

LEAP Texas Forum Closing Plenary

February 21, 2017

The Take it Away Session!

Rebecca Karoff, Associate Vice Chancellor for Academic Affairs, University of Texas System



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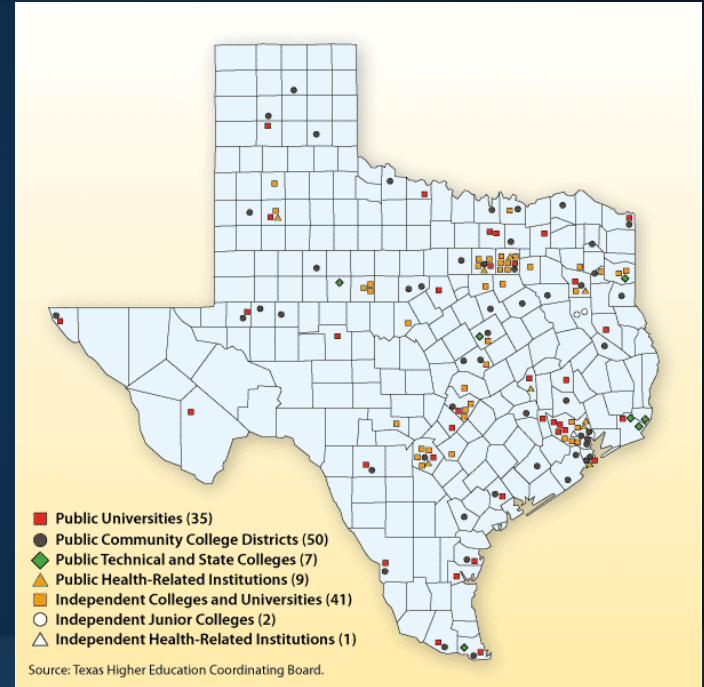
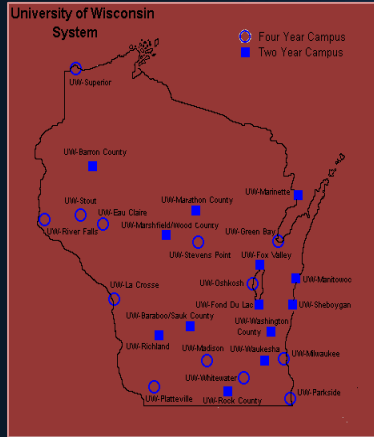
That's right, I'm not from Texas!



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Texas is really complex



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Making a Quantum Leap in Student Success: a Completion Agenda with a Difference

- Chancellor's charge to address stagnant 4-year graduation rates
- Initiative architecture is focused not on graduation targets but on commitments to students in the areas of Finances, Advising and Belonging: the 3 pillars
- Model of distributed leadership and system-institution collaboration towards collective impact and shared ownership of student success
- Goal to identify alternative metrics for students success so that we measure what we say we value



LEAP Texas unifies in remarkable ways



- LEAP Texas brings us together to:
 - ❖ Integrate curricula through clear learning outcomes and sequenced and cumulative learning pathways
 - ❖ Offer HIPs not LIPs
 - ❖ Authentically assess hard-to-assess higher-order thinking skills and abilities
 - ❖ Authentically assess student learning through student work
 - ❖ Put faculty at the center of evaluating student work
 - ❖ Fluently speak a common language and celebrate acronyms



LEAP Texas gives us the means to answer this question:

- Carol Geary Schneider – former President of AAC&U and LEAP matriarch



- “How do we help students see the larger aims of their education, and what would tell us best whether students have developed the ability to deal with unscripted, nonroutine problems? ”



And this question: do we measure what we say matters?

- Brandon Busteed, Executive Director at Gallup:
- “The uncomfortable truth is that higher education desperately needs to end its obsession with rankings and focus more on simply improving—in all the right ways. The coming data revolution will shift colleges’ and universities’ focus from how they fare in rankings to a serious look at whether their own institution is improving year-over-year on the metrics that matter most to their constituents and consumers.”

* *The Real Data Revolution*, July-August 2016



Let's do some synthesizing: Intentionality

- Do we follow through on the intentionality that LEAP requires for how we organize curricula and student support?
 - Do we meet the needs of our students or do we meet the needs of our institutions?
 - What barriers do we put in front of students because they serve institutional/faculty/administrative/staff needs?
- Are we transparent and intentional with those who need it most—our students?
 - Do our students leave our campuses with a clear understanding of, and the ability to communicate the meaning, value and purpose of their degrees?
 - Do our students leave our campuses with a clear understanding of, and the ability to communicate the meaning, value and purpose of the Texas Core?
 - Are they able to represent to others the learning outcomes they have mastered?
 - Do we even know? How?



Let's do some synthesizing: Orthodoxies and Interventions

- What assumption or orthodoxy would you abandon or flip because, at the end of the day, it might be impeding your students' learning and success rather than helping?
- What assumption or orthodoxy would you preserve?
- What LEAP intervention or practice that you have heard here appeals to you as most replicable, scalable and/or effective?



Let's do some synthesizing: Metrics

- What one thing do you wish you measured or could measure as evidence of student learning and/or success?
- What one thing do you wish you could stop measuring because it isn't meaningful and doesn't tell you anything useful?



Let's do some synthesizing: Student Assets

- What is the most vexing challenge to student success not adequately recognized or addressed at your institution?
- What is the most powerful asset your students bring to campus that is inadequately recognized?
- What might you do to recognize it and integrate it into your LEAP/student success work?



Let's do some synthesizing: Equity

- Do you consider equity as core to your mission?
- If so, how is that operationalized?
- What one thing would you like to bring back to your institution to advance equity? Equity-mindedness?



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Thank you—now take it away!

- Rebecca Karoff at rkaroff@utsystem.edu

