




INCREASING STUDENT RETENTION & GRADUATION

ASAP COMPREHENSIVE SUPPORTS & ASSESSMENTS

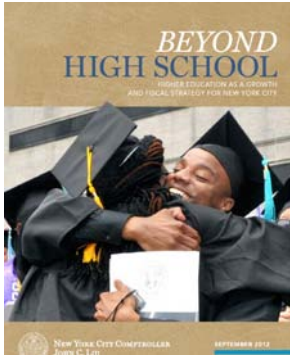
DANIELA BOYKIN, ASAP ASSISTANT DIRECTOR

LESLEY LEPPERT-McKEEVER, BMCC ASAP DIRECTOR

**CWDA CONFERENCE
OCTOBER 4, 2012**



Your life is based
on the capacity
of energy in
you, not outside
of you.



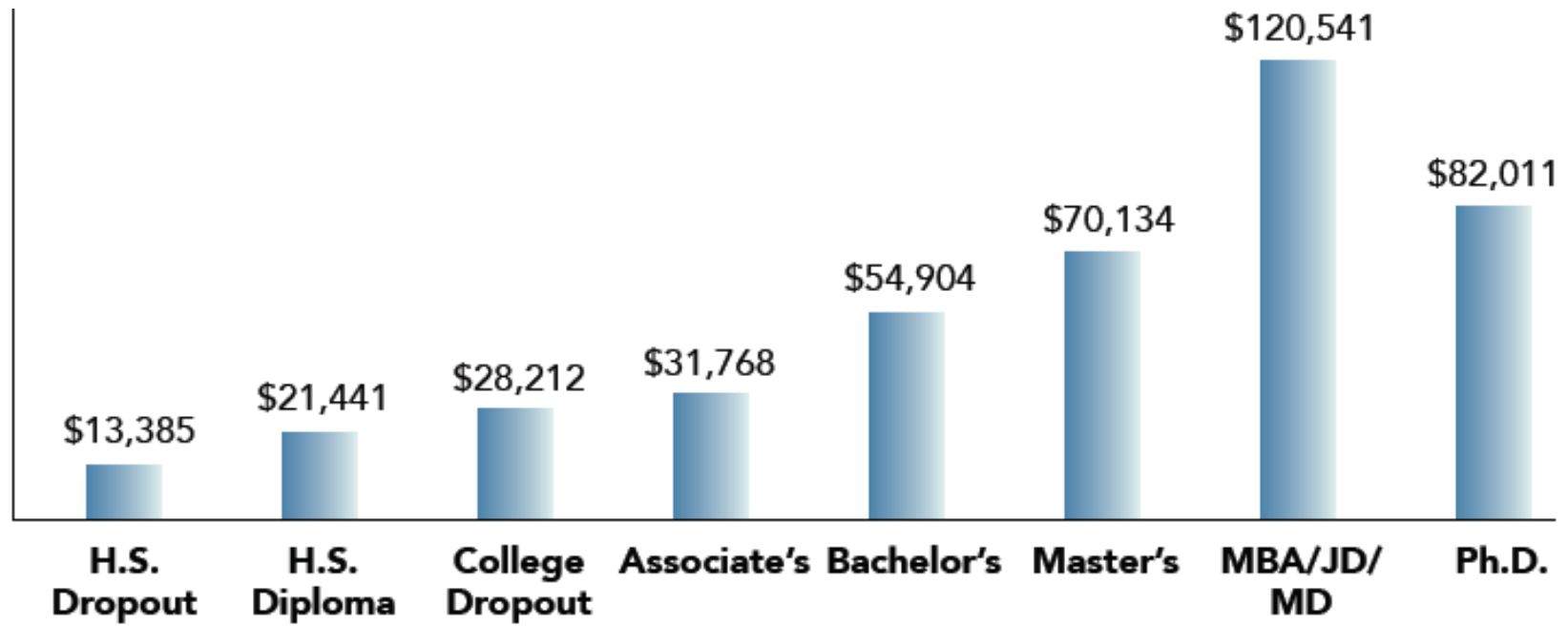
How Many New York City Public School Students Graduate from College?



Source: New York City Comptroller's Office



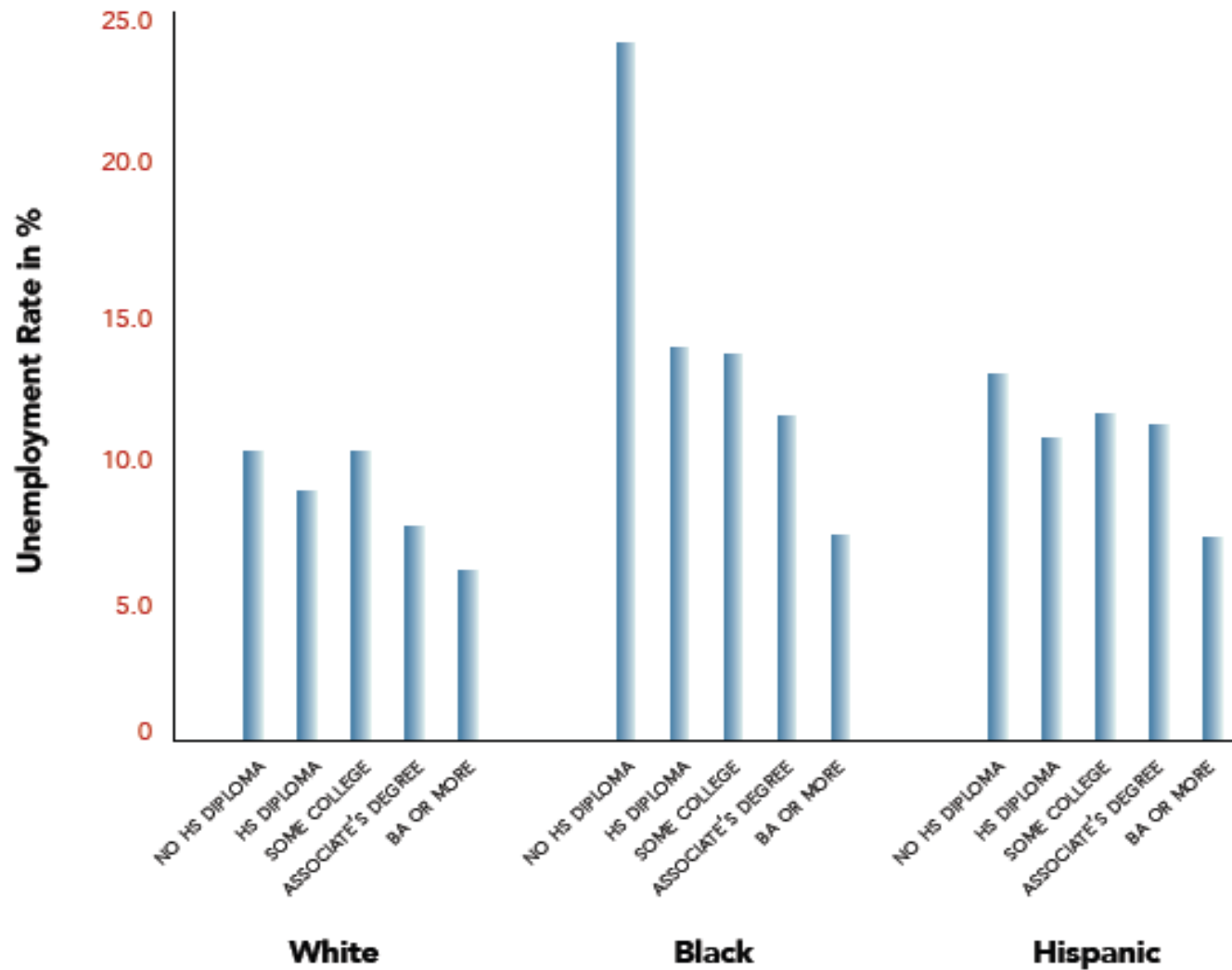
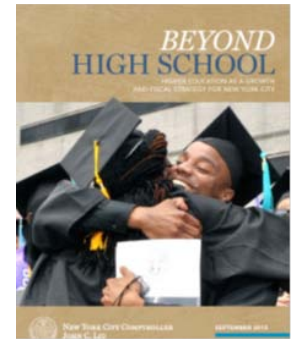
Mean Annual Earnings of NYC Residents, by Educational Attainment



Source: 2012 ACS 1-year Public Use Microdata Samples (PLUMS), NYC residents age 21 to 65



Unemployment Rates for New York City Residents, 2010 By Educational Attainment and Race



Source: 2012 ACS 1-year PLUMS, NYC residents age 21 to 65



HOW DO WE BEGIN TO CLOSE THE GAP...

- ASAP program design and delivery of coordinated and integrated services at 6 CUNY community college campuses
- Data's role in program management, assessment, and evaluation
- Lessons learned to impact retention and graduation...at scale
- Q & A

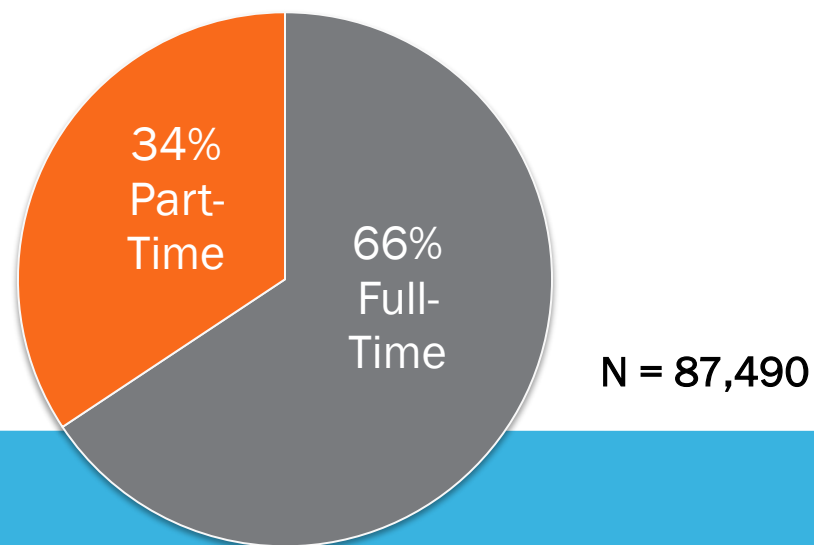


CITY UNIVERSITY OF NEW YORK

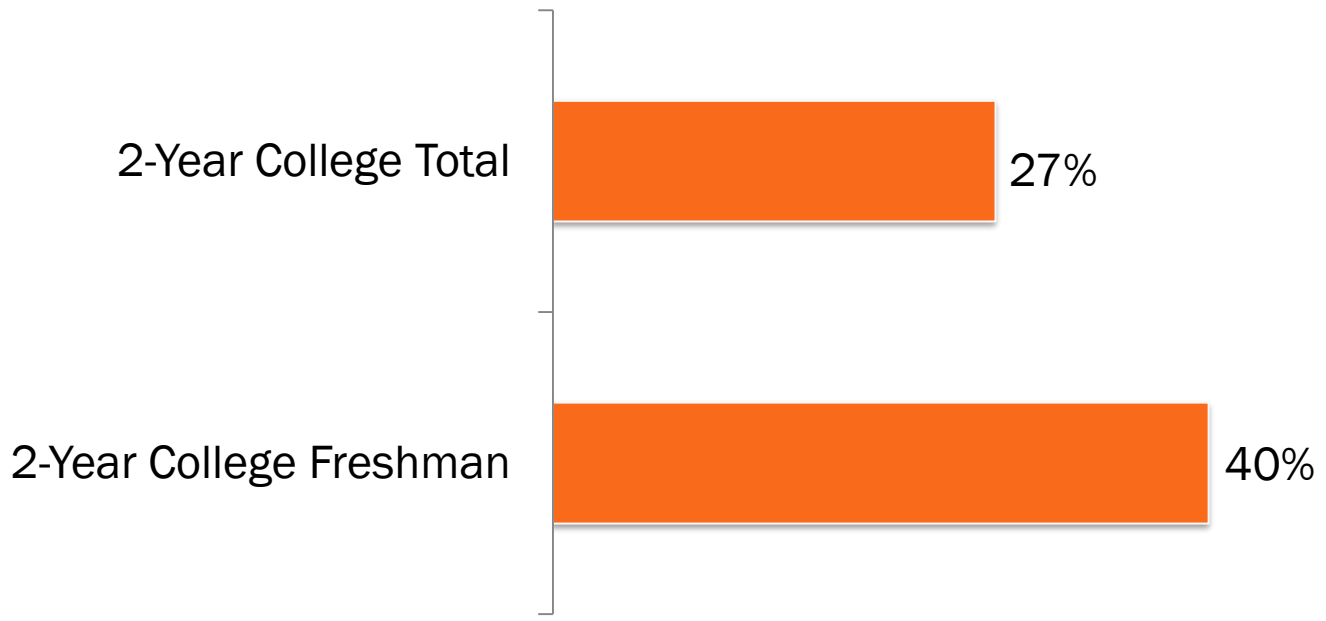


- Just over 272,000 degree seeking students across all colleges
- 11 Senior Colleges and 7 Community Colleges
- Community colleges serve just over 87,000 degree seeking students

Community College Degree Seeking Students



SHIFTS IN CUNY COMMUNITY COLLEGE ENROLLMENTS BETWEEN 2007 AND 2011



Source: CUNY Office of Institutional Research 2011



CUNY DEGREE SEEKING COMMUNITY COLLEGE STUDENTS



Household Income < \$20K

46.2 %

Work > 20 hrs/wk

29.8%

First Generation

48.4%



Supporting Children

15.6%

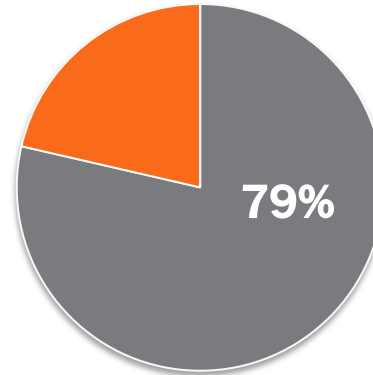
Pell Grant Recipients

65%

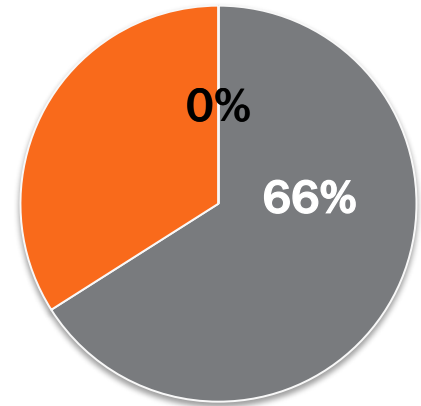
CUNY COMMUNITY COLLEGE STUDENTS



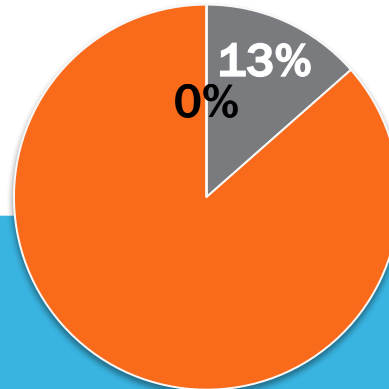
In need of remediation



Re-enroll after a year



Graduate in 3 years



ADDRESS BARRIERS AND STREAMLINE STUDENT EXPERIENCE

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



“Minimize students’ uncertainty to increase engagement.”

Chancellor Mathew Goldstein

ASAP HISTORY

Goal: At least 50% of students will complete an Associate's degree within three years

2007:

- CUNY funded by Mayor's Center for Economic Opportunity (CEO) at \$6.5 million annual budget for three years
- ASAP launched 1,132 fully skills proficient students* across six CUNY community colleges



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

ASAP HISTORY

Fall 2009:

- ASAP begins to admit students with developmental needs

Spring 2010:

- ASAP exceeds 3-year graduation goal with fall 2007 cohort
- ASAP funding now a permanent allocation to CUNY

Fall 2011:

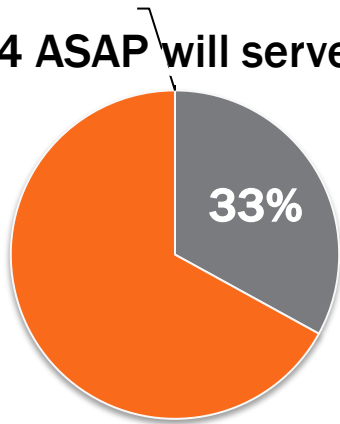
- Fall 2009 cohort 2-year graduation rate four times higher than comparison group
- CUNY Chancellor announces plans to expand ASAP



ASAP TODAY...

- Just completed 2012 recruitment
1,500+ new students
- Serve 2,200+ students
- Expanding to 4,000+ students by
fall 2014

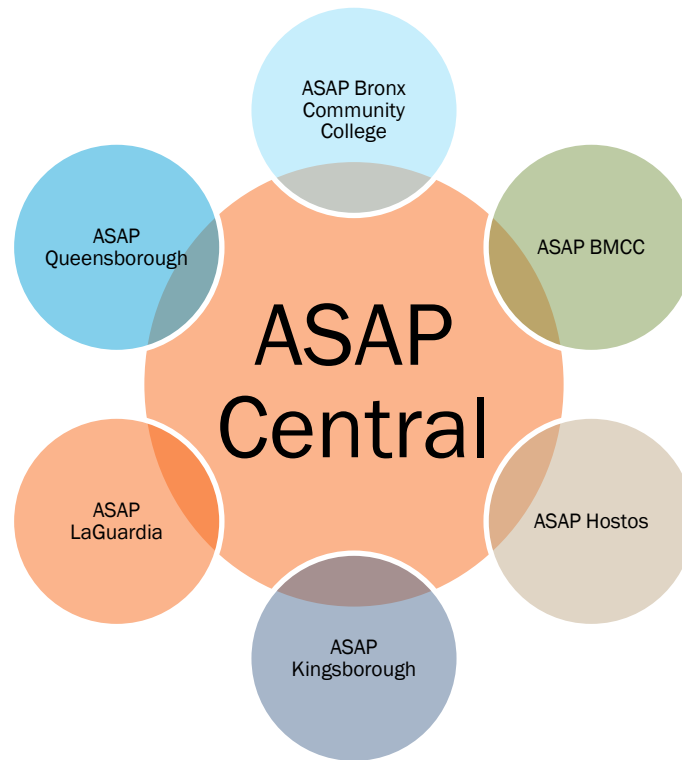
In 2014 ASAP will serve:



of first-time full-time degree seeking students



COORDINATED EFFORT BETWEEN CENTRAL OFFICE AND COLLEGE PROGRAMS



ASAP FOCUSED SUPPORTS

BOROUGH OF MANHATTAN COMMUNITY COLLEGE



COORDINATED & INTEGRATED SUPPORT

- Must function as ONE of many retention programs on campus
- Each program must understand the campus culture
- Maintain and foster relationships with student support departments and faculty
- Staff must work on behalf of the college and individual program



ASAP COLLEGE STAFFING STRUCTURE

Under Vice President for Academic Affairs:

- College Director
- 3-6 Advisors
- Career Employment Specialist
- Administrative Assistants
- Tutors



ASAP APPROACH

Support students with:

1. Removing financial barriers to full time study
2. Gaining and maintaining academic momentum
3. Developing a connection to the college and building community
4. Accessing comprehensive and relevant support services



ADMISSIONS CRITERIA (FA12)

- Must be a New York City resident
- Agree to study full-time in an ASAP-approved major
- Continuing students must have less than 15 credits and a GPA of 2.0 or above
- Be fully skills proficient or have no more than two developmental course needs
- Receive some need-based financial aid (Pell and/or TAP)



ASAP PROGRAM COMPONENTS

ASAP Services:

- Intensive, intrusive academic advisement
- Academic support services
- Career development services
- Blocked courses
- Priority registration
- Leadership development

Financial Incentives:

- Tuition waivers
- Free use of textbooks
- Unlimited monthly MTA Metrocards



ASAP PROGRAM PRIORITIES

1. Early relationship building
2. Structured pathway
3. Supportive community



EARLY RELATIONSHIP BUILDING

- Recruitment in early spring
- Information sessions
- Conduct intake interviews to determine interest, needs, and fit
- Early engagement activities with other students, staff and campus offices
- Summer bridge program



STRUCTURED PATHWAY

- Required full-time study
- Consolidated class schedule
- Block courses
- Winter and summer course taking
- Immediate and continuous developmental course enrollment



DEVELOPMENTAL POLICIES

- ALL students attempt developmental courses immediately and continuously
- GOAL: complete all developmental requirements w/in their first year
- Effective spring 2012, students w/ more than 1 developmental need are required to enroll in Summer Immersion
- Colleges block remedial courses
- Tutoring is required for students w/ developmental need



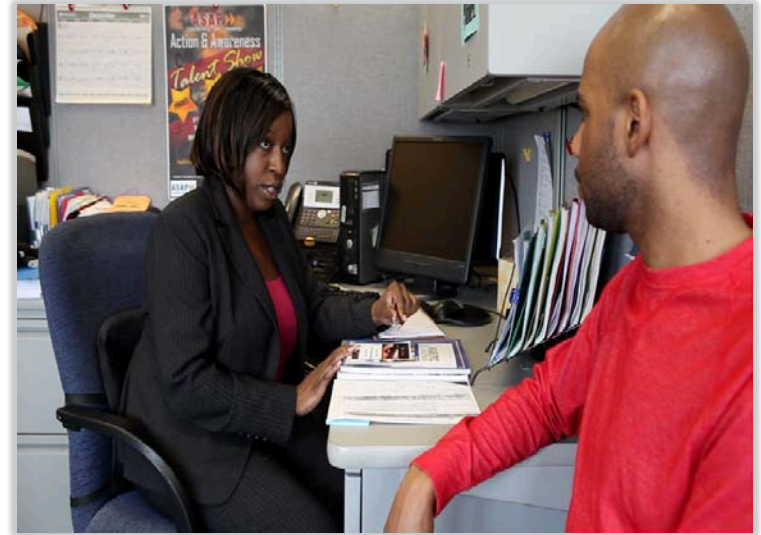
SUPPORTIVE COMMUNITY

- ASAP Seminar and workshops
- Career Employment Specialists
- Additional campus supports
- Advisement



ASAP ADVISEMENT

- Dedicated full-time staff with a 1:150 caseload
- Work with advisor through graduation
- Monthly contacts build relationships and student comfort
- Assess and address academic and personal needs
- Follow-up with faculty about attendance and progress





USE OF DATA

PROGRAM MANAGEMENT, ASSESSMENT, EVALUATION

INTERNAL ASSESSMENT AND EVALUATION

College Reported

- Retention
- Remedial enrollment , outcomes, and proficiency
- Contacts (advisement, seminar, career, tutoring)

Assessment

- Annual Student Surveys
- Annual Student Focus Groups

Student-Level Data from the CUNY OIRA

- Graduation
- Credit accumulation





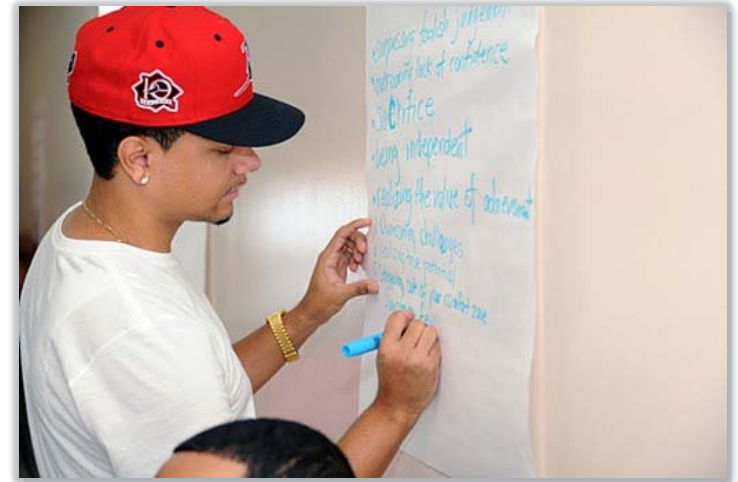
EXTERNAL EVALUATION

Five-year Random Assignment Study (MDRC)

- 3 colleges and 900 students
- Preliminary report shows increase full-time enrollment, first-to-second-semester retention, completion of developmental coursework and credits earned

Cost-Benefit Study

- Average cost per 3-year ASAP graduate is lower than for comparison group graduates



COLLECT MONTHLY ADVISEMENT DATA

- Document student contacts (date of meeting)
- Meeting codes (the reason/issue addressed during the meeting)
- Action Codes (what supports took place on student behalf)
- Faculty Contact (attendance and progress in courses)

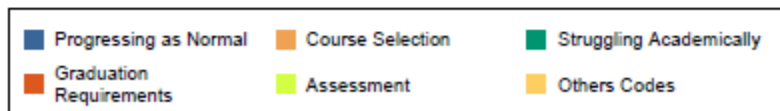
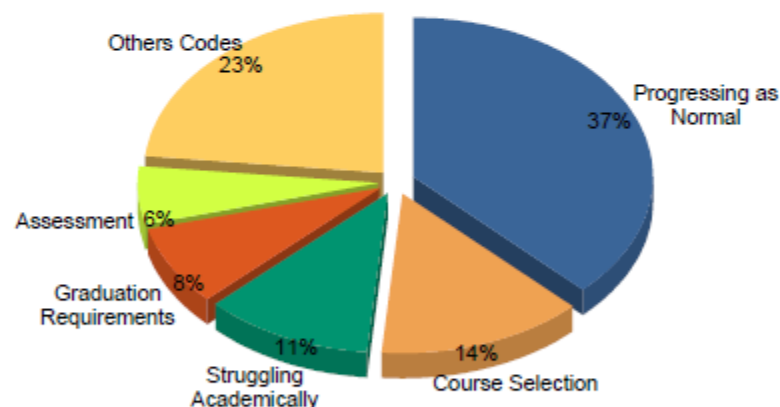


ASAP Overall - Fall 2012 Advisor-Student Meeting by Focus Code

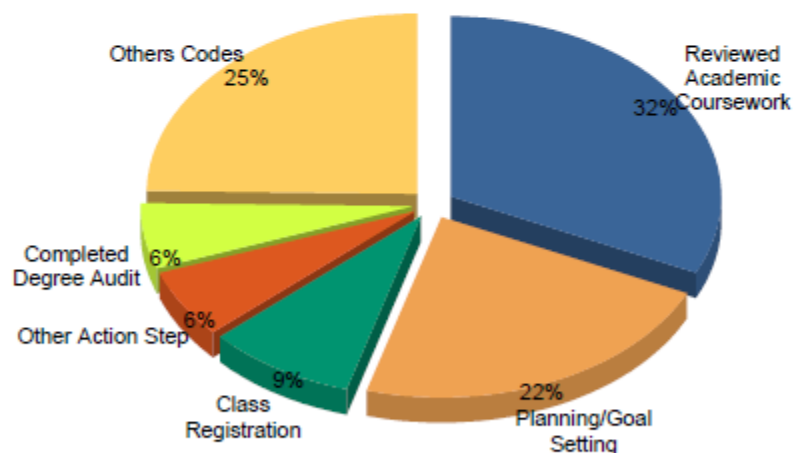
Start Date: 1/1/2012 End Date: 5/31/2012

Enrollment	Cohort 2		Cohort 3		Cohort 4		Cohort 4 Evening		Cohort 5		Cohort 5 Evening		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	85		164		346		36		434		11		1076	
<i>Individual Students seen by Advisor</i>	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Enrolled not seen	8	9.4	7	4.3	8	2.3	1	2.8	2	0.5	0	0	26	2.4
Attended 1 - 3 meeting	10	11.8	15	9.1	35	10.1	1	2.8	19	4.4	0	0	80	7.4
Attended 4 - 5 meeting	12	14.1	22	13.4	50	14.5	2	5.6	67	15.4	1	9.1	154	14.3
Attended 6 - 8 meeting	22	25.9	51	31.1	98	28.3	3	8.3	144	33.2	1	9.1	319	29.8
Attended more than 8 meetings	33	38.8	69	42.1	155	44.8	29	80.6	202	46.5	9	81.8	497	46.2
Total enrolled students seen by advisor	77	90.6	157	95.7	338	97.7	35	97.2	432	99.5	11	100	1050	97.8

Top Five Advisor Meeting Codes



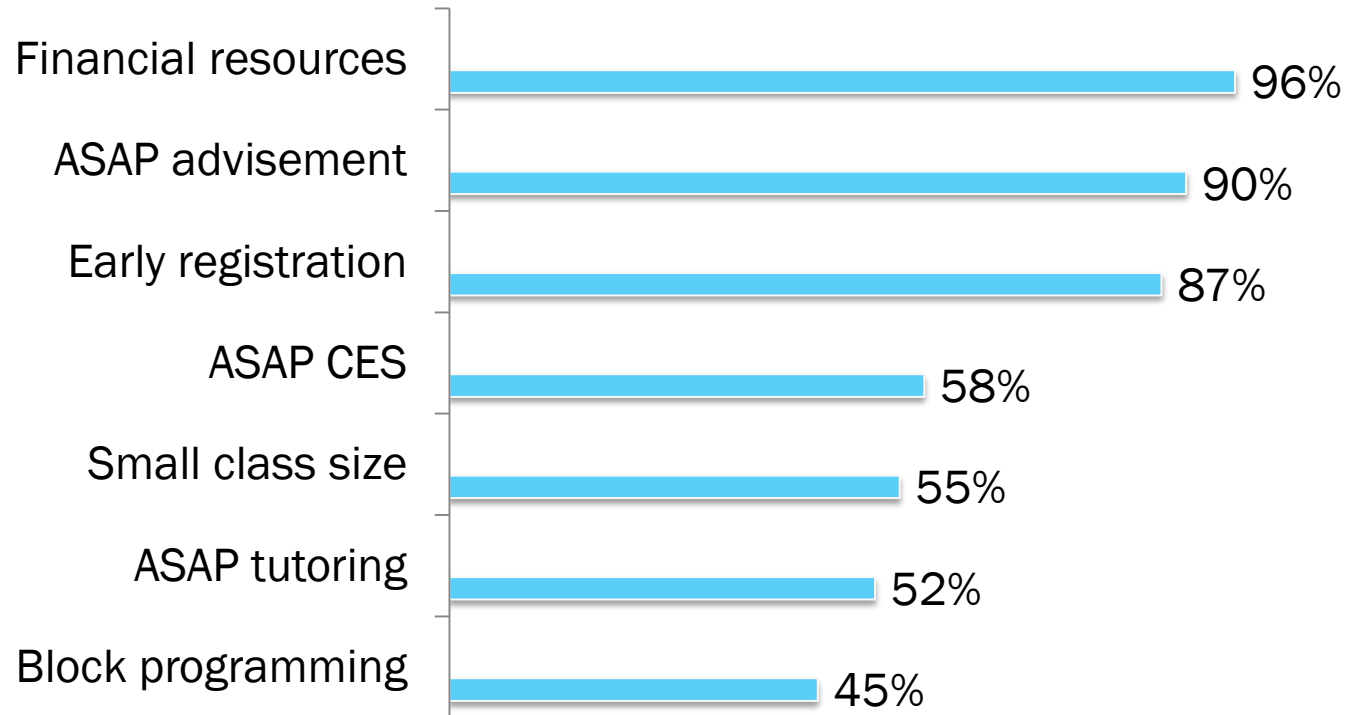
Top Five Advisor Action Codes



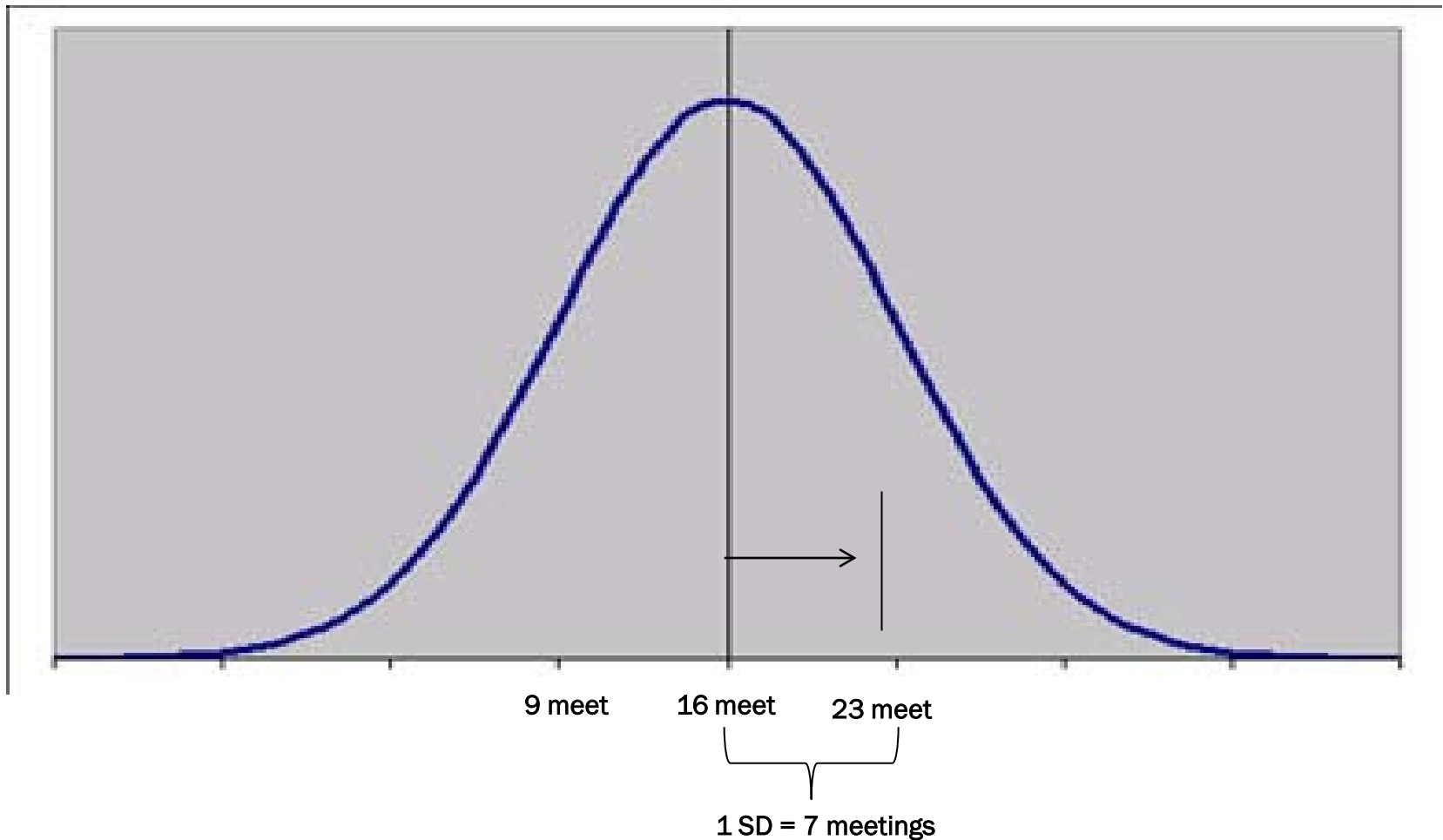


GRADUATING STUDENTS FALL 2011

ASAP Resources “Very Helpful” in college



2-YEAR ADVISEMENT MEETINGS & GRADUATION



RESULT: For every standard deviation increase in advisement meetings during the second year, the probability of graduating in 2 years increases by 10 percentage points.

DEVELOPMENTAL DATA COLLECTION

- Developmental course enrollments
- Developmental course outcomes
- Proficiency level at end of semester



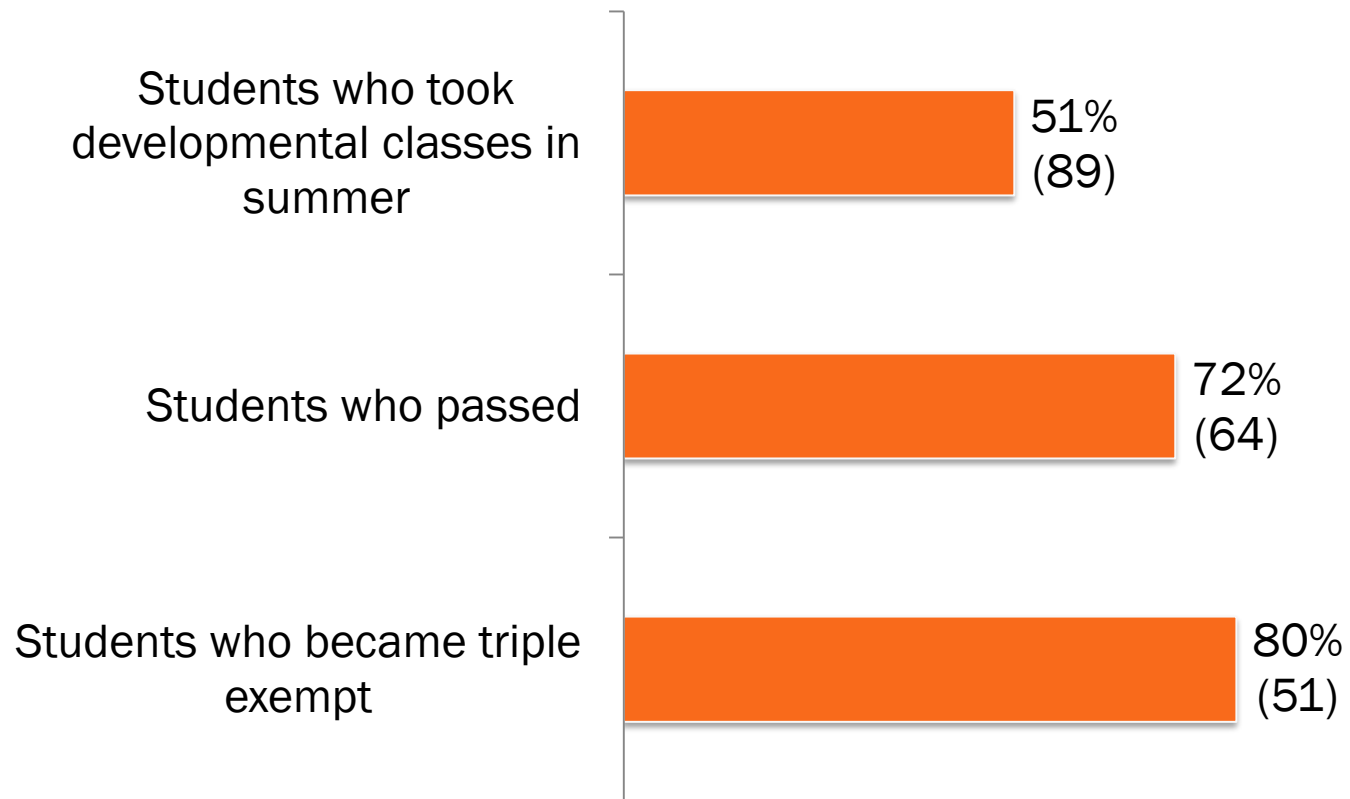


DEVELOPMENTAL NEED REMAINING AFTER 1 YEAR

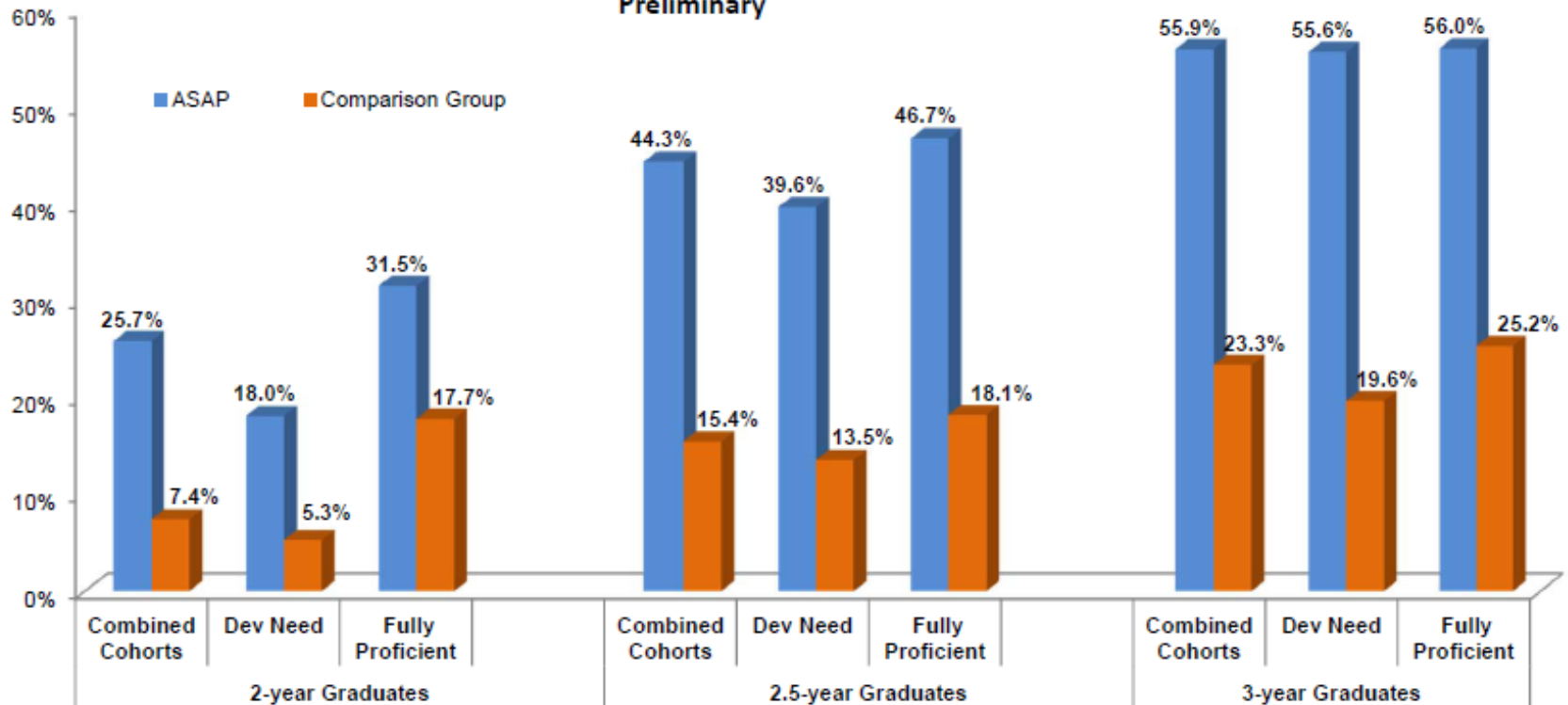
COHORT	Entering Cohort		Entered ASAP With Developmental Need(s)		Developmental Need(s)	
	N		N	%	N	%
COHORT 2	429		326	76	58	16
COHORT 3	390		335	85	68	23
COHORT 4	513		390	76	68	18
COHORT 5	462		304	66	47*	11*

*Does not include summer 2012 data

SUMMER DEVELOPMENTAL ENROLLMENT BMCC



**Chart 1: Graduation Rates for Combined ASAP and Comparison Group Cohorts:
By Developmental Need at Time of Entry¹**
Preliminary



Source: CUNY Office of Institutional Assessment and ASAP Colleges

WHAT'S NEXT

ASAP EXPANSION

ASAP EXPANSION

\$5 million in additional foundation funds raised to expand and evaluation capacity and offer scholarships

- Random assignment study by MDRC at BMCC, Kingsborough, and LaGuardia
- Transfer scholarship program for ASAP graduates at six CUNY senior colleges

Expand ASAP to serve 4,000+ students by fall 2014



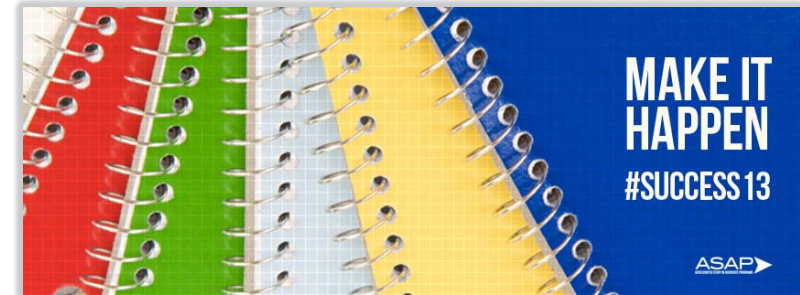
ASAP COSTS

- Pre-expansion annual cost per student: \$6,000
- Estimated annual cost per student at scale in 2014: \$3,700
- ASAP students graduate at more than twice the rate of non-ASAP comparison group students
- First part of cost benefit study of ASAP shows a \$6,600 savings per graduate
- Preliminary analysis of cost per graduate suggests ASAP is a wise up-front investment



LESSONS LEARNED

- Financial resources to remove barriers to full-time study
- Structured degree pathways
- High expectations for all students
- Create a sense of community
- Comprehensive support services
- Examine data regularly with all stakeholders and use to inform program practice



CUNY ASAP CENTRAL GROWING PAINS

PLANNING

- Central & college planning teams developed expansion plans

RECRUITMENT

- Citywide outreach & marketing campaign includes ASAP graduates

DATA COLLECTION

- Goal to move to an online database



ASAP COLLEGE GROWING PAINS

RECRUITMENT

- Use alumni and student leaders

ADVISEMENT

- Move to need-based model
- Group advisement, workshops, telephone, email,

DATA ENTRY

- Block time for entry

SPACE!



STAY TUNED...

- ASAP Follow-Up Report
- MDRC Preliminary Report
- Part-One Cost-Benefit Study

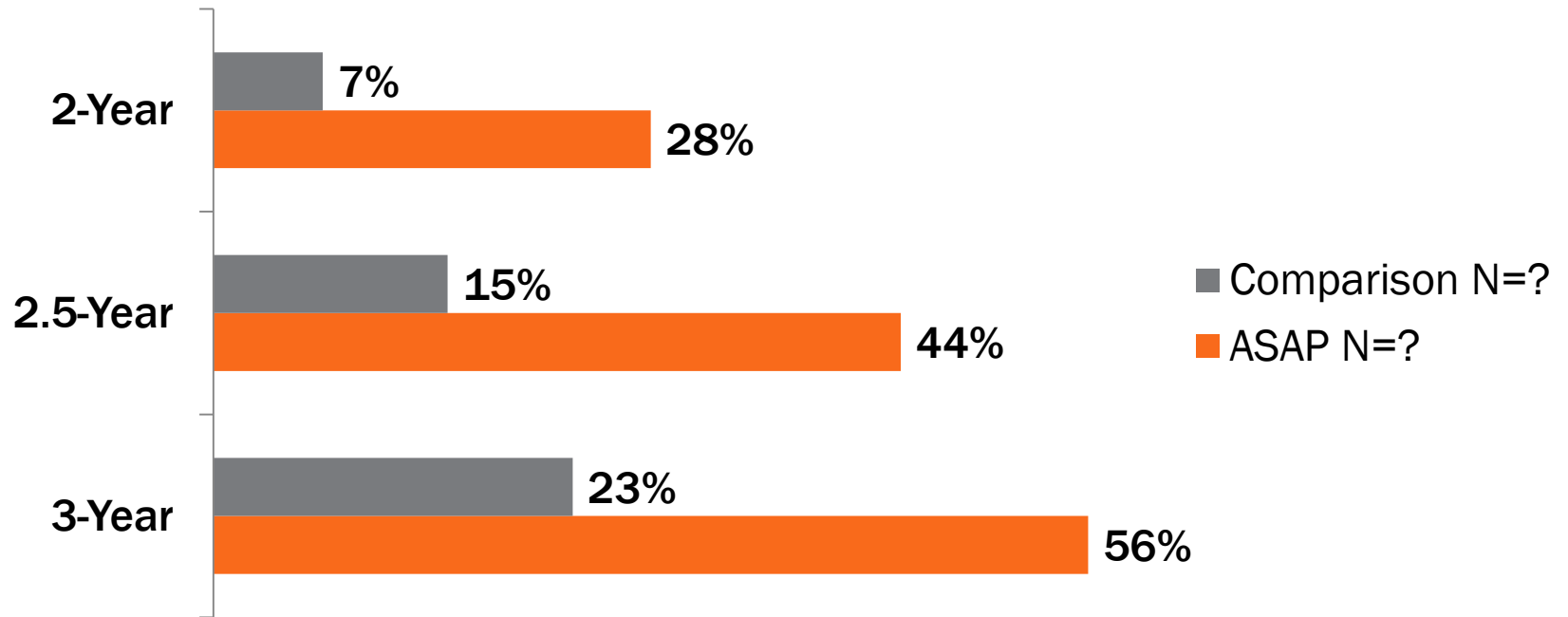


www.cuny.edu/asap

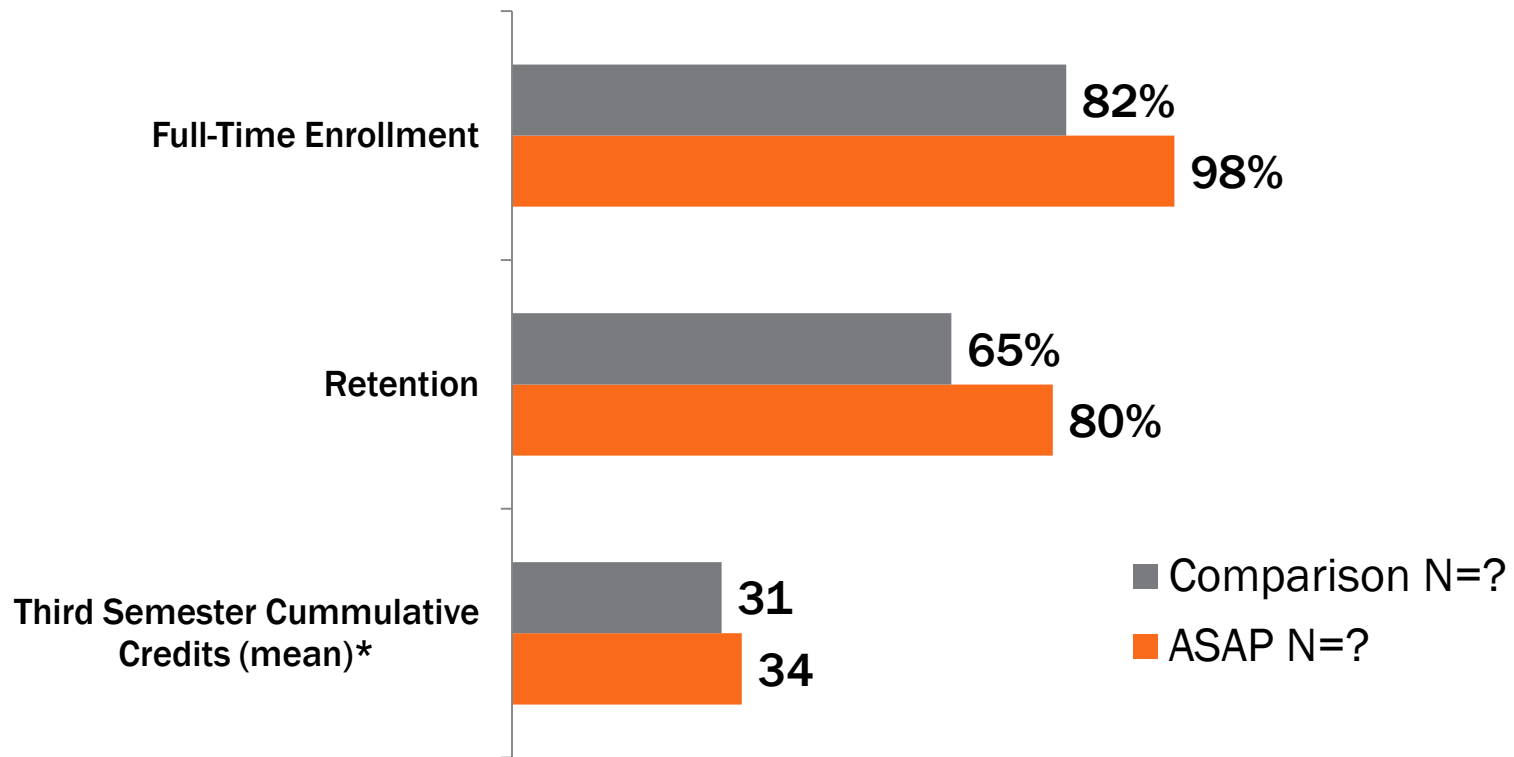
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ASAP VS. CONSTRUCTED COMPARISON GROUP

GRADUATION RATES

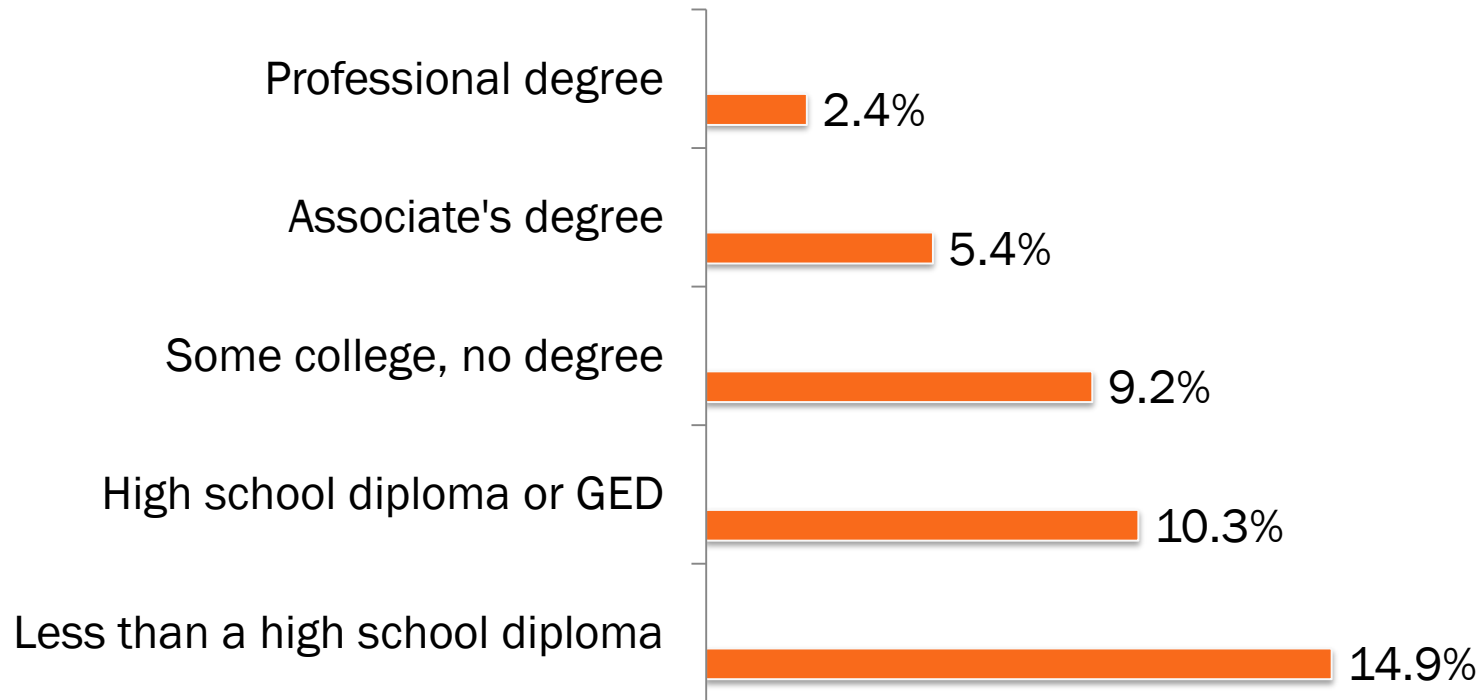


ASAP VS. CONSTRUCTED COMPARISON GROUP



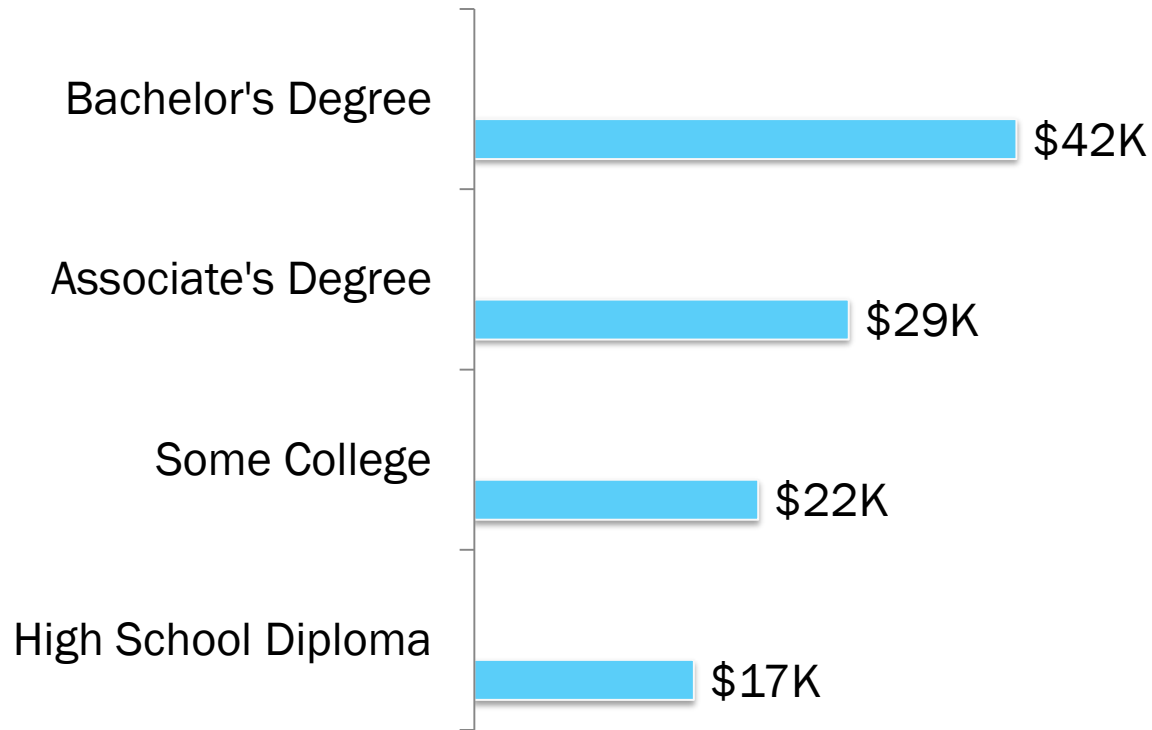
*Students with developmental need

NYC 2010 UNEMPLOYMENT RATE



Source: *Mobility Makers Report*, Center for an Urban Future, 2011

NYC AVERAGE ANNUAL EARNINGS AGES 25-29



Source: *Mobility Makers Report*, Center for an Urban Future, 2011