



**MONTANA UNIVERSITY SYSTEM**  
**OFFICE OF THE COMMISSIONER OF HIGHER EDUCATION**



# **TUNING: AN EXAMPLE OF THE IMPACT**

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# Utah's work in Tuning

- What did Utah offer?
  - over a decade of state-wide meetings
    - *all* 8 institutions in the Utah System of Higher Education
    - 37+ disciplines
  - transfer & articulation agreements
  - trust, collegiality

# Utah's work in Tuning

- What did Utah lack?

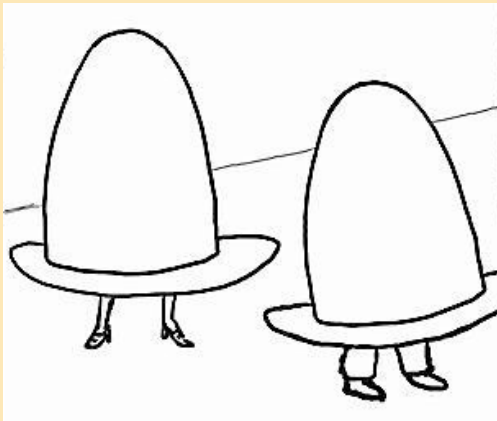
(1) a **coordinated** body of goals and objectives

(2) **evidence** of goals achieved

(3) discussions **outside** of circle of faculty and administrators



top-down approach



one size fits all



isolated from the rest  
of the world



collecting  
(but not  
using) data



shhh . . . be quiet;  
maybe assessment  
will go away



*bottom-up* approach

capture the  
*distinctiveness* of  
different programs

engaged with *broad*  
*range* of stakeholders

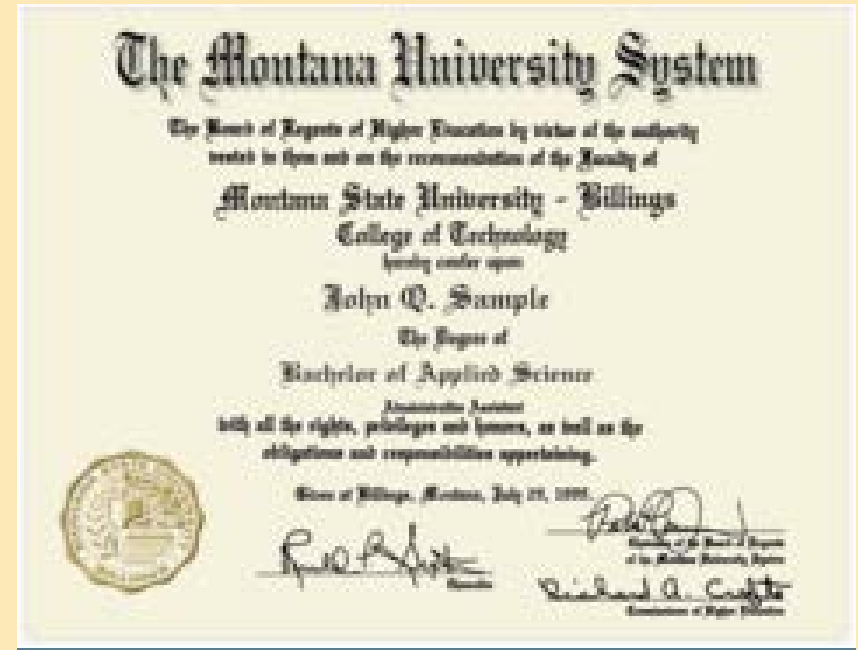
puts data into *practice*  
(in courses and curricula)

gives faculty, depts.,  
students a *stake* in  
assessment

# The change that Tuning represents

How do we conceive of degrees & programs of study?

- credit hours
- grade point averages
- residency requirements
- state-mandated requirements
- institutional identification
- college “rankings”



**The shift represented by Tuning:  
What do degrees & programs of study  
represent in terms of learning?**

# What do degrees & programs of study represent in terms of learning?

-How do  
institutions

our

-How do  
employers  
goals?

s, their  
these

-When  
-when  
-when

?:

-How do  
expect  
secondary institutions?

l  
ost-

## THE QUESTIONS ADDRESSED BY TUNING

-How do we know the objectives have been met?



*What is a course trying to achieve?*

*What are the expectations set up for students?*

*What is the course's connection to a curriculum?*

*How does all that connect with a student's learning AND work AND civic engagement?*

*At the end of a program of study, what should students know, understand, and be able to do?*

**Is it best to leave students guessing at these questions?**



Tuning seeks to clarify – **and demystify** – the core goals and the key skills pursued in the study of a discipline.

*Faculty* define Tuning--by answering a basic question: when students complete a program in a discipline, what should they know, understand, and be able to do?

Students, their parents, their employers, and their legislators should have a clear set of answers to these questions.

We ask this question to understand our own roles and responsibilities in higher education.

And we want our students to understand what they take from their studies into further education, employment, and civic life.

## THE SHIFTS:

teaching → learning

educational “inputs” → learning *outcomes*

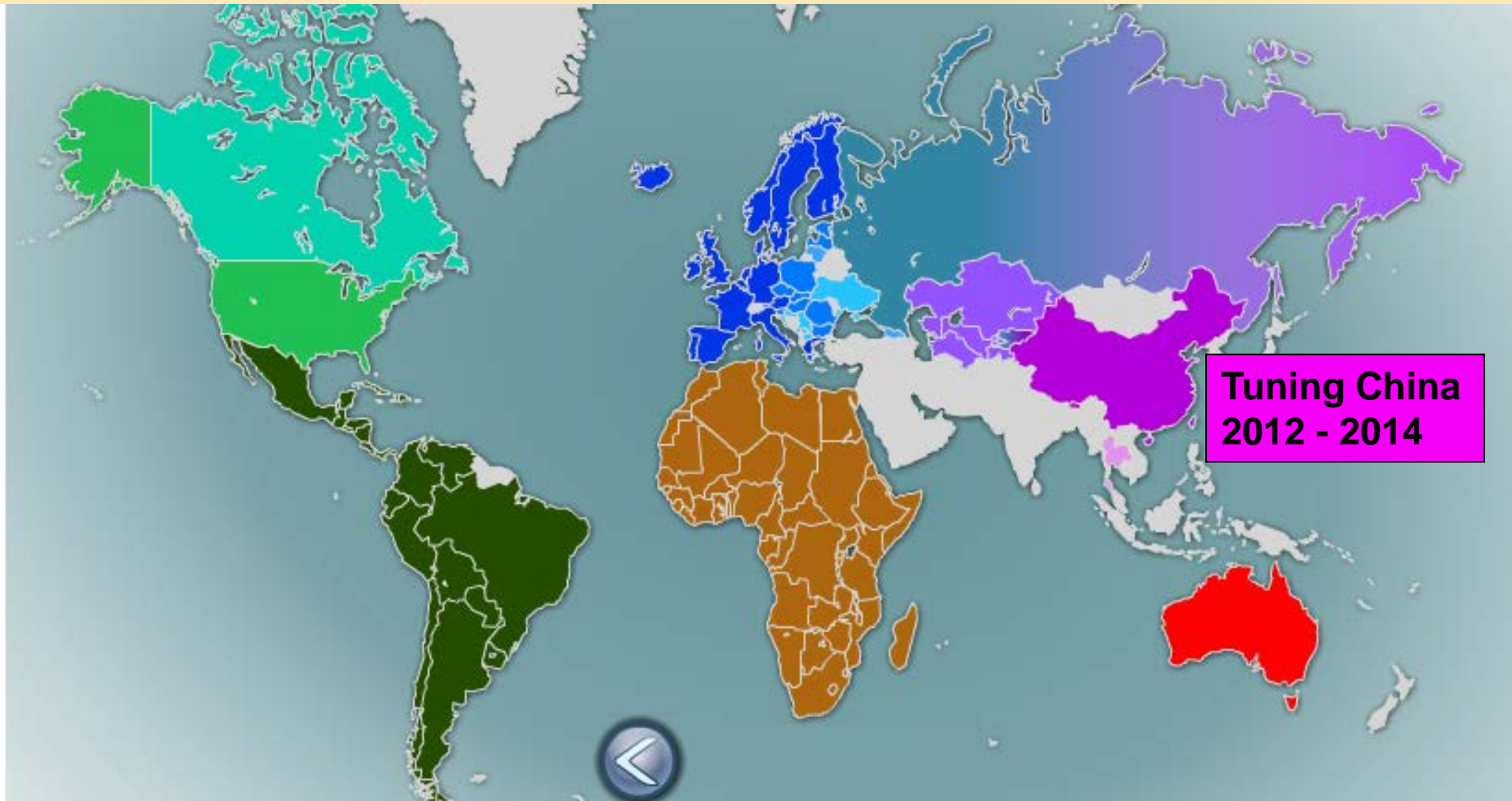
credits → competencies

teacher-centered → student-centered

degree as a reflection  
of an institution → degree as reliable  
“credential” of  
accomplishments

IMplicit designs → make the implicit  
EXplicit  
(clarity, transparency,  
intentionality)

# Now a *global* project



**AT THE  
PERSONAL &  
DEPARTMENTAL  
LEVEL**

**focus on learning: what faculty do**

**A  
D  
V  
A  
N  
T  
A  
G  
E  
S**



# PUBLIC AGENDA

meet people where they are, not  
where you want them to be

Tuning is a cultural change

Tuning is a *process*

the functions of conflict & complaint

our dept: start at the *endpoint*



**focus on learning: what faculty do**

**recall perplexities of post-secondary ed**

**address intellectual & instrumental ques.**

**dramatic change in office hours**

**conversations with parents**

**connection to K-12 & CC colleagues**

**new type of connection w/ profess. soc**

**unexpected allies**

***global* conversations in a discipline**

**core language for multiple projects**

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**focus on learning: what faculty do**

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**unexpected allies**

***global* conversations in a discipline**

**core language for multiple projects**

**student success stories**

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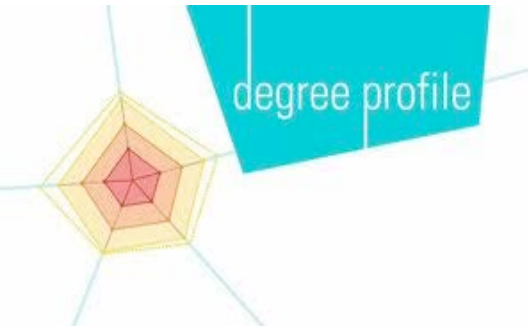
**Stay  
Tuned!**





**LEAP**

# *The Essential Learning Outcomes*





**How do the initiatives fit  
together?**

- What should post-secondary education aim to achieve?



- What qualities of learning and practice should *students* develop in post-secondary education?

## *The Essential Learning Outcomes*

- What qualities of learning and practice do educators develop at different *degree levels*?





- What should students' *majors* aim to achieve – overall and at different degree levels?



- What is one way of determining if we are *achieving our goals*?



- What can we do to *facilitate transfer and mobility*?

**Quality Collaboratives**

- What should post-secondary education aim to achieve?



- What qualities should *students* develop in post-secondary education?

*The Essential Learning Outcomes*

- What qualities do educators develop at different *degree levels*?



- What should students' *majors* aim to achieve – overall and at different degree levels?



- What is one way of determining if we are *achieving our goals*?



- What can we do to *facilitate transfer and mobility*?

**Quality Collaboratives**

# A good starting point?



## ADDRESSES:

- the **learning** that informs post-secondary work
- the **quality** of degrees
- the **intentionality** of academic programs
- the **knowledge, skills, and abilities** students develop
- the **clarity** with which we communicate this information