

GRANTEE FINAL NARRATIVE REPORT OUTLINE

Legal Name of Organization: Utah State Board of Regents

Common Name of Organization:

Lumina Foundation Issued Grant Number: 6140

Grant start date: March 1, 2009 **Grant end date:** May 31, 2011

Period covered by report: March 1, 2009-February 28, 2011

Major Outcomes

1. ***Restate the overarching goal and then list each objective as it appears in your proposal. Under each objective, comment on the extent to which it was accomplished. Your comments should include:***

- **Details surrounding each objective's progress (or lack of progress).**
- **The measurable results of your efforts, including products and services generated, volume of work accomplished, number of students served and population(s) served.**
- **Project outcomes or the positive changes achieved as a result of your efforts.**

Explore Tuning in the Utah System of Higher Education, in two disciplines at two-three levels, with nine credit-granting Utah System institutions.

We set up teams in the two disciplines, representing the nine Utah System institutions and students. The grant product report outlines the progress, including bachelor degree-level learning outcomes for these two disciplines, survey and focus group consultations with students, faculty, and employers, employment maps, and institutional degree profiles.

The Tuning teams worked through the project tasks to a point of understanding the value of Tuning and developed a commitment to Tuning, taking the results back to their departments. Full details are included in our February 28, 2011 grant product report.

2. ***Comment on additional outcomes not directly associated with the project's objectives (e.g., partnerships formed, additional funding support gained).*** Partnerships between faculty from community colleges, regional universities, and research universities were strengthened. Faculty from each of these higher education sectors deepened their understanding of the other sectors. The two-year institutions were able to focus on the implications for their programs of preparing students to transfer to four-year programs. More details are included in our February 28, 2011 grant product report.

3. ***Specify any unanticipated positive and/or negative project developments.*** As outlined in our February 28, 2011 grant product report, we have had many opportunities to share our experience of Tuning with disciplinary and broader higher education organizations. Several members of the team began as serious skeptics. In particular, they did not believe that this would be a faculty-driven process, but assumed from all of the necessary learning about the process they were being fed up-front that this would be very centralized in practice, with the expectation that institutions would shift to a common curriculum when it was over. After a few months, these fears abated due to the way the project was conducted – i.e. with serious faculty discussion and give-and-take on outcomes, but explicit avoidance of prescribing curriculum or programs to achieve the outcomes. Student participation was valuable, giving a

reality check on the faculty's perceptions of current practices and giving a useful point of view on priorities of various competencies.

4. ***If applicable, comment on any longer-term outcomes you anticipate from your Lumina-funded project. Also, please estimate anticipated achievement dates (month and year).*** We expect to build Tuning results into ongoing programs of pedagogy and student assessment. This is now underway, and it will be an ongoing process that continues through revisions and improvements for many years. We are working with department chairs and deans this semester and will work further with full department faculties later this year.
5. ***In your opinion, what is the most remarkable accomplishment or finding of your project?*** The most positive impact of the process for us has been the opportunity for faculty rethinking and definition of the discipline. The teams took the project and made it their own, thereby reinforcing both faculty ownership of and faculty responsibility for the disciplines. This took some time, and there were skeptics on the team for the first 3-4 months. The fact that they were won over testifies that this process can work in the US context.
6. ***Indicate the geographic region(s) targeted by your Lumina Foundation funding. For example, if your funding went to multiple sites in multiple states, list the number of sites by location (city, state, zip); if your grant funded a state initiative, list the state.*** Utah

Evaluation and Communication

1. ***Provide a summary of your evaluation activities and/or results, if available. If applicable, please attach copies of all evaluation reports produced since your last Lumina report.*** o formal evaluation yet. We are collecting responses from the individual team members about (1) how the Tuning LOs are changing pedagogy and curriculum, (2) what plans they are making in their departments for assessment of the LOs, (3) what other evidence they have that student learning is changing due to the Tuning LOs, and (4) what they have experienced of faculty acceptance or resistance.
2. ***If applicable, provide a summary of your communication activities and/or results, if available. Please attach copies of all communication products produced since your last Lumina report.*** See our February 28, 2011 grant product report, section 5.

Lessons Learned

Comment on the lessons your organization learned through this grant.

1. ***Reflecting on strategies and activities, what worked and what did not work?*** The most important activity was providing unhurried, in-depth faculty and student discussion of the nature of the disciplines, as well as priorities for both general and discipline-specific competencies. Reporting to systemwide faculty discussions was also valuable. It really helped to include a mix of faculty and students and the full range of higher education sectors. Challenges included state budget issues, workload struggles for community college faculty, the very steep learning curve at the beginning of the project, the survey content and process.

2. ***What would you do differently next time?*** Not start in spring, toward end of semester, but in fall. Do focus groups instead of surveys. Redesign the surveys on the basis of focus group results.
3. ***What did you learn about working with particular populations, if applicable?***
4. ***If applicable, describe any links you have made or would like to make between this project and other Lumina grants.***

Lessons Applied

1. ***How will the lessons learned from this grant affect your future work or the work of others?***
We would like to do Tuning for all disciplines and focus more directly on LOs. We will work more closely with stakeholder groups including employers and alumni. We are working on assessment of student achievement of LOs.
2. ***What additional questions about student postsecondary attainment did this project raise?***
Assessment of student achievement of LOs needs much greater attention.
3. ***How have you sustained, or will you sustain, the benefits, momentum and spirit of this project?*** We have continued to work with the project teams and see this as an ongoing effort with at least annual reviews.
4. ***Any other comments or concerns?***

Financial Report

Using the accompanying budget template, please account specifically for the use of Lumina grant funds and indicate how these funds have been spent according to the categories submitted in the proposal budget.

Lumina does not require the return of unspent grant funds, provided that these funds are no more than \$1,000 and that the balance is used for the grant purpose. Please note any unspent funds in your financial report, and indicate the grant-related purpose for which you will use them. No further report on the funds is required.

If unspent funds are more than \$1,000, you may request one no-cost grant extension of up to one year to spend the funds, or you may choose to return the unspent funds to the Foundation. If you request the grant extension, please specify the grant-related purpose for which the funds will be used. A final accounting will be required upon the conclusion of the grant-extension period.

William E. Evenson

March 10, 2011

Project Director

Date