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
ASAP CAMPUSES
BMCC
BCC
CITY TECH
CSI
HOSTOS
KINGSBOROUGH
LAGUARDIA
MEDGAR EVERS
QUEENSBOROUGH
TOTAL ENROLLMENT (2007-2018)

- **Fall 2009**: Began to admit students with educational need
- **Fall 2011**: Funding ‘baselined’ by City
- **Fall 2012**: First expansion began
- **Fall 2015**: Second expansion begins

Enrollment milestones:
- 2007/08: 1,132
- 2008/09: 909
- 2009/10: 795
- 2010/11: 1,250
- 2011/12: 2,204
- 2012/13: 3,205
- 2013/14: 4,238
- 2014/15: 8,016
- 2015/16: 15,473
- 2016/17: 21,419
- 2017/18: 25,000
- 2018/19: 25,000
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 non-significant.
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

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

Student-Centered Approach

- Recruitment
- Engagement Activities
- STEM Experiential Activities
- Tutoring & SI
- Success Recognition
- Career
- Advisement
- Group Advisement
- Peer Mentor & Leadership
- Transfer Preparation
- Scholarships
- Strengths Development
- STEM Experiential Activities
- Student-Centered Approach

LaGuardia Community College
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

Diana Strumbos
Director for Research & Evaluation, ASAP, CUNY
diana.strumbos@cuny.edu

Ramón De Los Santos
Director, ASAP, LaGuardia Community College/CUNY
rdelossantos@lagcc.cuny.edu

www.cuny.edu/asap
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)

**ASAP Students by Gender**
- Male: 41.1%
- Female: 58.9%

**ASAP Students by Race/Ethnicity**
- Hispanic: 43.2%
- Black: 32.4%
- Asian: 10.9%
- White: 13.0%
- Native American: 0.5%

**ASAP Students by Pell Status**
- Pell: 80.5%
- No Pell: 19.5%