RE: 2008-2009 work of the University Committee on Liberal Learning: Previous work and recommendations for EGR actions.

TO: College of Engineering

FROM: George Stockman (based on reading documents and attending one meeting)

The UCLL has significant goals for Liberal Learning at MSU. See the “Goals statements” attached. We in EGR should definitely be concerned with how our students see themselves as individuals in our society and how they participate in the world in both a local and global context. In my opinion, our engineering programs have not in the past paid adequate attention to these concepts, and our students in general have not been adequately engaged in such thoughts. Recently, ABET activity has new focus on global issues, communication, and ethics and EGR is probably ahead of most of MSU in adopting goals and assessing where we are in attaining them. It was good to see concern about establishing outcomes and assessment of outcomes in the other colleges.

It would be nice if MSU became a leader in such an endeavor. However, right now we might have to follow other universities who have gone ahead – University of Southern California is one good example to study.

The UCLL determined a set of Liberal Learning Goals and Outcomes, which we should have little problem in accepting. Some of these goals significantly overlap what we already embrace from our ABET work. The broad categories are 1) Analytical thinking, 2) Cultural Understanding, 3) Effective citizenship, 4) Effective communication, and 5) Integrated reasoning. Attached is the detailed document. Broader MSU work on LL will help with EGR work in education and training students in EGR programs.

The third attached document is a matrix that a plan for going forward at the various unit levels at MSU. I recommend that EGR and its various departments study this document, and the two others, and plan for integration of the MSU LL work and our ongoing ABET-induced work on improvement and accreditation of our EGR programs.

Respectfully, George Stockman
University Committee on Liberal Learning
Goal Statements

1) Relative to the Outcomes of Liberal Learning: Clearly articulate the knowledge, attitudes, and skills that should characterize all graduates of MSU.

2) Demonstrate the degree to which the undergraduate experience at MSU leads to the knowledge, attitudes, and skills outlined in the Outcomes of Liberal Learning.

3) Foster campus-wide conversation focused on enhancing student, faculty, and staff understanding of the Outcomes of Liberal Learning, thus influencing institutional culture.

4) Identify and celebrate exemplars that foster intentionality in the design and implementation of dynamic and innovative curricular and co-curricular initiatives.

5) Promote MSU as a leader in understanding, articulating, taking action, and assessing the expected outcomes of liberal learning.

Five year benchmarks of change

- Course and curriculum review will include evaluation of connectedness to OLL
- OLL will be integrated into the “DNA” of MSU
- Like Degree Navigator maps student progress toward their degree, there would be something in place that maps students progress toward understanding OLL and therefore can serve as a guide faculty, staff, and students (could be an audit system tied to a portfolio as an example)
- There should be a clear understanding that contributions to OLL is an integral part of tenure and promotion
- Recruitment of administrator, faculty, staff, etc. should include a component that reflects a commitment to OLL
- Awareness by both the students and faculty of the numerous resources and opportunities that are available
- Ways for students to reflect on their knowledge, attitudes, and skills (portfolio)
- Should be a coherent plan that embeds expectation for LL in admissions, AOP, welcome week, curriculum, co-curriculum, etc.and makes it apparent to all
- UCLL becomes a standing committee/community of learners
- Assessment programs should be in place and demonstrate growth in knowledge, attitudes, and skills around the OLL intended learning outcomes.
- Administrators, faculty, staff, and students should be able to articulate the goals
- There should be pride in the accomplishing the OLL
- We should be a national model
- Faculty should feel rewarded for their efforts
One year benchmarks of change (2007-2008)

- Common understanding of assessment among faculty and staff
- Communicate message to campus and beyond
  - Quality presentation by UCLL in multiple venues around campus (Council of Deans, Chairs and Directors, departments, etc)
  - Faculty and Administrator orientation
  - Capstone courses
  - Web site development and communication plan
- Exploration of any barriers to affective teaching and collaboration
- Tool for gaining feedback from alumni and employers
- Ways to engage freshmen in the OLL
- Identification of levers that would encourage embedding OLL into courses/teaching (Freshman Seminar, One-Book-One-Community)
- Finalize ILO’s
- Begin administering assessments
- Finalize inventory of existing assessments and related outcomes – baseline data
- Rewards for student involvement (i.e. essay contest with big prize)
- Co-curricular opportunities in place that promote OLL
- Select faculty identified who will seek to incorporate OLL in their classes.
Michigan State University
Liberal Learning Goals and Outcomes

A liberal arts foundation enhances the potential that MSU graduates will be outstanding leaders and life-long learners. These liberal learning goals are intended to provide a framework for students’ active engagement in learning both in and out of the classroom. Students who complete an undergraduate degree program at Michigan State University will demonstrate the knowledge, attitudes and skills associated with the following interconnected goals and outcomes:

**Analytical Thinking**
The MSU graduate uses ways of knowing from mathematics, natural sciences, social sciences, humanities, and arts to access information and critically analyze complex material in order to evaluate evidence, construct reasoned arguments, and communicate inferences and conclusions.
- Acquires, analyzes, and evaluates quality information from multiple sources.
- Synthesizes and applies the information within and across disciplines.
- Identifies and applies, as appropriate, quantitative methods for defining and responding to problems.
- Identifies the credibility, use and misuse of scientific, humanistic and artistic methods.

**Cultural Understanding**
The MSU graduate comprehends global and cultural diversity within historical, artistic, and societal contexts.
- Reflects on experiences with diversity to demonstrate knowledge and sensitivity.
- Demonstrates awareness of how diversity emerges within and across cultures.

**Effective Citizenship**
The MSU graduate participates as a member of local, national, and global communities and has the capacity to lead in an increasingly interdependent world.
- Understands the structures of local, national, and global governance systems and acts effectively within those structures in both individual and collaborative ways.
- Applies knowledge and abilities to solve societal problems in ethical ways.

**Effective Communication**
The MSU graduate uses a variety of media to effectively communicate with diverse audiences.
- Identifies how contexts affect communication strategies and practices.
- Engages in effective communication practices in a variety of situations and with a variety of media.

**Integrated Reasoning**
The MSU graduate integrates discipline-based knowledge to make informed decisions that reflect humane, social, ethical, and aesthetic values.
- Critically applies liberal arts knowledge in disciplinary contexts and disciplinary knowledge in liberal arts contexts.
- Uses a variety of inquiry strategies incorporating multiple views to make value judgments, solve problems, answer questions, and generate new understandings.
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<thead>
<tr>
<th>Levels</th>
<th>Mission/Vision &amp; Human Resources</th>
<th>Organizational Structures &amp; Organizational Processes</th>
<th>Infrastructure &amp; Culture</th>
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<tbody>
<tr>
<td>Institution</td>
<td>• In addition to IGS Centers define stake holders in OLL*</td>
<td>• Seed money for cross-college initiatives (assisting faculty with the development and implementation of ideas)</td>
<td>• First year experience is critical (Expand and support freshmen seminars)</td>
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<td>• Remove barriers to and encourage collaboration</td>
<td>• Gather and evaluate baseline evidence of student learning relative to OLL. Focus is on intentionality</td>
<td>• OLL are important for every student</td>
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<td>• Define Interdisciplinary</td>
<td>• Engage the Council of Deans</td>
<td>• Incorporate OLL into advising and curricular review</td>
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<td>• Define Integrated</td>
<td>• Web site development</td>
<td>• Expand and emphasize opportunities for residential learning communities, creating communities of scholars</td>
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<td>• Who is responsible? (not only to teach but to assist others in teaching)</td>
<td>• Streamlining IRB processes relative to educational research</td>
<td>• Connect One Book One Community to OLL.</td>
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<td>• Less rigidity in course outlines in IGS</td>
<td>• Gather baseline data on students’ initial knowledge, attitudes, and skills relative to OLL</td>
<td>• Define and articulate what and why we want to change.</td>
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<td>• Educate faculty about what liberal learning is</td>
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<td>• Defining why the OLL are important for every student.</td>
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<td>• Reflect expectations for OLL in annual review and T&amp;P</td>
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<td>• Organize a campus wide conference on first year experience/OLL</td>
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<td>• Allocate resources to support curricular change</td>
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<td>• Create promotional literature</td>
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<td>• Creating alternate routes to achieving OLL</td>
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<td>• Are OLL reflected in the institutions mission?</td>
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<td>• Articulate OLL in context of land grant origins</td>
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<td>• Fold OLL into accreditation documents/process</td>
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<td>• What are the operational metaphors for OLL that we want people/campus to understand?</td>
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<td>• Develop assessments</td>
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<td>• Define current institutional baseline relative to OLL</td>
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<td>• How are OLL reflected in College Mission?</td>
<td>• Explore perceived tensions with IGS</td>
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*Outcomes of Liberal Learning (OLL)*

**Color Coding**

Faculty  
Curriculum/co-Curriculum  
Communication/Marketing  
Assessment/Evaluation