

## Selected Campus Use of *Greater Expectations: A New Vision for Learning as a Nation Goes to College*

Category of activity	Campus/system	Use of report
<b>Conversations with external stakeholders</b>	University of Maryland-Baltimore County	1/3 of participants at campus/community dialogue from business
	University of Michigan	in campus/community dialogue that included State Board of regents and many other university presidents
	Salve Regina University	local community wants to embody New Academy
<b>Campus conversations</b>	The Evergreen State College	to make case to State of Washington legislature about value of a practical liberal education
	University of Tennessee at Chattanooga	distributed to every faculty member
	Yale University	read by key members of undergraduate curriculum review committee
	Susquehanna University	center of year-long Student Life staff development initiative
	Ithaca College	part of new faculty orientation
	University of Hartford-Hillyer College	to frame faculty and student conversations about academic honesty
<b>Conversations with trustees</b>	Utah Higher Education System Office	context for cross-institutional conversations about coherence in transfer and general education
	Bloomfield College	for Board Academic Affairs committee discussion with faculty about curricular distinctiveness
<b>Basis for planning</b>	Chatham College	provided to all trustees; declared Year of Greater Expectations
	Ocean County College	basis for academic strategic plan
	Community College of Philadelphia	framing for academic planning
	College of St. Catherine	basis for strategic planning and identity clarification
	Westminster College	used in strategic planning and as basis for learning goals
<b>In accreditation self-studies</b>	University of New Hampshire	used by committee reviewing the undergraduate experience for NEASC reaccreditation
	Chestnut Hill College	used report's language for Middle States reaccreditation
	St. Mary's University (San Antonio)	quoted in best practices section of QEP
<b>Basis for action</b>	Michigan State University	linking study abroad to upper-level integrative courses
	Philadelphia University	changing faculty culture to foster joint ownership of liberal and professional education
	Madonna University	expanding to all students a collaborative first-year program
	Towson University-College of Liberal Arts	as basis for asking departments and faculty to review curricula and courses and develop assessable outcomes
	Old Dominion University	influenced design for vertical liberal learning across curriculum bisected by horizontal linkages through service learning, writing, etc.
	Utah State University	as basis for reviewing admissions standards, application form, and communication of expectations
<b>To situate campus work</b>	University of South Dakota	used to help decide on new academic position allocations
	Birmingham-Southern College	used to compare first-year foundation courses to intentional learner
<b>Provided language</b>	Kalamazoo College	mapped programs against Greater Expectations
	The College of New Jersey	for general education re-design
<b>Spurred grant support</b>	Wheelock College	for deeper understanding of mission
	University of Hawai'i-Kapi'olani Community College	language shaped campus work to secure external funding