



Briefing on APLU Transformation Cluster Initiative

CIMA Summer Meeting

Our Goals



Produce **several hundred thousand more degrees** by 2025.



Work to **eliminate the achievement gap** for low-income, minority, and first-generation students



Expand access to higher education for students from all backgrounds.

Approach

- Collaborative learning to achieve goals
- Implement and evaluate student success solutions
- Disseminate new knowledge and scale effective practices

Current Status

- 130 schools have agreed to be part of one of 14 clusters
- University System of Georgia and Cal State Systems are “system clusters”
- Participating universities represent 75% of APLU’s U.S.-based university membership and collectively enroll more than 3 million undergraduates
- The University Innovation Alliance is a separate structure and enrolls over 300,000 students

Types of Clusters Formed

Factors we used to organize the clusters included:

- Geography – South and West
- Urban
- High-Pell and Minority-Serving
- Tech/STEM-focus
- Research
- Issue focus – use of data

What to Expect

- Dedicate a campus team to engage in collaborative work
- Set degree completion and equity targets
- Drive to meet goals
- Share key data across the cluster and with APLU
- Contribute to common knowledge base

APLU Support

- Staff support through new Center
- National leadership
- Facilitate technical assistance in key areas
- Help facilitate two in-person meetings per year and regular conference calls
- Fundraising support

Other Resources

- Knowledge Management Platform for engaging campuses and sharing information
- APLU Degree Completion Framework for organizing and curating knowledge of evidence-based student success interventions
- Developing marketplace of “solution support providers” who can provide direct assistance to campuses in key areas

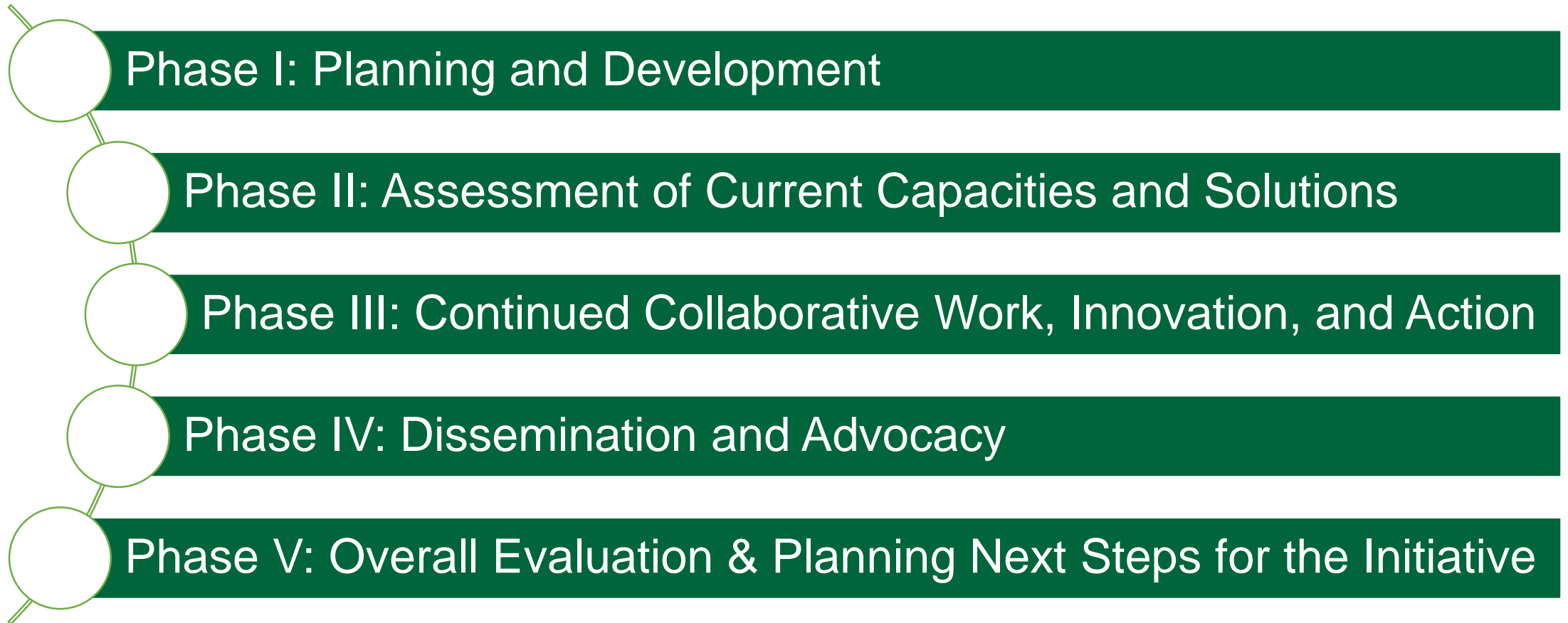
First-Year Plan

Summer & Fall
APLU will facilitate two web-conference calls with main campus contacts

Prior to November Annual Meeting
Follow up call with presidents & chancellors

At November Annual Meeting
Half-day kickoff session at 2018 APLU Annual Meeting in New Orleans

Timeline



Discussion: Metrics and Data Collection

Framework



Janice, A. and Voight, M. (2016). *Toward Convergence: A Technical Guide for the Postsecondary Metrics Framework. Institute for Higher Education Policy.*

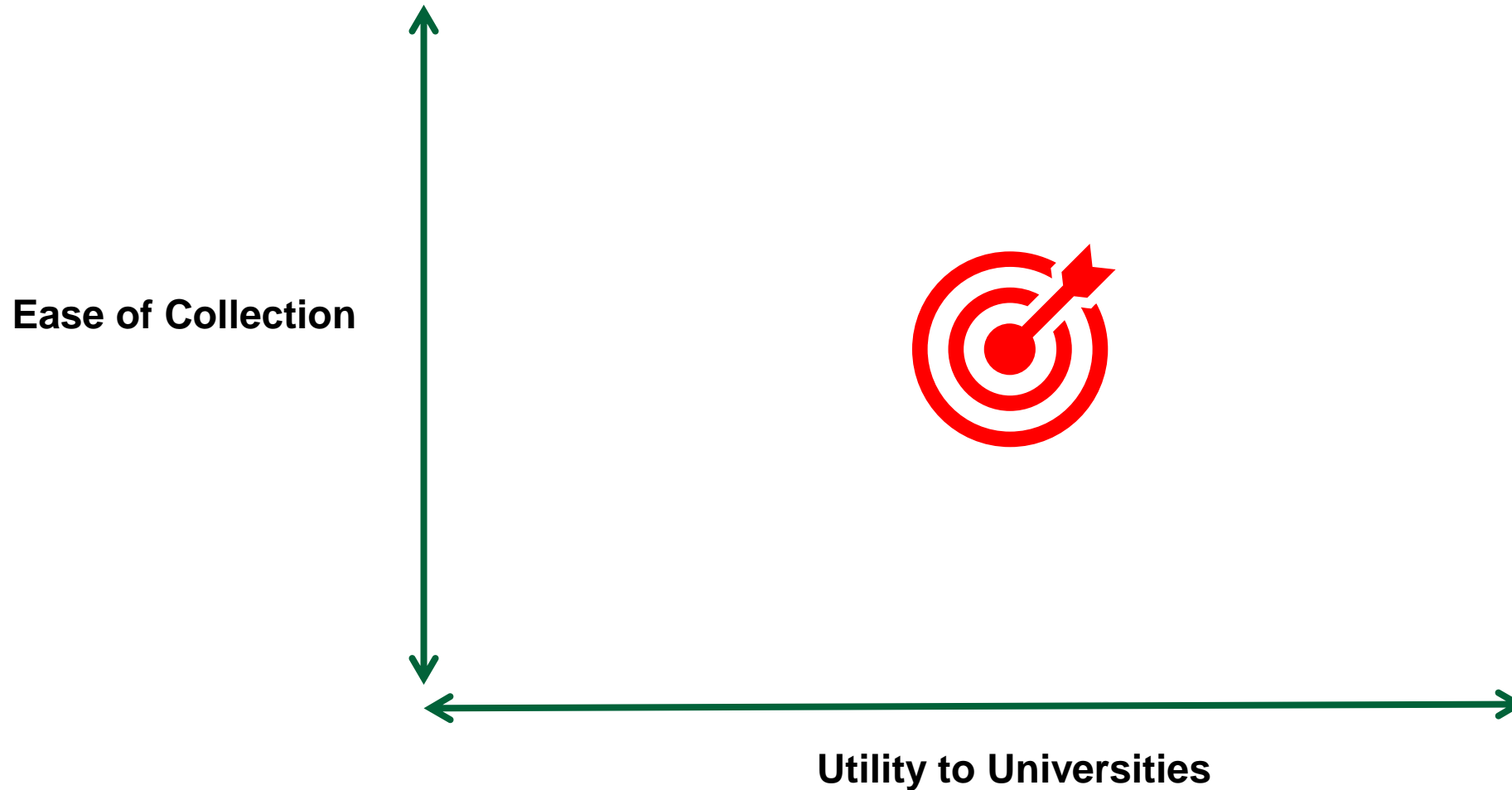
<http://www.ihep.org/research/publications/>

Table ES1: Recommended Metrics and Definitions Along With Availability in Federal Data Sources (Integrated Postsecondary Education Data System [IPEDS] and National Student Loan Data System [NSLDS])

	Key Performance Indicator	Key Performance Indicator Definition	
PERFORMANCE	Enrollment	Twelve-month headcount that includes all undergraduate students who enroll at any point during the calendar year	
	Credit Accumulation	The percentage of students earning sufficient credits toward on-time completion in their first year	
	Credit Completion Ratio	The number of credits completed, divided by the number of credits attempted by first-year students	
	Gateway/Course Completion	The percentage of students completing college-level, introductory math and English courses (tracked separately) in their first year	
	Program of Study Selection	The percentage of students in a cohort who demonstrate a program of study selection by taking nine credits (or three courses) in a meta-major in the first year	
	Retention Rate	The percentage of students in a cohort who are either enrolled at their initial institution or transfer to a longer program at the initial or subsequent institution, calculated annually up to 200% of program length	
	Persistence Rate	The percentage of students in a cohort remaining enrolled or earning a credential at their initial or subsequent institution, measured annually up to 200% of program length	
	Transfer Rate	The percentage of students in a cohort who transfer into longer programs at the initial or subsequent institution(s), up to 200% of program length	
	Graduation Rate	The percentage of students in a cohort who earn the credential sought at their initial institution, up to 200% of program length	
	Success Rate	The percentage of students in a cohort who either graduate with the credential initially sought at the initial institution or transfer to a longer program at the initial or subsequent institution(s), up to 200% of program length	
	Completers	The number of students who complete a credential in a given year	
	Net Price	The average cost of attendance for an institution less all grant aid in a given year	
	Unmet Need	The average net price for an institution less the average expected family contribution (EFC) in a given year	
	Cumulative Debt	The median amount of debt student borrowers incur while attending an institution or program	
	Loan Repayment Rate	The percentage of borrowers in a cohort who make at least \$1 of progress on their loan principal in a fiscal year, measured at one, three, five, and 10 years into repayment	
	Cohort Default Rate	The percentage of borrowers who enter repayment in a fiscal year and default within three fiscal years	
	Graduate Education Rate	The number and percentage of bachelor's recipients enrolling in postbaccalaureate or graduate programs within one, five, and 10 (optional) years of completion	
	EFFICIENCY	Learning Outcomes	Public display of student learning goals, assessments, and outcomes using the National Institute for Learning Outcomes Assessment's (NLOA) Transparency Framework
		Employment Rate	The percentage of former students with any reported earnings at one, five, and 10 years after exit from the institution
		Median Earnings	The median annual earnings of former students at one, five, and 10 years after exit from the institution (excludes zeros)
Earnings Threshold		The percentage of former students earning more than the median high school graduate salary (\$25,000 in 2014; includes zeros) at one, five, and 10 years after exit from the institution	
Expenditures per Student		Education-related expenditures per full-time equivalent (FTE) student based on 12-month enrollment	
Cost for Credits Not Completed		The per-student expenditures for credits attempted but not completed by first-year students	
Cost for Completing Gateway Courses		For all gateway/course completers in a given year, the per-student expenditures associated with all developmental and gateway courses attempted before gateway completion, tracking English and math courses separately	
EQUITY	Time to Credential	The average time accumulated from first dated entry to the institution to dated completion for all completers in a given year	
	Credits to Credential	The average credits accumulated from the first dated entry to the institution to dated completion for all completers in a given year	
	Change in Revenue from Change in Retention	The impact of changes in first-year retention rates from one cohort to another on tuition revenue available to the institution	
	Cost of Excess Credits to Credential	The per-student expenditures for excess credits to a credential for all completers with excess credits in a given year	
	Completions per Student	The number of completions divided by the number of FTE students (based on 12-month enrollment) in a given year expressed as completions per 100 FTE	
	Student Share of Cost	The percentage of education-related expenditures covered by net student tuition revenue versus public subsidies in a fiscal year	
	Expenditures per Completion	Education-related expenditures divided by the number of completions in a fiscal year	
EQUITY	Enrollment Status	First-time, transfer-in, or continuing students	
	Attendance Intensity	Full-time and part-time, determined by the institution based on the number of credit hours taken	
	Credential Seeking Status	Certificate, associate's, bachelor's, or non-credential seeking students	
	Program of Study	Six-digit Classification of Instructional Program (CIP) codes and reported for seven meta-majors	
	Academic Preparation	Institutions classify students as "not college ready" and "college ready" in math and English as defined by institutional standards	
	Economic Status	Pell Grant receipt as proxy for low-income or economic status	
	Race/Ethnicity	Current IPEDS categories: Hispanic or Latino, American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White, Two or more races, Nonresident alien, and Race/ethnicity unknown	
	Age	Collected by date of birth, if available; otherwise reported by three categories: 19 and under, 20-24, 25 and over	
	Gender	Males, females, or other	
	First-Generation Status	Students whose parents' highest education level is more college than the degree or below (e.g., some college, an associate's or technical training, high school diploma or equivalent, did not complete high school)	

Notes: These metrics measure undergraduate populations only.
 Key: Available with minor modifications | Available with major modifications | Not available

Our Challenge



DRAFT list of core metrics (to be refined)

Short-Term Measures	Long-Term Measures
<ul style="list-style-type: none">• Undergraduate enrollment• Credit accumulation by year. Possible ways to measure this:<ul style="list-style-type: none">○ Credit accumulation thresholds○ Credit completion ratio○ Gateway course completion rate• Year-to-year retention rates	<ul style="list-style-type: none">• Graduation rates (4 year and 6 year)• Number of bachelor's degrees (first major)• Time to Degree
<p>In addition:</p> <ul style="list-style-type: none">• Gaps in retention and graduation of sub-groups (disaggregate by Pell, race/ethnicity, first generation, and other factors TBD by university)• Other measures important to the university	

APLU will share aggregate data publicly to show our progress. Institution-specific data will NOT be publicly shared

Discussion Questions

Data Capacity / Governance

- What resources would you need to collect and analyze data for some of the metrics discussed earlier?
- What factors should we consider when developing a data governance agreement and system for storing and sharing data for the clusters?
- IR capacity varies greatly among institutions in the clusters. What workarounds or strategies might we consider to ensure a fairly uniform data collection and sharing process?

Discussion Questions

Data Use

- What data is used to design, plan, and scale student success initiatives? Examples of intervention-specific data?
- How is student success data used to assess institutional costs (e.g., program level, departmental level, etc.)? How does this data inform resource allocation?

Discussion Questions

Data Reporting

- What institutional performance data is reported that relates to student success?
- What are some of the challenges universities face in reporting the kind of data discussed here?



General Q&A