

# APLU IFS Newsletter April 2023



## *IFS Transformation Journey*

*Transformation is not a destination; it is a journey. A complex one filled with many successes, challenges, and checkpoints along the way. We are excited to continue this journey with you and to celebrate the progress we have made together. As we move forward, we are thrilled to share with you the first installment of our blog series on the impact of the IFS on the University of Wyoming, available now on the PxP Learning Exchange [here](#). We hope you find inspiration and insights from this series and continue to share your own experiences with the cohort.*

Two things immediately sprung to mind when thinking about this April newsletter. First, it's hard to believe this is the twelfth of these monthly newsletters! It has been a true privilege for us to work alongside each of you over this last year and to witness the incredible work that you are doing to advance student success and equity on your campus. Second, it's graduation season again! As commencement activities approach, we are reminded of our work's impact on the lives of students (and their families) and our responsibility to ensure their success. So, let's take a moment to acknowledge your tireless efforts to create a more equitable and inclusive higher education system! Your dedication and commitment are an inspiration to us all.

I encourage you to continue sharing your successes, challenges, and insights with the cohort. Among the many reasons this IFS community experience is so valuable is the power of our collective knowledge and experience, and I look forward to learning from each of you. Thank you for your continued partnership and commitment to this important effort. Let us keep driving meaningful and sustainable change together.

In partnership,  
Greg Thornton & Robin Ellis (your APLU service team)

## Coming Soon

(All times  
Eastern  
unless noted)

- *PxP Learning Event: Data Literacy Institute Virtual Convening*: Monday, May 15, 1:00-3:00 PM
- *ASN T3M2: Understanding and Applying Racial & Socioeconomic Equity in Policy*
- *ASN T3M3: Process Mapping Fundamentals*
- *ASN T3M4: Redesigning Student Support Policies and Processes for Your Unique Student Population*

You may 'unsubscribe' from this newsletter by emailing Greg Thornton at [gthornton@aplu.org](mailto:gthornton@aplu.org). You will continue to receive standard IFS communications.

## SERVICE UPDATES



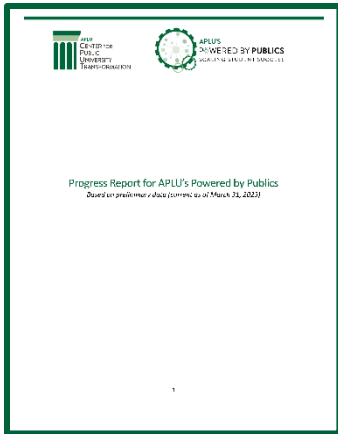
**Advising Success Network (ASN):** As mentioned last month, based on the valuable feedback they received from participants, **ASN** reevaluated its plans for the remaining modules, *Understanding and Applying Racial & Socioeconomic Equity in Policy, Process Mapping,* and *Redesigning Student Support Policies and Processes for Your Unique Student Population.* The plan is to offer 60–90-minute modules with corresponding resource packets. **ASN** is working closely with its partners, **Achieving the Dream** and **AASCU**, to reschedule the remaining sessions. They have asked us to provide some dates, so **Gregory Thornton** ([gthornton@aplu.org](mailto:gthornton@aplu.org)) will be reaching out to team leads shortly. As an idea, we are also considering making the remaining modules asynchronous to better accommodate busy schedules as we move into the final stretch of the spring semester and graduation season. Please let us know if this is something that would be helpful for you. If you have any questions or additional feedback, please contact the service lead, **Michelle Foley**, at [mfoley@naspa.org](mailto:mfoley@naspa.org). In the meantime, we invite you to check out the [ASN Google Drive](#), which houses additional resources related to the modules. And, if you missed any of the previous modules, recordings are available [here](#). We value your [feedback](#) and insights, and would love to hear from you if you have any thoughts.



**Every Learner Everywhere (ELE):** The **ELE** evidence-based teaching and student-centered instruction service is concluding its fourth phase, *Implementation.* Cross-functional teams from **Clemson University**, **Montana State University**, **New Jersey Institute of Technology**, **New Mexico State University**, and the **University of New Orleans** are working to evaluate outcomes data and leverage institutional support for successful implementation. As the service enters the final month of this fourth phase, each institution will have one last meeting in May with their **Achieving the Dream** and **APLU** coaches to advance their selected interventions. From the updates we have received, it seems that each team is on track, highly engaged, and making progress. In addition to the coaching sessions, but **Norma Hollebeke**, the **ELE** project lead, has sent out a survey to the institutions to evaluate their experiences so far and request feedback on coaching and project progress. We are pleased to report that the feedback has been generally positive, with a few constructive suggestions for improvement. Norma will be sharing the results of the survey with the institutions and the wider IFS cohort in the near future. The service will pause for the summer. However, Norma will continue to communicate and check in with institutional team leads. In the fall, **ELE** will resume with the fifth and final phase, *Iteration and Scaling*, in which institutions will have the opportunity to take their projects to the next level. If you have any questions or additional feedback, let Norma know at [nhollebeke@wiche.edu](mailto:nhollebeke@wiche.edu). Recordings, resources, and other content are available via the [Learning Management System](#).



**Data Literacy Institute Lite (DLite):** The **DLite** service is entering the final month of weekly lectures, tutorials, and asynchronous independent and group work. The focus of the 12-week institute is to provide tools and resources to improve data literacy skills and data-informed decision-making, and applying them to enhance student success. We have teams from **Montana State University**, **New Jersey Institute of Technology**, **Rutgers University–Newark**, and the **University of Wyoming** participating. The institutional teams have access to the course materials via the online AIR Hub, but APLU does not have access (and is unlikely to at this late stage). Please reach out to the **Darlana Jones** ([djones@airweb.org](mailto:djones@airweb.org)) for questions about workshops and technical assistance, and **Jason Lewis** ([jlewis@airweb.org](mailto:jlewis@airweb.org)) for questions/feedback about other aspects of the service. There's more information on the next page, but **DLite** participants are encouraged to attend the upcoming second Data Literacy Institute Convening on Monday, May 15, 1:00-3:00 PM Eastern. Attendees will hear from nine institutions that completed a formal data literacy program, and learn about gateway course success, financial aid, financial need, equitable student outcomes, student engagement, first-generation student retention, and Pell grant eligibility. The event will also feature presentations from AIR, the Ascendium Group, and the APLU Center for Public University Transformation.



**2022 Powered by Publics Progress Report:** We are thrilled to share with you the recently released PxP progress report, which showcases the remarkable achievements of our 127 participating institutions in advancing equity and postsecondary success for all students. Since its launch in 2018, the Powered by Publics initiative has focused on increasing undergraduate degree completion rates for low-income, minoritized, and first-generation students, while simultaneously addressing and halving equity gaps by 2025. Our 14 transformation clusters have worked tirelessly to identify and dismantle institutional barriers to student success. Despite the unprecedented challenges posed by the COVID-19 pandemic, our members have made impressive strides towards promoting equitable outcomes for students from historically underrepresented backgrounds. The report highlights that six-year graduation rates have remained stable, and some equity gaps have even improved. While the overall number of degrees awarded has decreased slightly, degrees awarded to Hispanic, Black, and Pell-eligible

students have increased. Enrollments have declined overall but have increased for Hispanic students, while retention rates have decreased, especially for minoritized students. We remain encouraged by these initial findings and are steadfast in our commitment to continue promoting equitable student success.

In addition to data-driven accomplishments, the Powered by Publics initiative has also fostered a strong sense of community among our members. We have provided opportunities for individuals to connect with their peers from similarly situated institutions in a non-competitive space to discuss equity in postsecondary retention and completion. We have also provided tools and resources, such as the Core Data Metrics (CDM) and the Learning Exchange, to support our members in measuring effectiveness and sharing strategies. The PxP initiative has also played an essential role in centering equitable outcomes for students and supporting institutions in collaborating around these goals. By incorporating student voice into the development of metrics and providing opportunities for more concise and measurable outcomes, we have been able to increase the clarity and support for institutions in their efforts to center equity. As we look towards the future, student success and institutional transformation will continue to be at the forefront of our work. We are deeply grateful for the unwavering dedication of our members over the past several years, and we remain committed to fostering a community-driven approach, cultivating strong relationships, amplifying diverse institutional voices, and aligning with our institutional priorities to achieve transformative change in higher education and ensure equitable outcomes for all students. **Download the PxP Progress Report [here!](#)**



**2023 PxP Webinar Series:** You are invited to the second event in our 2023 Powered by Public Learning Webinar series, the **Data Literacy Institute (DLI) Virtual Convening**, on Monday, May 15, from 1:00 to 3:00 PM Eastern. This event will showcase how cross-functional teams from 10 Powered by Publics institutions leveraged data and analytics to address student

success issues. The DLI is a partnership effort of **APLU** and the **Association of Institutional Research**, with support from **Ascendium Education Group**. The Institute aimed to improve data literacy among faculty and staff, with the broader goal of improving student success outcomes. Central to this goal is increasing skills and knowledge in the use of data to inform strategic, tactical, and operational decisions related to student success. Representatives from participating institutions will present their results and discuss the problems they addressed with data on campus. Attendees can share their challenges and hear recommendations for building a more data-literate culture on campus. This event is open to all, so **please [register here to attend](#)**. We hope to see you there! Feel free to share the invitation with your constituents who may have an interest. If you have any questions, please contact Denise Nadasen, Assistant Vice President, Institutional Data and Analytics, at [dnadasen@aplu.org](mailto:dnadasen@aplu.org).