City University of New York
Accelerated Study in Associate Programs (ASAP)
ASAP History

- **2007:**
  - January: CUNY funded by Mayor’s Center for Economic Opportunity (CEO) at $6.5 million annual budget for three years
  - September: ASAP launched with 1,132 fully skills proficient students-* across all six CUNY community colleges
  - **Goal:** At least 50% of students will complete an Associate’s degree within three years ready to transfer to a baccalaureate program and/or enter the workforce

*-28% of fall 2007 ASAP students had some developmental needs when recruited and addressed over summer.*
ASAP History

- **2009**: ASAP begins to admit students with developmental needs

- **2010**:  
  - Spring: ASAP exceeds 3-year graduation goal with fall 2007 cohort  
  - July: ASAP funding made a permanent allocation to CUNY

- **2011**:  
  - August: Fall 2009 cohort demonstrates 2-year graduation rate four times higher than comparison group  
  - October: CUNY Chancellor announces plans to expand ASAP
ASAP Theory of Action

- Remove financial barriers to full-time study +
- Provide comprehensive, well-coordinated support services +
- Establish clear expectations for all students +
- Build community through cohort model =

*Better engaged students who graduate in a timely manner*
ASAP Design Principles

- Required full-time study
- Consolidated class schedule
- Cohort design by major
- Winter and summer course taking
- Dedicated full-time staff at each college
ASAP Design Principles

- **ASAP Financial Resources:**
  - Tuition waivers for financial aid-eligible students
  - Free use of textbooks
  - Monthly MTA MetroCards

- **ASAP Services:**
  - Case management advisement
  - Faculty engagement
  - ASAP Seminar
  - Academic support services
  - Career development services
  - Special programs
ASAP Evaluation

- **Analysis Conducted by ASAP Research/Evaluation Staff:**
  - Constructed comparison groups using CUNY data
  - Propensity Score Matching and Optimal Full Matching
  - All analysis reviewed by CUNY Central, CEO, Metis Associates (CEO’s external evaluator), and colleges
  - Annual surveys and focus groups

- **Five-year Random assignment study led by MDRC**

- **Cost-benefit Study underway led by Dr. Henry Levin, Center for Benefit Cost Studies in Education, Teachers College**
## Summary Profile: Cohort One ASAP and Comparison Group Students

<table>
<thead>
<tr>
<th></th>
<th>Fall 2007 ASAP</th>
<th>Fall 2006 Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Enrollment</strong></td>
<td>N</td>
<td>1,132</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>%</td>
<td>45.6</td>
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<tr>
<td>Female</td>
<td>%</td>
<td>54.4</td>
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<tr>
<td><strong>Race/Ethnicity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian/Native Alaskan</td>
<td>%</td>
<td>0.2</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>%</td>
<td>10.2</td>
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<tr>
<td>Black</td>
<td>%</td>
<td>31.5</td>
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<tr>
<td>Hispanic</td>
<td>%</td>
<td>37.2</td>
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<tr>
<td>White</td>
<td>%</td>
<td>20.8</td>
</tr>
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<td><strong>Age Group</strong></td>
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<tr>
<td>18 or younger</td>
<td>%</td>
<td>58.3</td>
</tr>
<tr>
<td>19 or 20</td>
<td>%</td>
<td>22.2</td>
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<tr>
<td>21 to 23</td>
<td>%</td>
<td>8.5</td>
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<tr>
<td>24 or older</td>
<td>%</td>
<td>11.0</td>
</tr>
<tr>
<td>Median Age</td>
<td>median</td>
<td>19</td>
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<tr>
<td>Mean Age</td>
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</tr>
<tr>
<td><strong>Receiving a Pell Grant</strong></td>
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<td>57.9</td>
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<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Income</td>
<td>median</td>
<td>$35,008</td>
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<tr>
<td><strong>Admission Type</strong></td>
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<tr>
<td>First-Time Freshmen</td>
<td>%</td>
<td>75.2</td>
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<tr>
<td>Transfer Students</td>
<td>%</td>
<td>9.5</td>
</tr>
<tr>
<td>Continuing Students</td>
<td>%</td>
<td>15.3</td>
</tr>
</tbody>
</table>

*Based on dependent students only.

**Based on 2007 comparison group's income because income data for 2006 comparison group was not available. Fall 2007 comparison group students met the same criteria as ASAP students but chose not to enroll in ASAP.
Statistical Mean Difference = 28.4 Percentage Points, p < 0.05
# Summary Profile: Cohort Two ASAP and Comparison Group Students

<table>
<thead>
<tr>
<th></th>
<th>Cohort 2 ASAP Students</th>
<th>Fall 2008 Comparison Group Students*</th>
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</thead>
<tbody>
<tr>
<td><strong>Total Enrollment</strong></td>
<td>N</td>
<td>429</td>
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<tr>
<td><strong>Gender</strong></td>
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<td>Male</td>
<td>%</td>
<td>40.1</td>
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<tr>
<td>Female</td>
<td>%</td>
<td>59.9</td>
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<tr>
<td><strong>Ethnicity</strong></td>
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<tr>
<td>American Indian/Native Alaskan</td>
<td>%</td>
<td>0.2</td>
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<tr>
<td>Asian/Pacific Islander</td>
<td>%</td>
<td>9.8</td>
</tr>
<tr>
<td>Black</td>
<td>%</td>
<td>35.4</td>
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<tr>
<td>Hispanic</td>
<td>%</td>
<td>37.5</td>
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<tr>
<td>White</td>
<td>%</td>
<td>17.0</td>
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<tr>
<td><strong>Age Group</strong></td>
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<tr>
<td>18 or younger</td>
<td>%</td>
<td>41.0</td>
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<tr>
<td>19</td>
<td>%</td>
<td>18.2</td>
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<tr>
<td>20 to 22</td>
<td>%</td>
<td>18.4</td>
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<tr>
<td>23 to 29</td>
<td>%</td>
<td>13.1</td>
</tr>
<tr>
<td>30 or older</td>
<td>%</td>
<td>9.3</td>
</tr>
<tr>
<td><strong>Mean Age</strong></td>
<td>mean</td>
<td>22</td>
</tr>
<tr>
<td><strong>Admission Type</strong></td>
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<td></td>
</tr>
<tr>
<td>First-time Freshmen</td>
<td>%</td>
<td>69.5</td>
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<tr>
<td>Transfer Students</td>
<td>%</td>
<td>7.0</td>
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<tr>
<td>Continuing Students</td>
<td>%</td>
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<tr>
<td><strong>Developmental Students</strong></td>
<td>%</td>
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<td><strong>Pell Receipt</strong></td>
<td>%</td>
<td>84.6</td>
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<tr>
<td><strong>Household Income</strong></td>
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<tr>
<td>Dependent Students</td>
<td>mean</td>
<td>26,103</td>
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<tr>
<td>Independent Students</td>
<td>mean</td>
<td>13,050</td>
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</tbody>
</table>
2.5-Year Graduation Rate of ASAP Cohort Two Students -- preliminary data

- ASAP (Fall 2009): 41.5%
- Comparison group (Fall 2008): 12.8%
One-Year Basic Skills Proficiency Change:
ASAP Cohort Two and Comparison Group Students

- Dev. Need(s) 1st Sem: ASAP (Fall 2009) 76.0%, Comparison group (Fall 2008) 75.1%
- Dev. Need(s) 2nd Sem: ASAP (Fall 2009) 43.5%, Comparison group 59.9%
- Dev. Need(s) 3rd Sem: ASAP (Fall 2009) 16.4%, Comparison group 39.7%
Fall 2009 Cohort 2: “Very Important” Resources in Decision to Join ASAP

- Free Books: 94%
- MetroCards: 86%
- Early registration: 86%
- Personalized Advisement: 73%
- Tuition Waiver: 69%
- Condensed Class Schedule: 56%
- Small classes: 47%
- Job Placement: 44%
- Block programming: 28%
ASAP Updates

- Expanding ASAP at six existing community colleges

- 1,300 → 4,000 students by fall 2014; 1,500 for fall 2012

- Additional public/private funds being raised by CUNY Academic Affairs

- Central & college engaged in structured planning process

- Citywide outreach campaign featuring ASAP students

- NYC Center for Economic Opportunity provided additional funds to support expansion planning, and fall 2012 recruitment/outreach
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