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 clearly can we define the learning that our institutions & programs develop?
- How well do our students (and their parents, their employers, their policymakers) understand these goals?
- When do students understand these issues: when they complete program of study?
- When they enter program of study?
- When?

How well do we clarify these objectives and expectations to secondary schools & all post-secondary institutions?

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
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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global conversations in a discipline
core language for multiple projects
student success stories
Stay Tuned!
The Essential Learning Outcomes
How do the initiatives fit together?
• What should post-secondary education aim to achieve?

LEAP

• 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?
• What should post-secondary education aim to achieve?

LEAP

• 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?

TUNING

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

VALUE

• What can we do to facilitate transfer and mobility?

QUALITY COLLABORATIVES
A good starting point?

ADDRESSSES:

- 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