

ASAP: MOVING THE COMPLETION NEEDLE THROUGH COMPREHENSIVE SUPPORT SERVICES

Presentation Overview

ASAP Overview

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ASAP @ Bronx Community College

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BARRIERS TO SUCCESS

- Students are poorly prepared
- Need for remediation
- College affordability
- Education is often competing for their time
- Colleges are large with many departments, majors and procedures

ASAP THEORY OF ACTION

- 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

***Goal: At least 50% of students will complete an associate degree within
three years***

ASAP SELECTION CRITERIA

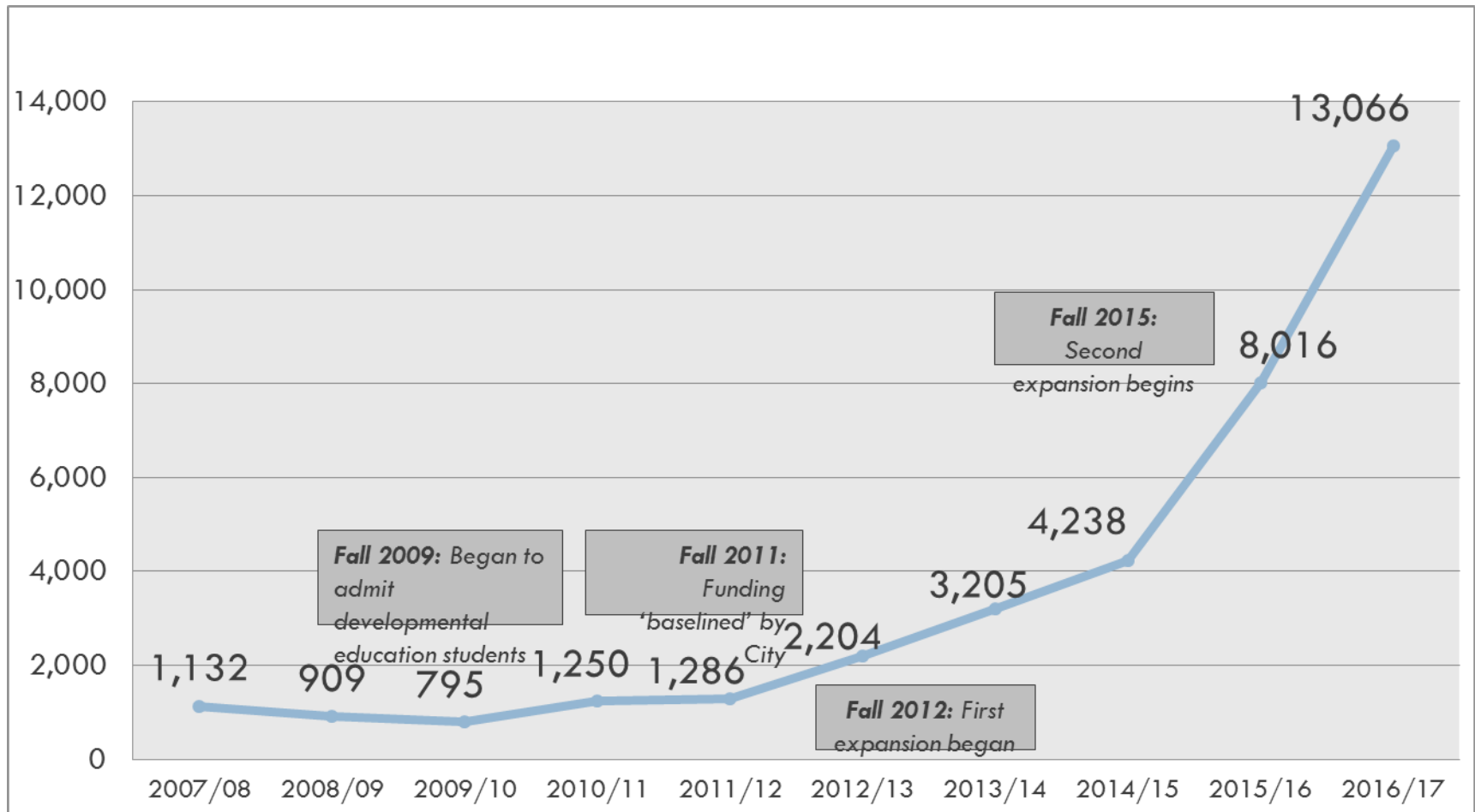
- Must be City resident and/or eligible for in-state tuition
- Agree to study full-time in an ASAP-approved major
 - Most majors other than nursing and allied health are supported
- Continuing/transfer students: no more than 15 credits and in good academic standing
- Be fully skills proficient **or**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

ASAP CORE ELEMENTS

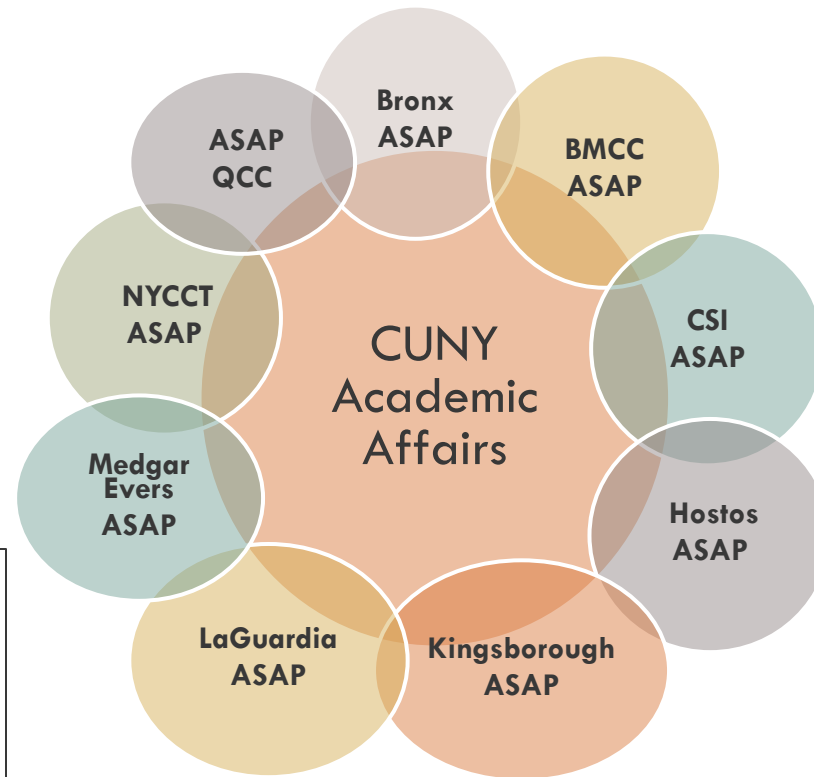
- **Financial Resources**
 - Tuition waivers
 - (For students with gap between tuition/fees and financial aid)
 - Textbook Vouchers
 - NYC Transit Metrocards
- **Structured Pathways**
 - Consolidated full-time course schedules
 - First-year blocked courses
 - Immediate/continuous developmental course taking
 - Winter and summer courses
- **Comprehensive Supports**
 - High-touch advisement (individual and group)
 - Embedded career development
 - Academic support services
 - Early engagement

ASAP Total Enrollment by Semester

(Fall 2007 to Fall 2016)



ASAP PROGRAM ORGANIZATION



Colleges:

- Local program management
- Recruitment and direct services to students
- Monitoring student progress/engagement
- Campus relationships and integration

CUNY OAA:

- Overall program administration
- Program-wide resources
- Evaluation/data management
- External partnerships
- Citywide outreach

ASAP EVALUATION

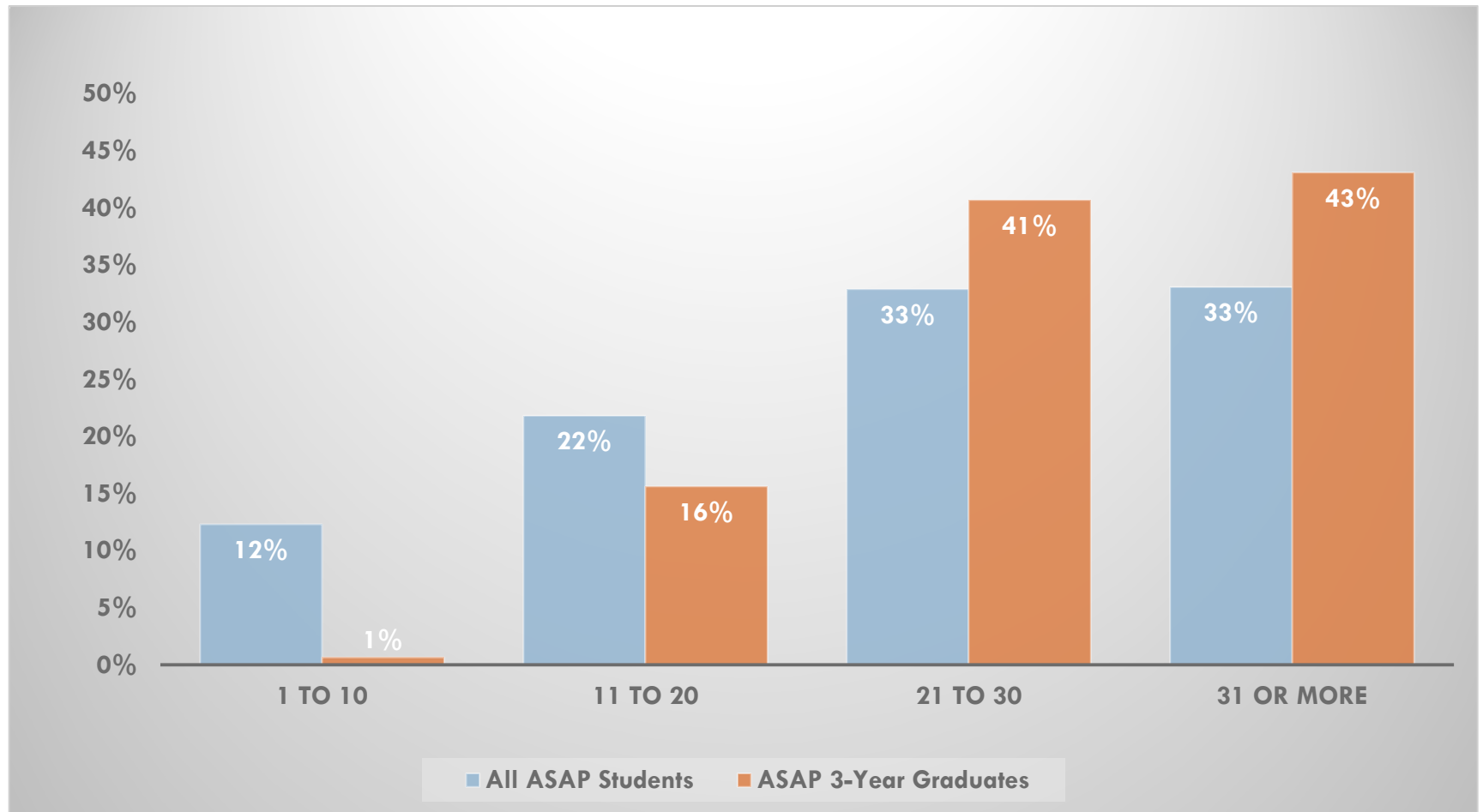
INTERNAL EVALUATION

- Ongoing quasi-experimental analysis
- Web-based data management system
- Annual student surveys and focus groups
- Data reviewed regularly to assess impact, measure movement towards goals, and constantly improve program practice

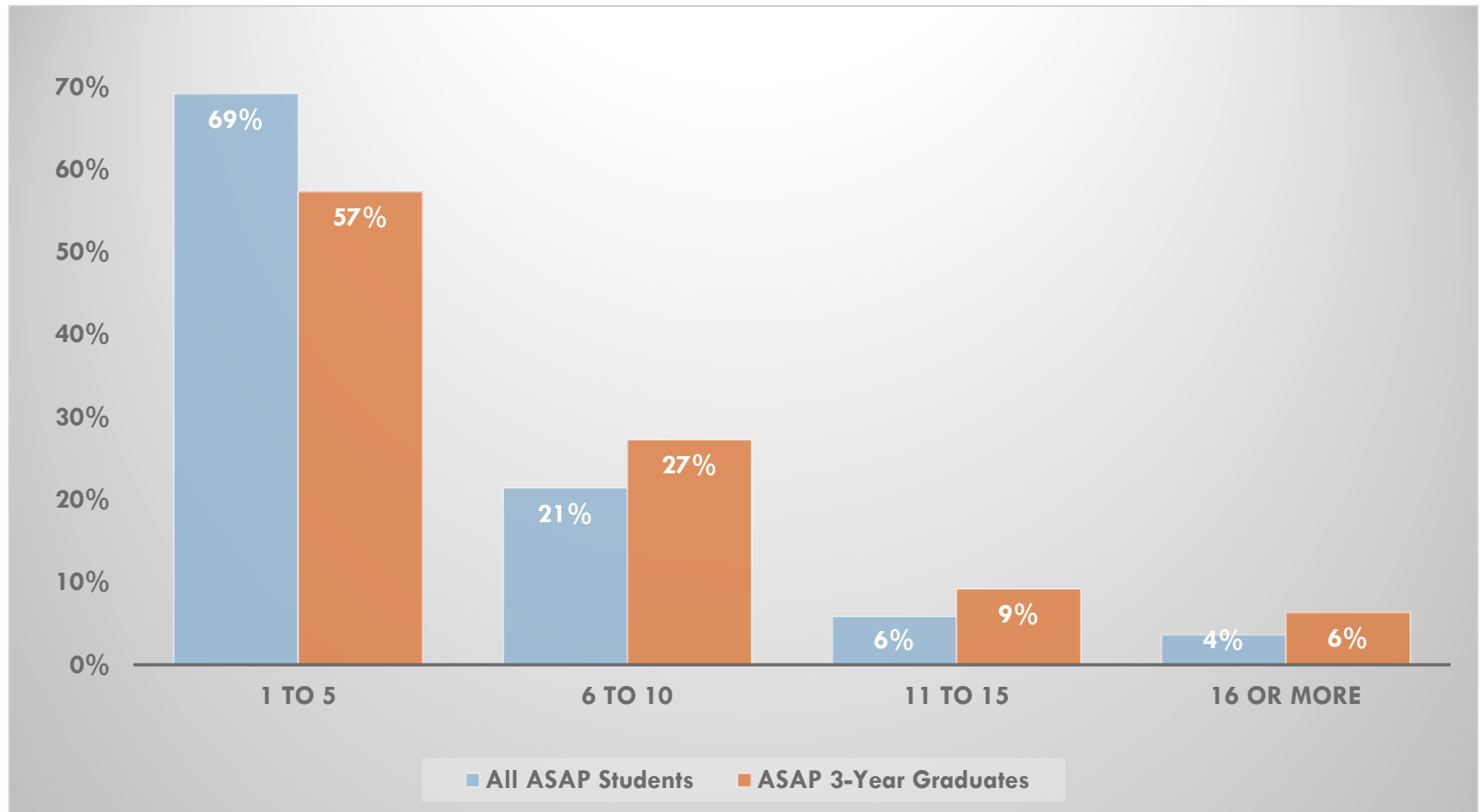
EXTERNAL EVALUATION

- Five-year random assignment study by MDRC
- Cost-benefit study by the Center for Benefit Cost Studies in Education (CBCSE), Teachers College, Columbia University led Dr. Henry Levin

ASAP database – Contacts with advisor

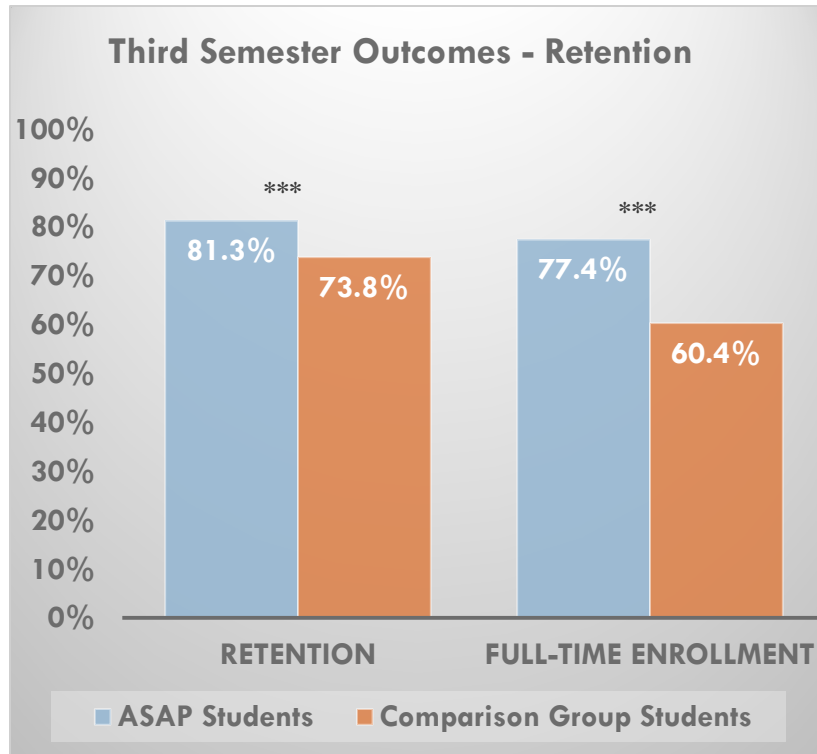


Contacts with Career Employment specialist

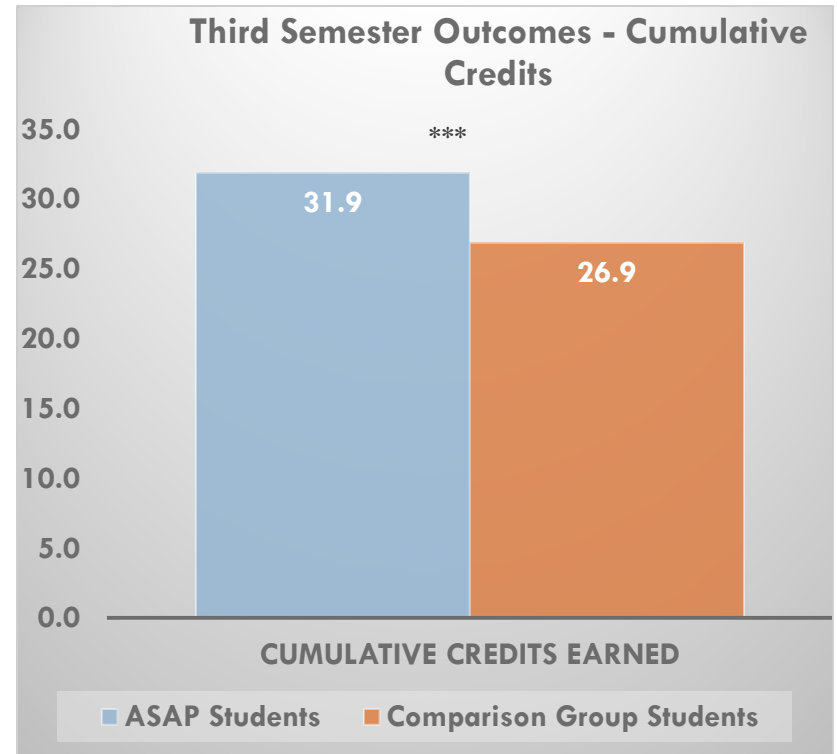


Third Semester Outcomes

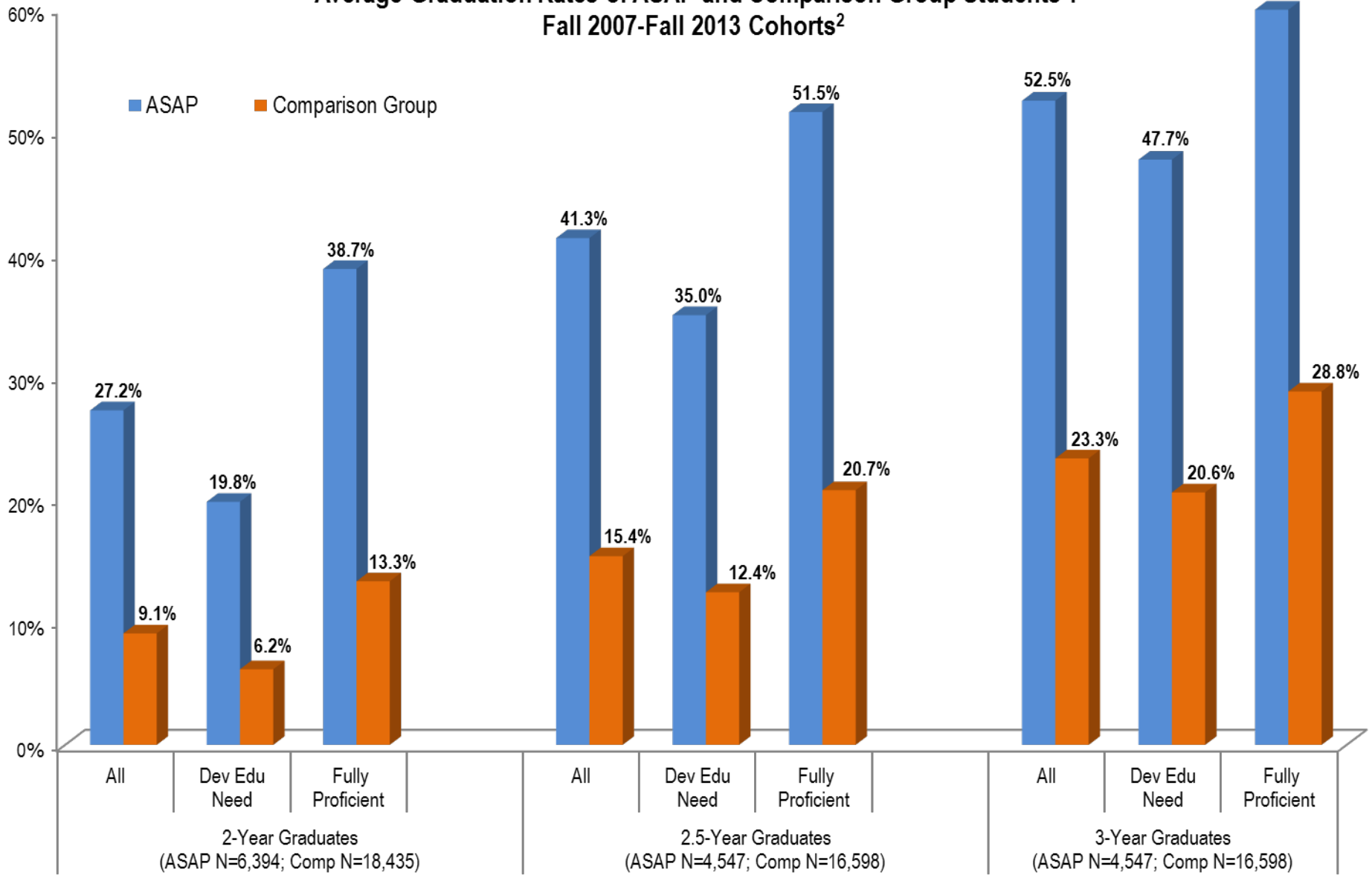
Retention



Credit Accumulation



Average Graduation Rates of ASAP and Comparison Group Students¹: Fall 2007-Fall 2013 Cohorts²



Source: CUNY Office of Institutional Research and Assessment, CUNY ASAP participating colleges, and National Student Clearinghouse.

ASAP Expansion

- Expand to 25,000 students by 2018 – 2019
 - Serving more students in STEM majors
 - Expanded to the three CUNY senior colleges that offer associate degree program
 - Whole-college model at Bronx CC (for first-time, full-time students)
- ASAP pilot in baccalaureate setting: John Jay College of Criminal Justice. (with support from Robin Hood Foundation)

ASAP evaluation plan under expansion

- Attention will be paid to how the program is being implemented at a larger scale and in new contexts to ensure that the program model is preserved.
 - At all stages, program activities, short-term, and long-term outcomes will be monitored.
- Serving more STEM majors may introduce new challenges to retention and degree attainment.
 - Close attention to STEM majors students' progress and needs, to provide needed program components and support.

ASAP evaluation plan under expansion

(continued)

- Greater numbers of ASAP students means a larger proportion of each college's enrollment will be touched by the program.
 - Potential broader institutional effects impacting students not in the program.
- Examination of long-term outcomes.
 - Important to know long-term success of ASAP students and whether the effect is sustained throughout their educational experience.
 - Labor market study.



ASAP

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Bronx Community College

Expansion of BCC ASAP--Quick Facts

□ Recruitment

- Year 1 from 750 to 1900 (20% of BCC)
- Year 2 from 1900 to 3500 (35% of BCC)
- Year 3 from 3500 to 5000 (50% of BCC)

□ Staff

- Year 1: 12 Student Advisors
- Year 2: 23 Student Advisors
- Year 3: 33 Student Advisors

Challenges

- What do we mean by an “ASAP college”?
- Planning
- Operationalizing
- Marketing
- Buy-in from the campus community
- Pedagogy
- Student support
- Assessment

An ASAP College

- Access and Completion
- ASAP expansion as catalyst for institutional transformation
- “Us” vs. “Them”

Planning



- Committee structure and configuration
- Retreats
- Working groups
- Town Hall meetings

Operationalizing

- Assessment of inefficient processes
- Set Priorities
- Solutions
 - ▣ Scalable
 - ▣ Sustainable
 - ▣ Economical
 - ▣ Comprehensive
 - ▣ Innovative

Marketing

- Website
- Printed materials
- Strategy

Buy-in

- Updates to the community
- Find common ground
- Fight the “Boutique” program mentality
- Delegate expansion tasks

Pedagogy



- Built in incentives
- Ground up approach
- Create faculty forums

Student Support

- Equity
- Seamless
- Intentional
- Proactive

Assessment

- Community College Research Center
Collaboration
- ASAP Evaluation
- Other

