/NCA Five Accreditation Criteria with HLC/NCA Cross-Cutting Themes
and OU Foci Embedded
[Criteria are in black; embedded themes are in blue; embedded foci are in green]

Chapter 1 Introduction
   a. Goals of the Self-Study
   b. Self-Study Process
   c. Organization of the Self-Study Report

Chapter 2 Institutional Context
   a. Institutional History
   b. Accreditation History
   c. Oakland University Today

Chapter 3 Transformation
   a. Responses to 1999 Team Findings
   b. Significant Changes Since 1999

Chapter 4 Criterion 1: Mission and Integrity

- Driven by mission (Future-oriented) – core values
   a. Documents are clear and articulate publicly the organization's commitments
- Serves the common good (Connected) – ways will serve constituents
     Discussion of medical school fitting into mission

- Appreciates diversity (Distinctive) – recognition of diversity
   b. Organization recognizes the diversity of its learners, other constituencies, and the
       greater society it serves
       [Reference Commission Statement on Diversity]

   c. Understanding of and support for the mission pervade the organization
- Engages in healthy internal communication (Connected) – shared efforts to fulfill mission

   d. Governance and administrative structures promote effective leadership and
        support collaborative processes that enable the organization to fulfill its mission
- Strengthens organizational learning (Learning-focused) – learning leads to effectiveness

   e. Organization upholds and protects its integrity
- Is accountable (Distinctive) – accountability and integrity interwoven
- Is self-reflective (Distinctive) – adherence to mission linked to self-reflection

   f. Opportunities and challenges

Chapter 5 Criterion 2: Preparing for the Future

a. Realistically prepares for a future shaped by multiple societal and economic trends
   Discussion of medical school

b. Resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future

c. Ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement

• Strengthens organizational learning (Learning-focused) – ongoing assessment of effectiveness
• Engages in healthy internal communication (Connected) – alignment of planning with mission
• Is self-reflective (Distinctive) – capacity to meet future tied to ongoing evaluation
• Is committed to improvement (Distinctive) – continuous improvement

d. All levels of planning align with the mission, thereby enhancing its capacity to fulfill that mission

• Engages in planning (Future-oriented) – know self and form realistic achievable plans

e. Opportunities and challenges

Chapter 6 Criterion 3: Student Learning and Effective Teaching

• Supports scholarship (Learning-focused) – Boyer's 4 types of scholarship
• Is committed to improvement (Distinctive) – improvement of educational programs
   Discussion of first year experience

a. Goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible
   [Reference Commission statement on Assessment of Student Learning]
   Discussion of advances in assessment [focused visit]
• Assesses student learning (Learning-focused) – assessment of learning
• Is accountable (Distinctive) – clear goals for learning

b. Organization values and supports effective teaching

c. Organization creates effective learning environments
• Integrates new technology (Future-oriented) – new learning environments
   Discussion of distance education and E-learning

d. Organization's learning resources support student learning and effective teaching

e. Opportunities and challenges

Chapter 7 Criterion 4: Acquisition, Discovery, and Application of Knowledge

    a.   Organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning
- Focuses on the futures of constituents (Future-oriented) – life of learning; capacity of students to live and work in global, diverse, and technological society

    b. Organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs
      Discussion of general education renewal [focus visit]
      [Reference Commission Statement on General Education]

    c.   Organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society
- Creates the capacity for lifelong learning (Learning-focused) – currency and relevance of curricula

    d. The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly
- Supports scholarship (Learning-focused) – pure and applied research

Chapter 8 Criterion 5: Engagement and Service

- Understands social and economic change (Future-oriented) – analyze capacity to serve needs and expectations of constituents
- Is self-reflective (Distinctive) – quality of service related to evaluation and learning of institution

    a.   Organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations

    b. Organization has the capacity and the commitment to engage with its identified constituencies and communities
- Serves constituents (Connected) – address multiple connections to broader society – two-way relationship of engagement
- Strengthens organizational learning (Learning-focused) – careful listening to multiple constituents

- Creates a culture of service (Connected) – Interacts with local, state, national issues and models service for constituents

    c.   Organization demonstrates its responsiveness to those constituencies that depend on it for service
- Collaborates (Connected) – engages in partnerships that challenge some concepts of autonomy; bridges to other institutions and organizations

    d. Internal and external constituencies value the services the organization provides
- Is accountable (Distinctive) – constituents value institution's services

    e. Opportunities and challenges

Chapter 9 Conclusion
a. Meeting the HLC/NCA Themes
b. Request for continuing accreditation

Requests for Institutional Change
- **Distance Education**
- **Medical School**

Appendices
- **Operational Indicators**
  - **Demographics**
  - **Educational Programs**
  - **Financial Strength**
  - **Scope of Activities**