

BRIEFING DOCUMENT

NCA Accreditation Site Visit



For more information on accreditation and the full self-study report, see our website at www.accreditation2006.msu.edu

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A. Introduction/Overview of Accreditation

During 2005-2006, MSU conducted an institution wide self-study in preparation for its decennial accreditation review by the North Central Association of Colleges and Schools (NCA). Accreditation is a public demonstration of MSU's commitment to excellence and continuous improvement, and is required for receipt of federal student financial aid. MSU's self-study consisted of two parts:

- the NCA criteria for accreditation, and

- a special emphasis self-study on internationalization of the University, including discussions of MSU's current efforts and future goals for internationalization.

The resulting self-study report, along with other information on the self-study process is available at www.accreditation2006.msu.edu.

A team of consultant evaluators from peer institutions will conduct a site visit at MSU February 26 – March 1, 2006.

The site visit allows the consultant evaluators to evaluate MSU's fulfillment of the criteria for accreditation as represented in the self-study report, gather additional evidence in support of MSU's application for accreditation, and consult/advise MSU on issues raised in the special emphasis self-study. This Briefing Document has been prepared to familiarize you with MSU's self-study in preparation for your participation in the site visit. The document will highlight themes that are of particular interest to the site visit team and that are emphasized in the self-study itself. Most importantly, it is designed to serve as a guide to the larger self-study document so that you may easily find the information you need.

Questions You Will Be Asked

As you prepare for your role in the site visit, please keep in mind that the general questions you will most likely be asked, in addition to those that focus on your area of expertise, are:

1. How do you engage in integrated strategic planning at the unit, College and University level? (e.g. **Boldness by Design** and University research priorities)
2. How do you assess student learning? (or, how does your unit contribute to student learning and assessment?) Specifically:
 - o How are your stated student learning outcomes appropriate to your mission, programs, and degrees (including internationalization)?
 - o What evidence do you have that students achieve your stated learning outcomes?
 - o In what ways do you analyze and use evidence of student learning?
 - o How do you ensure shared responsibility for assessment of student learning?
 - o How do you evaluate and improve the effectiveness of your efforts to assess and improve student learning?

3. How do you participate in the internationalization of MSU? (And what are your plans for internationalization in the future?). MSU chose to focus on internationalizing the University for the special emphasis self-study and we must all be ready to talk about our role in that effort.

B. Important Self-Study Themes

The self-study report was guided by these same questions. Below is a brief overview of the important themes from the report and where you can find more information on each theme.

Assessment of Student Learning

Assessment of student learning is essential to effective teaching and learning, and thus the fulfillment of MSU's mission. **Every academic unit is required to have an assessment plan in place** (progress reports on unit assessment plans are posted on the accreditation website at <http://www.accreditation2006.msu.edu/assessment/Progressreportsonassessment.htm>). Since 2000, the Director of Assessment has worked with academic departments and colleges on an individual basis to help them articulate student learning outcomes, identify and develop the means to assess those outcomes, and assist in appropriately re-assessing any changes they have made as a result of their learning.

For more information see Chapter Five, Core Component 3A on page 99 (all page references are to the full self-study report).

Strategic Planning

The University engages in strategic planning initiatives at appropriate intervals in order to adequately prepare for the future. The current strategic positioning effort was unveiled in 2005 and is entitled **Boldness by Design**. Budget decisions are being guided by the Boldness by Design imperatives. Five committees comprised of University stakeholders are currently developing a set of recommendations to help achieve the University's strategic imperatives, which are:

- Enhance the student experience – by continually improving the quality of academic programs and the value of an MSU degree for undergraduate and graduate students

- Enrich community, economic, and family life – through research, outreach, engagement, entrepreneurship, innovation, and diversity
- Expand international reach – through academic, research, and economic development initiatives and global, national, and local strategic alliances
- Increase research opportunities – significantly expanding research funding and involvement of graduate and undergraduate students in research and scholarship
- Strengthen stewardship – by appreciating and nurturing the university’s financial assets, campus infrastructure, and people for optimal effectiveness today and tomorrow

The strategic commitment of Boldness by Design is: “By 2012, Michigan State University will be recognized worldwide as the United States’ leading land-grant research university.”

For more information see the section on Boldness by Design in Chapter Four, Core Component 2A on page 66.

Internationalization

Information on the special emphasis of internationalization of MSU is woven throughout the self-study report. Chapter Eight, beginning on page 217, is focused exclusively on this issue. Internationalization at MSU is broadly defined to include activities as diverse as international area studies research, study abroad, and research in the sciences that has international reach through collaboration and application.

Outreach and Engagement

Outreach and engagement are essential components of the University’s mission and history as a land-grant institution. **MSU takes a scholarship based approach to outreach and engagement, which is defined as scholarly activities embedded in the generation, transmission, application, and preservation of knowledge for the direct benefit of external audiences.**

For more information see Chapter Seven on Criterion Five: Engagement and Service beginning on page 185.

Research

In addition to being one of the primary missions of the University, research activity underpins faculty teaching and outreach and engagement. The importance of research at MSU is indicated, in part, by the \$303 million in sponsored research at MSU in 2003-04. The excellence and extent of research at MSU and the impact of MSU's research are a direct result of the excellent faculty at MSU and the institutional support for research activities that qualified MSU as one of 62 members of the Association of American Universities (AAU). MSU is one of only 17 AAU universities that is also a land-grant institution.

For more information see Chapter Six, Core Component 4A on page 148.

C. The Self-Study Process

MSU viewed the self-study process as an opportunity to benefit the institution through assessment, reflection, and planning, as well as to connect diverse constituents across the University. To maximize the utility of the self-study process to the University, then Provost Lou Anna K. Simon chose a "Customized Review Process" with a special emphasis on internationalization. From the fall of 2003, two overlapping committees guided the self-study process: one specifically for the self-study focus on the criteria for accreditation (Karen Klomprens and June Youatt, co-chairs), and one specifically for the special emphasis on internationalization (Sherman Garnett, chair). Several individuals served on both committees to ensure the final self-study would be integrated. Ad hoc members were added as appropriate.

A broad campus announcement of the self-study was made and opportunities for involvement were presented at an Administrative Council meeting in September 2004. Throughout the spring of 2005, both committees collected evidence for the self-study and brought the self-study to the attention of the University community. Every academic and support unit on campus was asked to contribute examples and data for each criterion. Examples were posted on the re-accreditation website

(www.accreditation2006.msu.edu), monthly e-mail reminders were sent to each unit, and a series of public meetings were convened. In addition, University Outreach & Engagement prepared a

Over 1,000 unit examples in support of all criteria are located in the Unit Example Database (http://www.accreditation2006.msu.edu/unit_input/unit_example_db.html).

guide, “Expediting a Response to the Accreditation Criterion 5 Core Components,” to assist MSU units with coordinating their response to Criterion Five. For a more detailed description of self-study activities at MSU from 2003-2006, see the Self-Study Timeline at www.accreditation2006.msu.edu/timelines/index.html.

Once unit examples and data were collected, the self-study team prepared chapter drafts that were widely circulated for commentary. The Council of Deans, other administrative groups, as well as faculty, staff, and students were engaged in review of the self-study draft.

D. Criteria for Accreditation: Summary and Recommendations from the MSU Self-Study Report

The final self-study report was organized around the NCA’s five criteria for accreditation. Included here are the NCA criteria and the self-study report’s summary and recommendations from each chapter.

Criterion One: Mission and Integrity (Chapter Three, p. 43)

Focuses on the University’s mission and Academic Governance

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

Summary

The MSU mission statement recognizes the diversity of the students it educates and the broad public—locally, nationally, and internationally—that it serves. The MSU community and leadership across the institution’s units are committed to the mission and to the integration of teaching/learning, research/scholarship, and outreach/engagement. MSU upholds and protects its institutional integrity.

Recommendations

- MSU should undertake a **review of its mission statement** to ensure that it appropriately characterizes the University as a 21st century land grant, AAU institution.
- MSU should continue to facilitate the ongoing **discussions regarding the reform and reorganization of academic governance**.
- MSU should continue its current efforts to **update institutional policy documents** to encourage entrepreneurial activities in the land grant spirit, particularly in the areas of outside work for pay and conflict of interest.

Criterion Two: Preparing for the Future (Chapter Four p. 65)

Focuses on strategic planning and budgets

Criterion Statement: The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

Summary

Michigan State University has the leadership and commitment to focus on institutional strengths and their impact in ways that are relevant for the 21st century. Resources and infrastructure, including ongoing evaluation and assessment, are organized and allocated to maximize the fulfillment of the institution's mission. **Boldness by Design**, with its strategic imperatives, establishes an ambitious plan for the future that invigorates the nation's first land grant institution and builds on previous planning platforms, the Guiding Principles and the Promise. These imperatives are to:

- enhance the student experience;
- enrich community, economic, and family life;
- expand international reach;
- increase research opportunities; and
- strengthen stewardship.

Recommendations

- MSU should design realistic **implementation steps to achieve the strategic imperatives outlined in Boldness by Design**. Evaluation and assessment metrics and processes will be built into the implementation steps. The process should broadly engage campus constituencies, and off-campus constituencies when appropriate.
- MSU should devote the remainder of its Capital Campaign to **increasing the endowments** needed to support MSU’s educational, research, and outreach/engagement programs and should continue to build on the success of the Campaign by increasing its endowment in the future.

Criterion Three: Student Learning and Effective Teaching (Chapter Five, p. 99)

Focuses on assessment, teaching, and student support services

Criterion Statement: The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Summary

We are in a time of change when the tools for teaching, including technology, are essential aspects of an environment for learning; the places we live are the places we best learn; the most effective teachers are those who are concerned about learning outcomes; and the boundaries of campus extend beyond state and country. The essential challenge is to create optimal conditions for effective teaching and learning, wherever and however they occur. At MSU, instructional programs and academic support units have clear statements of learning outcomes, and depend upon **the assessment of their programs for continuous improvement of their curricula and delivery**. The campus is in the midst of a cultural shift, where assessment outcomes are beginning to be pursued with the same curiosity as the research findings we value. In the spirit of “advancing knowledge, and transforming lives,” we continue to work toward the alignment of our many University resources to support effective teaching and active learning models and a stimulating academic climate for our students. Exploring how best to fulfill our mission to

educate another generation of students in this climate of change provides both opportunity and challenge.

Recommendations

- MSU will continue efforts to **intentionally connect** and to assist students in connecting the dimensions of **the undergraduate experience**:
 - working with governance to create a cross-university mechanism to **connect the strands of general education** (integrative studies, writing and quantitative literacy)
 - implementing the recommendations of the **Working Group to Improve Undergraduate Education** related to assessment and faculty development in general education
 - examining the connections among general education, disciplinary and professional majors, and study abroad experiences.
- MSU should **enhance Integrative Studies opportunities** by piloting new strategies to meet integrative studies requirements (including thematic sequences, active learning models, and study abroad options), and new delivery and pedagogical models (with appropriate assessment).
- MSU should provide and coordinate expanded opportunities for **undergraduate research and global engagement** by increasing visibility and access to opportunities, matching students and faculty in research and creative endeavor projects, and providing support to faculty and students.
- MSU should provide leadership and support for **Living and Learning Programs** by expanding opportunities for engaged learning through additional living and learning programs; exploring new models of engagement across support units; and continuing development of appropriate assessment metrics of the “value-added” of residential learning.
- To improve graduate education, MSU should continue to **expand regular external graduate program reviews** to encourage program reform in support of changing research demands and societal needs. MSU should continue to expand opportunities for graduate students to engage in international experiences.

- MSU should pursue multidimensional approaches to the **evaluation of teaching**.

Criterion Four: Acquisition, Discovery, and Application of Knowledge (Chapter Six, p. 147)

Focuses on research

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

Summary

Michigan State University promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission. MSU's scholarly mission pervades all parts of the university from undergraduate and graduate students through faculty and constituencies across the globe. **Research and scholarship form the foundation of all that we do.** Each college encourages and supports the disciplinary dimensions of scholarship that contribute to the overall problem-solving capabilities of the University in the state, nation, and the world.

Recommendations

- MSU should increase efforts to **build on and systematically and strategically invest in identified research strengths**, e.g., the cross-collegiate research themes: environment science and policy, families and communities, health and life sciences, renewable resources, energy, energy alternatives and advanced automotive, nanotechnology, and risk assessment and design. Furthermore, key current and emerging strengths in colleges should be evaluated and supported.
- MSU should **expand its commitment to international research and scholarship** that mutually reinforces the well-being of Michigan and U.S. society, and the well-being of our global partners.

- MSU will continue to **increase its external funding in support of research**, especially in the life sciences/clinical disciplines, with explicit goals, and to continue to expand NIH funding over the next 10 years. These efforts are consistent with the identification of cross-collegiate research themes that require interdisciplinary participation.

Criterion Five: Engagement and Service (Chapter Seven, p. 185)

Focuses on outreach and engagement, including Michigan State University Extension

Criterion Statement: As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Summary

Outreach and engagement at MSU are driven by research and scholarship. MSU's tools to assess our outreach and engagement efforts and our constituencies in the past 5 years resulted in thousands of examples of engaged scholarship across the mission. MSU instituted an annual campus-wide administration of a Web-based survey of faculty and staff activities and accomplishments in the mission area of outreach and engagement. The instrument itself and the data collected have the potential to strengthen MSU's national leadership as an engaged university. An MSU published tool, *Points of Distinction*, a guide for faculty engaging with community partners and for assessing the work, is annually disseminated campus-wide to assist units with planning and measuring the quality of their engagement work. Service to constituencies is also an important part of MSU's mission and is provided across a number of units.

Recommendations

- MSU should focus on the **outreach and engagement aspects of family, community, and economic development as core aspects of the Boldness by Design** research and scholarship themes.
- MSU should **expand its national leadership role using the constituent analysis** tool from the *Points of Distinction* and the faculty activities survey instrument. The

“package” of tools should be published and made available nationally through a variety of venues for use in developing a nationally-endorsed set of indicators/benchmarks for engagement and for use in accreditation reporting.

Internationalization Special Emphasis Self-Study (Chapter Eight, p. 217)

Summary and Request for Advice

MSU builds on a very strong base of international research and engagement that can trace its modern roots back 60 years to the rebuilding and development efforts following World War II in Europe and Asia, and then in Africa and South America. In the 20th century, MSU built its international reputation, in part, through its involvement in the creation of new universities and colleges around the globe and its development work, and most recently on our expansive study abroad programs. MSU’s international engagement in the 21st century will be based on equal, transparent, and reciprocal partnerships with host-country institutions. This model is made possible by information technology and the growing higher education infrastructure in an increasing number of countries. As we embark on a proactive, strategic approach to strengthen and expand MSU’s historical base of international engagement and to build on our areas of institutional knowledge creation and dissemination, we request advice and counsel from the HLC/NCA evaluator/consultant team in a number of areas.

1. **MSU aims to redefine the national paradigm on internationalization in all its diverse aspects, including:** Faculty, student, and staff activities, curriculum, majors, and programs design, research metrics for success, systematic budget decisions, strategic partnerships, and working with the political landscape in Michigan, which has been too insular.
 - **What will “internationalization” look like in a land grant, AAU institution in 2020? If MSU creates the prototype, what will we look like? What will we need to change?**
2. **How should we consider extending our international reach through in-depth relationships with strategic partners? What are the appropriate criteria on which we should base our decisions? In relation to:**

- MSU’s research strengths in responding to thematic opportunities that may not be ultimately tied to countries or regions,
 - where we can make a difference in a limited number of countries of strategic importance to Michigan, the U.S., and the world, and
 - where we can mount capacity-building that enhances MSU and the partner country/region:
 - a) **What should we do and how shall we choose?**
 - b) **As we move towards educational partnerships, how and where should we make the best investments?**
 - c) **How can we have maximum impact? How should we define impact?**
 - d) **By what metrics shall we measure success?**
3. **How shall we best promote “internationalization” on campus?** MSU provides undergraduate and graduate students with a growing set of comprehensive programs of curricular and co-curricular offerings in area studies/international/global education.
 - **How might we better integrate these?**
 - **What are the metrics by which we should assess our outcomes?**
 4. **How might we enhance language offerings in a resource-constrained environment especially when our international reach is so broad?**
 - **What is the variety of models we should consider for commonly taught languages?**
 - **Less-commonly taught languages:** MSU pioneered tutorial models with supervised, native speakers. MSU is also at the forefront of online language pedagogy, e.g. through the CIC course share project on second year Portuguese. MSU’s Center for Language Education and Research is developing proficiency tests for two African languages and two Asian languages.
 - **How can we improve our assessment of language proficiency while understanding that an emphasis on proficiency and not just “seat time” is expensive in terms of time and resources?**
 5. **How shall we continue to increase international engagement of faculty and graduate students?** MSU recognizes that the reward structure for faculty should be enhanced and

that support for faculty and graduate students to engage in international/global work should be increased.

- What are creative options for expanding opportunities and reward/incentive systems?
- How broadly shall we conceive of these opportunities?

6. What is the balance and connectedness for area/regional studies and thematics for a 21st century internationally-engaged university?

- **What should be the primary measures of success when assessing the contribution and relevance of area and language studies?**
- **What is the fit between Title VI funding priorities and what an internationally-engaged 21st century university should be doing?**

7. How can we continue to expand MSU's national reputation in study abroad? MSU has more than 200 programs in 60 countries on every continent making it one of the largest in the U.S. In addition, our definition includes all majors, all colleges, and cost control as defining themes. MSU's current signature strengths include: health and safety in study abroad, impact assessment, curriculum integration, and faculty-led study abroad programs.

- **How can we leverage these nationally-recognized strengths to expand direct enrollment options and other new delivery formats that increase MSU's capacity to offer high quality study abroad programs?**

E. Resources and Contact Information

Michigan State University Self-Study Report

<http://www.accreditation2006.msu.edu/report/index.html>

Michigan State University Self-Study Webpage

<http://www.accreditation2006.msu.edu/index.html>

Unit Example Database

http://www.accreditation2006.msu.edu/unit_input/unit_example_db.html

Higher Learning Commission/North Central Association of Schools and Colleges

<http://ncahigherlearningcommission.org/>

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Appendix: MSU Self-Study Report - Annotated Table of Contents

This appendix is designed to give you a detailed guide to what is in each chapter of the self-study and includes excerpts from the self-study on topics of particular importance.

Chapter One - Introduction and Overview1

Includes MSU overview, history, higher education in Michigan, organizational structure, and history of accreditation.

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As a part of its re-accreditation, Michigan State University requests that its online degree programs be added to its comprehensive evaluation during the consultant/evaluator visit scheduled for February 27 and 28, 2006. Furthermore, MSU requests blanket approval for any future expansion of its online degree program offerings. This is a change in educational offering (Policy I.C.2.b).

MSU currently has 3 *fully online degree programs*, a master’s degree in Education, a bachelor’s degree in Nursing, and a master’s degree in Youth Development. Currently in the State of Michigan, Statewide Academic Program Review (Presidents Council of State Universities of Michigan) considers requests for *new* undergraduate and graduate programs, spin-offs and program closures for the public universities. Delivery modes that differ for existing programs are not part of their agenda, as delivery mode is considered the purview of the faculty.

MSU online offerings are in MSU’s national and international niche areas of research and educational strength. Thus, online offerings benefit from already strong programs and do not represent a departure from University goals. They are primarily developed and administered through the professional colleges. The revenue stream supports the program and provides funding to support other college endeavors. Because MSU is a largely residential public university, its online degree programs are expected to grow incrementally at the Master’s level in our areas of strength with minimal expansion at the bachelor’s level. For example, the School of Social Work is actively engaged in planning to meet state needs for required continuing education for licensure. There are currently no plans to expand programs at the doctoral level. The *hybrid or blended model* is expected to grow in MSU’s areas of strength and/or in areas specifically requested by constituencies in Michigan. MSU has the infrastructure to support additional offerings in the same high quality manner that it supports the current array of online and hybrid/blended offerings.

The assessment of student learning is an ongoing activity as it is for campus-based programs. Best practices are shared via the VU DAT programs and the Office for Faculty and Organizational Development programs. In particular, the College of Education will provide research on online learning that will be useful to MSU, as well as nationally.

Chapter Three - Criterion One: Mission and Integrity43
Focuses on the University’s mission and Academic Governance

Core Component 1A44

Component Statement: The organization’s **mission** documents are clear and articulate publicly the organization’s commitments.

Since its founding in 1855, Michigan State University has emphasized teaching, research, and outreach and engagement as its essential activities, making it the prototype for the Morrill Act, which established land grant colleges in 1862. This history and the land grant philosophy are prominent in the University’s current Mission Statement, which is easily available to the public from MSU’s main webpage and is also published in *Academic Programs* and the Faculty

Handbook. The Board of Trustees adopted MSU’s current Mission Statement on June 24-25, 1982.

The Mission Statement defines MSU’s constituencies broadly in stating its goals to convey “knowledge to its students and to the public” and “to speed the diffusion of information to residents of the state, the nation, and the world.” This reflects the University’s land grant heritage and provides the basis for the current vision of President Simon’s **Boldness by Design**. (See Chapter Four for more information on **Boldness by Design**, the University’s strategic positioning platform). The Mission Statement recognizes that the University’s land grant heritage also gives it a special relationship to the citizens of Michigan since it was founded “as an autonomous public institution of higher learning by and for the citizens of Michigan.” As such, MSU’s Mission Statement notes that its constituents include “all people in the state,” whom the University serves through outreach and engagement (see Chapter Seven) in its efforts to enhance “the quality of life and the economic viability of Michigan.”

Vision, Values, and Goals

While the Mission Statement has remained unchanged since 1982, it is revisited periodically as MSU develops vision, values, and goal statements to guide the institution. These statements have been a part of the strategic planning processes of the last decades, which are described in detail in Chapter Four. The current strategic planning process, **Boldness by Design**, was launched in September 2005. It affirms the current mission statement and establishes an institutional goal, commitments, imperatives, and values to guide the implementation of the mission.

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Component Statement: In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.	
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Component Statement: Understanding of and support for the mission pervade the organization.	
Core Component 1D	51

Component Statement: The organization’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

Describes the University’s governance system, including **Academic Governance**. Includes a discussion of the **Faculty Voice** committee (p. 56)

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Chapter Four - Criterion Two: Preparing for the Future65

Focuses on strategic planning, budgets, and University resources

Core Component 2A66

Component Statement: The organization realistically prepares for a future shaped by multiple societal and economic trends.

MSU reviews, revises, and renews its planning processes at appropriate intervals. The recent transition to a new President, a new Provost, and a new Vice President for Research and Graduate Studies provided the catalyst for a new strategic planning initiative. Unveiled at the Sesquicentennial Convocation on September 8, 2005, **Boldness by Design** is a strategic positioning process designed to help MSU meet the challenges of global change, competition, and shifting societal expectations for higher education. To begin with, “Boldness by Design” establishes the following commitment:

By 2012, Michigan State University will be recognized worldwide as the United States’ leading land-grant research university.

In addition, “Boldness by Design” identified five strategic imperatives to align existing initiatives, to guide decisions on investing in new priorities, and to focus MSU’s energy as it advances the land grant mission.

- Enhance the student experience – by continually improving the quality of academic programs and the value of an MSU degree for undergraduate and graduate students
- Enrich community, economic, and family life – through research, outreach, engagement, entrepreneurship, innovation, and diversity
- Expand international reach – through academic, research, and economic development initiatives and global, national, and local strategic alliances
- Increase research opportunities – significantly expanding research funding and involvement of graduate and undergraduate students in research and scholarship
- Strengthen stewardship – by appreciating and nurturing the university’s financial assets, campus infrastructure, and people for optimal effectiveness today and tomorrow

These strategic imperatives were the foundation of allocation decisions for the \$9.7M

Quality Fund (described under Core Component 2B).

Core Component 2A also includes information on MSU’s commitment to an environment that supports **diversity** (p. 76) and recent planning initiatives focusing on **internationalization** (p. 77-78).

Core Component 2B79

Component Statement: The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

Core Component 2B examines fiscal, physical, and human resources for their ability to meet the needs of the University now, in the near future, and in its plans for the more distant future. It includes information on the \$9.7 million **Quality Fund** and the plans to hire more than 60 new tenure system faculty using these funds, with an express focus on enhancing the student experience, increasing research opportunities, and expanding international reach (p. 84-85).

Core Component 2C89

Component Statement: The organization’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

This section focuses on the assessment of planning initiatives, University-wide data collection, analysis, and dissemination, and a brief introduction to University assessment across the mission.

Core Component 2D92

Component Statement: All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission.

Describes MSU’s **annual planning and budgeting processes**.

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Focuses on assessment, teaching, and student support services

Core Component 3A99

Component Statement: The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

The primary responsibility for developing and **assessing learning outcome goals** rests with the faculty in each academic department or program. However, assessment at MSU is a shared responsibility, which occurs at different levels across many units. In 1993 The All University Assessment Policy and Practice Advisory Committee (AUAPPAC) drafted the statement: A University Framework for Developing Assessments of Student Educational Outcomes. The document notes the centrality to MSU’s mission of educating graduate and undergraduate students as well as the responsibility to assess student achievement of learning outcomes inherent in that mission. To implement and sustain assessment efforts across campus, the institution created the Director of Assessment position in 2000. The director has responsibility for providing leadership and assistance to campus constituencies engaged in assessment at the departmental, institutional, and national levels.

Departmental Assessment

The expectation that academic departments would engage in assessment has been in place since 1995. To support that expectation, the University engaged in a series of workshops and provided information to departments; however, such approaches were not effective for all units and the institution realized a more consistent and structured approach was needed: 1) assessment plans were incorporated into the documentation required by the University Committee on Curriculum for all new programs and major program changes (for both undergraduate and graduate programs) and 2) in 2000 MSU hired the current Director of Assessment. Since that time the Director has worked with academic departments and colleges on an individual basis to help them articulate student learning outcomes, identify and develop the means to assess those outcomes, and assist in appropriately re-assessing any changes they have made as a result of their learning.

Assessment plans and processes are not proscribed for academic departments. The expectation is that they will engage in a process that is thoughtful, will examine outcomes and issues that are of value to them, and will result in meaningful programmatic change when appropriate. Given this structure it is not unusual that departments are in various stages in the assessment process; however, what they share in common is an engagement with assessment in a meaningful way that is relevant for them. The most recent progress reports from departments can be found at the self-study webpage.

This section also describes institutional assessment initiatives, institutional support for assessment, and participation in national assessment initiatives such as:

- The Student Assessment System
- The Department of Residence Life student surveys
- The Office of Admissions and Scholarships data on entering freshmen
- The Graduate School's exit surveys
- The National Survey of Student Engagement
- The College Student Survey
- The Student Instructional Rating System (SIRS) and Student Opinion of Courses and Teaching Survey (SOCT)
- Assessment of Integrative Studies
- Teachers for a New Era
- Campus Life in America Student Survey

- Integrative Learning Project
- Lessons Learned in Assessing International Learning Outcomes

Core Component 3B108

Component Statement: The organization values and supports effective teaching.

Includes information on faculty demographics, professional development, and rewards and awards.

Core Component 3C116

Component Statement: The organization creates effective learning environments.

MSU seeks to increase the likelihood that effective teaching will lead to student learning by creating effective learning environments within which teaching and learning can occur. The learning environment encompasses many facets including both academic and supportive services: from the classroom and the innovative techniques therein, to service learning and international learning experiences that are essential to achieving learning outcomes even though they do not occur in the classroom. Further, the learning environment includes relationships between faculty and student, student and student, student and staff, as well as individual factors that contribute to a student’s ability to learn effectively in a given time and place.

The largest section here is on **study abroad** (p. 123-127). MSU sends more students on study abroad than any other public university, and is second only to New York University overall. Over the past decade, study abroad has become a normal, integrated, and expected part of the MSU undergraduate experience. Annual MSU student participation increased from 776 students in 1994-95 to 2,641 students in 2004-05. The number of programs offered grew from 60 in 1993-94 to 200, with program types ranging from academic internships and direct enrollment programs to freshman seminars. Today, MSU study abroad programs are offered in 60 countries and on all seven continents. MSU student participation in semester- and academic year length programs has increased from 12% to 28% over the past ten years.

The discussion of supportive services includes a section on programs supporting **diversity** (p. 130-132) and **internationalization** (p. 134-136).

Core Component 3D137
Component Statement: The organization’s learning resources support student learning and effective teaching.

Discusses facilities, libraries, and technology resources.

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Chapter Six - Criterion Four: Acquisition, Discovery, and Application of Knowledge.....147

Focuses on research and general education

Core Component 4A148
Component Statement: The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

Core Component 4A focuses on research at MSU. From homogenized milk to two of the world’s most effective cancer drugs, from athletic turf that grows indoors to discoveries that help establish the age of the universe, research at MSU has touched the lives of people around the state, the nation, and the world. Extramural support for research at MSU has grown substantially since the 1995-96 NCA visit, both in scope and international recognition.

- Sponsored research at MSU in 2003-04 reached \$303 million, a substantial increase from \$186.7 million in 1994-95.
- NSF survey on research expenditures rose from \$183 million in 1994-95 to \$321 million in 2003-04.
- The number of research proposals submitted in 1994 was 2,594. In 2004, 3,561 research proposals were submitted.
- Research expenditures, as compiled by the National Science Foundation, have grown more than 50 percent over the past five years, totaling more than \$343 million in 2002-03.

- Federal awards in FY 2005 increased more than 20 percent over FY 2004 (from \$138 million to \$166 million).
- In 2002, MSU ranked 36th in total Research and Development, according to the National Science Foundation.

This section includes research examples from every college, as well as a specific focus on the **internationalization of research** (p. 163-166) and undergraduate research (p. 168).

Core Component 4B169

Component Statement: The organization demonstrates that acquisitions of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

The expected learning outcomes and assessment plans for the University’s **general education** requirement for undergraduates are described in Chapter Five. In brief, general education requirements at MSU consist of a writing requirement, a mathematics requirement, and 24 credits of integrative studies. Students must complete at least two writing courses during their undergraduate career, a Tier I writing course (4 credits) and a Tier II writing course. Depending on a student’s proficiency, a student may be required to complete a developmental writing course prior to enrolling in a Tier I writing course (see the WRAC Unit Example for more information). The Tier II writing requirement “involves writing in the student’s discipline and is met by completing either: a. one or more 300-400 level Tier II writing courses as specified for the student’s academic major and degree program, or b. a cluster of 300-400 level courses that involve writing experiences and that are approved as the Tier II writing requirement for the student’s academic major and degree program” (*Academic Programs*). Additional writing courses may be required by a student’s college or major degree. For mathematics, a student may complete the requirement by achieving a specified score on a placement examination or passing one of a number of approved mathematics courses (see *Academic Programs* page 48 for the complete requirement). These general writing and mathematics skills provide the basis for continued learning as students advance in their undergraduate career and throughout life. These requirements are currently under review (see Chapter Four).

The academic goals of integrative studies include helping students to:

- Become more familiar with the ways of knowing in the arts and humanities, the biological and physical sciences, and the social sciences.
- Develop a range of intellectual abilities, including critical thinking, logical argument, appropriate uses of evidence and interpretation of varied kinds of information (quantitative, qualitative, text, image)
- Become more knowledgeable about other times, places, and cultures as well as key ideas and issues in human experience
- Learn more about the role of scientific method in developing a more objective understanding of the natural and social worlds
- Appreciate the role of knowledge, and of values and ethics in understanding human behavior and solving social problems
- Recognize the responsibilities and opportunities associated with citizenship in a democratic society and an increasingly interconnected, interdependent world.

Core Component 4C172

Component Statement: The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

This section focuses on assessment processes designed to ensure the usefulness of curricula across the university as well as selected examples of programs specifically designed to achieve learning outcomes that will prepare students to enter their professional lives in an increasingly complex, diverse, and international context.

Core Component 4D178

Component Statement: The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

This section enumerates the policies and procedures in place at MSU designed to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

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Chapter Seven - Criterion Five: Engagement and Service185

Focuses on outreach and engagement, including Michigan State University Extension

Michigan State University’s commitment to outreach and engagement begins with its institutional mission statement, which reflects the institution’s historical founding designation as a land grant college and its continued commitment to serve the public. Michigan State University is deliberate and purposeful in defining, planning, implementing, and assessing outreach and engagement. This work has, in fact, become a signature area of the University. The University’s 1993 definition of outreach and engagement stressed that outreach and engagement are **scholarly activities embedded in the generation, transmission, application, and preservation of knowledge for the direct benefit of external audiences** rather than being a set of separate “service” activities detached from teaching and research (University Outreach at Michigan State University: Extending Knowledge to Serve Society). UOE has nested its resources in a key foundational principle in order to guide development of the MSU outreach model. That principle is the scholarship of engagement; that is, outreach and engagement activities should reflect a *scholarship-based or knowledge-based* approach to teaching, research, and service for the direct benefit of external audiences. UOE rejected a traditional service-based approach on the grounds that the service-based approach would have little purchase in a research extensive university where the reward system is defined by scholarship.

Core Component 5A187

Component Statement: The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

Discusses collaborative research and scholarly activities (such as community-based research) and **continuing education**.

Core Component 5B191

Component Statement: The organization has the capacity and the commitment to engage with its identified constituencies and communities.

Includes an overview of the University infrastructure for and faculty/student participation in Outreach and Engagement.

Core Component 5C199

Component Statement: The organization demonstrates its responsiveness to those constituencies that depend on it for service.

The University and its many departments, centers, and institutes respond to the social issues and concerns identified through various forms of needs assessment to create a wide variety of collaborations, many of which are long-term. An analysis of the narrative data provided in the OEMI related to collaborations with external partners is available in the Resource Room. This section gives examples that illustrate community initiatives, public policy, program evaluation, capacity building, business and technology, clinical services, access to higher education, and public information.

Core Component 5D206

Component Statement: Internal and external constituencies value the services the organization provides.

Assessing how units learn from their constituents and understand their capacity to engage, their responsiveness, and the value constituents place on that engagement takes on many forms: formal evaluation, input from advisory boards or other groups, informal means such as conversations and individual feedback, and a variety of other measures. All of these approaches are discussed in this section.

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This section of the Engagement and Service criterion provides data on **international outreach** and examples that highlight the diverse constituencies, areas of the globe, and social issues and concerns addressed by MSU engagement activities.

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Chapter Eight - Special Emphasis: Internationalization

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In a series of meetings reaching out to Michigan State University faculty, staff, alumni, students, and friends early in 2005, President Lou Anna K. Simon identified internationalization, broadly defined, as one of the chief pillars of the university. She then went on to state that one of the main goals for the university during her tenure as President was “to sustain and expand our leading position in international research, teaching, programs, and engagement.” In fact, “expanding MSU’s international reach” is one of five goals in President Simon’s **Boldness by Design** strategic positioning document.

A leading position in internationalization is a natural extension of MSU’s past and present. MSU is a university well known for international teaching, research, and outreach/engagement; for the wide range of study abroad programs, internships, and research opportunities for undergraduate and graduate students; and for hands-on experience and working partnerships around the globe. By embracing such a goal, MSU is doing more than building on MSU’s traditions and current successes: it is looking to its future, which will be increasingly defined by a connected world and an internationalized university. As the MSU community has done in the past, so it must now adapt its traditions and practices to new global conditions abroad and at home in the context of Michigan’s budgetary constraints.

The Committee saw the scope of its work on internationalization simply and pragmatically as focusing on making the curricular and extracurricular experiences of students, as well as faculty teaching, research, and outreach/engagement, increasingly permeated by an awareness of multiple areas, cultures, and peoples beyond the borders of the United States, of problems, trends, and issues in their global or area contexts, of globalization as a defining collection of trends in our time, and of how each of the preceding shapes and interacts with our local realities.

We also saw it as a crucial part of internationalization that the university community not simply study the things listed above, but also engage and respond to them, both here at home and throughout the world.

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For MSU, internationalization refers to connections to and from other sovereign nations, and more specifically to and from MSU across the world. Internationalization, in our usage, also includes attention to and understanding of “globalization.” Globalization, as a set of forces that transcend national boundaries, makes those boundaries between nations increasingly irrelevant. An additional concept that MSU includes in its definition of international is that of “comparative” work. Especially important for traditional area/regional and thematic areas, but also for the *applications* of science, technology and engineering research in different cultural, political, and socio-economic milieu, comparative work offers a mechanism to improve our understandings of differences and similarities across both global forces and international boundaries.

Hence, our best attempt at an explicit, yet widely understood, *working* definition of internationalization is the following:

A 21st century university must use for research/scholarship and provide for students and other constituencies it serves the most informed content available. This requires a broad international focus. Within the MSU mission of teaching/learning, research/application, and outreach/engagement, “internationalization” requires faculty and student commitment to a perspective that includes:

- 1. international reach, connections, and engagement,**
- 2. knowledge, skills, abilities, and attitudes, with global perspective, and**
- 3. comparative understandings of cultural, political, and socio-economic differences and similarities.**

An internationalized University is identified as one in which faculty and students engage professionals across the world in the generation, dissemination, and application of

knowledge. Further, these activities are a multi-directional exchange of ideas, research, education, and outreach/engagement across and within local, national, and international boundaries.

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We decided to adopt an eclectic approach, presenting for wider campus discussion a model of building the global capacity of undergraduates, ranging from a broad base of small changes that would affect nearly every undergraduate to focused options for the most internationally motivated of students. While the report presents these ideas as a package, each proposal may also stand on its own, separate from its role in building “global capacity.” MSU is expanding upon our strong international base by creating a *true pyramid of internationalized curriculum* that reaches from modest but broad-based exposure of every undergraduate to international issues to an expanded capacity to train a small but consistent number of global and regional experts, particularly in the regions and issue areas of special strength. Many courses relevant to this new pyramid already exist at every level of the curriculum and throughout the major academic units on campus, especially those responsible for general and liberal education.

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Strategic Partnerships.....253

MSU has more than 160 active linkage agreements with international higher education institutions, professional, and research organizations. These linkages, which extend to about 50 countries, include approximately 50 student exchange agreements and well over 100 general agreements or memoranda of understanding. These form the backbone of MSU’s historical strength in international collaborations. An internationalized MSU at the forefront of understanding the impact of globalization should also have strategic partnerships around the globe with key universities and institutes. **Strategic partnerships should not disrupt these existing linkage arrangements or any faculty-based collaboration. Rather, they should provide for stronger, more comprehensive partnerships of mutual benefit to MSU and the partner institutions.** The partner institutions should be major collaborators on research, outreach/engagement, and education. They should not be wholly dependent on MSU support, as were such collaborations in support of new universities in the developing world undertaken under former President of MSU, John Hannah. Instead, each partner should bring strengths and resources to the table and extend the capacity of the other in teaching, research, and outreach/engagement. **This changing view of international development from one of assistance to one of cooperation and collaboration that systematically incorporates indigenously-generated knowledge and perspectives will be a hallmark of these partnerships.**

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