

CHAPTER TWO

Self-Study Process



A. Goals of the Self-Study

The Self-Study Team developed goals to guide the self-study process at Michigan State University. A separate set of goals was established for the special emphasis on internationalization and can be found in the Resource Room.

Goals of the Self-Study Process in Support of Teaching and Learning, Research, and Outreach and Engagement at Michigan State University

- Establish a comprehensive, evidence-based understanding of how academic and support units contribute to or support undergraduate and graduate student learning, research, and outreach and engagement at Michigan State University.
- Determine the extent to which assessment of student learning is integrated into continuous improvement of academic quality across all academic and support units that contribute to student learning outcomes, and assist in this integration where necessary.
- Facilitate a process of self-study that is prospective and evidence-based, with a focus on unit activities and their support of the University's mission of teaching, research, and outreach and engagement.
- Through the special emphasis on internationalization, assess the existing internationalization of the University across the full spectrum of activities relating to undergraduate and graduate education, research and creative endeavors, outreach and engagement, and define the future directions, options, and issues significant to internationalization at the University.

B. Organization of the Self-Study

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, and one specifically for the special emphasis on internationalization (see the Resource Room for the committee rosters). Several individuals served on both committees to ensure the final self-study would be integrated. Ad hoc members were added as appropriate.

A public 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

Unit examples in support of all criteria are located in the [Unit Example Database](#).

([instructions](#) for submitting unit examples were provided). Examples were posted on the re-accreditation [website](#) (www.accreditation2006.msu.edu), monthly e-mail reminders were sent to each unit (see Resource Room for unit contacts), and a series of public meetings were convened. In addition, University Outreach & Engagement prepared a 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](#).

Once unit examples and data were collected, the self-study team prepared chapter drafts that were widely circulated for commentary. Periodically, the Council of Deans, other administrative groups, as well as governance and student groups were engaged.

The Self-Study Report

The self-study report is organized into nine chapters:

1. Introduction and Overview
2. Self-Study Process
3. Criterion One: Mission and Integrity
4. Criterion Two: Preparing for the Future
5. Criterion Three: Student Learning and Effective Teaching

6. Criterion Four: Acquisition, Discovery, and Application of Knowledge
7. Criterion Five: Engagement and Service
8. Special Emphasis Report: Internationalization at MSU
9. Federal Compliance and Institutional Snapshot

The first two chapters set the context for the rest of the report by giving a sense of the uniqueness of Michigan State University: its dual character as a land grant and AAU public research university, its history, structure, and role in public education in Michigan. Chapter Two demonstrates MSU's commitment to the self-study process, especially its emphasis on assessment, reflection, and planning. Chapter Two also places this self-study in the context of the changes at the University from 1996-2005 and addresses the recommendations of the last accreditation visit by HLC/NCA in 1996. The next five chapters provide evidence and evaluation of MSU's fulfillment of the HLC/NCA criteria for accreditation. [Chapter Eight](#) focuses on MSU's special emphasis on internationalization, the themes of which are also woven through each chapter of the report.

Several techniques are used throughout the report to make it user friendly and useful to members of the University community. Web-links, such as this one to the [self-study homepage](#), are provided to give the reader direct access to supporting information and documents. Readers utilizing the CD version of the report can also navigate within the document via internal links (which appear burgundy in color). Documents that are referenced in the report but do not have a web-link or internal link can be found in the Resource Room.

C. Significant Changes Since the Last Accreditation

Change has been continuous at MSU as programs seek to improve their efforts in all three areas of the University's mission: teaching, research, and outreach. Many changes in the last decade were the result of implementation plans developed after the University community agreed upon a set of [Guiding Principles](#) in 1994 (discussed in the last accreditation self-study). Other changes have been the result of departmental efforts to better serve students, faculty, and the community. This section focuses on changes that had a substantial impact on the entire University community.

Selected Comparisons: 1994-95 - 2004-05

	Calendar	1994-95	2004-05	Percent change
Students				
Enrollments - Census				
Total Students	Fall	40,254	44,836	11.4%
Female Students	Fall	20,835	24,163	16.0%
Minority Students	Fall	5,704	7,393	29.6%
Undergraduate Students	Fall	31,056	35,408	14.0%
Graduate Students				
Master's	Fall	4,867	4,941	1.5%
Doctoral	Fall	2,953	3,099	4.9%
Graduate Professional	Fall	1,378	1,388	0.7%
Degrees Conferred				
Baccalaureate	FY	6,071	7,733	27.4%
Master's	FY	1,484	2,004	35.0%
Doctoral	FY	430	438	1.9%
Graduate-Professional	FY	275	349	26.9%
Percent Degrees Baccalaureate	FY	73.5%	73.5%	
Percent Degrees Master's	FY	18.0%	19.0%	
Percent Degrees Doctoral	FY	5.2%	4.2%	
Percent Degrees Graduate-Professional	FY	3.3%	3.3%	
ACT Composite				
MSU average	Fall	23.1	24.3	5.2%
U.S. average-all exam takers	Fall	20.8	20.9	
Retention Rate of New Freshmen				
Total Students	Fall	83%	90%	
Minority Students	Fall	79%	87%	
Faculty and Staff				
Detailed Tenure System Faculty Headcounts				
Tenure System Faculty-Headcount	Fall	2,038	1,897	-6.9%
Tenure System Faculty-Headcount Women	Fall	466	563	20.8%
Tenure System Faculty-Headcount Minorities	Fall	243	288	18.5%
Tenure System Faculty-Headcount International	Fall	7	81	1057.1%
Diversity - Tenure System				
% TS Faculty Women	Fall	22.9	29.7	
% TS Faculty Minorities	Fall	11.9	15.2	
Ranked Faculty-Headcount % Women	Fall	27	36	
Ranked Faculty-Headcount % Minorities	Fall	12.6	14.6	
Ranked Faculty-Headcount Total	Fall	2,629	2,746	4.5%
Ranked Faculty-Headcount Women	Fall	699	980	40.2%
Ranked Faculty-Headcount Int	Fall	58	165	184.5%
Research				
Sponsored Expenditures (Real\$)				
Sponsored Research Exp-ADM-Real\$	FY	\$107,142,074	\$215,922,527	101.5%
Sponsored Fed Research Exp-ADM-Real\$	FY	\$78,034,664	\$164,496,999	110.8%
Total Sponsored Exp-ADM-Real\$	FY	\$155,779,675	\$288,897,928	85.5%
Financial				
Development Gifts	FY	\$22,049,519	\$57,958,415	162.9%
Endowment	FY	\$111,296,971	\$908,428,284	716.2%
Space				
Classrooms (square feet)	FY	452,130	513,864	13.7%
Research Laboratories and Lab Support (square feet)	FY	889,988	1,122,663	26.1%

Change in President and Provost

M. Peter McPherson, Michigan State University's 19th President, left office January 1, 2005, after serving 12 years. At the time, he and then Provost Lou Anna K. Simon had been the longest serving President and Provost team among major research universities, providing MSU with an unusual period of leadership stability in an era when the average tenure of university presidents has decreased to less than five years. While a change in administration is always a significant change for a university, the appointment of Lou Anna K. Simon as the University's 20th President mitigated much of the usual disruption

such changes cause. After earning her doctorate in administration and higher education here in 1974, Dr. Simon became a member of the MSU faculty and

Dr. Simon is one of only nine women who serve as chief executive officers of the nation's 62 AAU institutions.

Assistant Director of the Office of Institutional Research (now the Office of Planning and Budgets). She served as Assistant Provost for General Academic Administration during the 1980s and Associate Provost in the early 1990s, before serving as Provost from 1993 to 2004 and Interim President for five months in 2003. Former Acting Provost John Hudzik, who previously served as the Dean of International Studies and Programs, will be appointed as Vice President for Global Engagement and Strategic Projects to assist both the President and the Provost over the next two years with internal and external institutional alliances.

With the appointment of Dr. Simon to the Office of the President, MSU began a national [search](#) to fill the Office of the Provost and Vice President for Academic Affairs. A search firm worked with the Search Committee consisting of faculty, deans, students, and staff. From five candidates interviewed on campus, the Search Committee recommended to the President that the Board of Trustees offer the position to Dr. Kim Wilcox. A graduate of MSU, Dr. Wilcox received his M.S. and Ph.D. in Speech and Hearing Science from Purdue University. Dr. Wilcox was a faculty member at the University of Missouri and the University of Kansas, served as chair of the Department of Speech-Language-Hearing at the University of Kansas, President and CEO of the Kansas Board of Regents, Vice Provost for General Education Coordination, and Dean of the College of Liberal Arts and Sciences at the University of Kansas.

Affiliation with MSU College of Law

In 1995 the Detroit College of Law (DCL), a private law school accredited by the American Bar Association, affiliated with Michigan State University. A Law College building was constructed to house the college. In 2004, the Detroit College of Law (DCL) changed its name to Michigan State University College of Law ([MSU Law](#)). The association between the two schools has led to a comprehensive interdisciplinary legal education program at the law college. The law college is corporately and financially independent, with some shared infrastructure with MSU, and receives no financial support from the State of Michigan or the University. The affiliation has been beneficial to both institutions. The law school has been transformed in the last decade: applications have more than tripled; the number of full-time faculty has more than doubled; the credentials of the entering class have been raised substantially; and the national reputation of the Law College has been enhanced. MSU students have access to law courses and faculty collaborate on research.

Capital Campaign

[The Campaign for MSU](#), a \$1.2 billion capital campaign, was announced in September of 2002 after three years in its “silent phase.” The campaign has two primary objectives: 1) grow the endowment to ensure long term strength (approximately 1/3rd of funds will go toward the endowment), and 2) sustain MSU’s excellence. As a part of the second objective, the campaign seeks to raise gift support for new research and teaching, support for students, faculty and staff, select new facilities and infrastructure, and the enhancement of campus beauty, history, and functionality. With two years left in its public phase, the campaign has already raised \$1.038 billion, or 87% of its goal.

Assessment of Student Learning

In the last ten years, MSU has made great strides in assessment of student learning. This will be evident in each chapter dealing with the criteria for accreditation, and is a particular emphasis in [Chapter Five](#). The [response to the 1996 report](#) also addresses MSU’s assessment of student learning.

Construction and Renovation

Construction and renovation on a campus with 340 centrally scheduled classrooms and over 150 classrooms scheduled by colleges and departments, 660 buildings with approximately 250 on the main campus, 25,000 parking spaces, and 5,200 acres is constant. Nonetheless, the last ten years have seen one of the most active construction and renovation periods in MSU's 150-year history with over 40 major renovation, addition, or new construction projects. In addition to these major projects an estimated \$31M has been invested during the last 6-years for upgrades to laboratories and offices. Nine of the forty most significant projects in the last ten years are listed here. A more complete [list](#) is available in the Resource Room.

- MSU College of Law Building - 1997
- National Food Safety & Toxicology Building – 1997
- Eustace-Cole Hall (Honors College) - 1998
- James B. Henry Center for Executive Development - 2001
- Delia Koo International Academic Center - 2002
- Diagnostic Center for Population and Animal Health - 2002
- Biomedical and Physical Sciences Building - 2002
- Michigan LambdaRail Optical Fiber Network (750 mile optical network connecting MSU, University of Michigan, Wayne State University, and major research and commodity data networking connection points in Chicago) – 2005
- Snyder-Phillips Hall renovation for new residential college – 2006

Since 1999, construction at MSU has taken place under the guidance of a master plan, entitled [2020 Vision](#): A Community Concept for the MSU Campus. Its emphasis is on the overall organization and character of campus land use, buildings, circulation systems, and open space. The plan depicts a pattern of growth that anticipates facilities expansion for the next twenty years and will enable planners and administrators to view each proposed change to the campus in the full context of all other expected changes. For an update on current projects, visit <http://www.gis.msu.edu/> and click on “Related.”

Technology

Keeping pace with advances in technology and integrating technological advances into instruction has

MSU has 1,600 microlab computers available for campus use.

become as important to higher education as maintaining buildings and

classrooms. In 1996, MSU fully integrated technology into the life and work of the University through the Technology Guarantee that ensures that students at MSU have access to, and training in, the information technologies necessary for success in today's and tomorrow's world. Since 2001 all incoming students are required to have a computer that can connect to the Internet using a high-speed connection (every residence hall and University apartment room has an Ethernet port for every student, a total of 22,484).

Implementation of technology improvements at MSU has been made possible in part by the continuation of the \$10.4 million a year Technology/Teaching and Learning Fund appropriation from the state. This funding has entered its

12th year and has allowed MSU to update its technology infrastructure to meet the needs of increasingly sophisticated users. Given the ubiquity of technology at MSU today, examples of technology use will be found woven throughout this report.

Selected Technology Facts: 1996-2005

- Applications for admission can now be completed online.
- Online course enrollments grew from 800 in 2000 to 8,000 in 2004.
- Student bills are now sent electronically.
- Wireless capability is available in 40 popular campus locations such as the library and student union.
- In 2002-03 the Office of the Registrar eliminated 1,000,000 pieces of paper by moving to web based processing.
- MSU handles approximately 1 million incoming e-mails each day.

D. Response to 1996 NCA Report of Visit

1996 Report Comment #1: The infrastructure to support the multiple goals of the University is inadequate in some areas.

Improvements to campus facilities and infrastructure have been a high priority in the last decade, which has seen the second largest construction boom in MSU's recent history. The 1996 NCA Report of Visit identified four main concerns with regard to infrastructure: deferred maintenance, laboratory and training facilities in colleges other than the sciences, libraries and

information technologies, and “reconfiguration of existing classrooms in light of new modes of instruction and classroom pedagogy.”¹ In the intervening ten years, MSU has made substantial progress in each area, though recent financial constraints in the State of Michigan continue to slow renovation across the public university system. For more information on the University’s technology infrastructure, see [Chapter Four](#).

Deferred Maintenance

While funding realities over the last ten years have meant that MSU has not been able to completely eliminate deferred maintenance needs, several steps have been taken to improve the deferred maintenance situation on campus and meet maintenance needs more efficiently. In 1999, MSU developed a Geographic Information System (MSUGIS) to represent and organize deferred maintenance data in a spatially formatted manner, such as maps and tables. All of the University’s deferred maintenance needs are now represented in MSUGIS, which has the ability to run many different dynamic queries against the deferred maintenance data. Having maintenance data available in this readily accessible format has enabled two significant changes. First, MSUGIS has made deferred maintenance issues highly visible to the Board of Trustees and a regular part of the budget planning process. Second, MSUGIS has enabled more efficient planning by treating deferred maintenance as “just-in-time” maintenance. “Just-in-time” considers the manufacturer’s expected life cycle and the university’s ongoing maintenance and experience to determine the point in time at which a piece of equipment should be scheduled for replacement. MSUGIS can generate just-in-time reports for the entire campus for 1-3-5-10 and 20 years out, allowing regular maintenance to be scheduled well in advance in order to coordinate with other projects. In the last ten years, \$112,443,551 has been spent on meeting deferred maintenance needs.

Laboratory and Training Facilities in Colleges other than Sciences

While advances in scientific technology and research methods often require substantial and frequent investment in scientific laboratory and training facilities, MSU recognizes similar needs exist in non-scientific colleges and disciplines. As a result, the new [School of Music](#) building is

¹ Report of a Visit to Michigan State University. Chicago: North Central Association of Colleges and Schools, 1996. p. 55.

one of the top priorities of The Campaign for MSU, with \$22 million in private donations partnered with State of Michigan capital outlay funds for a total estimated project cost of \$88 million. Another example is the renovation of space for James Madison College. To date, nine classrooms have been completely upgraded including technology and movable furniture; the computer lab was expanded; and the library upgraded. Similarly, the departments of Geography and Psychology have each consolidated into existing buildings that were renovated to meet the needs of each department.

Libraries and Information Technologies

In the 1996 Report, the visiting team noted that the Library has been able “to maintain a quality collection to support research and instruction” despite the increase in journal costs.² Nonetheless, the Report of Visit expressed concern over: the Library’s ability to continue to meet the need for digital information resources; resources to support research needs for faculty and graduate students, and maintenance/shelving issues. In the last ten years, the Libraries have moved dramatically in the direction of networked information resources, including infrastructure, services, and digital collections. While most library users have access to these networked resources at home or office, the Main Library increased its technology infrastructure to support the use of networked information resources as well. There are more than 400 public computer workstations in the Main Library, all of which operate on the gigabit network. The Library also supports a *24/7 800 line* that assists people with access to the campus network and to electronic resources and is the primary point of assistance for distance education and online teaching and learning resources. Finally, the MSU Libraries participate in the Committee on Institutional Cooperation (Big Ten plus University of Chicago: CIC) [Center for Library Initiatives](#). This Center fosters collaboration among the research libraries of the CIC with three key objectives 1) to optimize student and faculty access to the combined resources of the libraries; 2) to maximize cost, time, and space savings for the libraries and their staffs; and 3) to support a collaborative environment where library staff can work together to solve their mutual problems.

² Report of a Visit to Michigan State University. Chicago: North Central Association of Colleges and Schools, 1996. p. 18.

Digital Information Resources

Digital Information resources have increased dramatically over the past ten years and include:

- The library catalog, MAGIC, was upgraded to a new state-of-the-art online system in 1998, allowing users to link directly to electronic resources and search indexes, to view their patron records, and to renew books and place holds online. The holdings of the Law College and the Library of Michigan are now in MAGIC. Last year the Libraries purchased significant software that added the capability for federated searching and OpenURL and support for XML, among others.
- Through a proxy server, 28,714 electronic journals are accessible remotely from all over the campus, from overseas study sites, and by MSU researchers globally.
- The University allocates \$250,000 each year for the purchase of electronic resources. The percentage of the Libraries' materials budget that is expended on electronic resources has grown from 14% in 2000-01 to 35% in 2003-04.
- The Libraries offer chat and e-mail [reference](#) services.
- Creation of the [Digital and Multimedia Center](#) to preserve scholarly resources and make them more widely available.
- Voice digitization of the highly-regarded Vincent Voice Library. In collaboration with [Matrix](#), the College of Engineering, and the College of Education, the [National Gallery of the Spoken Word](#) was created. This project was funded as part of the National Science Foundation-administered Digital Library Initiative (phase 2).
- Leader of a statewide partnership to create a digital collection about the state's history. Funded by the Institute of Museum and Library Services and entitled [Making of Modern Michigan](#), this project also aims to extend knowledge of digitization techniques, copyright issues, and metadata standards to libraries of all sizes across the state.
- The Libraries partner in LOCKSS (Lots of Copies Keep Stuff Safe), a national digital preservation effort.

Library Resources and Maintenance

Since the last review, the University demonstrated its willingness to commit significant resources to the library to support collections to meet the research needs of the faculty, and the

Library significantly enhanced its interlibrary loan services. In addition to the additional electronic resources outlined above, the Libraries continued to increase traditional materials as well. In all years since the last review, the University increased by 5% the base budget of the Libraries' materials budget, with only two exceptions. In 2003-04 and in 2004-05, the base budget was increased by 4%. During this period the Library greatly improved maintenance of the stacks and re-shelving of books. In addition, library resources were improved through the opening of the Biomedical and Physical Sciences Library in its new location and the complete renovation of the Engineering Library.

Interlibrary Loan Services and Initiatives

- [Interlibrary Services](#) provides desktop delivery for articles.
- Expedited Interlibrary Loan is provided within the CIC (Committee on Institutional Cooperation: Big Ten universities and the University of Chicago).
- The Libraries led the effort to develop a prototype for a statewide resource sharing system. The InMICH project, funded by the Institute for Museum and Library Services, was adopted by the Library of Michigan as the model for the statewide MeLCat (Michigan eLibrary) system. MeLCat allows patron-initiated interlibrary loan requests from 48 libraries currently and will grow to 500 libraries within 5 years. It is supported by a delivery system that typically fills requests within 3-5 days.

Stacks Maintenance

Substantial sections of compact shelving have been installed to increase the shelving capacity of the Main Library, including the entire Basement and a significant area on 2 and 3 East in the Main Library, as well in the: Engineering, Math, and Biomedical and Physical Sciences branch libraries. This has alleviated overcrowding and allows books to be re-shelved much more quickly and accurately.

Reconfiguration of Existing Classrooms

MSU maintains 340 classrooms and lecture halls as well as 500 departmentally assigned instructional spaces such as scheduled classroom laboratories, open class laboratories, and tutorial rooms. Allocation of funds for classroom and instructional space improvement is based

on a multi-year improvement plan, informed by onsite assessment of the room condition and input from faculty and staff advisory groups. During the period FY95-FY05, \$20.4 million was invested in infrastructure and technology enhancements to the centrally scheduled classrooms, including \$14.2 million to improve the condition of the classrooms and \$6.7 million in new or upgraded technology. Approximately \$6.1 million was invested from FY98-FY06 in instructional space improvements with an additional investment of approximately \$11.6 million in the planning stages. From 1995-2005, over 280 centrally scheduled classrooms have been upgraded.

Classroom Space

- 45% of university classrooms are in good to excellent condition requiring minimal to no alterations or improvements.
- 46% require moderate improvements such as new seating, lighting, or painting.
- 9% require a comprehensive upgrade.
- 63% are technology-equipped and include video, audio, and a networked computer connected to a permanently installed, high-quality projection system.
- Approximately 20 rooms per year receive technology installations as part of an ongoing technology replacement program begun in 2003.

1996 Report Comment #2: National trends suggest that MSU may need to pay special attention to research leadership in order to maintain and enhance its current position.

As a pioneering land grant university, MSU has been committed to research leadership since its founding as an institution dedicated to incorporating science into the practice of agriculture. Faculty research is supported at the University in part by the Vice President for Research and Graduate Studies ([VPRGS](#)). In 2004, J. Ian Gray was appointed as the VPRGS. In order to establish a University strategic research agenda, Dr. Gray embarked on a series of discussions, with members of the University Research Council, college deans and their staff, and faculty. The goal of the discussions was to provide a series of cross-university interdisciplinary research themes/areas in which MSU will invest resources that are based on integrating the research priorities germane to multiple colleges and are mindful of emerging strategic areas.

Other examples of Dr. Gray's leadership include:

- A series of [white papers](#) is under development around the National Institutes of Health (NIH) "Roadmap" interdisciplinary themes.
- A series of cross-college thematic areas has been identified for further development, including: families and communities, environmental science and policy (including major foci on land use and water), renewable resources, energy and energy alternatives, food and health, risk assessment and design, health and life sciences, advanced automotive, and nanotechnology.

Since the 1995 NCA review:

- Sponsored research increased from \$186.7 million in 1994-95 to \$303 million in 2003-04.
- National Science Foundation Survey of research expenditures increased from \$205 million in 1997-98 to \$348 million in 2003-04.
- Research proposals submitted by MSU faculty increased from 2,417 in 1995-96 to 3,514 in 2003-04.

Further information on research at MSU, including cross-college efforts, can be found in [Chapter Six](#) and in [Chapter Eight](#), which includes a section on international research at MSU.

The discovery of a new compound by MSU researchers could lead to improved chemotherapy treatments with fewer side effects. The discovery was made by an MSU team led by Jetze Tepe, assistant professor of chemistry, and was detailed in the December 2004 issue of the journal *Chemistry & Biology*. MSU has a long tradition of cancer research, which includes the discovery of the drug cisplatin in the 1970s. Cisplatin remains the most effective cancer drug ever discovered.

1996 Report Comment #3: There is some concern that the multiple reporting lines may hamper multidisciplinary cooperation in research.

One of the major advantages of multiple reporting lines is that they *encourage* multidisciplinary cooperation across the mission. 250 cross-unit initiatives were identified in the

spring of 2005 at the request of Acting Provost John Hudzik (see the list of [Cross-Unit Collaboration and/or Cooperative Initiatives](#)).

In addition, there are over 100 research centers at MSU that encourage faculty from different disciplines to come together in pursuit of a particular set of common research problems (click here for a partial [list](#) of centers participating in the OVPRGS review process). Incubator Grants, (part of the [Intramural Research Grant Program](#)) encourage multidisciplinary research teams to focus on new areas of research that will lead to extramurally funded programs. For more information on research centers in particular, and multidisciplinary cooperation in research in general, see [Chapter Six](#) and [Chapter Eight](#).

1996 Report Comment #4: There is concern about the diminishing percentage of the University's budget coming from state sources, since there is a finite limit to which 'more' can be done with 'less'.

Over the past several years, Michigan's economic troubles have steadily reduced state funding as an overall proportion of MSU's budget. MSU's reductions are part of a larger national trend of cutting state support for higher education, even as government leaders call for expansion of education programs and opportunities for their citizens. State funding for Michigan universities, including MSU, has declined by 8.2% in 2004-2005 (and an additional 0.6% in 2005-06). The University absorbed appropriation cuts of 13.37% over the past 5 years. MSU's internal reductions and budget reallocations taken to offset state appropriation cuts have exceeded 8% over the past 5 years (thru FY06). The percentage of the University's revenue that is from state allocations has been decreasing over the last decade: from 51.97% in 1996-97 to 40.20% in 2004-05 to 36.8% in 2005-06 (see Figure 2.1). The University administration continues to express its concerns to the state government and has been proactive in working through potential solutions in a state and national economy that is significantly resource-constrained. MSU cannot rely on the state to restore its traditional level of support in the near future. The state remains behind the nation in economic recovery. Given the national trends in higher education funding in general and Michigan's economic situation in particular, MSU has had to turn to other revenue sources: raising tuition and fees annually. However, MSU's commitment to keeping higher education accessible has meant a lower than average tuition increase over the McPherson years. As of the 2002-03 school year, MSU students paid

approximately \$1,400 less per year than their counterparts at other universities. Between 1994 and 2001 MSU had the “Tuition Guarantee” in place, a program that kept tuition increases at or below the rate of inflation. During that time, MSU tuition increases averaged 2.8% per year, compared to 4.8% at other Michigan universities and 5.2% at Big Ten public universities.

While state appropriations have been cut in recent years and MSU has made a commitment to limit tuition increases as much as possible, MSU has been fortunate to increase its revenue in other areas (see Figure 2.1). In particular, MSU has made impressive strides in private fundraising (an area of concern in the 1996 NCA Report). MSU set records for private fundraising each year for seven years from 1996 to 2002. The economic slow down affected fundraising in 2003, but 2004 saw a 9.48 percent increase in donations over the previous year. This performance far exceeded the national rate of a 3.4 percent increase in 2004 over 2003. MSU now ranks 19th in fundraising among public research universities, a clear change from 1996 when NCA noted “MSU is currently placing less emphasis on private donations than other similar institutions.”³ Finally, MSU’s fundraising has been bolstered by the \$1.2 billion capital campaign, [The Campaign for MSU](#), described [above](#). The campaign’s emphasis on growing the University’s endowment will further insulate the University from a continuing decline in the percentage of University revenue derived from state appropriations.

MSU ranked 20th in 2000-01 and 18th in 2001-02 in private fundraising nationwide. In 2001-02 MSU raised \$211,629,395 in private funds.

³ Report of a Visit to Michigan State University. Chicago: North Central Association of Colleges and Schools, 1996. p. 17.

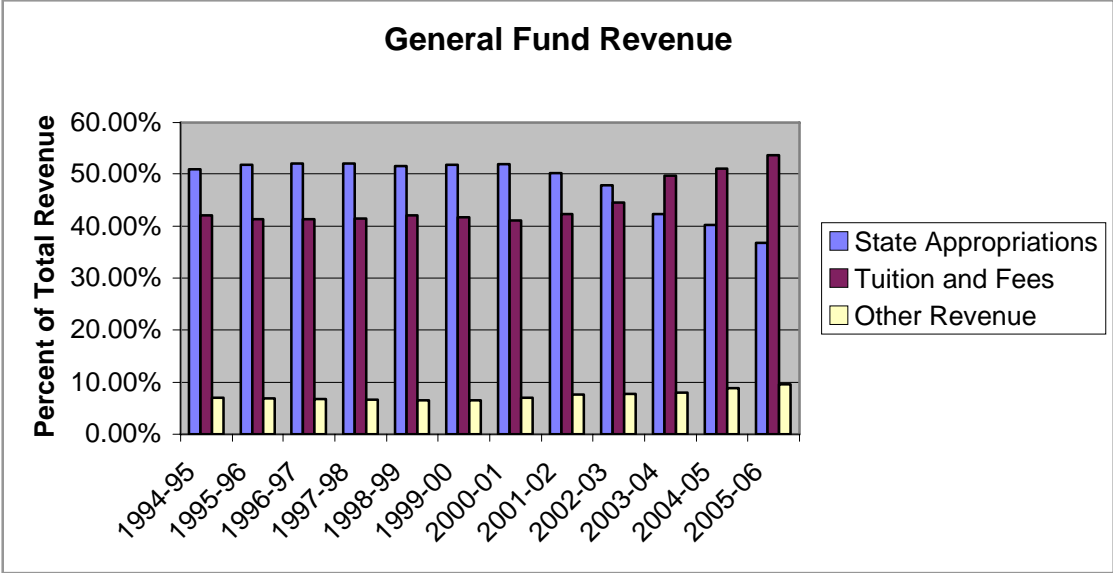
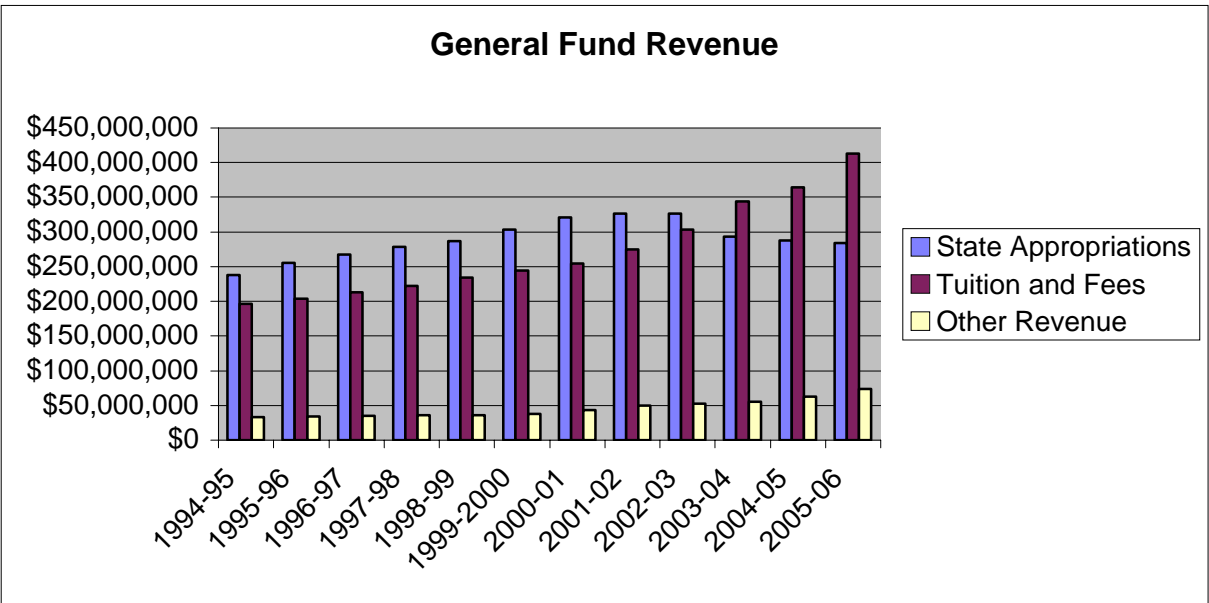


Figure 2.1: Ten-Year Revenue Trends (MSU Budget Documents)

1996 Report Comment #5: The development and implementation of outcome assessment plans throughout the University is variable.

The 1996 Report of Visit noted that MSU's assessment plans in the early 1990s were impeded by other significant events at the University, including the transition from a quarter-based academic calendar to a semester-based academic calendar. The Report went on to note that MSU took "assessment of student learning at all levels seriously."⁴ In the nearly ten years since, MSU made considerable improvements in the quality and implementation of outcome assessment plans. Leading this effort since 2000 has been the Director of Assessment who works with each unit to prepare their plan in accordance with the "[Statement](#) from the All University Assessment Policy and Practice Advisory Committee on a University Framework for Developing Assessments of Student Educational Outcomes." The Director of Assessment ensures that all assessment plans will meet a minimum standard of development (the most recent plans are available on the accreditation [website](#)). To ensure that all new programs meet this same standard from inception, new academic program and change program requests to the University Committee on Curriculum are **required** to include student outcome assessment plans. Periodically, assessment plans are required as a part of the annual budget planning process as well.

The development and implementation of outcome assessment plans throughout the University is now systematic and sustained. In addition, unit level assessment plans are supplemented by University-wide initiatives. In addition to those already mentioned the University has engaged in the following assessment activities recently:

- The Associate Director of the Career and Placement Services program Collegiate Employment Research Institute conducts assessments of MSU graduates in the workplace and assesses workplace readiness.
- The Department of Residence Life has initiated [assessment measures](#) that provide valuable information on students, especially freshmen and transfer students, and their adjustment to the University.
- The Graduate School is working with colleges to initiate and/or improve external program review processes.

⁴ Report of a Visit to Michigan State University. Chicago: North Central Association of Colleges and Schools, 1996. p. 45.

- Many programs at MSU receive specialized accreditation reviews from external accrediting bodies. Currently, 31 external [agencies accredit](#) programs at MSU. Accreditation reports are available in the Resource Room.

Given the nature of the HLC/NCA criteria for accreditation, the pervasiveness of assessment at MSU, and the way in which the self-study team requested information from units, information on assessment at MSU will be found throughout this entire report. For more information on the assessment program as it relates directly to student achievement, see [Chapter Five](#).

1996 Report Comment #6: There is a need for more coordinated planning to assist faculty in making optimum use of new technology and information systems.

MSU continues to use both its recurring General Funds budgets and the Teaching and Learning Environment (TLE) funding to build out, refresh, and upgrade its technology infrastructure.

- More than 2/3 of MSU's centrally-scheduled classrooms are technology-enabled and new rooms are added at a rate of at least 10% annually.
- The Vice Provost for Libraries, Computing, and Technology (LCT) established a Technology Training unit directed by a faculty member to provide support for faculty.
- The Assistant to the Provost for Faculty and Organizational Development sponsors seminars independently and in conjunction with the Technology Training Office.
- The [Instructional Media Center](#) provides faculty training in the use of all the equipment in technology classrooms.
- Many of MSU's colleges, such as the College of Education, have formalized programs by which faculty teach other faculty how to incorporate more technology-mediated instruction into their courses.
- The Virtual University Design and Technology group is a central support unit for faculty developing online and technology-mediated courseware.
- General computing help is available at Consulting Services either in person or via a 24-hour computer help line.

Technology Support Staff

The 1996 Report of Visit noted, “the \$10.4 million 5-year appropriation of special funds to provide information technology will not add support staff.”⁵ The reference to the \$10.4 million special appropriation is a reference to the “TLE funds.” Over the last 12 years the University has continued to provide this funding as a mechanism to assure continual enhancement, buildout, refreshing and upgrading of its teaching and learning technology infrastructure. TLE funding is *intentionally* “recurring funds for non-recurring purposes” and has never been used to increase or pay for support staff.

Nonetheless, the number of support staff for the technology environment at MSU has increased from 232 positions to 520 positions in the last ten years. Within LCT, for example, more staff than a decade ago are now assigned full-time to manage systems used by faculty and students in their instructional endeavors. Similarly, the Virtual University Design and Technology group is larger and has a far larger dedicated budget now than in 1995-96, in order to support faculty development and the instructional use of technology (see [change request](#) that follows). A great deal of attention has been given in recent years to enhancing the coordination of instructionally-related technology support between LCT units (e.g., Academic Computing and Network Services, Administrative Information Services, Instructional Media Center, Client Advocacy Office, Broadcasting Services, Libraries) and non-LCT units (e.g., Registrar, Financial Aid, Admissions, Controller, Planning and Budgets) to increase the effectiveness and efficiency of end-user support provided to faculty and students in the aggregate by these offices.

1996 Report Comment #7: University governance procedures for decision making need to be reconciled with the actual processes involved.

There are three layers of [Academic Governance](#) (Department/School, College, and University), each with specified areas of jurisdiction. Department and College By-Laws are reviewed periodically by the University Committee on Academic Governance for conformity with University policies. Consultation on actions at the University level are recommended to the Provost by the [Executive Committee of Academic Council](#) and result in requests for advice consonant with the authority of the respective committee. Under the [University By-Laws](#), the

⁵ Report of a Visit to Michigan State University. Chicago: North Central Association of Colleges and Schools, 1996. p. 18.

modes of participation are defined as consultation, advice, shared responsibility, and delegated authority. Where the degree of consultation needed is uncertain, the tendency is to submit the issue for more, rather than less, advice. For more information on Academic Governance at MSU, see [Chapter Three](#).

Student, faculty, and administrative representatives on Academic Governance committees are committed to inclusive governance procedures. The 1996 Report of Visit noted that “some faculty express frustration at the slowness of the many steps associated with a cumbersome and a complicated faculty governance process” and “there is the perception that there have been instances in the past few years of actions taken that did not flow through the governance process, and that the steps associated with faculty role in governance have not always been observed.”⁶ At a university as large and complex as MSU, achieving the proper balance of inclusiveness and responsiveness in shared governance requires constant adjustment. A committee of faculty recently undertook a study of Academic Governance at MSU and drafted a report suggesting improvements “designed to provide more effective and timely faculty input to university decision-making.” The [Report of the Ad Hoc Committee on Faculty Voice](#) made several recommendations, which include streamlining governance committees and increasing web-based communications. The committee’s recommendations are currently under review in Academic Governance.

E. Request for Change

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,

⁶ Report of a Visit to Michigan State University. Chicago: North Central Association of Colleges and Schools, 1996. p. 7.

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.

Summary of MSU's Three Current 100% Online Programs

MA in Education

College of Education

- 100% online and only offered online.
- Approved as a new graduate program by Statewide Academic Program Review November 2, 2001 (see Resource Room)
- August 2001 to present.
- 112 graduates. 190 enrolled.
- All cores courses are regularly taught by MSU faculty.

This Program is designed for experienced educators who wish to enhance their professional practice through online study of advanced professional knowledge and has five concentration areas: Literacy Education; P-16 School Leadership; Science and Mathematics Education; Special Education; and Technology and Learning.

Assessment: All course syllabi specify expected student learning outcomes, which are directly assessed by course faculty through students' written work and interactive participation in the online courses. Faculty members provide substantial feedback to individual students throughout each semester. End-of-semester evaluations are administered electronically, and the results are provided to the faculty and to the Assistant Dean who is responsible for program administration.

Program coherence, impact, and completion assessments are demonstrated through the public exhibition and faculty/peer assessment of an online portfolio begun during the first course and finalized in the capstone/synthesis course by each graduating student. The portfolio is the primary vehicle for formative and summative evaluation of student learning. The organization of the portfolio is patterned after the increasingly widespread use of portfolios in a variety of professions. All students are encouraged to design their portfolios not merely to meet the requirements of the program but as a tool for their continuing professional growth. A rubric for evaluating the quality and substance of the master's portfolio was developed by a team of faculty

to provide students with a clear understanding of the required and recommended elements. The portfolio is an authentic task for students, focusing on work that enhances their professional development, educational practice, and career aspirations. The portfolio also addresses two key concerns: *intellectual coherence and creating a community of learners*. The portfolio process provides a supportive structure that enables students to demonstrate their perceptions of the coherence of their program. Displaying their work in progress in a public fashion invites dialogue between the student and faculty aimed at enhancing that coherence. Such public displays also stimulate dialogue among students, encouraging them to be active members of a community of learners, all of whom are working to construct a coherent program of study. The cumulative external representation of the program through student portfolios is also a major resource for formative and summative evaluation of program quality. Finally, the program emphasizes educational outcomes for students and places the burden on faculty for sharing responsibility with students to determine the appropriate characteristics of online learning that differ dramatically from such things as seat time and attendance as minimal marks of participation in conventional classroom settings.

BSN Nursing (Track for Registered Nurses)

College of Nursing

- August 2003.
- Statewide Academic Program Review did not consider the *additional online delivery mode* for this existing program.
- 11 graduates. 18 enrolled for completion in 2006.
- All courses are taught by College of Nursing faculty.
- Program strongly recommends attending the on campus orientation program.

Assessment: Rubrics are being developed by faculty for the evaluation of online learning.

Assessment criteria include:

- Learner support and resources
- Instructional design and delivery
- Innovative teaching with technology
- Online organization and design

- Assessment and evaluation of student learning
- Faculty use of student feedback

Faculty teaching in online courses are working with Virtual University Design and Technology instructional designers to develop best practices for online learning. For example, a chronic asthma teaching module was developed that includes: written content, appropriate web links, voice-over power point and/or multimedia presentations, learning activities, such as case studies/team activities, quizzes/exams/papers, and evaluation surveys. Learning activities are designed to meet the various learning styles of students. Nursing faculty will also work with the Director of Distance Credit programs to further design best practice teaching modules.

MA in Youth Development

Department of Family and Child Ecology (College of Human Ecology until Dec 31, 2005 moving to College of Social Science pending Board of Trustees action)

And Great Plains Interactive Distance Education Alliance ([GP IDEA](#)): Colorado State University, Kansas State University, and University of Nebraska. Note: GP IDEA was a FIPSE-funded initiative with required assessment and is one of the few successful programs of its kind in the U. S. MSU's University Graduate Council carefully considered the merits of an alliance-based program and requested a review in five years.

- Started Fall, 2003
- 100% online (with a thesis option conducted on-campus)
- Approved by Statewide Academic Program Review in April 2003 (letter in Resource Room).
- Single price tuition
- No graduates yet. 37 enrolled from MSU (additional at the partner institutions)
- 2 students completed the certificates.
- Courses are taught by MSU faculty and regular faculty at the partner institutions.

There is a critical need for trained youth development professionals. An estimated 17,000 organizations currently serve more than 30 million young people, and national trends are moving away from focusing on problems and behavior correction, instead favoring a positive approach. Professionals who understand the strengths-based approach are in demand. This is the only alliance of public universities to offer a program on Youth Development completely online. The

program also offers a graduate certificate. This is ideal for professionals in a variety of youth-related fields. Areas include youth-serving organizations like 4-H; Boys and Girls Club; non-profit organizations; faith-based group community recreation facilities; correctional professions; elementary, middle and high school educators; and extension educators.

The 36 credit master's degree program consists of ten required courses (38 credits) and depending on the institution where students are admitted, a practicum, project or thesis for 8 credits. Thesis work is done at the student's home institution *on campus*.

Assessment is carried out using entry, mid-point and final evaluations, examinations, and papers. Program assessment includes faculty conference calls, chair conference calls, annual GPI meeting and GPI coordinator correspondence.

Additional “Hybrid” or “Blended” Programs (*online with at least one component requiring residency on the MSU campus*).

These are not 100% “online” degree programs, however, they are part of MSU’s portfolio of technology-mediated degree programs. MSU has three online Master’s degree programs that are “hybrid” or “blended”; that is, they require residency on campus. We have one graduate specialization (not a degree program) that is online. In addition, we have an M.S. and Ph.D. program in Physics with a focus on nuclear physics that provides online courses and an option to conduct research at a national or international cyclotron laboratory. Both require guidance committee meetings on campus.

MSN with concentration in Nursing Education

College of Nursing

- August 2003.
- 20 graduates expected in May 2006. 33 enrolled for completion in 2007. 40 enrolled for completion in 2008.
- All courses are taught by College of Nursing faculty. One 3 credit course is required as a cognate and may be taken at MSU or transferred from an approved university whose course is pre-approved by College of Nursing faculty.

On-campus orientation is required. In rare cases the orientation may be conducted by phone. The orientation was added in response to feedback from students and a review of pertinent literature.

Assessment: College of Nursing is participating in a Flashlight benchmarking project called *Evaluating Educational Uses of the Web in Nursing (EEUWIN)*. The EEUWIN project is coordinated through the Technology and Learning group. This is the second year of MSU's participation. Raw data exists from online courses taught in FS04 and SS05. Data is collected through anonymous student surveys approved by the University Committee on Research Involving Human Subjects (UCHRIS). Student surveys include such topics as:

- Productive use of technology
- Active participation in learning
- Feedback from instructors
- Student-faculty interaction
- Interaction with peers
- Satisfaction
- Frequency (time per week spent on this course, and comparison of time spent on studying for other courses)

Faculty teaching online courses work with Virtual University Design and Technology instructional designers to develop best practices for online learning.

MS in Packaging

School of Packaging, College of Agriculture and Natural Resources

- August 2001 to present.
- 4 graduates. 27 enrolled (all students are part-time).
- All core courses are taught by MSU faculty, adjunct faculty, and/or retired MSU faculty.

A final certifying exam (oral) is completed on campus, although it may be completed by conference call for international students. Students visit campus to meet with the major faculty advisor.

Assessment: Direct methods include results of student examinations and evaluation of student performance on papers. Indirect methods include survey feedback from past and present students (most of whom are actively employed in the food systems industries worldwide)

regarding applicability and usefulness of course content. Early assessment of student learning led to a change in the required core course structure. Ongoing assessment of student learning indicated the need for one course to be revised and updated (currently in process).

MS in Food Safety

National Food Safety and Toxicology (interdisciplinary), College of Veterinary Medicine.

- June 2002 to present.
- Approved by Statewide Academic Program Review as a new graduate program June 26, 2002 (see Resource Room).
- 9 graduates. 54 enrolled.
- All courses are taught by MSU faculty who may be tenure-system, adjunct, fixed-term and/or specialists. All fixed term faculty are vetted by the National Food Safety and Toxicology Center Director and the Faculty Advisory Committee. The program maintains an educational design staff to assist faculty in the technical delivery of online course material.

Program requires an introductory 10-day working session on campus during the first summer of the program. The remaining credits are completed online.

Assessment: Direct assessment is via examinations and required papers. Indirect assessment is from information gleaned from industry, agencies, or professional societies regarding the graduates. Program content is reviewed for appropriateness to the industry, needs of society, and the food safety mission of the NFSTC. Exit interviews are conducted with graduating students. Students are required to complete an evaluation at the end of each course. Faculty also conduct an annual review of the program and of student outcomes.

M.S. and Ph.D. in Physics with a focus in nuclear physics

Department of Physics and Astronomy, College of Natural Science

- Fall 1997 to present.
- 8 graduates. 13 enrolled.
- All courses are taught by MSU faculty with occasional guest lectures by international experts.

Master's degree is online although students often come to campus for meetings. Ph.D. program requires on campus meetings of the guidance committee and the final dissertation defense.

Assessment: Direct methods include a homework system of online and correspondence submissions and examinations proctored by staff at the cyclotron sites worldwide that have students enrolled. Most students are employed full time in these cyclotron labs. Those with whom they work provide indirect assessment of learning.

In approving this program, the University Graduate Council (UGC) noted that nuclear physics is one of MSU's signature programs. It is characterized by a strong, internationally respected faculty. Nuclear physics requires access to highly sophisticated cyclotrons in order to conduct research. UGC opined that this set of facts supported approval of this program and requested a report back after eight years.

Graduate Specialization (not a degree program)

Graduate Specialization in Security Management.

School of Criminal Justice, College of Social Science.

- 100% online.
- January 1998 to present.
- 39 graduates. 27 currently enrolled.
- All core courses are taught by MSU faculty. Elective courses may be taught by Ph.D. academic specialists.

Assessment: Admissions criteria are identical as those for on-campus students. The courses are taught by faculty who work with both online and on-campus students permitting the unit to use the same methods of testing and interactions with employers for assessment.

Documentation for this change request

In order to fulfill MSU's mission of the delivery of high quality programs to a broad spectrum of society, MSU has expanded its use of technology. While traditional Master's degree programs will continue to grow nationally, this segment of higher education is strongly linked to

careers and to the workplace, and there are an increasing number of students who earn credits while working full time.⁷

The goals for MSU's online efforts are multi-faceted: to enhance the MSU brand by expanding MSU's enrollment audience, meeting social, educational, and professional development needs for the citizens of Michigan, and generating additional revenue for general MSU programmatic support. As with traditional delivery models, primary responsibility for developing and maintaining courses and programs that carry academic credit and that are designed for non-resident, off-campus audiences lies with the faculty of the College offering the program or courses.

During consideration of the approval of the first online degree programs, MSU governance committees discussed the concept of delivery methods. The method of delivery of course content is part of the design of the program and as such is a delegated responsibility of the faculty. As a part of any request for a new program, the delivery method is considered as a part of the program/curricular plan and is reviewed by the appropriate department, college, and university governance committees.

Internal approval of new programs is completed through the normal channels of University committees. Programs are finally approved by Academic Council. New programs are approved by Statewide Academic Program Review (documents in Resource Room; [Statewide Criteria](#)). Online delivery of existing degree programs are not required to undergo Statewide Academic Program Review.

MSU's current online degree programs were largely developed at the request of external constituencies who required the flexibility permitted by online offerings and desired access to MSU's nationally recognized programs. As noted above, many of MSU's programs maintain contact with employers and professional societies to ensure current and appropriate offerings.

MSU established a Provost Advisory Committee on Distance Education (DEPAC) in 2001 that focused primarily on providing overall advice on online offerings. Early tasks of this committee were to advise the Provost on the scope and quality of MSU initiatives that would involve online learning. This original committee continues to meet as needed. DEPAC also considered the evaluation of MSU's initiatives in online learning. Demand for programs and

⁷ Kohl, Kay and Jules LaPidus. Postbaccalaureate Futures: New Markets, Resources, Credentials. Phoenix: Oryx Press, 2000.

numbers of enrolled students and graduates were established as areas in which to collect data. The summary of programs above provides program-level data on both of these metrics.

Financial and Infrastructural Support

MSU's online distance education programs are promulgated mainly through the same facilities and services used to support on-campus technology-enhanced instruction: (see [Chapter Five](#) for more information)

- ANGEL course management system
- LON-CAPA course management system
- Library Distance Learning Services 24/7 help desk
- Library online resources
- Academic Computing and Network Services help desk
- College level assistance for online programs and courses
- MSUnet network services and infrastructure

In addition, MSU's Virtual University Design and Technology's ([VU DAT](#)) twenty-eight staff members (20 FTE) provide support for the design and implementation of online courses in a broad mix of fully online and blended instructional programs across all colleges. They offer faculty and staff professional development as well as sharing of best practices in order to continue to improve MSU's efforts in this area. VU DAT is supported by an annual general fund budget of \$1,062,345.

VU DAT estimates that between \$30-50,000 is required to develop a fully online offering that is the equivalent of a 3 credit course. This depends, of course, on the degree of interactivity required for the course. VU DAT will build special interactive exercises, audio-visual components and graphics, and special communication tools. Complex flash animations, 3-D animations, or educational games will increase the above cost estimate.

It is not possible (nor is it sensible) to accurately detail the incremental costs for only the 3 online degree programs described above within the broad array of online course offerings at MSU. In fact, with MSU's use of the ANGEL and LON-CAPA course management systems, MSU would operate the services that support online learning even without the 3 fully online degree programs. Currently (Fall 2005) MSU supports 2,012 online courses (of a total of 8,646) that serve 105,085 student course enrollments (of a total of 213,982).

Additional activities that demonstrate MSU's infrastructure, financial support, and capacity to engage successfully in the above as well as future online degree programs:

- MSU provides a 24/7 computer and technology [helpline](#) to support all online courses and programs.
- The MSU Libraries hosts an electronic resources [site](#) to assist on-campus and online learners.
- The Office of the [Registrar](#) provides a full service portal for students interested in online degree programs at MSU.
- MSU Global [Online](#) Connection works with MSU's non-credit programs and also provides advice in the form of a business-model template (Resource Room) to assess the revenue-generating possibilities of any given degree program. They also function as one of the research centers for online learning, especially for non-credit programs. MSU Global is supported by an annual general fund budget of \$787,586. There are 6 FTE in the MSU office, 2.75 "virtual" FTE, and 2.5 consultant FTE.
- The Office of Faculty Development also offers programming to assist faculty with learning how to deliver and assess these new instructional methods. Similarly, LCT offers a variety of faculty development programs to help faculty with online instructional design, use of online development tools, use of course management systems, techniques for teaching online, and more.

Summary

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.

As noted above, 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.

MSU requests blanket approval to include its online programs as part of its accreditation.

The second building on campus was Saints' Rest dormitory, built in 1856 and housing students for twenty years until it was destroyed by fire. As a part of MSU's sesquicentennial, the site of the dormitory was [excavated](#) in the summer of 2005, providing archeological field experience for students and a glimpse into MSU's past.



Today, MSU operates the largest residence hall system in the country:

- On-campus facilities include 37 residence halls, 2,111 student apartments, and 184 apartments for staff and faculty.
- Over 4,000,000 meals are served each year in residence halls.
- There are also 6,000 fire extinguishers on campus to help avoid the fate of Saints' Rest.



