Totally Awesome Tuning
In Utah

Dr. Bill Sederburg
Dr. Teddi Safman
LOSING

If at first you don’t succeed, failure may be your style.
Administrators on the loose!  

Coordinated strategy!
Governor’s Education Excellence Commission

Florida Plan

Promises to Keep

Race to the Top

Utah’s Job Connection

Utah System of Higher Education

Salt Lake Chamber
Utah’s Business Leader™

Utah’s 2020 Plan for Higher Education

Building a Stronger State of Minds

Department of Workforce Services

COMPLETE COLLEGE AMERICA
Lumina Funded Tuning Process + State Plan for 2020
But first, let’s talk about Tuning in Utah...
Pre-Tuning, Faculty Style

1992-1999

• Faculty-driven meetings on transfer

• Faculty-driven General Education Task Force

• Faculty from all nine institutions began meeting in some academic disciplines

• “What is an Educated Person?” Conference
Faculty Majors’ Meetings

• 32 academic disciplines met

• Clear Transfer and Articulation Policies

• Learning Outcomes (goals) were identified
Kismet

• Association of American Colleges and Universities (AAC&U)
• Coherence in curriculum
• Assessment models
Essential Learning Outcomes

• Many years of dialogue with many colleges
• Analysis of reports from business/industry
• Analysis of accreditation requirements for engineering, business, nursing, teacher education
Essential Learning Outcomes

• Knowledge of Human Cultures and Physical and Natural World

• Intellectual and Practical Skills

• Personal and Social Responsibility

• Integrative and Applied Learning
Unintended Prescience

• Faculty Driven Process
• Regents’ General Education Task Force
• Annual Faculty Discipline Majors’ Meetings
• Unknowingly Prepared for Tuning
Preparation Meets Opportunity

- Bologna Process
- Essential learning Outcomes
- Lumina
- Tuning

Utah was Prepared!
What is Tuning?

- Identify learning outcomes in each academic discipline
- Identify competencies that support learning outcomes
- Identify methods students use to demonstrate mastery of competencies
- Make transparent all of the outcomes, competencies and demonstration methods
- Tuning clearly states what a student must know and do at every degree level
Who Does Tuning?

- Faculty in the academic disciplines
- Student representatives
- Statewide teams represent all system institutions
What Else Happens in Tuning

• Surveys:
  – Employers
  – Recent graduates
  – Current students
  – Faculty
And?

Data are used to assess and adjust competencies
And?

• Faculty agree on outcomes but not how to get there

• Faculty agree on levels of expectations, not how to evaluate

• Faculty harmonize but do not sing in unison
Process of Tuning by Academic Degree

- Prior Faculty-Led Experience (in Utah)
- Essential learning outcomes incorporated
- Drilling down into competencies
- Methods to demonstrate mastery
- Employee/student/faculty surveys
- Validate and adjust competencies
Tuning History

Three Major Learning Outcomes

• Historical Knowledge
• Historical Thinking
• Historical Skills
Ratcheting Up: Tuning History

**Historical Knowledge**
Surveys, changes over time, causation, influence of political, economic, social, cultural, race, gender, ethnicity

**Historical Thinking**
Context of past, complexity/diversity, problematic nature of interpretation

**Historical Skills**
Critical thinking/reading, primary sources, research, historical argument

Assessment Rubrics and Mastery Scale
Benefits of Tuning

- Explicit learning outcomes/competencies
- Shift from inputs to expectations of what graduates should know and be able to do
- Better match between needs of labor market and what graduates know and can do
- Facilitates transfer
- Coherent and purposeful curriculum
- Transparent
Tuning and Common Core State Standards

• Both identify competencies and learning expectations

• Both are coherent

• Both are transparent

• Both will raise level of performance

• Alignment between high school and college is possible
Tuning and Common Core State Standards

Faculty majors reviewing international standards
  – Math and developmental math
  – Composition (new language arts standards)
Identification of Learning Outcomes and Competencies Should be a Guideline for Education Policy

- Better definition of what higher education does
- Built in accountability with assessments
- Transparent learning expectations and demonstration of mastery
- Coherent curriculum
- Closer tie to future employers
So, what about future planning for higher education in Utah?
3. Find $x$.

Here it is:

SIMPLICITY
The simplest solutions are often the cleverest
They are also usually wrong
Utah’s 2020 Plan for Higher Education - Timeline

Governor’s Call

Case Statement

2010

Coalescing documents with institutional and other state-wide plans and initiatives

Delivered to Governor

Strategies
Educational Attainment and Income

Personal Income Per Capita vs. Percent of Adults Age 25-64 with Bachelor’s Degrees

Correlation = 0.64

Source: U.S. Census Bureau, Decennial Census' and American Community Survey
Educational Attainment and Income

Percent of Adults Age 25-64 with Bachelor's Degrees

Personal Income Per Capita

Source: U.S. Census Bureau, Decennial Census' and American Community Survey
Educational Attainment and Income

Correlation = 0.83

Source: U.S. Census Bureau, Decennial Census’ and American Community Survey
Educational Attainment and Income

• Correlation has increased dramatically!

• States are differentiating themselves!

• Utah has slipped relative to other states!
Basic Argument

To prosper, Utah needs to increase the education level of its workforce.

Georgetown Center on Education and the Workforce
Percentage of Jobs Requiring Postsecondary Education by 2018

Utah
66% Total
- 55% Associate’s and Higher
- 11% Certificates
Degree Requirements for Utah Jobs (2018)

Currently, only 39% of Utahns have a college degree.

16% gap to cover in 10 years!

Source: Georgetown University Center on Education and the Workforce
National Movement

- Lumina Foundation
- Gates Foundation
- Obama Administration

Utah’s 66% Goal by 2020

Governor’s Educational Excellence Commission

Supported By:
- Board of Regents
- State Superintendent
- SLC Chamber of Commerce
Regents’ Big Goal

USHE Enrollments Needed for 55% of Utahns 24-64 to Achieve an Associate Degree or Higher

- Projected USHE enrollment due to population growth
- Need with no improvement
- Need with 8% completion improvement

* Numbers are approximate
Strategies for Action Plan

1. Pipeline
2. Persistence
3. Expansion
4. Transformation Through Efficiencies and Technology
5. Economic Prosperity
Seeking Public Input

- Nearly 100 ideas to vote on, either “like” or “dislike”
- Contact and comment to the Commissioner
- Interactive wikis for Case Statement and Action Plan

www.higheredutah2020.org
Pipeline

- Clearly written college/workforce standards
- Build upon K-12 Common Core by using clear educational outcomes, instead of seat time, in general education
- Change concurrent enrollment to focus on general education
Pipeline

- Strengthen K-16 Alliances with specific agendas
- Increase need-based financial aid
- Establish loan program for part-time students
- Expand outreach and marketing of UESP
- Increase number of early college high schools
Persistence

- Funding based on institutional mission with accountability measures instead of third week enrollment
- Create innovation fund for retention initiatives
- Publish data on retention and degree completion by program
- Transform remediation practices
- Mandatory attendance for freshmen in selected courses
Expansion

• Increased use of “mixed” or “blended” delivery
• Use 12th grade as first year of college – fund early college enrollment
• Create community college centers within 4-year institutions
• Improve articulation with ATC institutions and programs
• Support branch campuses
Transformation Through Efficiencies and Technology

• Enhance online education opportunities through coordinated approach targeted for general education courses

• More efficient use of campus; reduce time to completion

• Use open courseware to reduce book costs
Economic Prosperity

- Create a “Mountain Research Corridor”
  - (USU, U of U, BYU, plus outreach centers)
- Expand the Utah Cluster Acceleration Program (UCAP)
- Double size of USTAR
- Provide special assistance to students in STEM fields
Intersection of Tuning and 2020

• Build upon K-12 Common Core

• Define outcomes & competencies for general education

• Put general education in online/hybrid formats, and offered by many providers

• Shifts concurrent enrollment to early college
Quick Demonstration

An online public hearing on the Future of Utah Higher Education

By 2020, 66% of jobs in Utah will require education beyond high school, and 55% at least an Associate's Degree.

— The Governor’s Deputy, Office of Education and the Workforce, 2011.

The Challenges

1. Demographics
2. Resources
3. Workforce Needs
4. Transformation
5. Technology
6. College Readiness

Our Objective

"The Governor has asked the Utah State Board of Regents and my office to develop a master plan for higher education to meet the goal of ensuring our workforce ready for the new economy." — Bill Sederburg, Commissioner of Higher Education.

1. More college-goer-ready students
2. Retain and graduate more students
3. Expand the capacity of our system
4. Use technology to transform education
5. To what we do to economic growth

How Much Growth Do We Need?

![Graph showing enrollment needs for 2025-2050 to achieve an Associate Degree or Higher.](image)

Source: UDEO, Office of Institutional Research and Analysis.
Thank you for your time!

UTAH SYSTEM OF HIGHER EDUCATION

Building a Stronger State of Minds