



Council for Christian Colleges and Universities

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# SCHOLARS' SEMESTER IN OXFORD

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Oxford, England

## NOVEMBER 2012 EVALUATION STUDENT ACADEMIC PROGRAMS COMMISSION



*November 5-8, 2012*

### *SAPC Commission Members*

**Dr. Brock Schroeder**

Vice-President for Graduate &  
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Mt. Vernon Nazarene University (OH)

**Mr. Ken Gilson**

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Biola University (CA)

**Dr. Bethany Schuttinga**

Vice-Provost for Student Life  
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**Ms. Wendy Lippert**

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## OVERVIEW OF VISIT

The Student Academic Programs Commission (SAPC) visited the Scholars' Semester in Oxford (SSO) for 4 days, from Nov. 5-8, 2012. The review team consisted of four SAPC members and one discipline expert. Dr. Brock Schroeder (SAPC review team leader & Associate Vice-President for Graduate & Professional Programs, Mt. Vernon Nazarene University), Dr. Mark Sargent (Provost, Westmont College), Dr. Kathy Storm (Associate Provost for Faculty Development, Whitworth University), and Mr. Ken Gilson (Dean of Academic Records & Institutional Research, Biola University) represented SAPC. Dr. Gwen Ladd Hackler (Professor of English and Academic Grants Director, Southern Nazarene University) joined the review team to provide expertise in British Literature. Dr. Ken Bussema (Vice-President for Student Programs, CCCU) also participated in the visit.

Prior to our visit, the group reviewed the Director's report prepared by Dr. Stan Rosenberg, Dr. Elizabeth Baigent, Senior Tutor and Associate Director, and Mr. Simon Lancaster, Tutor for Student Affairs. During our visit, the team held numerous meetings and interviews, both scheduled and ad hoc, with program staff, tutors, students, alumni, and key Wycliffe Hall personnel. Wycliffe Hall is an evangelical theological college that also functions as an Anglican seminary and as a center for postgraduate study ([www.wycliffehall.org.uk](http://www.wycliffehall.org.uk)). As a permanent private hall (PPH) at the University of Oxford, Wycliffe Hall provides a center for CCCU students and program staff to participate substantially in the life of the university (the students are *Registered Visiting Students* and the staff are designated as college staff and academic members are part of their respective academic departments) during the two residential terms in fall (Michaelmas term) and spring (Hilary term).

Team members visited both residential properties and shared a meal on the premises with the resident students and Junior Deans. The group also reviewed the supporting materials the SSO staff prepared for our visit, which included marketing and orientation information, enrollment data, curricular schedules, student exit surveys, marking (grading) rubrics, and writing specimens.

SSO is operated by Scholarship and Christianity in Oxford (SCIO), which is the UK subsidiary of the CCCU. The SAPC team recognizes the tightly interwoven, "egg & yolk" relationship between SSO and the broader activities of SCIO. Indeed, the SSO is SCIO's signature--and most significant--program. However, SSO is not SCIO's only endeavor; SAPC commends the SCIO team for the excellent, supplemental activities that further rigorous Christian scholarship within the Wycliffe & Oxford communities, such as the Oxford Summer Programme (OSP) and Templeton-supported research. Indeed, the combined activities of the SSO, OSP, and ancillary SCIO endeavors such as the Templeton research project are synergistic; none of SCIO's activities can be easily separated from the others.

SAPC's review and report focus solely on SSO. Therefore, all observations, commendations, and recommendations in this report refer specifically to SSO, unless otherwise stated.

## **PROGRAM MISSION AND HISTORY**

SSO was established to “support CCCU institutions with honors programs or honors colleges, and to serve students who meet honors program standards.” As such, “SSO combines the approaches of North American honors programs, research, and British pedagogical traditions.”

SAPC last visited the SSO in 2005, and the OSP in 2010. In 2005 an on-site advisory review was also conducted by two senior members of the CCCU Commission for Honors Program Directors. Since those reviews, SCIO's mission statement has been revised. It now reads: “To foster scholarly engagement, intellectual excellence, and authentic Christian spirituality and the connections between them within an international academic community at Oxford” [emphasis added]. The SCIO staff's commitment to its four-pronged mission was evident throughout SAPC's visit.

The staff is to be commended for establishing deep and effective relationships with both the Wycliffe and Oxford communities, particularly during a time of leadership changes for Wycliffe Hall. These relationships have allowed the SSO staff to stay abreast of pending policy and/or personnel changes that could potentially impact the SSO program. The SSO staff and Wycliffe Hall faculty describe their relationship--characterized by the hallmarks of the Oxford ethos, trust and respect--as mutually beneficial.

The recent, strategic move to the current facilities at Wycliffe Hall and the recent purchase of The Vines has been well received by students and staff alike. Locating the administrative facilities adjacent to Wycliffe Hall provides benefits, both logistic and symbolic, and has strengthened the partnership between SCIO and Wycliffe Hall, allowing for more frequent interactions with Wycliffe Hall staff and students and providing SSO students with more opportunities for interaction with British students and tutors.

In 2003, SCIO assumed responsibility for managing Gordon College's year-long Oxford program, and in 2007 that program was successfully integrated into the SSO community and system, which has the benefit of making a year-long option available to other CCCU students.

## **PROGRAM LEADERSHIP AND ADMINISTRATION**

### **Commendations**

Since 2005, SSO has been led in very effective ways. It has established itself as a contributing member of Wycliffe Hall and within the University of Oxford. SSO exhibits great intentionality and care for students, and multifaceted exposure to the Oxford academic community. The student work is intensive, complex, and highly individualized. To help students, SSO leadership attends to routine administrative details of residential life so that students can remain focused on their studies. The SSO has matured in its support services, which frees the Director for more relationship building and vision casting. SSO has demonstrated the ability to build and retain a strong senior staff, and to recruit qualified new staff to rotate into key positions as Junior Dean residential advisors, academic lecturers, and academic Directors of Studies, who provide disciplinary links to the university and specialized oversight of student integrative research projects.

SSO program leaders have carefully developed a good working relationship with Wycliffe Hall. This partnership provides a direct link to University of Oxford resources and administration, which SSO program leaders have leveraged to build positive rapport within the University. SSO program administrators undertake a careful management of the curriculum and the recruitment of tutors drawn from Oxford faculty in delivering quality educational experiences. SSO program leaders continue to develop their own research and scholarly activities, which is critical in building the

program's reputation within the Oxford scholarly community, and creates an enriched learning context for SSO students.

The director of SSO has spent years building a support network with CCCU honor's program directors and other campus representatives. This provides perspective and connection back to member campuses. In addition, it provides a faculty community for the program leadership for consultation and assistance with campus recruiting. The staff is to be commended for establishing relationships with the directors of honors programs across the CCCU, and is encouraged to strengthen these relationships to ensure continued, robust enrollments of Oxford-caliber students.

SSO leadership has demonstrated its ability to respond creatively to a rapidly changing environment at the University of Oxford and Wycliffe Hall. Each institution has experienced internal and external forces of change. SSO leadership has spent a great deal of time in conversation with administrators and faculty in the Oxford community, demonstrating a willingness to work together on current problems and concerns.

Out of respect for university concerns and commitments and the highly selective nature for selecting Oxford's 'Registered Visiting Students', (for which University scrutiny has increased in recent years), the program takes great effort in review and processing of applications. Therefore, program administrators maintain student visa applications and forms for the CCCU students and work to maintain compliance on UK Right to Work for the tutors who are employed for instruction. It is necessary to maintain compliance paperwork with respect to both the United Kingdom (UK) Border Agency and the various bodies regulating employment laws. It is important to note that SSO students receive many benefits as "registered visiting students" a status which many programs for US students in Oxford which do not provide.

### **Recommendations**

With a variety of HR, immigration, visa, and right to work laws being altered, these are adding pressure and workload in order to deal with compliance issues and financial strains, both in the UK and in North America. This may require further development of appropriate tools and administrative programs to respond. This will aid SSO staff in using their time effectively, as well as provide timely information exchange between the SSO program and the CCCU office.

In a climate of change, it is important to find a healthy balance between investing energy in research projects to qualify SCIO's reputation within the University of Oxford, and not stretching the SSO team beyond its capacity to be effective in its core responsibility: students. Currently, this team operates very well in the delivery of SSO. Through ongoing attention to annual reviews, significant conversations can take place, which will help in managing team efforts and foster both individual and team effectiveness.

Promotional material needs to address how this program benefits the student who attends. Compiling and promoting program outcomes for SSO alumni, in their graduate study and careers, will speak to the concerns that parents have regarding the education of their student. Once this is done, determinations can be made as to the best way to use this information to engage Admissions Offices on CCCU member campuses when visiting them.

## ACADEMICS/STUDENT LEARNING ENVIRONMENT

### Commendations

SSO has created a culture of academic rigor, interdisciplinary conversation, and intellectual curiosity. Most all of the students are flourishing in the Oxford tutorial system and embracing the challenges of intense reading and writing. Over the course of the semester a student will compose nearly a hundred and fifty pages of prose, and the weekly reading lists generally include major texts. It would be typical, for instance, that during a single week a student's full scope of tutorials would include many substantial texts, such as essays by John Stuart Mill, portions of Augustine's *City of God* and a Victorian triple-decker such as *Middlemarch* or *Bleak House*. Tutors applaud the SSO students for their work ethic and their adaptability to the Oxford style of learning. One scholar--a regular tutor for Stanford--noted that what SSO students bring to Oxford in naiveté is easily overcome by their sense of "wonder" and their eagerness to learn.

In recent years, SCIO has raised its own academic aspirations by fostering a greater commitment to research. That has been modeled by the SCIO leaders, who pursue their own scholarly agendas. It is also evident in the new de Jaeger awards, granted to the top SSO papers and theses, complete with press releases to the awardees' home campuses. If you spend any time listening to SSO students talk about their work, it becomes readily apparent that the program has urged them to pursue questions for their own intrinsic merits rather than simply to comply with academic conventions and professors' expectations. Students consistently express how the experience has nurtured their confidence, inspired them to take risks, improved their writing skills, and sparked new ideas about vocation.

The academic program is extremely well-organized, with extensive and attractively designed syllabi, rubrics, and orientation and debriefing materials. The extensive "Programme Handbook" lays out the schedule and expectation with precision and clarity, and students seemed aware of what the SSO program expects of them. Similarly, the communication between Stan Rosenberg, associate director Elizabeth Baigent and the tutors appears to be thorough, transparent and collaborative. With only rare exceptions, the tutors are lively and engaging, and the students almost uniformly convey the highest appreciation for them. All told, the tutors seem to strike a good balance between giving them some clear professional direction and allowing them to make some directed choices about the texts and topics covered by the tutorial. The Directors of Studies also provide disciplinary guidance for the culminating integrative research paper. There is also a healthy interplay between the academic and co-curricular experiences, as the residence halls and dining tables become forums for lively conversations about ideas.

### Recommendations

One of the core features of the SSO curriculum is the "British Landscape" course, differentiated as a preface to the fall term and as a sequel to the spring term. It explores the "dialectical relationship between culture and landscape," offering students a panoramic overview of British society and space. While coherently designed, the course does have features that seem to be more valued in theory than in experience. Specifically, many of the class sessions rely on guest lectures and a multi-episode video documentary, with limited time for discussion. Less emphasis on the video series, and more opportunities for interactive learning in the early weeks, would enrich the course and better prepare students for distinctive conversational culture of Oxford. Less emphasis on the video series, and more opportunities for interactive learning, would enrich the course and prepare students for the tutorial experiences. Due to the task of aligning American semesters with British terms, the "British Landscape" course needs to be crafted as a "capstone" in the spring and an "introduction" in the fall. Nevertheless, the staff should consider how it might integrate some more of the "capstone" elements into the fall term and some more of the "introductory" elements into the spring.

Some students leap into the tutorials without missing a step, yet there are still others who would benefit from a fuller introduction to the principles, and not simply the methods, of the tutorial approach. In the orientation, the SSO staff might more fully stress what it means to be a scholar ready to contribute to the exchange of ideas rather than just a student who meets course requirements. That might help some of the SSO participants understand why tutorials vary, as tutors have differing assumptions about learning. American students need to see this variation less as an inconsistency and more as a mirror of the multiple perspectives in a community of scholars.

## **STUDENT LIFE/LEARNING ENVIRONMENT**

### **Commendations**

The student life component of SSO, particularly as experienced through life in two residential community settings, is clearly a strength of the educational program and a memorable facet of students' time at Oxford. Especially given the independence of academic learning, community life is an important and valued feature of the students' semester-long experience, contributing to both social and intellectual dimensions of their time at SSO. Students living in the Vines appreciate the advantage of a charming facility and vibrant sense of SSO community; those residing in the Wycliffe's North Wing enjoy the benefits of convenience and the residential integration with Oxford students; all students, regardless of residence, have the opportunity integrate with Oxford students at other Wycliffe events, in University lectures, in clubs and societies, in the libraries and in the myriad of informal venues and events found around Oxford. Worth particular note is the subdivision of the student community into regularly-assembled "food groups"; these offer a small group experience that lends itself to conversation that students and alumni report as socially significant and intellectually stretching.

Capable staff members who oversee community life are available for support and guidance through the SSO residential program. Staff members demonstrate sensitivity to communicating students' responsibility to adhere to essential behavioral expectations of their home campuses. Junior Deans are solid, thoughtful and mature people who serve as role models, scholars who themselves have learned to negotiate a challenging educational system. Junior Deans provide direct oversight and support in each residential area, offering detailed guidance regarding safety and practical matters; these guidelines reflect national standards of operation as well as best practice. Junior Deans are also able to serve as interpreters of puzzling differences in a culture that on one level seems so familiar to North American students—yet at other moments is clearly so different. These staff members are supervised by a Tutor for Student Affairs who is a uniquely capable and accessible presence, skilled in a remarkable array of functions from counseling to facilities management. This level of care and support is a key feature distinguishing the SSO program from other study abroad programs in Oxford.

Commitment to student responsibility is a significant strength of this program; learning self-reliance in multiple spheres of life promotes maturation and initiative. In the realm of spiritual development, for example, high value is placed on authenticity during the SSO semester. Students are offered opportunity for participation in chapel and in local churches, and are immersed in a context in which they observe that Christian faith can remain vibrant in an intellectually-demanding setting. This chance to observe and reflect on one's own choices in a setting of relative freedom appears to be a significant prompt for personal insight and growth. In addition, students are exposed to a rich tapestry of people, coming from a variety of world areas and faith perspectives, including the instructional interaction with tutors. This introduces students to a broader academic and worldview conversation, which causes the students to gain a deeper understanding of his or her personal faith, and the context in which that faith has thus far been shaped. This general philosophy of individual responsibility is both appropriate and productive

given that it is aimed at high-achieving students who are simultaneously being encouraged to direct their own intellectual journeys.

### **Recommendations**

“Vocation and scholarship” is a stated focus of the program, and a central lens through which commitment to faith-learning integration commitments are understood. However, students seem a bit unclear as to what is meant by vocation, how vocation may offer a shared framework for considering intersections of faith and life, and the fact that the concept is far broader than choice of career. Given the distinctive emphasis of SSO on development of skills and commitments in the realm of scholarship, there is opportunity here to clarify this concept, and to help students reflect on contributions to the academy and public square that they, as people of faith, are in a unique position to make.

In general, conversation outside of tutorials is organic and unstructured, and students prefer the natural engagement that is available to them. While not wanting to impose significant structure or to limit the extent to which conversation can unfold on its own, it is still worth considering how key shared experiences (e.g., field trips) can be followed by debriefing discussions that are intentionally prompted in residential settings. Ideally, these would not be overly directed, but provide purposeful reflection about the meaning of events to significantly enhance their educational value.

## **PROGRAM ASSESSMENT**

### **Commendations**

SSO has taken pains to negotiate the differences between the American and British university assessment systems and mechanisms, while capitalizing on shared ideas of common standards for evaluation of student work that are articulated by the disciplinary faculties at the University of Oxford. A significant amount of time is devoted by the Senior Tutor to review of student grades in individual tutorials through a double marking system that attends to general consistency among tutors and between SSO and Oxford University. This adjudication process resolves divergent grades from double marking by taking into consideration the student’s level of achievement at end of term. The grade review and double-marking process ensures that tutors engaged by SSO are evaluating American students within the framework of SSO objectives. This process monitors the fairness and consistency of tutors’ evaluation of student work and attests to SSO’s attention to consistency and fairness in student marking/grading and evaluation.

Patterns of regular data collection are evident for indirect assessments, such as student and alumni satisfaction. Staff members have made progress in compiling a comprehensive database of all former CCCU Oxford program students in order to make alumni tracking possible. A review of multiple semesters of student survey comments by a visiting team member revealed that while students are stretched to perform to capacity by the SSO coursework, they are also successfully finding ways to take advantage of community life and the Oxford setting. The team found evidence of SSO’s using specific student feedback to improve SSO programming.

Most importantly, data collected from students who have completed the program clearly indicate the value of their SSO experience as a strategic reflective space for re-evaluation of key personal commitments, vocational goals, and life priorities before returning to home campus and/or embarking on post-graduate experiences trajectories. SSO’s ability to produce alumni who return to Oxford, or attend other recognized, top-tier universities for graduate work, confirms the quality and rigor of the program.

## **Recommendations**

Student comments as they are leaving at end of term show that they are sufficiently invested in the program to make extensive, candid, and specific comments that constitute a veritable 'gold mine' of both commendations and suggestions for ongoing improvement. While time-consuming, periodic and regular data mining and more extensive review of these survey responses should be used to identify patterns within the SSO experience that should be specifically addressed. Key examples include the following.

**Academic issues.** As previously discussed, there is a need to review and update pedagogical strategies in the British Landscape course to encourage active learning and student engagement. Student surveys suggest review of the overall number of required university lectures for attendance and the potential helpfulness of a short advance reading list before arrival

**Student life issues.** Surveys indicate perceived confusion about the purpose of the Vocation & Scholarship weekly meeting, as previously noted. Discussions that include the Directors of Studies in the disciplines may be helpful in providing needed clarification to students.

**Preparatory issues.** Given a consistent thread of student comments, SSO staff may wish to update materials to clearly advise students (and faculty recommenders) of the practical importance of time management skills for students' success in this program. SSO students exercise considerable autonomy and self-regulated responsibility in both their curricular work and extra-curricular time investments, which requires a level of organization and planning not always typical of American university undergraduate experiences.

One additional curricular suggestion that emerged from discussions with students and received support from Directors of Studies is to incorporate some element of students' presentations of research in connection with the final paper in the Integrative Seminar. Perhaps this could be done within the disciplinary groups if the integrative seminar, facilitated by Directors, and scheduled during one of the Wednesday afternoon slots. This would allow the student to present in the role of expert, allow for peer feedback, etc., much along the lines of an American undergraduate research presentation model. This could also provide an additional (and covert) supervisory checkpoint to encourage steady progress towards completion of the final paper.

Given that alumni records for all past CCCU Oxford programs are in the process of being systematized and updated, it would be beneficial to program marketing to carry out periodic alumni surveying to collect information on the long-term influence of their study at Oxford on subsequent educational and vocational trajectories. Indeed, such a project could provide an impetus for the CCCU offices and other Best Semester programs to develop a common alumni survey tool that could contribute to both outcomes evidence for accreditation and credentialing evidence for marketing the value of these programs.

## **PROGRAM STRENGTH AND SUSTAINABILITY**

### **Commendations**

Dr. Stan Rosenberg and the team have secured a reputable place for SCIO on the landscape of the university. That credibility has not come easily: it has required years of patient listening, dutiful attendance at university sessions, numerous trust-building meetings, and persistent attention to the nuances of university policies and history. Sometimes that work requires remarkable attention to detail, while on other occasions it requires the broad view. After cutting formal ties with the Centre for Medieval & Renaissance Studies in 2004, the SSO program has won its own way through its association with Wycliffe Hall, which registers SSO participants' "Registered Visiting Student" status at the University of Oxford which enables their right to

participate in sports and clubs, make use of all the exclusive university libraries (including borrowing privileges at specialized faculty libraries), attend faculty lectures, and enjoy access to the Computing Centre and the Counseling Centre, etc.

The affiliation with Wycliffe Hall has been mutually beneficial: Wycliffe faculty and staff note that the partnership with SCIO leaders has been especially valuable during a time of transition in their own leadership. The SSO students actually comprise a notable portion of the Registered Visiting Students at Oxford, and the positive participation of SSO students in university life has, according to the Wycliffe faculty, provided a compelling example of the value of Registered Visiting Students for the university. While SCIO continues to benefit from its formal tie to Wycliffe, recently there are quite encouraging signs that the faculty within the university perceives SCIO as a laudable enterprise in its own right.

Additionally, SCIO has demonstrated some early effectiveness in securing external funds to support research endeavors, notably through a Templeton Foundation research project, hosting of a Green Scholars Initiative Logos conference in June, 2013, and the Directors further collaborations with North American scholars through the Green Scholars Initiative project.

The stability and continual refinement of the SCIO/SSO program are among the reasons that the Oxford program has a strong reputation among CCCU institutions. Those aware of the Oxford context frequently note that the SSO stands apart from the majority of American programs in Oxford for its ability to integrate students into one of the world's most esteemed academic cultures.

### **Recommendations**

The foremost challenge for SCIO is to bolster the enrollments of the SSO program. Faced with greater competition recently, the SSO currently lags behind budget goals and occasionally has enrolled a student or two who is less prepared than staff anticipated. . Strengthening recruitment for the SSO—the core SCIO enterprise—is of paramount importance, as the SCIO must insure that its central enterprise is financially healthy.

That will require a deft touch, especially at a time when SCIO is endeavoring to enlarge its vision and scope in order to take advantage of its rising status within the University of Oxford community. On the one hand, the Director and SSO team need to discern when the wider range of possibilities for SCIO could draw too much attention away from recruitment for SSO and spread the staff too thin with new ventures. At the same time, however, a dynamic and expanding SCIO will make SSO more attractive to CCCU campuses and students. Due to some fine groundwork completed in the past decade, SCIO has the opportunity to be one of the most visible and invigorating venues for the cultivation of the Christian intellectual life within the CCCU. Given the prestige of Oxford, SCIO can be a gathering place for faculty conferences, sabbatical study, and collaborative research. In light of the partnership with Wycliffe Hall, it can be especially fertile ground for discussions about the interface of theology, philosophy and science as well as about the future of global Christianity. Thus, the task before SCIO—in many ways a paradoxical one—is to nourish a broader agenda without pursuing so many projects and ideas that it loses sight of its core purpose of serving the visiting students in SSO.

To help the CCCU pursue these goals, we offer three principle recommendations.

First, SCIO needs a much higher profile in the advancement and marketing work of the CCCU. While the SSO may be presented as one of several Best Semester options, the CCCU should not hesitate to celebrate and to invest in the potential for SCIO to sponsor and host some of its intellectual life. For instance, in meetings of presidents and Chief Academic Officers, as well as in general marketing materials, regular attention can be focused on the opportunities and activities that take place in the Oxford venue. The leadership of the CCCU should see SCIO's current

relationship with the University of Oxford as one of the primary accomplishments of the CCCU in recent years and think strategically about how to be a good steward of the opportunities that achievement brings.

Second, recruitment for SSO will depend increasingly on the support and advocacy of faculty within CCCU institutions. SCIO has wisely reached out to honors program directors, but it needs to expand its efforts to enlist key liberal arts faculty as advisors for curriculum development and ambassadors for the Scholars' Semester in Oxford and the Oxford Summer Programme. Most of all, it needs to consider how a range of CCCU faculty can enjoy some sense of partnership with SCIO, either as official advisors, presenters with applicable expertise, scholars-in-residence, sabbatical guests, etc. When faculty have a sense of belonging to the larger SCIO community, they will more likely be stronger advocates for the SSO program on their campuses.

Third, SCIO can work with the CCCU Chief Enrollment Officers to win a stronger place for the Oxford honors opportunity within the recruitment strategies of specific institutions. That may include working with colleges to provide at least some incremental improvements in financial aid for study at Oxford. While there are currently only a handful of campuses that make full financial aid available to all off-campus programs, virtually all campuses give merit and honors scholarships, and some of these could come with links to the Scholars' Semester in Oxford. At a time when there is both growing interest in graduate study and increased skepticism about the marketability of the liberal arts degree, college enrollment administrators and admissions officers can present the SSO honors program as a badge that increases prospects for admission to post-baccalaureate study and provides a mark of distinction on a liberal arts degree.

### **SUMMARY**

SCIO represents an ideal of what the CCCU embodies. For CCCU students, SSO can be a pinnacle experience: it is the best of liberal arts education. Many programs based in Oxford provide an educational tourist perspective. CCCU students attending SSO are enrolled as Oxford students, live in the Oxford community, access the library and other Oxford learning resources, and gain transcripts from Wycliffe Hall, University of Oxford. Students are immersed in the life of the Oxford university community. Therefore, this program serves as a unique opportunity for member CCCU campuses to use for recruiting and educating high-achieving students and preparing them for success in graduate study and in their professions.