Introduction of Institute for Evidence-Based Change (IEBC)
- Brad Phillips-IEBC began 10-12 years ago; California’s CAL-PASS for student success: bring students together statewide and address barriers to students they progress. IEBC is the technical assistance partner to Lumina, since Lumina does not do operations; other efforts in Texas, New York, Idaho.
- Shelly Valdez is IEBC’s new Tuning director; and David Marshall is the associate director of tuning.

College Tuning History
- Brad Phillips-Originated in Europe with the creation of the European Union and the economic and educational issues that arose: wanted to ensure students could move from country to country and continue their education.
- Ministries of education had to come together on what students should know.
- Bologna Accord.
- Tuning is ensuring what students understand and are able to do is consistent across a discipline, a region, a country.
- When a student transitions, the core competencies are consistent.
- From the community college perspective, credit transfer is addressed.
- As Tuning came to the USA, leading researchers focused on the US view of education.
  - Lumina’s goal to achieve 60% of adults with a college degree by 2020.
  - The quality of degrees needs to be high.
  - The work began in Utah and Minnesota, followed by work in Kentucky with the business degree; then Texas; and the Midwest Higher Education Compact sponsored by IEBC and MEC (marketing); American Historical Society; also work with the community college accreditor.
  - Go to [www.tuning usa.org](http://www.tuning usa.org) for reference material and more information.

College Tuning Details
- John-Lumina has supported Montana’s College!NOW initiative and is also funding Montana to conduct a Tuning pilot; this is a big opportunity for Montana to participate, creating a seamless pathway from two- to four-year.
  - At last week’s NCSDCC conference at Big Sky, where 30 states were represented, tuning received significant attention.
  - Lynn Stocking and Tia Kelley also participated in the Tuning Symposium held in Indiana earlier this year.
- Shelly-Tuning is a process creating clear pathways so students understand what they need to do to achieve careers.
  - Discipline core-identify the core competencies at each degree level and learning outcomes for each competency.
  - Identify career pathways.
  - Consult with stakeholders (employers, alumni).
  - The process is not necessarily linear.
  - The fifth step is honing degree certifications.
- IEBC has much experience working with faculty groups in how to better transition students; faculty-driven, the faculty take these ideas back to their departments.
**Faculty’s Role in Tuning**

- David - Tuning equips faculty to explore new ways for students to explore ways to success.
- Educators across a state gather to discuss their discipline.
- This is an innovating process, or “aha” work.
- Faculty passion for their discipline is rekindled as they explore what their discipline is all about.
- Clarify what student success within a discipline looks like: identify the discipline’s core, debate, stake out the focus.
- Tuning intends to “harmonize” education.
- Different institutions have different resources and different faculty, so develop a core for the autonomous programs.
- More than discussion, this needs to be a matching shadowing process.
- Send a faculty representative to the statewide tuning group; that faculty returns home to keep other department faculty informed, so they can locally embrace that core.
- Tuning is a circular process, feedback loop: the local department thinks of itself as teaching, and the tuning workgroup decides on the core.
- Develop systems of communication and faculty participation.
- Important premise: in recruiting faculty, you also recruit the department; there has to be a broader commitment.
- Institutions have a supporting role to play; put into place structures to support students.
- Include external stakeholders: parents, current students, alumni.
- Departments will internalize in unique ways.
- Faculty get great satisfaction in this long process; there are success stories like the Utah pilot project.
- One-page study guide, a pre-major program, to secure foundational knowledge; identify ways that tuning can support existing initiatives.
- Shelly - Faculty representatives selected to attend the trainings should be recognized champions who are respected in their home departments, e.g., tenured faculty with departmental knowledge; these champions need some background information.
- David - The kickoff meeting starts with a review of tuning review: clarify what it intends to do.
  - The tuning guide should be distributed as pre-reading and material put on the web, so participants come to the meeting with foundational knowledge and informed questions.
  - Attendees discuss what their disciplines are about, why they choose to teach what they teach.
  - Conversation creates trust and relationships among participants and their supporting administrators; we need to be sure they have their administration’s support.
  - Tuning co-chairs may have extra duties; trust-building is helped by being informed ahead of time.

**September 5th Tuning Retreat Preparation**

- Provide participants with advanced readings so they come with questions.
- Use a document-sharing system like Google group
- Line up strategies, institutional research offices.
- Bring others to help develop focus groups.
- Shelly and David will attend and are excited to be a part.
- Enthusiasm predisposes to success.
- Check to see if Dual Credit is accepted in transfer.
- Determine how Prior Learning Assessment does or does not fit in.
- John - We are inviting all the campuses; on the four-year side, MSUB is committed to participate.
  - We want to pilot the associate of science in business with the BS and BA.
  - Funds can be transferred to participating campuses to help them participate.
- Tia - At the Indiana symposium, the two diagrams were meaningful to Helena College; degree profile, articulation agreement; two- and four-years can come together to make programs better.
- Lynn - We can build on career pathways, course transfer; this is an exciting initiative.
  - Questions: why this and why now? Is it sustainable?
Conclusion

• John-
  o The President’s 2025 goal is to have 60% of adults with a college degree.
  o The Governor wants this same goal for Montanans.
  o We have expanded the two-year mission over the last several years.
  o First tenet is university transfer: this can build bridges and crush misconceptions between two- and four-year faculty.

• Brad-
  o AACC is interested in credit transfer.
  o Through tuning, this problem goes away since they work together aligning curriculum and competencies.
  o Course numbering is not enough.
  o Students want a seamless process.

• Susan-
  o Common course numbering does not mean the credits will be accepted.
  o If a high school teacher teaches at college, some four-years will not accept the credits.

• David-Tuning issues a statement of what student should know and do, and can contribute to the prior learning assessment system that is already built.

• Link other education initiatives, degree qualifications process, to tuning; focus on other competencies of general education; alignment is occurring.

Actions:

• Email John your interest as a campus in participating in the September 5th retreat.
• By August 19, please send Sue Jones the names, titles and email addresses of attendees for the retreat. This should be the name(s) of key deans, directors, and faculty in the area of AS in Business.
• Neil and John will follow up with deans of business programs in Bozeman and Missoula.