



APLU'S

POWERED BY PUBLICS

SCALING STUDENT SUCCESS

## 130 Institutions Scaling Student Success Across the Nation

### Powered by Publics Learning Memo: Design Challenge Recap

We are pleased to report that APLU held a very successful Powered by Publics Design Challenge on Saturday, November 9 in San Diego, ahead of our national meeting. More than 250 individuals from nearly all 130 participating campuses and state systems attended to engage with their peers around degree completion and student success. The meeting was designed for the campus teams that are engaging regularly through Powered by Publics. With the aim of distributing the results to our APLU membership more broadly, we have prepared a brief summary of what we learned during the event, as well as links to the materials shared throughout the day.

#### Topic-based Rotations

##### **Affordability: Lessons from Lumina's Beyond Financial Aid Tool**

Tiffany Mfume of Morgan State University shared lessons learned from [Morgan State's experience](#) with Lumina Foundation's [Beyond Financial Aid](#) tool. The Lumina Foundation offers an [Action Planning Guide](#) and [Facilitator Guide](#) to support campuses in strengthening the financial stability of low-income students and improving outcomes. Many Powered by Publics campuses expressed interest in administering the BFA tool on their own campuses.

##### **Curricular Analytics: A Tool for Optimizing Degree Programs**

Greg Heileman of the University of Arizona and Chaouki Abdallah of Georgia Tech gave an overview of [Curricular Analytics](#), a tool they developed to improve student outcomes by mapping and analyzing course complexity and the barriers to on-time completion and student success. The tool provides users with a degree program "complexity score" that can be used to initiate conversations with faculty and department chairs about reducing complexity to facilitate progression and on-time degree completion. A [brief video developed by Colorado State University highlights](#) how the Western Land-grant cluster has built the use of Curricular Analytics into their cluster work and catalyzed policy changes on campus. Other valuable resources include the [Curricular Analytics Toolbox](#), [Curricular Analytics Notebooks](#), and [slides from the session](#).

### **Defining and Designing Equitable Campuses**

Mary Ann Villarreal of the University of Utah asked campuses to reflect on how equity has been embedded into their collaborative projects, either implicitly or explicitly. Campuses were pushed to shift mindsets to deliver equity on campus, keeping in mind the question: who are you designing these programs for? As a next step, campuses discussed an interest in defining equity as it relates to the work of their clusters as well as their institutional contexts.

### **Becoming a Data-Driven Campus**

Christine Keller of the Association for Institutional Research led [an activity](#) around equitable and actionable use of data. The session activity stimulated critical thinking about the ways in which student data are collected and elevated as well as the ethical implications surrounding the collection and use of such data. Session participants explored how to get data to faculty and advisors to better support students. Additionally, participants examined privacy and ethical concerns around sharing students' data, and how students can control how their data are shared.

### **Affordable Learning Materials**

Gerry Hanley of Multimedia Education Resource for Learning and Online Teaching (MERLOT) shared a [constructive model](#) for creating a campus-wide strategy for implementing affordable learning materials. His presentation covered who to engage on campus, how to engage faculty around the issue, and how to finance a cross-campus effort to advance affordable learning materials. [Skills Commons](#) offers a customizable portal for supporting faculty in finding free educational resources. The California State University System also has a [resource website](#).

### **Maintaining Momentum with Advising**

Dhanfu Elston of Complete College America facilitated a conversation on advising and the growing need to link career and academic advising. Participants also concluded that the consistent use of practices and policies across advising units is more important than whether a campus has a centralized versus decentralized model. As advising models shift, change management around new advising tools is essential. Scaling change is a challenge across all advising models with limited human and financial resources. Complete College America's [Purpose First](#) framing of advising empowers to make informed, early choices of majors and programs of study. CCA's [implementation guide for Purpose First](#) provides a strategy to link career choice, guided pathways, and first-year momentum.

### **Teaching and Learning for Student Success**

Karen Vignare of APLU led a discussion highlighting the need to address the faculty role in student success. Despite their disproportionate influence on students, faculty are rarely involved in conversations around student success. This session explored how campuses can do more to support innovation in teaching. Incentives and the established system both present hurdles to advancing innovative teaching practices on campus. But they also create opportunities to scale-up teaching innovation. Student learning outcomes, not student satisfaction, should be prioritized when assessing teaching effectiveness.

Faculty need better strategies for teaching for diversity, equity, and inclusion and serving underprepared students. Adaptive courseware provides one avenue to boost student success. APLU, in partnership with the [Every Learner Everywhere network](#), created a [Guide for Implementing Adaptive Courseware](#).

## Cluster Breakout Sessions

Each cluster spent the afternoon together to reflect on the activities of Year 1 and plan deliverables for Year 2. Several main themes emerged from these conversations: 1) the desire to engage in more cross-cluster learning throughout the year around topics of common interest, including equity, affordability, and faculty engagement; 2) the need for more real-time sharing of promising practices and evidence-based strategies, which included discussion of several learning products that could be disseminated in Year 2, and 3) implementation of tools shared during the morning sessions, including Lumina's Beyond Financial Aid Tool to create action plans for better supporting low-income students, and Curricular Analytics for mapping degree programs. Many participants also agreed that face-to-face meetings are the most valuable and creating more opportunities for in-person engagement would help accelerate the clusters' progress.

We look forward to continuing to share outcomes and lessons learned from cluster collaborative work in the second year of Powered by Publics.

## Additional Links and Resources:

- [Check out some photos from the day;](#)
- [Read about our great facilitators;](#)
- [Cluster lighting round presentations;](#)
- [Cluster summary overviews.](#)