

Working DRAFT

**Educational Vision for Utah Students:
Higher Education Initiatives and their Potential to Produce
an Education of Quality and Value**

by

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November, 2014

Introduction

The Utah System of Higher Education is currently, and has been, engaged in one regional and four national initiatives: the Western Interstate Passport Initiative (Passport), Tuning USA (Tuning), the Quality Collaboratives (QC), the Multi-State Collaborative to Advance Learning Outcomes Assessment (MSC), and the Liberal Education for America's Promise initiative (LEAP). All five initiatives have the potential to change how we engage in teaching, learning, and assessment in higher education in Utah and across the country. Specifically, they seek to change higher education by fostering student learning that is intentional (faculty work collaboratively and deliberately to plan student learning), cumulative (each learning experience builds upon the last), and integrative (learning experiences include content and competencies from other disciplines and build student capacity to apply learning in new settings and to solve complex problems). These are the elements believed to be essential to provide a quality education to prepare our graduates for their future, no matter what new experience awaits them (Adelman et al., Degree Qualifications Profile 2.0, 2014, p. 7). Externally funded, all five initiatives share similar characteristics and converge in their processes, student learning outcomes, and assessments. All five initiatives are tied to general education learning expectations and require thoughtful actions among faculty in their teaching, personal reflection, learning, and assessment. All five embody a vision of a quality education.

Purpose

The purpose of this paper is to explain how the initiatives converge with one another on issues such as the culture of higher education, particularly teaching, learning, and assessment. In addition, the initiatives illuminate a vision of how we should prepare our graduates to be thoughtful, contributing workers and citizens. This vision assumes that we are using our curricula to teach cross-cutting skills so that students know, understand, and apply their learning to new and unscripted settings. Put simply: We prepare our students to be educated persons.

Initiatives

All five initiatives address, though not directly, Utah's stated goal: The Utah Higher Education 2020 plan aims to have 66% of Utahns ages 25 to 64 with a postsecondary degree or certificate by 2020 (HigherEdUtah2020, 2011 Report, p. 4). Currently in Utah, 41.1% of adults 25 to 64 years old hold a postsecondary credential. Recently released data show that 80% of high school students are graduating, up from 76%, although minority students are graduating at lower rates (Hefling, Salt Lake Tribune, April 28, 2014). The Salt Lake Chamber's initiative, Prosperity 2020, has as its goal to strengthen Utah's economy by investing in education, as does the Utah Governor's Education Excellence Commission. The Utah Higher Education 2020 plan focuses on the number of degrees conferred. The two others focus, in part, on the financial return on investment in taxes collected by the state when students graduate and become gainfully employed. All support the 66% goal.

While these goals are supported by many Utah policy makers, the five initiatives described in this paper supplement these worthy goals, but go well beyond numbers of degrees and return on investment; instead, they concentrate on the elements of a quality education, one that is incremental, cumulative, integrative, and prepares graduates to apply their learning to 21st century challenges in work and life. Furthermore, these initiatives address the essential work of faculty in shaping students' learning expectations and contributing to a quality education (Ramaley, 2013). These initiatives have the potential to foster students' sense of achievement and improve completion rates.

Advancing Skills Needed by Today's Employers

The Lumina Foundation, which supports Tuning USA, the Quality Collaboratives, and the Utah LEAP initiative, for which new funding has been approved, has expanded its focus from the number of degrees conferred to the quality and value of undergraduate degrees that provide students with the knowledge and skills needed by business and industry leaders nationwide (Merisotis, 2014). Studies conducted by the Hart Research Associates (2013), the Business-Higher Education Forum, sponsored by the National Association of College and University Business Officers (Maxwell, 2013), Northeastern University (2013) and an earlier study conducted by the Salt Lake Chamber of Commerce, as reported during a LEAP presentation in Utah (2010), all identified what skills business and industry leaders need from our graduates. These skills include:

- Innovation and creativity,
- Written and oral communication fluency,
- Quantitative literacy,
- Critical thinking skills,
- Complex problem solving and analytical skills,
- Broader set of intellectual and personal skills, *field-specific skills,
- Ethics,
- Intercultural skills,
- Civic and global learning,
- Ability to apply knowledge to real-world settings, and, once graduated,
- The ability to continue to learn new skills and concepts.

As each initiative is described, the knowledge and skills required by business and industry will be identified.

Moving Toward an Educational Vision for our Students

Employer requirements, expressed in these four studies, and many others, inform us about what society wants and needs from our graduates. The findings also inform us about what we want our graduates to know and be able to do in order to be effective employees and contributing citizens.

The findings also tell us what is needed to produce a successful graduate, an educated person. The big questions then become: How can these initiatives lead us to a vision for our enterprise - to produce knowledgeable and competent graduates? What exactly are the problems these initiatives address? And finally, what needs to happen inside and outside of Utah classrooms in order to prepare our graduates with needed skills and competencies?

This paper will first describe the five initiatives, their goals, the problems they address, and the tools they use in order to better address the elements on which they converge. Finally, it will explore how the elements of convergence contribute toward an educational vision for our students who are to become competent educated graduates.

Initiatives that Contribute to a Quality Education

Each initiative aims to improve student performance through faculty collaboration, an emphasis on student learning, and meaningful assessment practices. Basically, all five initiatives share some goals and reinforce others. These are spelled out in the following descriptions.

- **The Western Interstate Passport Initiative (Passport)**, initially funded by the Carnegie Corporation of New York and developed by the Western Interstate Commission for Higher Education (WICHE), focuses on learning outcomes to streamline transfer pathways. Launched in October 2011, Passport is the first in a proposed series of regional projects in the West that focuses on student transfer. Working with institutions in five Western states — California, Hawaii, North Dakota, Oregon, and Utah — the initial project addresses the transfer problem at an interstate level with the goals of improving graduation rates, shortening time to degree, and saving students money (<http://www.wiche.edu/Passport>). The Passport initiative pairs from each state one or more community colleges with one or more universities. (Utah includes all eight of its system institutions.)

The problem being addressed in the Passport initiative is transfer, not only within a state but across a region. Students too often need to repeat courses they successfully passed before transferring to another institution. The process of having faculty from participating western states collaborate on learning outcomes, proficiency criteria, and assessments contributes to the quality of general education lower-division courses at all of the participating institutions and ensures that students can transfer easily but also with assurance of having achieved appropriate learning outcomes important for future success.

Faculty from each of the five states came together to define commonly agreed upon competencies and proficiency criteria. They were guided by the Essential Learning Outcomes (ELOs) developed by the Association of American Colleges and Universities through its LEAP initiative (2007). The ELOs emerged from national surveys of business and industry leaders and from leaders in higher education and include:

- Knowledge of human cultures,
- Intellectual and practical skills (written and oral communication, quantitative literacy, critical thinking),
- Personal and social responsibility, and
- Integrative and applied learning (AAC&U, LEAP, 2007).

Working collaboratively on an initial set of intellectual and practical skills - written communication, oral communication, and quantitative literacy - faculty determined the competencies expected in the intellectual and practical skills at the lower-division level and the proficiency criteria which determine the levels of learning achieved by each student in each of the three areas. This process ensures that students' successful demonstration of competence within courses deemed to advance these learning outcomes within required general education curricula will enable students to transfer more seamlessly among the five cooperating western states. Utah will accept as satisfying the Passport quantitative literacy (QL) requirement the QL course and higher levels of first year math, such as trigonometry and calculus.

It is important to note that neither the Essential Learning Outcomes nor the proficiency criteria are standardized processes. Instead, in determining the learning outcomes faculty come together to arrive at a common understanding of competencies and assessments that are not prescriptive but rather ensure appropriate depth of knowledge to prepare students to successfully complete their lower-division work.

Students, successfully completing the competencies faculty agreed upon for these particular general education learning outcomes, earn a Passport which is noted on their transcripts in one of three ways: comment on the transcript, designation of a pseudo course, or attachment of an additional record. Faculty from sending institutions will assess the competencies, through proficiency criteria, and will then award the Passport to eligible students. Receiving institutions will accept as completed the courses from Passport holders who will not need to repeat their successfully-completed coursework, thereby eliminating a problem which happens all too often.

Having just received \$2.8 million of additional funding from the Gates Foundation and the Lumina Foundation, the Western Passport initiative will track students who transfer with the Passport to determine how well they perform in their subsequent courses and in what timeframe they graduate. The first group of students within the WICHE region has earned a Passport and able to transfer to institutions within the participating western states. The additional funding has allowed WICHE to add all discipline and competency areas within general education curricula. Two more states, South Dakota and Wyoming, were added.

Tools used for the Passport are the Essential Learning Outcomes (ELOs) and the proficiency criteria that set the learning expectations for the level of competence

students have reached in written communication, quantitative literacy, and oral communication, all from the first two years of the Passport initiative. During the expanded initiative faculty from the seven states will convene to work on learning outcomes, competencies and proficiency criteria in the additional general education areas. Elements included in the ELOs are those identified by business, industry and colleges and universities as necessary to adequately prepare our graduates for life and work in the 21st century (AAC&U and Hart Research Associates, 2009).

- **Tuning USA (Tuning)**, funded by the Lumina Foundation, is an initiative that fosters faculty collaboration within an academic discipline that identifies student learning outcomes and competencies expected through each degree level – associates', bachelors', and masters' degrees. The goal of Tuning is to improve education through explicit competencies and learning expectations developed collaboratively by faculty and informed by professionals and practitioners in the field, and aspiring students, in a specific discipline. The competencies and learning goals are incremental and cumulative as they build upon themselves through degree levels, and meet accountability expectations: The learning expectations are therefore explicit and demonstrate what a degree encompasses.

The problem that Tuning addresses is the lack of clarity on what a degree in a specific field or profession means in terms of demonstrated accomplishments. Tuning clarifies what a degree means, beyond the number of credits earned, by defining what a student at the time of graduation is expected to know, understand and do.

The learning outcomes and competencies identified through Tuning describe both what is required to prepare for successful transfer, as does the Passport, and to meet employer needs and expectations of individuals educated in specific fields. Faculties, using the tools of their discipline, determine not only the learning outcomes and competencies at each successive level of depth, but the methods that students may use to demonstrate attainment of competencies. These methods may include various high impact practices (Kuh, 2008) which provide opportunities for students to apply their learning to real world settings. These high impact practices may include e-portfolios, group projects, service learning, internships, and undergraduate research, all happening inside and outside the classroom. In Utah all system institutions are involved in Tuning along with three private institutions (listed in the Bibliography). The disciplines being tuned are history, physics, elementary education, and general education mathematics. Tuning differs from the expanded Passport initiative where faculty from various academic areas – natural sciences and human cultures – will work collaboratively to identify competencies, courses for transfer, and proficiency criteria. Tuning is discipline based while the Passport will be based in academic areas.

Tools used in the Tuning USA initiative include the Essential Learning Outcomes (ELOs) and the Degree Qualifications Profile (DQP), knowledge and skills cutting across the entirety of undergraduate education. Both the Essential Learning

Outcomes (ELOs) and the Degree Qualifications Profile (DQP) address the skills cited by employers in the four studies. Both the ELOs (discipline specific) and the DQP (skills cutting across the entire undergraduate experience) impart to students the skills and competencies they need by the time they graduate. They also provide the foundation for continued learning as future employees and contributing citizens.

- **The Quality Collaboratives (QC)**, also funded by the Lumina Foundation and overseen by the Association of American Colleges and Universities (AAC&U), paired a community college with a university in Utah and in seven other states to improve learning outcomes for students making successful transfer, as do the Passport and Tuning, between two- and four-year institutions. Institutions in the QC initiative are testing the Degree Qualifications Profile as a framework to assist faculty to map and assess the learning outcomes and competencies expected of and demonstrated by students across all of undergraduate education.

The problem addressed by the QC initiative is to define and assess student-demonstrated proficiency in the context of transfer using the DQP competencies expected as a student completes lower division work and prepares to engage in advanced study/upper division work.

In Utah, the QC determined learning outcomes and competencies expected in four business courses offered in all Utah institutional business programs: foundations of business, microeconomics, statistics, and accounting. Assessment for all four courses was based on signature assignments which faculty designed to demonstrate student work on particular competencies. Additionally, the QC addressed field-based learning, as in Tuning. Salt Lake Community College (SLCC) was paired with the University of Utah (U of U). The U of U had changed its requirements in its lower division business program by eliminating some courses and teaming business faculty with those teaching general education in the humanities, social sciences and fine arts. While some of the lower-division business courses at the U of U are now integrated with general education courses, the U of U will not disadvantage students transferring to its program from other system institutions.

The system's business faculty participated in the business faculty major's meeting last Fall (2013), an annual meeting now in its 17th year, to discuss the U of U's change in its approach to both lower-division business courses and general education. The learning outcomes agreed to by business faculty did not change even though the U of U now integrates general education and business courses. Approximately 80% of SLCC business students transfer to the U of U. However, they may transfer to other system business programs without penalty because of clear transfer policies and the collaborative work of the business faculty in their annual major's meetings.

Tools used were Bloom's Taxonomy (1956) which includes the cognitive domains of knowledge, comprehension, application, analysis, synthesis, and evaluation (<http://www.nwlink.com/~donclark/hrd/bloom.html>), the Essential Learning

Outcomes (ELOs) and the Degree Qualifications Profile (DQP) as frameworks to foster integration between general education outcomes and specific field-based competencies. Signature assignments contributed to the assessment of student demonstrations of agreed-upon learning expectations. The ELOs and DQP contributed to greater clarity about the skills and competencies that will prepare students for successful transfer and completion. The Utah QC did not make full use of the DQP but will hold a statewide meeting for faculty teaching the four courses and will use the DQP as a framework for discussion.

- **The Multi-State Collaborative to Advance Learning Outcomes Assessment (MSC)** is an experimental approach to student learning outcomes assessment. Its goals are to test the assessment process developed in initial work in Massachusetts through the Vision Project: A project in which public campuses are working to expand college access, raise graduation rates, improve the quality of student learning, and align degree and certificate programs with the needs of local employers, among other goals (<http://www.mass.edu/visionproject>). The MSC aims to produce a framework for how we present student learning outcomes to policy makers so that higher education is less arcane and more transparent.

The problems addressed by the MSC are: 1) accountability – how we demonstrate to policy makers that students are learning, 2) the validity and reliability of the VALUE rubrics (Valid Assessment of Learning in Undergraduate Education developed by AAC&U to obtain meaningful assessment by identifying the competencies within each learning outcome) which will be used to assess student learning (<http://www.aacu.org/VALUE/rubrics/>), and 3) the challenge of generating comparable assessment results that can also help faculty improve program outcomes.

Nine states and 69 institutions are involved in the pilot study: Connecticut, Indiana, Kentucky, Massachusetts, Minnesota, Missouri, Oregon, Rhode Island, and Utah. Faculty from participating state systems will collect authentic student work - papers, mathematical problems, work which requires student engagement beyond multiple choice tests - in written communication and quantitative literacy from both community colleges and research universities. Authentic student work (artifacts) will be collected from community college students once they have completed 75% of their course work before earning an associate's degree; university students, with 75% of their coursework completed before earning a bachelor's degree, will have their work collected for assessment. These artifacts will be scored by trained faculty using the VALUE rubrics (Valid Assessment of Learning in Undergraduate Education) which will identify the level of mastery in written communication and quantitative literacy. In addition, several institutions, including Salt Lake Community College, are collecting student artifacts on critical thinking. Scored student work will be returned to the faculty and institutions but will not be publicized nor compared to other states and institutions. The initiative will also explore ways to present results that include attention to different contexts of

different institutions. Participating Utah institutions are the University of Utah, Utah State University, Snow College, and Salt Lake Community College.

The MSC initiative addresses accountability concerns by providing data and accompanying narratives to explain the depth of student learning achieved in written communication and quantitative literacy. Participating faculty and institutions will see their own students' scored work and will know where they need to adjust teaching strategies so that students are demonstrating deeper learning.

The pilot study is being funded by the Bill and Melinda Gates Foundation and is overseen by the State Higher Education Executive Officers (SHEEO) and AAC&U.

Tools used, as covered above, are the Essential Learning Outcomes and the VALUE rubrics.

- **The LEAP Initiative (Liberal Education and America's Promise)** grew out of the seminal work, "Greater Expectations: A Nation Goes to College in the 21st Century." Greater Expectations, a major initiative of AAC&U from 2000-2006, articulated the aims and purposes of a twenty-first century liberal education, identified innovative models that improve campus practices and learning for all undergraduate students, and advocated for a comprehensive approach to reform. The work of the Greater Expectations initiative laid the foundation for AAC&U's (ongoing) initiative Liberal Education and America's Promise (LEAP, AAC&U, 2005, <http://www.aacu.org/gex>). From the initiative grew the Essential Learning Outcomes (ELOs) which strengthen undergraduate studies by focusing attention on intellectual skills -such as written and oral communication, quantitative literacy - knowledge of human cultures and the physical and natural world, personal and social responsibility, and integrative learning - which uses knowledge gained in various disciplines to apply to new settings. Currently, ten states and two consortia that include institutions from multiple states now use LEAP materials and frameworks for student success, faculty development, and institutional growth. All of the collaborations among the LEAP states and consortia connect completion with practices that promote quality in undergraduate education.

Having just received new funding from the Lumina Foundation to continue Utah's LEAP work, Utah will develop a hub, a single location where the documents and findings of the initiatives and other related work will be stored and easily accessed by faculty statewide and in other LEAP states across the country. In addition, Utah will develop a team of faculty scholars who will either engage in or will be knowledgeable about scholarship of teaching and learning (SOTL). The Utah team will develop workshops for both regular and contingent faculty where they will work collaboratively to understand and practice the Essential Learning Outcomes and the Degree Qualifications Profile in order to improve their teaching in general education. These workshops will assist faculty to understand the need for coherence in their course content and expected student learning competencies as they work with other faculty. They will learn that their courses are not 'theirs' but 'our' courses

and programs. The Utah team believes that general education teaching will be improved by such workshops. In addition, the Utah team will work with student affairs staff, particularly academic advisors, to understand, support, and promote pathways for students.

The problems the LEAP initiatives will address are how to make changes and improve our teaching and learning as we educate students to address 'wicked problems.' Wicked problems, those that defy easy solutions, are the problems the five initiatives are preparing students to address as they apply their learning to new and unscripted (wicked) problems and settings.

The Utah team will engage 'wicked' problems (Ramaley, 2014, p.2, draft), defined as problems that do not have easy solutions and create new problems whenever a solution is attempted. 'Wicked' problems can be applied as determined by faculty collaborating on questions related to student learning and assessment. Faculty will grapple with what they believe an educated person is and how to prepare students, through the ELOs and the DQP, to become educated persons.

An example of a wicked problem for students to confront is air pollution along Utah's Wasatch Front. This wicked problem requires that we prepare students to fully understand the issues of air particulates and their impact on the health of a community. It might include the study of how to influence policy makers to attend to this persistent problem. A more wicked part of this problem is to prepare students to identify polluters and engage them to change how they manage chemical and industrial waste. Students would need to be familiarized with technological advances in clean waste removal and green applications. What may be the harder issue is how to address political campaign financing from polluters that influences elected officials to make decisions not consistent with environmental imperatives.

Tools to be used include the DQP and the ELOs.

Convergence

All five initiatives have the following elements in common:

*All five are guided by the goals of improving educational practices and our students' performance as they move from general education into their majors in order to meet the needs of employers and society.

*Neither the initiatives nor the tools they use require standardized approaches, as they are employed in a variety of settings and in different ways. Faculty involved in the initiatives determine how they will use the tools, how they will teach, and how they will assess student work. Collaboration is not construed as standardization. Instead, faculty engage one another to reach agreement on the assumptions and principles that will guide their work and make sense of the context in which they work. Faculty engage new ideas as they learn from one another.

*Faculty working collaboratively across institutions use the ELOs to determine student learning outcomes and the VALUE rubrics to assess identified outcomes. As faculty work together, they develop trust with their colleagues across institutions (Tuning, QC, MSC), state systems (Passport, Tuning, MSC) and across multiple states (Passport [7], MSC [9]). This means that faculty and institutions will accept one another's assessments of student work on the agreed-upon competencies expected at agreed-upon levels of learning.

*The AAC&U Essential Learning Outcomes (ELOs) form the basis for what students are expected to know and demonstrate in all five initiatives. The VALUE rubrics are used in all but the Passport and LEAP initiatives.

*Passport, Tuning, and the QC, by intent, support transfer and articulation of general education learning outcomes to the academic majors. In Utah, faculty discipline majors' meetings have determined and review annually the competencies needed to prepare students to enter their intended majors. In addition, the five initiatives expect that departmental faculty will inform their colleagues, department chairs, deans and chief academic officers of the initiatives and their benefit to teaching, learning, assessment, and transfer practices. This goal remains a challenge.

*Learning outcomes and competencies, transparent in each initiative, make us rethink credit and seat time, which served initially as a method to account for faculty pensions, and are now proxies for student learning. None of the initiatives is expected to replace the use of credit -- at least, not yet. However, in Tuning, the QC, Passport, and MSC, credits take a back seat to competency development and assessment. Utah's LEAP activities from 2010 were focused on the skills our graduates must have, as determined by state and national employer and higher education surveys. Neither the credit hour nor specific courses were germane to initial LEAP work, although discipline and integrative content and its application were and continue to be relevant.

*Ultimately all five initiatives can be absorbed into the academic fabric of participating institutions and systems. Four of the five initiatives – Passport, Tuning, the QC, and the MSC - support high impact practices in student learning and assessment, thus demonstrating accountability to the higher education community, employers, and policy makers. The LEAP initiative with its quest to increase understanding of student learning through the use of the various frameworks, promises to improve teaching and learning for both regular and contingent faculty.

*All five initiatives center on the skills and knowledge that are necessary for our graduates to be successful in work and society as educated persons. Thus, the elements around which all five initiatives converge contribute to creating the quality education we seek to develop.

A New Vision for our Enterprise; Improving and Strengthening Education

Raising the level of performance of Utah's students through intentional and collaborative faculty work enhances the efforts of the state to reach its 66% graduation goal by 2020.

That goal, while worthy, does not address what employers want our graduates to know and be able to do. Nor does it change the culture of higher education.

The five initiatives challenge our higher education culture in these ways: They focus on student engagement and inquiry-based learning rather than rote memorization of static knowledge conveyed through lecture courses; they privilege high impact assessment practices over multiple choice tests; and faculty collaborate to identify learning goals rather than working in isolation. Frameworks such as the Essential Learning Outcomes, Degree Qualifications Profile, and the VALUE rubrics change how thousands of faculty across the country think about their work. More and more faculty now focus on student-centered, applied learning that is incremental, integrative, and cumulative, all elements of a quality education.

Emphasis on Quality and Outcomes for Accountability

Passport, Tuning USA, the Quality Collaboratives, the Multi-State Collaborative, and LEAP create processes of faculty and student engagement that have been shown to contribute to completion and to a quality education (Kuh, 2008). High impact practices, inside and outside of the classroom, in which students engage, such as e-portfolios, undergraduate research, group projects and internships, better prepare them for the workplace and citizenship. The movement away from multiple choice tests to student demonstrations of learning through high impact practices has implications for accountability: The assessments used in these initiatives require narratives which explain what is learned and at what depth. Demonstrated learning achieved through student-engaged assessments gives us meaningful ways to communicate through narrative our students' academic performance. Clarity about student performance informs both faculty about what their students know, and at what depth, and stakeholders about the value of our enterprise as we work to improve student learning. In addition, the initiatives are transparent so that parents, students, policy makers and employers will be aware of what students know, understand and are able to do at each degree level.

Vision for our Students as They Become Educated Persons

We in the Utah System of Higher Education (USHE) want our students to receive a quality education: an incremental and intentional step by step succession of learning experiences that build student knowledge and application of knowledge and skills. These experiences, designed in a faculty collaborative process that supports an integrative approach to learning, will teach students to apply their broad learning to new settings. We want to teach our students how to work collaboratively to solve problems in their work, their communities, their state, their nation, and their world. Their education should teach them to reflect on their work and the work of others. We also must prepare our students to continue to learn and to ask big question not only in class but in their many other spheres of life. If we intentionally design undergraduate education to include these skills and competencies, as suggested in the employer studies, we will have offered our students a quality education. We will have given our students the tools that enable them to build upon

what they have learned and to continue learning throughout life. Thus, they will become educated persons we want as colleagues, neighbors, and fellow citizens.

Conclusion

All five initiatives will require the investment of time and energy in order to integrate their processes into institutional practices. Faculty need time to communicate with one another, to build mechanisms to identify competencies and modify systems to accommodate new learning, their own and their students' learning. Student learning is likely to improve over time as more faculty become involved, more effective teaching and learning strategies are tried, and high impact assessment systems are used and improved.

The five initiatives have great potential to strengthen higher education as our faculty collaborate to adapt new ways of teaching and learning into their classrooms. All five initiatives clarify our enterprise and our values: We educate all students by utilizing intentionally incremental, integrative, and cumulative processes at levels of depth that will prepare them to succeed as contributing employees and citizens. The Western Interstate Passport Initiative, Tuning USA, the Quality Collaboratives, the Multi-State Collaborative to Advance Learning Outcomes Assessment, and LEAP promise to change the landscape of higher education in Utah with exciting new practices in teaching and learning in this, the 21st century.

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Western Interstate Passport (<http://www.wiche.edu/Passport>)