



ASAP THEORY OF CHANGE

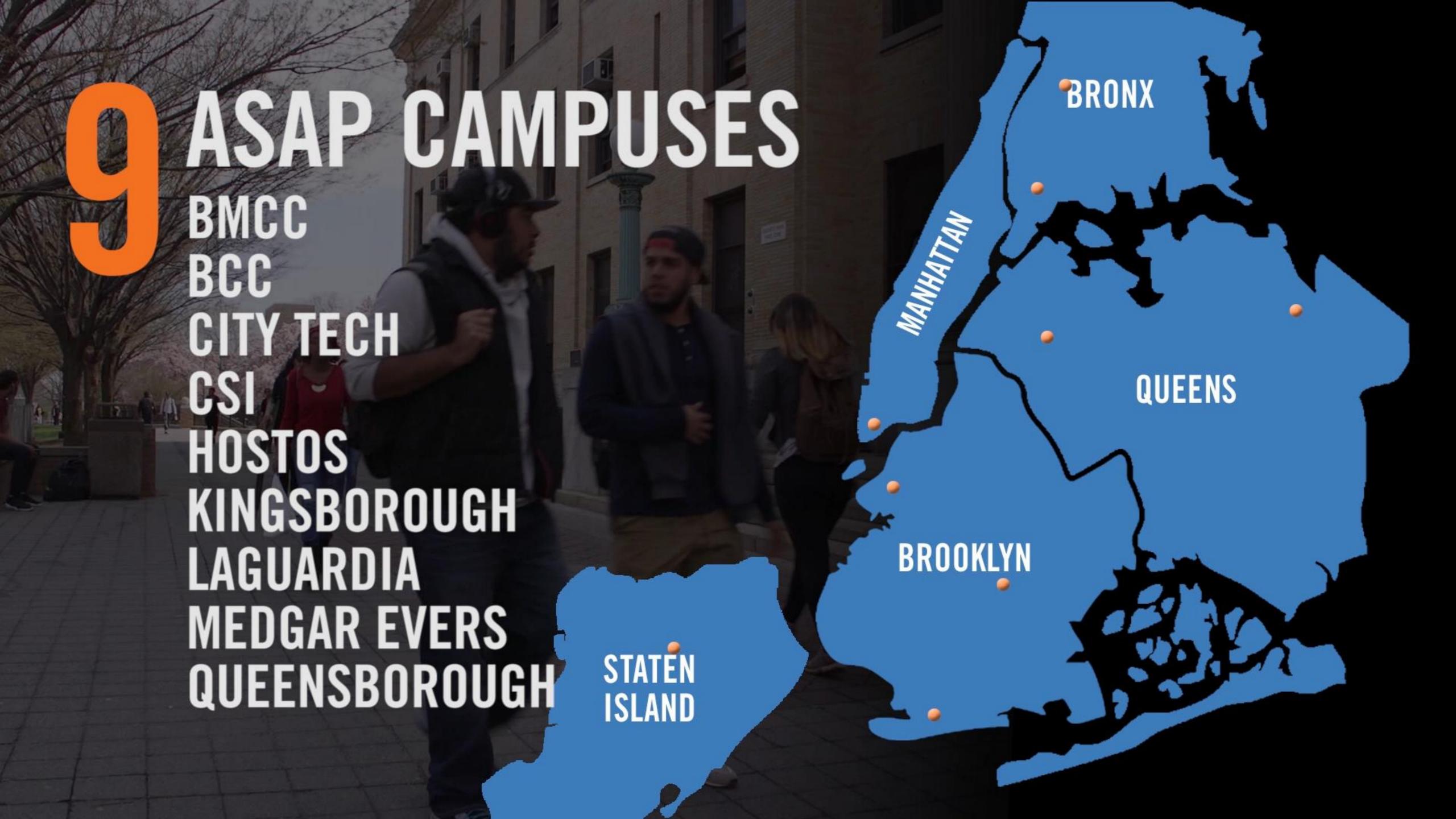
Remove financial barriers to full-time study

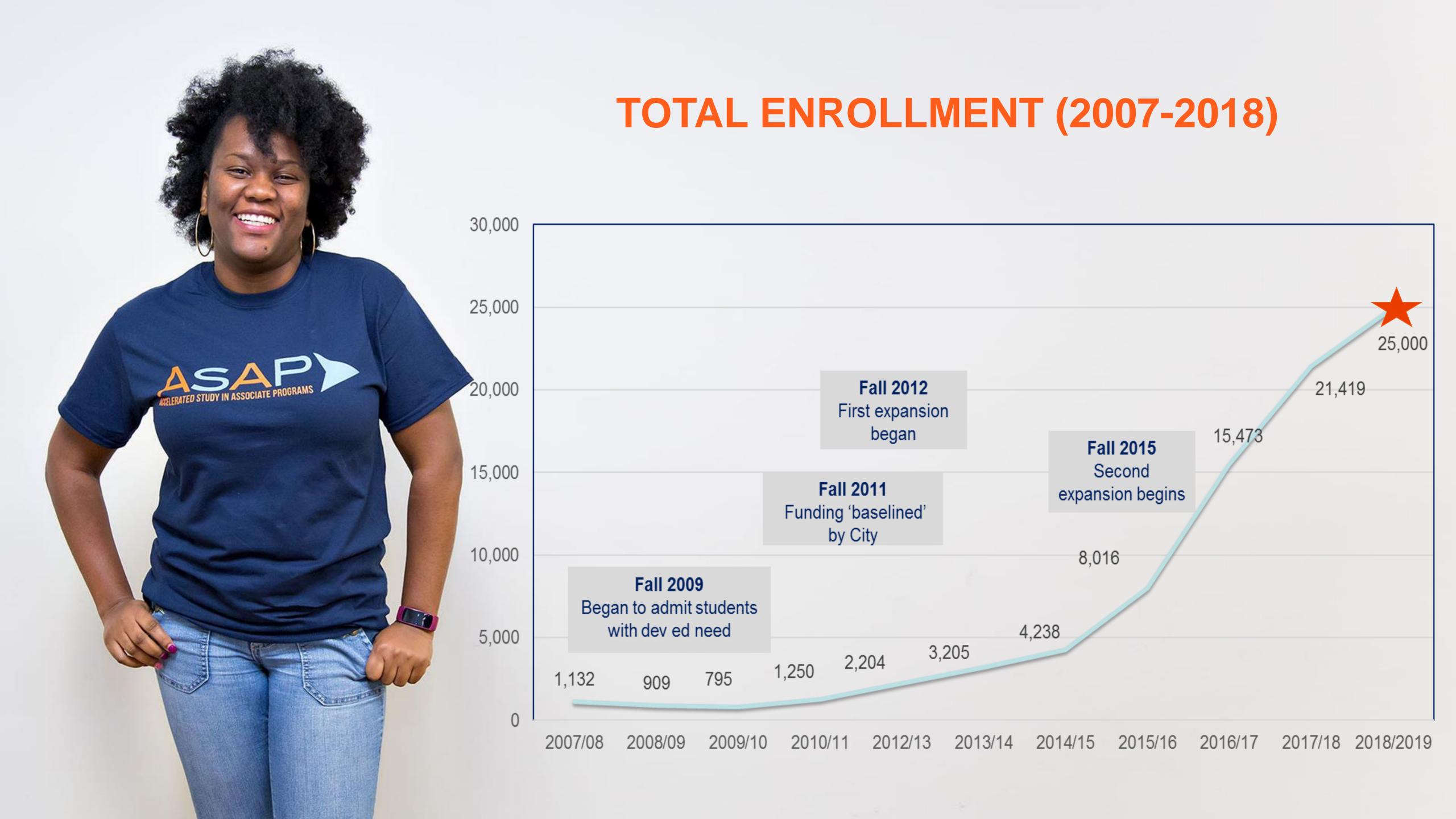
Provide structured degree pathways and comprehensive, well-coordinated support services

Establish clear expectations for all students

Build community through early engagement and cohort model

Better engaged students who graduate in a timely manner







Eligibility Criteria

- Must be City resident and/or eligible for in-state tuition
- Agree to study full-time in an ASAP-approved major.
 Most majors other than nursing and allied health are supported
- Continuing/transfer students: no more than 15 credits and in good academic standing
- Be fully skills proficient or have no more than two developmental course needs at application (based on CUNY Assessment Test scores)
- Complete applications for financial aid (FAFSA and NYS)



Core Program Elements

Financial Resources

Tuition waivers
Annual textbook stipend
NYC transit MetroCards

Structured Pathways

Consolidated full-time course schedules
First-year blocked courses
Immediate/continuous developmental course taking
Winter and summer courses

Comprehensive Supports

High-touch advisement
Embedded career development
Academic support services
Early engagement

Advisement in ASAP



RELATIONSHIP BUILDING

- Initial interaction
- Building rapport
- Major Exploration, Career goals and other interest

BEYOND THE SURFACE

- Advisement Rubric
- Intrusive not Intruding
- Campus collaboration

Evaluation Agenda

INTERNAL EVALUATION

Ongoing quasi-experimental analysis by CUNY

Web-based data management system

 Data reviewed regularly to assess impact, measure movement towards goals, and improve program practice

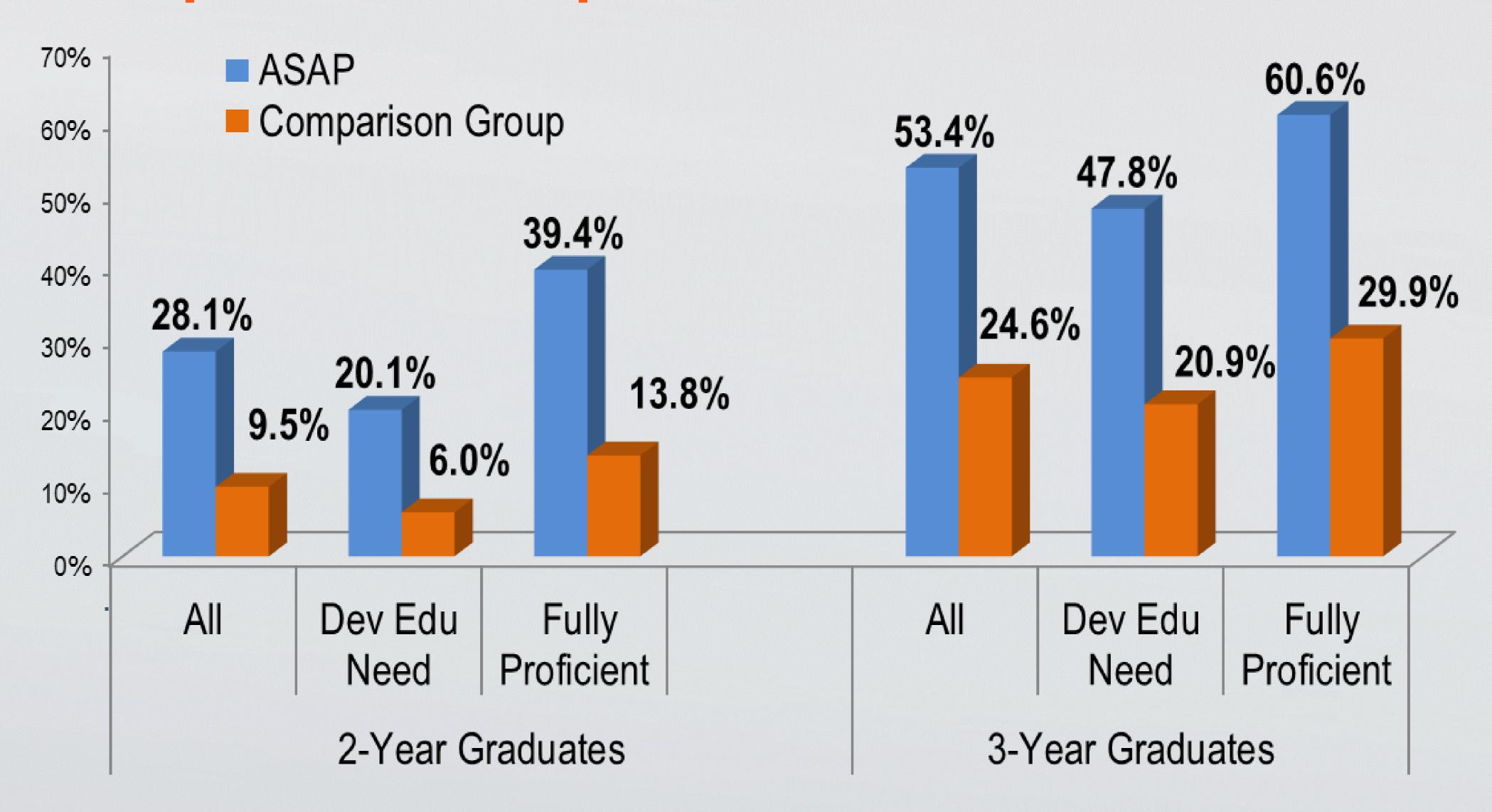
EXTERNAL EVALUATION

Five-year random assignment study by MDRC

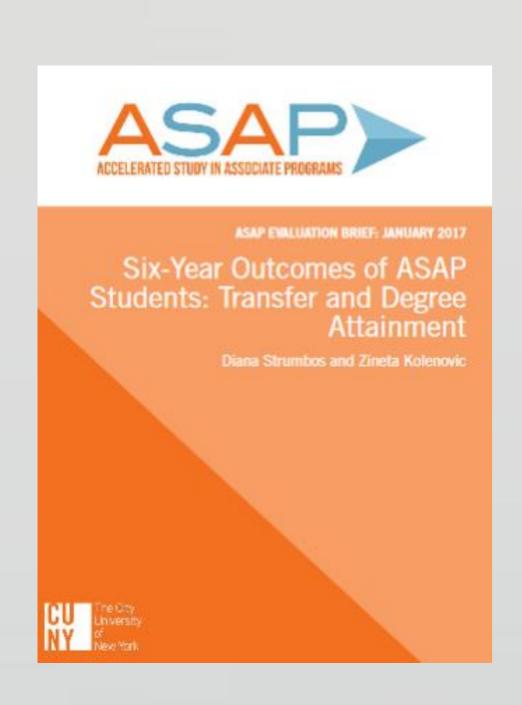
 Cost-benefit study by the Center for Benefit Cost Studies in Education, Teachers College, Columbia University led by Dr. Henry Levin



Average Graduation Rates of ASAP and Comparison Group Students (Fall 2007-2014 Cohorts)



Six Year Outcomes of First-Time Freshman (Fall 2007 and Fall 2009 Cohorts)



ASAP students had earned degrees at a higher rate –
 63.6% vs. 43.3%

 ASAP students had transferred to baccalaureate programs at a higher rate –

59.3% vs. 39.7%

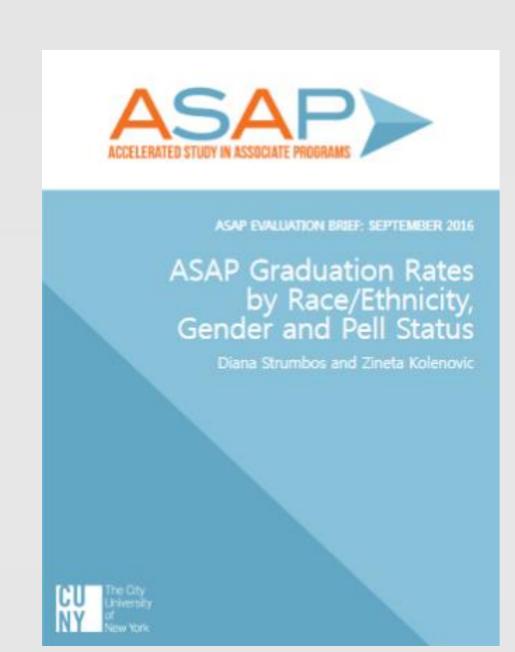
 ASAP students had earned bachelor's degrees at a higher rate –

26.9% vs. 18.1%



Three Year Graduation Rates by Subgroups

(Fall 2009-2012 Cohorts)



 All subgroups of students within ASAP met or nearly met the 50 percent three-year graduation rate goal.

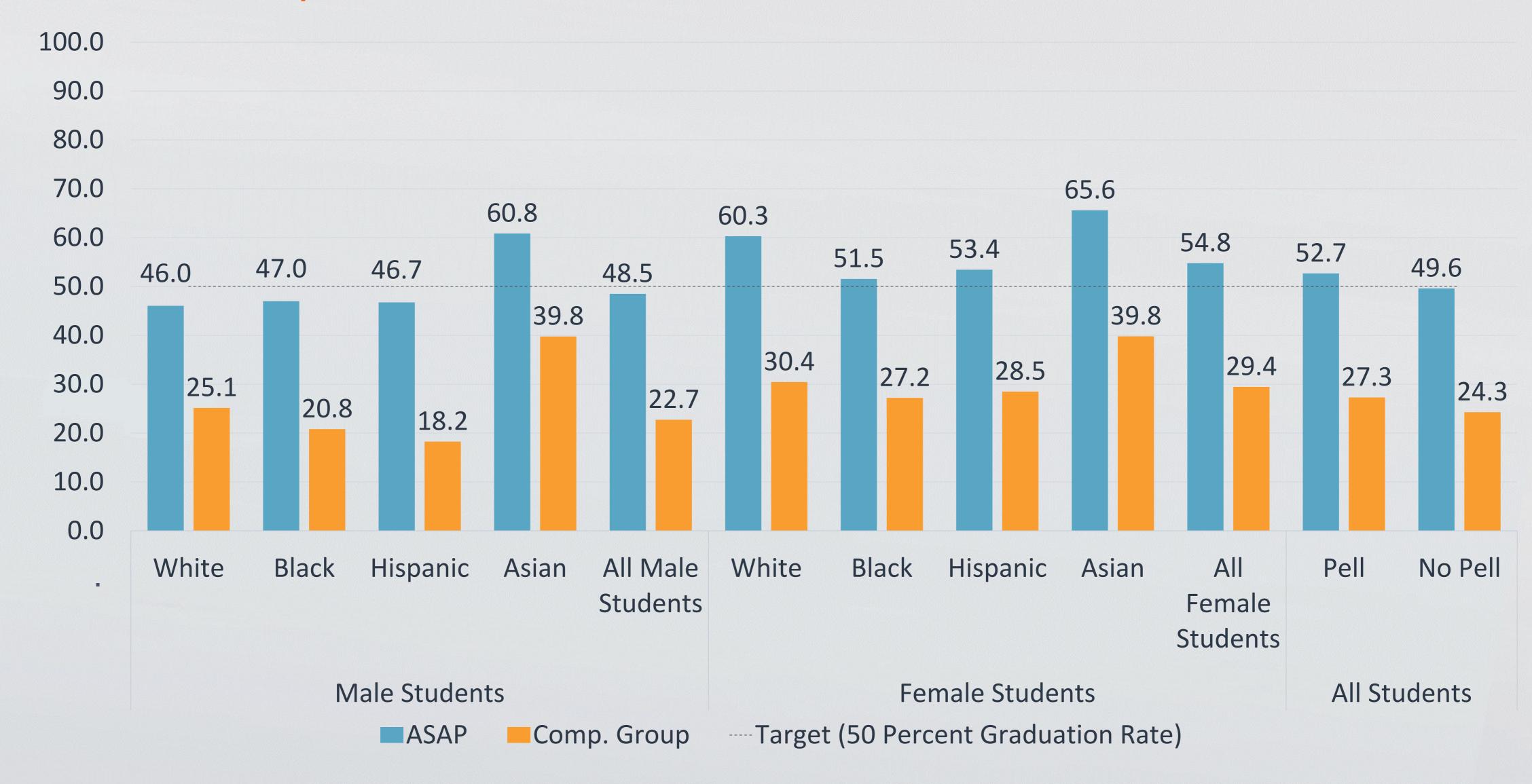
 ASAP had a significant and positive effect on three-year graduation rates for all subgroups

 Within ASAP, white-black and white-Hispanic three-year graduation rate differences were small or nonsignificant.



Three Year Graduation Rates by Subgroups

(Fall 2009-2012 Cohort)





External Evaluation Findings

MDRC

At the end of 3 years, CUNY ASAP nearly doubled the graduation rate

At the end of 6 years, CUNY ASAP increased graduation rates and helped some students graduate faster

Cost Effectiveness and Benefit Reports

(September 2012, May 2013)

ASAP saves \$6,500 per graduate vs. comparison group

Total net benefits for 1,000 enrolled ASAP students= \$46.5 million higher than for 1,000 comparison group students

Expansion Across CUNY

- 33,800 students (11 cohorts) have been served by ASAP since inception in 2007
- Pre-expansion annual cost/student= \$6,000
 Fall 2017 annual cost/student= \$3,439
- By 2022, the overall CUNY three-year associate degree graduation rate expected to increase to 34% (from 17%)
- Model in baccalaureate setting ACE at John Jay College of Criminal Justice





ASAP REPLICATION

Testing the Model in Ohio, NYS, and California

Study in Associate Programs (ASAP) to Ohio

Early Findings from a Demonstration in Three Community Colleges

By Colleen Sommo and Alyssa Ratledge

he need to boost low community college graduation rates has come into national focus in recent years. Community colleges serve seven allion undergraduates annually, a dispro-20 percent graduate within three years even though that is a year more than what considered "normal" for an associate's degree.' Low graduation rates are especially onounced among low-income students, nontraditional students, and students who enter college without the math, reading, or writing skills required for college-level courses and who thus need to take developmostal (remodial) courses.

mdre

in 2014, three community colleges in Ohio - Cincinnati State Technical and Community College, Cuyahoga Community College, and Lorain County Community College ively. Mirroring national trends, graduation despite strides made in access. Ready to ndertake a new strategy to help students ccced, these colleges turned to a proveneffective program: CUNY ASAP, or Accelerated Study in Associate Programs, developed by the City University of New York.

This brief describes the ASAP demonstra tion in Ohio and the programs implemented by these three schools. Early findings from the evaluation show that the Ohio programs substantially increased first semester rates of low-income, associate's degreefull-time envolument and credit accumula-

tion, as well as persistence and full-time

A PROVEN MODEL FOR SUCCESS

more students graduate and to help them graduate sooner. The program aims to address multiple harriers to student success over three full years. ASAP requires student to estrall full-time and take developmental courses immediately and continuously: of fers comprehensive support services such as high touch advisement, career development, and tutoring; offers financial support that includes tuition waivers for students in receipt of financial aid, textbook wouchers, and monthly MetroCards for use on public transportation; and provides structured course enrollment to support academic momentum, with block and consolidates course schedules and support for coursetaking in winter and summer sessions." ASAP represents both an opportunity and an obligation for students, as they must continue enrolling full time and participating in the program to receive the program's

system in the country, created ASAP with the goal of doubling the graduation rate of its community college students, making the program one of the most ambitious el forts in the country to improve the success

Early Findings from ODHE-**MDRC-CUNY Partnership**

Spring '15-Fall'15

BOOST IN:

- FT Enrollment
- Persistence to 2nd Semester
- Credit Attainment (Attempted and Earned)

Fall 2018 Pilot Launch of:

Viking ROADS at Westchester Community College (100) students)

Skyline Promise Scholars at Skyline College (500 students)

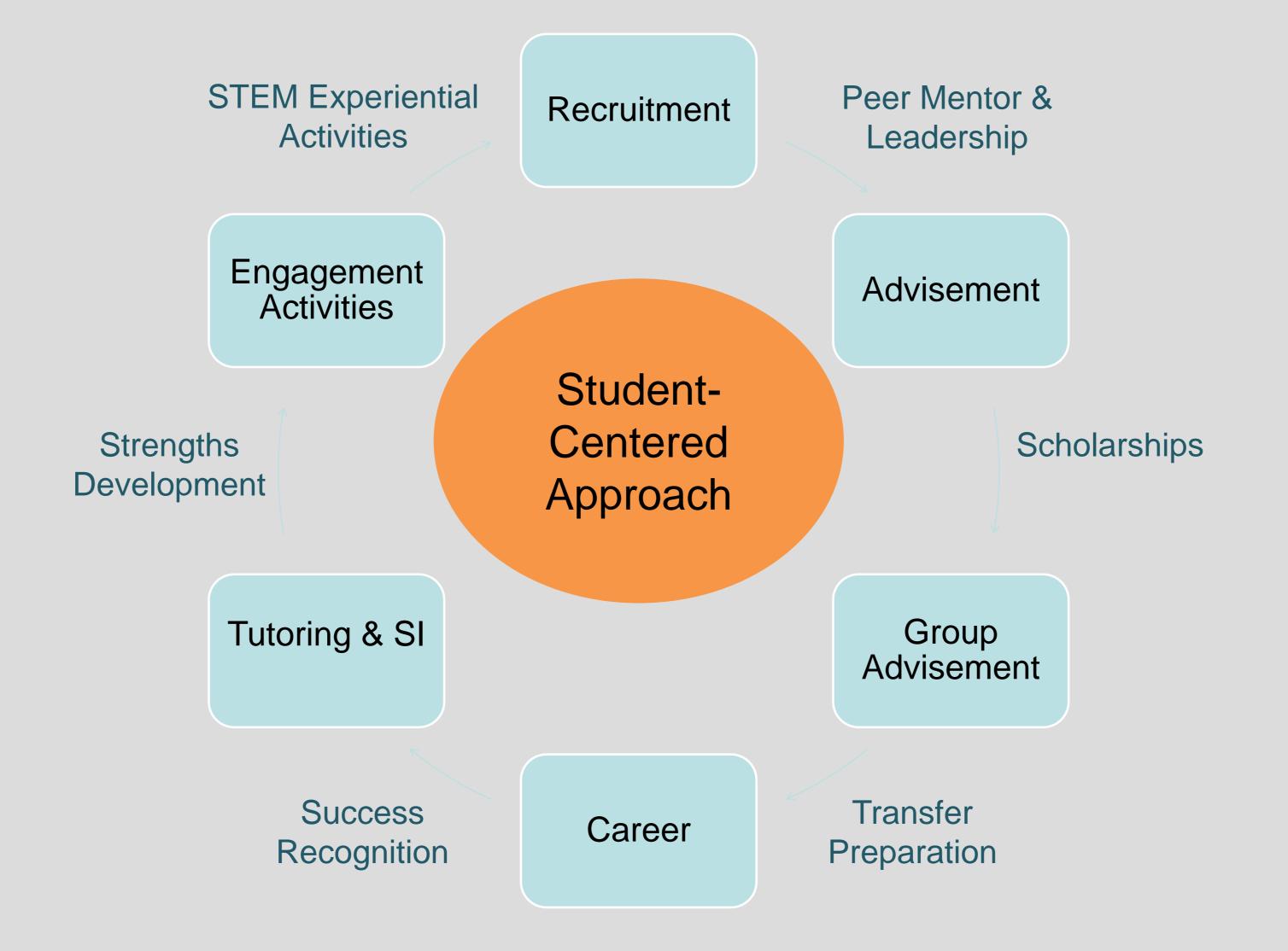
Replication Technical Assistance Customized consultation, E-Learning Series



Moving the Needle

- Laura and John Arnold Foundation funding opportunity for colleges interested in replicating ASAP
- CUNY works with institutions to develop a strong Letter of Interest for this opportunity
- CUNY provides technical assistance leading up to and through program launch (if funded)

ASAP at LaGuardia





ASAP Outcomes at LaGuardia

Cohort 7 (Fall 2013)

- 3 year graduation: 59.5%
- 2 year graduation: 41.9%

Cohort 8 (Fall 2014)

- 3 year graduation: 59.4%
- 2 year graduation: 41.5%

Cohort 9 (Fall 2015)

- 2.5 year graduation: 57.3%
- 2 year graduation: 48.4%





Q&A

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Additional Slides

ASAP at LaGuardia

Key Collaborations

CUNY Start

- Full-Time Developmental Math, Reading and Writing Classes
- 18 weeks long
- Low cost: \$75, including books and school Materials

Math Start

- Intensive part-time Developmental Math Classes
- 8 weeks long
- \$35 per session, including books and school materials
- Free weekly MetroCards

Academic Departments

- Immediate/Continuous enroll developmental course taking
- Accelerated Math & English Models



ASAP Students by Subgroups

(Fall 2009-2012 Cohort)

