The McNair APR...A Necessary Evil?

- Due annually as a requirement from the Department of Education
- Reporting on program participants for up to ten years post bachelor’s degree attainment
- 48 Fields - Demographics, Program Services, Academic Progress & Degree Attainment (soon 49...maybe more?)
- May feel daunting depending on the age of the program and the participants you must report on
Why Now? ... I thought this was over!

Why are you so excited?

Get it away from me!

- With at least one APR completed this cycle, most of us know what areas were tricky for us to tackle
- Most webinars and training involve specific item review but do not give you advice on how to best tackle data collection for completing the actual APR
- Recommendations based on what has worked for Suffolk; hope to provide some ways to think of the process in a more manageable manner
- Perfect time to start working on the next one!... SO EXCITING! 😊

The McNair Model at Suffolk University

- Sophomores’ Spring: McNair Program “begins”; Work on and defend proposals for summer research
- Sophomores’ Summer: McNair Scholars’ INTERNAL summer research institute
- Juniors’ Fall: Research presentations; identification of external research / graduate schools
- Juniors’ Spring: EXTERNAL research applications; editing for publication; Grad Bootcamp
- Juniors’ Summer: EXTERNAL research internships; GRE examinations; grad materials
- Seniors’ Fall: Research presentations; grad school applications
- Seniors’ Spring: Grad decisions; teaching assistantships (optional)
A Dance of Dragons...In my head

"...FISCAL YEAR... REPORTING YEAR... ACADEMIC YEAR.... WHAAAAAA!?"

How we think of these three:

**REPORTING YEAR / FISCAL YEAR (for the grant)**

- Oct 1 through Sept 30
- Includes all PROGRAM elements:
  - Services,
  - Entry dates,
  - Demographics at time of entry,
  - Stipends,
  - Research activity, etc.

**ACADEMIC YEAR**

- August 1 through July 31*
- Includes all ACADEMIC elements:
  - Bachelors degree cohorts,
  - Graduate school enrollment,
  - Degree attainment at all levels
  - Year in graduate school

For us, summer degrees tend to be granted after this cut-off; thus usually report on next APR

* ALWAYS KEEP IT CONSISTENT; IT WILL HELP WITH TRACKING AND REPORTING IN THE FUTURE
Where Do We Start?

• Read EVERYTHING; some fields you can’t change from year to year – even if incorrect

• Work BACKWARDS - You know what they want, so what processes will help ensure you have that data?

• Do not reinvent the wheel – if you have questions, ASK … but be careful with the listserv

• The report should NOT be a stressor in your life – have a plan, be strategic

• Our goal: To submit the report within a week of the portal going “live”

It All Begins With Your Application Materials
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Creating Comprehensive Student Records
Use a Database

• Most common are Blumen and Student Access
• Allowable cost and saves you a lot of time
• Great tool for verifying your data against your previous submission
• Create a data entry plan with staff members
• Do it for the APR field error checks!

Creating Participant Groups

- NEW
  - New student in the program*

- CONTINUING
  - And remain in the Program
  - Graduated with a Bachelors Degree

- PRIOR
  - 1st Year Grad Students
  - Enrolled in Graduate School
  - Completed a Grad Degree
  - Never enrolled in Grad School

* New Participants at Suffolk never graduate within the reporting year

- 7 Major APR Groups at Suffolk University
- Groups of students with similar data to be reported
- Of course, some exceptions – very rare
Getting a Grip on Tricky Fields: 38, 39, & 40

Field #38: Graduate School Enrollment Status

**APPLIES ONLY TO COHORT 18** – students who graduated in the 2018-19 ACADEMIC YEAR (i.e., between August 1, 2018 & July 31, 2019 with a bachelor’s degree); for all other students enter 5 = student did not receive a bachelor’s degree during this period

Basically: if the student earned a bachelor’s degree within the 2018-19 ACADEMIC YEAR, did they enroll in graduate school in Fall 2019?

Field #39: Graduate School Persistence (into 2nd year of grad school)

**APPLIES ONLY TO STUDENTS WHO WERE “FIRST YEAR GRAD STUDENTS” during this reporting period** – that is, students whose DATE OF FIRST GRAD ENROLLMENT (#36) is between: August 1, 2018 – July 31, 2019.

Field #40: Current Year of Graduate Study

**Students who are undergrads and then enroll in graduate school during the fall at the end of the McNair fiscal year (that means date of first graduate school enrollment is between August 1, 2019 - September 30, 2019), DO NOT** count as first year grad students; they are undergrads for the academic year, within the fiscal year being reported. Thus, use the following table to make sense of how to code students in graduate school:

<table>
<thead>
<tr>
<th>Date of First Grad Enrollment (#36) is...</th>
<th>Year of Grad Study (#40) should be...</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/1/2019 – Present</td>
<td>99 = student was an undergrad</td>
</tr>
<tr>
<td>8/1/2018 – 7/31/2019</td>
<td>1 = 1st year graduate student</td>
</tr>
<tr>
<td>8/1/2017 – 7/31/2018</td>
<td>2 = 2nd year graduate student</td>
</tr>
<tr>
<td>8/1/2016 – 7/31/2017</td>
<td>3 = 3rd year graduate student</td>
</tr>
<tr>
<td>8/1/2015 – 7/31/2016</td>
<td>4 = beyond 3rd year</td>
</tr>
<tr>
<td>Anything prior to 7/31/2015</td>
<td>4 = beyond 3rd year, unless this option has already been selected before and is giving you an error, then select 5=other</td>
</tr>
</tbody>
</table>

*Can’t be coded the same thing twice. Always count total number of years in grad school.*
Creating Generic Coding Profiles

McNair APR 2018 - 2019

NEW PARTICIPANTS ONLY - BLUMEN CODING GUIDE

List of New Participants as of December 31, 2018:

Fill for individual participants fill fields: #1-17

18. First College Entry Date:

19. Community college attended previously:

20. Project Entry Date:

21. Grade at project entry:

22. Project Participation:

23. College Major (at time of entry; STEM?)

24. Research, Scholarships, Internships

25. Name Change

NEW PARTICIPANT ONLY - COMMON FIELDS:

22. Participation Status: 1 = new participant

23. Enrollment Status: 1 = enrolled, 2 = not enrolled

24. Funding: 1 = federal funds only

25. Bachelor's Degree Completed: 1 = Yes

26. Date of Bachelor's:

27. Bachelor's Degree:

28. Main Field of Study:

29. GPA & grad:

30. Grad Admission Test:

31. Grad Enrollment:

32. Grad School Attended:

33. Grad Enrolled Status:

34. First Year Persistence:

35. Current Year of Grad Study:

36. Grad Field of Study:

37. Grad Assistantship (Fall 1st year):

38. Reason Left Grad:

39. Highest Grad Degree Earned:

40. Date of Highest Grad Degree:

41. Institution of Doctorate:

42. Doctorate Employment Activity:

43. Did not participate

44. 1-year, never attended college before

45. 2-year, attended college before

46. Full academic year plus summer

47. One long semester plus summer

48. 1=stem fields; 2=social/behaviors; 3=non-STEM; 4=undeclared

ENTER IF NEEDED
Documenting Changes

- Form used to indicate specific changes needed to a student’s profile based on evidence obtained during that reporting year
- Allows us to see what we changed year to year on the APR quite readily – always leave paper trail
- We include these sheets in student profile
Where to look for the Data

• National Student Clearinghouse
  • *Get an Account!*  
• Annual surveys for your alumni
  • Ensure alumni engagement prior
  • Think carefully about survey design
  • Do NOT copy-paste APR items directly
• Reach out to other scholars
• Try Social Media
  • Encourage students to “friend” or “like” or “join” a McNair account after graduation
  • Or just stalk them later… 😊

Giving Yourself the Ability to ASK!

RELEASE OF INFORMATION

I authorize the McNair Scholars Program at Suffolk to release and request personal and/or academic information as it relates to my progress and status in the McNair Program and professional activities post-graduation (if accepted into the program), including but not limited to: financial aid information, records maintained by the university registrar (i.e., class schedules, transcripts), standardized examination scores, and/or notes and information from other university administrators that are responsible for ensuring my academic and professional success.

Applicant’s Signature ___________________________ Date ___________________________

Applicant’s Printed Name ___________________________

Some schools may not report to Clearinghouse, other times, you may need verification of enrollment for a student, etc. You may send them the student’s signed statements acceptance letter to allow them to release the information. *(Note: Some may require the date to be recent)*
Some Things to Keep in Mind

• If you can’t support it, don’t report it

• If a federal $ is spent then a student must be reported

• Even if they leave, you don’t get to ignore them
  • Until DoE removes them from your record

• Double check your fields for errors, you may not be able to correct them later

• Create a system that works for you and your program: the APR should NOT be stressful if you have a plan and you’ve been proactive about keeping student records updated throughout the year

UH OH... BANANA!

APR Submitted, Done Until Next Year?...Nope!

My life right now is like that
Rihanna song... work work work work work
I don't understand the rest

• Make note of students who will be part of new coding profiles/groups – especially priors and recent graduates who enrolled in graduate school

• Update all your coding documents to reflect the upcoming year of the report to save you the headache of thinking “one year ago” later

• The items are still in your head, make note of things you have done that were useful
The Suffolk McNair APR Model

<table>
<thead>
<tr>
<th>Month</th>
<th>Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>• Code full APR profiles for New McNair Students in Blumen</td>
</tr>
<tr>
<td></td>
<td>• Update data for December Bachelor’s degrees obtained for continuing students</td>
</tr>
<tr>
<td>June</td>
<td>• Update data for all May Bachelor’s degrees obtained</td>
</tr>
<tr>
<td>Mid-August</td>
<td>• Enter all remaining bachelor’s degrees through July 31 and cohort students</td>
</tr>
<tr>
<td></td>
<td>• Create official APR coding/change sheets for each student and categorize participants</td>
</tr>
</tbody>
</table>
| Mid-October | • Pull National Clearinghouse Data for all students who have left program  
|             |   • Grad enrollment for those who received a bachelors in the APR academic year  |
|             |   • Graduate degree completion through end of July 31 for all prior students  |
|             |   • Initial and/or continued graduate enrollment through July 31 for all prior students |
| November    | • The “Stalking” month                                               |
|             |   • Reach out to alumni for updates on their academic/professional lives |
|             |   • Use the APR items to help formulate your questions & social media if non-responsive |
| December    | • APR materials and portal usually open                             |
|             | • Run error checks on your data; document everything                |
|             | • Submit the APR as soon as possible (and move on......to the next one!) |

Use the APR to Your Advantage

• Use the data to bring visibility to your program’s successes

• The APR can show you patterns to better understand where to focus your efforts in the future

• If you think of the APR as a chore, then you aren’t maximizing the value of the data to drive your program’s success
Questions?

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