

Agenda
Mendocino College Academic Senate
Thursday, September 14, 2017
Room 4210 12:30 PM

Approval of Agenda (Action Item)

Approval of Minutes (Action Item): August 31, 2017

Public Comment

Members of the public may address the Senate on any agenda item after being recognized by the Chair. Due to the brevity of the meeting and the length of most agendas, the total amount of time for public comment will be limited to 10 minutes.

Reports

- **President's Report**
- **Senator's Report**
- **Committee Report**

Action Items/Old Business:

1. **Rescind Previous Approval of Minutes, April 6, 2017** (5 Minutes)
Minutes previously approved were incorrectly attributed to April 6, 2017
2. **Approve Minutes: April 6, 2017** (5 Minutes)
3. **Committee Appointments {4, 5, 6, 10}** (10 Minutes)
Appoint faculty to committees as per recommendations (handout) and discussion
4. **SMART Goals {6, 7, 9, 10, 11}** (30 Minutes)
Approve goals for 2016-2017 year as per discussion
5. **Resolution S' 17-03 College Hour: Second Reading {4, 5, 6, 8, 10} {}** (10 Minutes)

Discussion Items/New Business:

1. **Resolution F' 17-01 We Are Still In: First Reading {11}** (10 Minutes)

Open Forum

Members of the public, as well as senators, may address the senate with comments that are within the purview of the Academic Senate. The total amount of time allotted will be determined and announced by the chair based upon the scheduled adjournment time.

Upcoming Meetings:

Next Academic Senate Meeting: September 28

Next Faculty Meeting: October 5

PRESIDENT'S REPORT - September 14, 2017

Respectfully submitted by Jason Edington, Academic Senate President

1. Appointment of Hiring Committee Members

The following appointments were made:

- **English:** Ginny Buccelli, Bart Rawlinson, Nicholas Petti
- **Physical Therapy Assistant Program Director:** Rachel Donham, Kurt Combs, Fran Laughton
- **HR Specialist:** Doug Boswell

2. PBC

Strategic Plan

The college plans to do a major strategic planning session which has not been done since 2009. The first session will happen on 10/20/17. The college is hiring a facilitator to manage the revision, and this revision will include stakeholders from many places – the usual campus stakeholders, but also community groups, including businesses, Native American groups, Medical groups, etc.

This is a major project that may continue into spring. The current plan is to have several smaller sessions with the different community groups first and then bring it all together in a large group – could be upwards of 200 people. If you are interested in attending or being involved, please let me know.

Budget

A draft of the budget for 2017-2018 was presented. The final budget for the year will be presented at the board meeting on 9/13. Highlights include:

- The district reported 3066.4 FTES which will be the funding level for 2016/2017 as well as 2017/2018.
- Total apportionment of \$22,107,435 includes an increase to our basic allocation of \$308,899 due to the addition of the Coast Center.
- The California State Enacted budget included \$183.6 million in ongoing increases to general apportionment. These funds increased the rate per FTES and resulted in an increase of \$591,056 to our base apportionment for 2017/18, making the per credit FTES \$5,151.
- The above bullet points are actuals, whereas the rest of the budget is still in draft form, but the preliminary report on the 50% law is that we are about \$75,000 on the correct side.

Review of Student Achievement Standards

PBC considered revising the Institution Set Standards and Institution Set Goals based on our previous years achievements, which have all outpaced at least the Set Standard and in some cases the Goal. However, It was noted that with the most recent announcement of the repeal of DACA, the trend may not continue, and now may not be the best time to revise these numbers.

There was discussion of creating a model to help understand just how much this policy change might affect our institutions Scoreboard. The 'Scoreboard' measurements we report are:

Student Achievement Standards 2016: (Minimum, Standard, Goal, 2015-2016)

• Student Course Completion Rate	(70%	72%	76%	74%)
• Student Retention Percentage	(85%	87%	91%	89%)
• Student Degree Completion	(287	303	325	310)
• Student Transfer to Four Year	(155	175	200	195)
• Student Certificates Completion	(45	50	55	57)

Staffing

Requests not to be filled at this time: Director of Special Programs, Administrative Asst. 1 (Special Programs)

Request for immediate approval for the following positions (all were approved): English Faculty, Food Service Worker, Vice President of Academic Affairs, Physical Therapy Assistant Program Director

Previous approved via email: DSPS Counselor/Coordinator; Human Resources Specialist, Financial Aid Director

Failed Recruitments: Groundskeeper, Accounting Specialist. These will become 'continuous until filled'.

Update from Staffing Committee

Debra Polak has sent out a link for the members on PBC to have access to all information that the Staffing Committee had.

3. Meeting with Interim Vice President of Academic Affairs Polak

Debra and I met on 9/6 and discussed the need to have the Integrated Plan for BSI, SSSP, and Student Equity come to the Senate. Similar to the process we used for the Substantive Change for the Coast Center, the plan will come once for a preliminary review (10/12), then it will come back for a first reading (11/16), and then again for a second reading (11/30).

Working on this report is an integrated group consisting of members from each of the above-mentioned committees. I will be attending the meetings as well. One of the recommendations that may come out of this committee will be to create a new committee going forward to coordinate the report as well as the work involved.

We also briefly discussed Guided Pathways, the College Hour resolution, and the Enrollment Management Committee and it's need for a faculty co-chair. Debra is fine running the committee by herself, but is still open to a faculty co-chair for this committee.

4. Faculty Meeting

The faculty met on 9/7 and I gave an overview of our goals from last year, as well as introduced the upcoming issues and events. A PowerPoint will be sent out as the notes from the meeting.

5. Middle College Update

The group working on Middle College, including representatives from both the college and UUSD, met on 9/8. The comments that were made from Academic Senate as well as from the Faculty Meeting were incorporated into both the MOU as well as the Rubric, including:

- Language in the MOU that was confusing has been cleaned up
- An adjustment to the GPA ranking which gives those with 3.0-3.49 and 2.5-2.99 more priority than 3.5-4.0
 - This is only one of the considerations in what will be a very holistic approach to ensuring that the students that are in the program are the ones that are high risk/high potential – which is the point of the Middle College Program.
- CTE was added into the educational plan in the Jr. and Sr. years.

The MOU is going to the UUSD Board on 9/14.

The districts are working together to synch their Academic Calendars.

There are tentative dates for the 'Information Nights' for prospective applicants – 11/7 and 11/14. I plan to attend at least one of these nights.

Senator's Report for 9/14 Meeting

Taylor Cannon

9/9/17

CONCERNING: Alternative programs similar to Guided Pathways with a student-centered focus

With the discussions of "Guided Pathways" coming out of the chancellor's office, I thought it might be interesting to look at research done on similar programs showing effectiveness in a "wrapped student services and coursework" approach. It appears to be a holistic approach to student advising and planning that allows for exploration in the first year and adaptation to an education plan if a student's pathways shifts or changes.

The Accelerated Study in Associate Programs (ASAP) is a current alternative to "Guided Pathways" and was developed out of CUNY. See Attachment INSIDE ASAP for details. This is a lengthy research document, but I would like to focus on the appendices included. These are research instruments that could potentially be used for program feasibility at our institution. The information being asked would be good data to collect from our students. The FYI program could be surveyed as a pilot group.

Skyline College in San Bruno is part of the ASAP grant out of CUNY and looking to implement this program into their campus. CCRC (See <http://ccrc.tc.columbia.edu/> for background) has confirmed the approaches of ASAP to be effective in reducing unit load prior to transfer, increasing completion and transfer rates, and lowering achievement gaps. Unit load for our students should be a faculty concern given the potential restrictions of financial aid because of unit caps placed upon degree programs.

Given the institutional focus of the INSIDE ASAP research report, I also wanted to include a research brief that offers a student perspective of a guided pathways program. Please see the attachment: What do students think of guided pathways for further details.

Taylor Cannon

Part Time Faculty Representative

What Do **Students** Think of Guided Pathways?

By John Fink

Increasingly, colleges and universities across the country are adopting “guided pathways” reforms to create clearly defined, educationally coherent pathways into and through programs of study for their students. Facilitated by built-in supports, the goal of guided pathways is to increase learning and graduation rates, and to help more students complete programs that lead to career advancement and further education as efficiently as possible. The relatively recent movement to implement clearer and better supported pathways from college entry to graduation is grounded in research showing that when students are provided with structure and guidance, they are more likely to enroll in the most appropriate courses, stay on track, and be successful in completing a college credential.¹

We are now beginning to learn how some of the first colleges that embarked upon guided pathways are implementing these reforms, the challenges they are encountering, and common reactions to them from college faculty and staff.² Yet, despite the breadth of the guided pathways movement nationally and the ongoing studies underway to gauge its effect on key outcomes such as credential completion, we do not know enough about what students themselves think of guided pathways. In this brief, I examine data from 48 interviews with first-year students at City Colleges of Chicago (CCC)—a large urban community college system with seven campuses that since 2010 has been implementing guided pathways—to understand students’ reactions to CCC’s ambitious, system-wide reform. A large majority of the students were enthusiastic about program maps and educational planning—hallmarks of the guided pathways approach—yet a few students had negative reactions to these very same elements of the reform. And nearly half the students reported that they experienced problems with activities such as registration and course planning while new systems and practices were being deployed by the college, pointing to substantial implementation challenges.

One of the first major undertakings carried out by any college implementing guided pathways is clarifying academic program pathways through the creation of default “maps” for each program of study. Alongside information about career and transfer options for students who follow each pathway, these program maps include a faculty- and advisor-recommended semester-by-semester default sequence of courses

Most students were enthusiastic about program maps and educational planning, but a few students had negative reactions to these same elements of the reform.

for students to follow from first term to completion. In addition to creating these program maps and redesigning student intake and advising to support the educational planning process which makes use of these maps, a college implementing guided pathways also engages in other components of reform. These include organizing programs of study into broader topical areas (called “focus areas” at CCC and probably best known as “meta-majors” in guided pathways literature) that facilitate efficient student exploration of and choice of major, and reviewing courses and programs to ensure that they lead to viable career and transfer options. In this brief, I focus primarily on how students experience program maps and educational planning, which are particularly student-facing components of guided pathways that many student interviewees at CCC discussed.

The Guided Pathways Movement

Guided pathways involves rethinking academic programs and support services to help achieve four main objectives: (1) mapping pathways to student end goals, (2) helping students choose and enter a program pathway, (3) keeping students on their pathway to completion, and (4) ensuring that students are learning throughout their programs. Guided pathways reforms entail major changes in college practices and culture. Rather than scale up discrete programmatic interventions, guided pathways requires that colleges redesign academic programs and student supports at scale—that is, for all certificate- and degree-seeking students. The American Association of Community Colleges (AACC) is leading a signature initiative—the AACC Pathways Project—to support adoption of guided pathways at scale at 30 vanguard colleges across the country.³ Efforts to implement guided pathways at scale statewide across two-year colleges have been launched in several states, including Arkansas, California, Connecticut, Florida, Massachusetts, Michigan, New Hampshire, New Jersey, North Carolina, Ohio, Oregon, Tennessee, Texas, Virginia, and Washington State. CCRC estimates that at least 200 community colleges nationally are undertaking major guided pathways reforms on their campuses.

Reinvention at the City Colleges of Chicago

In 2010, under the leadership of Chancellor Cheryl Hyman, CCC launched a major guided pathways reform called *Reinvention* to dramatically increase rates of degree and certificate completion, successful transfer to bachelor’s programs, and effective career advancement for students.⁴ A central thrust of the strategy has been to create more clearly structured program pathways with integrated supports as a means to help students enter and complete a program of study as quickly as possible. Equally important, CCC has worked with Chicago’s business community and local four-year universities to ensure that the completion of program curricula prepares students to succeed in further education and employment. Partway through its Reinvention efforts, CCC has already succeeded in dramatically improving student success. The three-year IPEDS graduation rate⁵ at CCC increased from 7 percent in 2009 to 17 percent in 2015, and the 2013–2018 five-year plan sets the goal completion rate at 20-plus percent.

The early years of the Reinvention effort focused on (1) engaging campus and community stakeholders to evaluate and clarify college program requirements, (2) defining the ideal set of courses to take for each program in order to create default pathway maps for students, and (3) grouping programs into broad “focus areas” to facilitate student major exploration and selection. Professional advisors were then tasked with providing support as students began to explore focus areas and programs, select a major, and make use of the new program maps to develop a customized, term-by-term educational plan. CCC first rolled out the program maps in the fall of 2014 and has since worked toward the goal of having every certificate- and degree-seeking student create and use an educational plan.

CCC made a major upgrade to its student information system in order to do this. The college initially implemented the use of program maps and educational plans using paper plans and their legacy student information system. Then CCC upgraded to Smart Planner software, an online tool that advisors and students use to: (1) develop an initial plan of courses from first term through to completion, (2) make

any adjustments to the plan as needed over time (they may modify their enrollment intensity, decide they want to take some different variation of courses, or even change majors), (3) register for their courses in advance of each new term, and (4) better understand and visualize how far students have progressed toward graduation (through course completion tracking). By the fall of 2015, CCC had fully scaled the implementation of program maps and the use of individual educational plans.

CCC Reinvention Terminology

Focus area: Broad topical area (“meta-major”) in which similar programs of study are grouped to facilitate student exploration and major selection.

Program map: Default term-by-term sequence of courses for a particular certificate or degree program. Created by program faculty, the program map is used by students and advisors to create customized educational plans.

Educational plan: A customized, term-by-term, individual student plan for the completion of courses in a particular certificate or degree program. In the educational planning process, students and advisors start with program maps and make adjustments to the default choices based on factors such as the level of remedial education needed, the number of courses that can reasonably be taken each term (given other student responsibilities such as work and family care), and particular topical interests of students. CCC upgraded its student information system to assist students and advisors in creating these educational plans and to provide them with tracked student progress over time.

Research Methods

The data used in this analysis are drawn from student interviews collected by CCRC researchers over the course of two semesters, spring and fall 2015.⁶ We visited four of the seven CCC colleges (campuses) once each semester. At the time of our spring 2015 visit, CCC was using paper program maps and their legacy student information system to help most students build their educational plans. By the

time we visited again in the fall of 2015, the use of program maps and educational plans had been fully scaled—virtually all first-year credential- and degree-seeking students had or were developing plans, and the educational planning process had moved primarily online with CCC’s rollout of the Smart Planner tool.

We conducted a single one-on-one interview with each of 149 first-year students over the course of the two semesters. Interviews typically lasted 45 minutes with each student. We asked students about their decisions to attend college, how their career and academic interests had developed over time, the process of enrolling and signing up for courses at CCC, how their choice or uncertainty about a program of study affected their onboarding at CCC, if and how they knew which courses to take to achieve their goals, and about their interactions with advisors. Thus, the interviews were conducted to have students describe their early experiences at college, and they focused primarily on the intake process. The interviews were not explicitly aimed at eliciting students’ opinions about college practices or CCC’s guided pathways reform efforts. (The intake process was necessarily influenced by the reform, but students may or may not have been knowledgeable about the changes undertaken by CCC.)

Interviews were audio-recorded and transcribed for thematic coding analysis using Dedoose. A team of four researchers used a sample of the transcripts to develop a coding scheme rooted in the guided pathways framework for this particular study. Coding reliability and validity was ensured via use of Dedoose’s “training center,” regular coding checks, and regular meetings to discuss areas of disagreement in interpretation among researchers. Analysis included in this brief relies on codes related to students’ opinionated perceptions of guided pathways reforms. While each of the 149 students we interviewed described his or her experience of student intake, advising, and educational planning, we focus on responses from a subset of 48 students who expressed a clear opinion about some aspect of CCC’s guided pathways reform that is germane to the early student experience.⁷ (I call this subset of students “opinionated interviewees” hereafter.) Though we did not intentionally limit our coding of student reactions con-

cerning guided pathways to program maps and educational planning, students' reactions to guided pathways were largely focused on these components of the reform.

Findings

Most students' opinions about guided pathways were directed toward program maps, educational planning (including interactions with advisors), and tracking their progress toward completion. A large majority (37) of the 48 opinionated students had a positive impression of these features of CCC's guided pathways reform. While four students were more critical and voiced potential downsides to the use of program maps and educational plans, we found little evidence overall that students disliked the reform generally. Nonetheless, almost half of the students (19) who expressed an opinion about guided pathways reported concerns or frustration about problems they encountered during the implementation of the reform.⁸

Students Discuss the Benefits and Drawbacks of Guided Pathways

A few students were troubled by the idea that the program maps and educational plans could limit their choices, and a couple felt that the planning process was discouraging.

Some concerns that a few students raised about default program maps and individual educational plans echo those we have heard voiced by faculty and staff at a number of different colleges in the past. These students were troubled that program maps and educational plans might restrict their ability to choose the courses they want or make it difficult to change majors. One student noted that the program maps "kind of restricted the ability to really pick [the classes that] you wanted to pick." Two other students felt that not being certain about the selection of one's major is a liability in the structured environment of guided pathways. One hinted at this indirectly by reacting to a description of program maps, stating, "If you know exactly what you want, I think that [the program maps] would be good."

Another student's reaction to program maps highlights the tension between structure and choice at play in guided pathways. On the one hand, the student expressed a fear of losing progress as a result of switching majors: "I'm kind of scared because what if I decide I don't [want this] major, and then I took all those classes and don't need those." Despite this fear, however, she also recognized that the program maps and individual plans are merely well-considered suggestions for courses to take: "But it's just a plan, so you don't really have to stick to it I guess." This student thus expressed the tradeoff between sticking with a major that may no longer seem ideal and changing to a new program toward which some of the courses already taken may not apply. This choice may be understandably difficult for many students. Of course, it may be beneficial for students to face this dilemma sooner rather than later.

Another concern raised by two students is one less often identified by faculty and staff who are uncertain about the consequences of guided pathways reforms. These students found themselves discouraged, at least initially, by the educational planning process. Many students we talked with said that planning their term-by-term pathway to completion was a motivating experience (as we describe below). However, when customized to individual students, a "two-year" degree map may take much longer to complete if a student needs to take remedial coursework and cannot take 15 credits per term (which is commonly the case). Two students described feeling overwhelmed upon seeing their individual educational plans because of the time and many steps it would take to complete their degrees. A returning adult student explained, "I just didn't realize the amount of classes. ... They're incredibly long and there's a lot of time involved."

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While the realization about the time and commitment involved in completing a program, particularly on a part-time basis, may be disconcerting, it is probably helpful to the student to understand their circumstances at the start

of college. Indeed, the other student who felt similarly overwhelmed by the amount of time and work needed to complete a degree also stated that he was willing to “take up the challenge” in pursuit of his broader career goals.

Many students described the program maps, educational plans, and tracking features as helpful and motivating.

The great majority of opinionated interviewees felt that the program maps, individual plans, and tracking information available on Smart Planner were very helpful. They felt that these resources increased their confidence and motivation to make progress toward completion. One student described the program maps as “the best thing in community college because if you stay with the maps it keeps you motivated and on track.” Another student said that his educational plan is “something I look up to, something that is motivating me that if you can do this by fall 2017, you’re going to be at UIC [University of Illinois at Chicago].” Students expressed comfort in having fully developed educational plans and in being able to check their progress to make sure they are on track as they work toward completion. “If you stick to it you can’t help but succeed,” one student shared, “... it gets your mind in mode to know what you’re going to be tackling.” Another said, “The best part about it is you can go on [Smart Planner] and see the map.... I just downloaded it to my tablet so I can check it and make sure I’m on track.” Many students mentioned the Smart Planner pie chart feature that provides a real-time estimate of student progress toward completion. Students were particularly enthusiastic about it and noted that it motivated them. One said, for example, “I find [the pie-chart] really helpful.... Like you’re on the right track. And it gives you a boost, like, ‘Oh I’m almost done. I’m at 60 percent.’”

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In much the same vein, many students expressed relief and reassurance knowing that they had a plan, commenting that they were “happy to know that I had a plan” and

feeling “more confident but also I just feel more relaxed.” One student said that, prior to creating an educational plan, she questioned, “Am I on the right path? Am I missing a class? Am I going to forget something?” Creating an educational plan helped alleviate these concerns. The student explained, “[The educational plan] really made me feel at ease because I was able to see my next step and not have to worry.” Another student described how this assurance was also helpful to her parents: “I remember feeling at peace and being able to go home and tell my parents ‘Okay, so here’s the plan.... Don’t freak out, I’ve got this under control.’ They were like, ‘Cool.’” Another student contrasted the guided pathways environment at CCC to the rather unstructured circumstances he found himself in while in high school, which he felt contributed to his delay in deciding where to go to college and what to study. About the educational planning process he went through upon entry at CCC, he said, “I feel like I actually had structure.... It’s nice.”

In particular, some students emphasized that online educational planning with an advisor was easier than anticipated, and some felt that program maps clarified requirements and made course selection simpler.

Thirteen of the 48 students reported that the processes involved in choosing a program and planning out their pathway to graduation were straightforward. One student noted that creating the educational plan was simpler than expected: “My reaction [to making an educational plan] was, ‘Wow.’ ... I thought it was going to be a lot more complicated.” Similarly, another student anticipated that the educational planning process would be like “ripping off a Band-Aid” and that “it was going to really hurt to sit there and plan out everything right away.” This student explained further that an advisor helped to keep the planning process simple; the advisor also assured him that the plan could be changed at any time.

Students also appreciated that they could easily access their plan to track their progress and be confident about which courses to take in subsequent semesters. One student commented, “[Your courses] will be mapped out for you so that you’re not struggling each semester to figure out

what you're going to take." Indeed, 17 students positively described how the educational planning process helped them in selecting the appropriate courses given their future goals. The process of planning out courses to graduation helped students to better understand what was required of them to complete. One student did describe the planning process as "challenging," but she still felt that it was worthwhile: "I didn't know it would be that hard, but I realized that it was beneficial because it gave me an idea of the different courses I needed."

Knowing which courses counted toward program completion and which were transferable to another college was a concern of the highest order for students. They therefore appreciated that the program maps and Smart Planner tool clarified degree requirements, helping them figure out, for example, which courses they could take as electives and when it would be best to do so. One student said, "I still can take an extra class.... [Smart Planner] shows me what classes I exactly need for [my program], what classes I'll need in the future." Another student provided a more detailed explanation of how she used the Smart Planner tool to explore courses she was interested in that also met her degree requirements:

[Smart Planner] doesn't select for you, but it gives you all the options for that. Like, for example, fine arts. It gives you a few different options [for the fine arts requirement]. One option was music. I'm already taking music. So it already has "Satisfied" there or whatever word they use, [so] ... you set aside this. You're in that class. With physical science [as a requirement], it tells me it's unsatisfied and I got a big zero there and I've got to find something to plug into that spot. When I click on physical science, it gives me a list of a whole bunch of different things [course options].

Confident in the courses shown on their educational plans and how long it should take to complete their programs, students felt more at ease signing up for courses in subsequent semesters. "I was able to see how long it was actually

going to take," one student explained. "I can take these classes this semester and then these ones [next] semester and be able to actually enroll myself instead of going to an advisor and waiting."

Students Discuss Implementation Problems

During our visits to CCC, the multi-campus system was making major changes to the business, academic, and student services operations throughout all seven of its campuses. Nineteen students described problems they encountered that we attribute to the college being in a state of flux during the implementation of these guided pathways changes. On the one hand, this sounds reassuring in that the problems encountered may be only temporary. On the other hand, they will be temporary only if they are solved in a satisfactory way. And in any case, it is disturbing for the students who are enrolled at a time when they may very likely experience a good deal of disruption and uncertainty.

A few students felt stymied by course availability issues and changing program requirements.

As a part of the Reinvention, some programs of study were themselves being reshaped and modified, which included changes to program curriculum and requirements. Two students expressed frustration at changing program requirements, outdated information they encountered, and lack of knowledge about program specifics on the part of college staff, including advisors. The transition to guided pathways, including the changing of requirements in some academic programs, thus resulted in confusion and frustration for these students, as demonstrated in this reaction from one interviewee:

And so they are giving me information and it was—I guess that they would have to be careful because I think one was a requirement in one year and then I think they took it away. And so I mean, I definitely would not want to take that class and then not need it. It's not the end of the world, but I mean it costs money.

The other student specifically mentioned frustration with changes to program requirements as CCC centralized some of its programs to particular campuses, questioning why the advisor at his campus did not know about the changes:

Why doesn't anyone know that the plans are changing? So I think that was what the most aggravating thing was for me, because I felt like I had started a semester and then I felt like I was going nowhere because nobody was backing me at that moment.

Moreover, two students expressed frustration at the lack of adequate course availability as the college rolled-out guided pathways. One student, who was grateful to have a clear pathway to graduation, said, "When the class is full, it's like, okay I have to wait until next semester." Another student said that she "was enrolled for five classes this semester, but one of the classes got dropped" because of low enrollment. The student planned to take the dropped course over the summer in a readjustment of her plan.

Some students found the college's online resources to be poorly organized, and some encountered technical difficulties in using Smart Planner.

Most students seemed adept in understanding how to use the Smart Planner tool, which functions as a student portal within the college website, and only one student specifically mentioned being uncomfortable with carrying out educational planning and course registration online. Nonetheless, some students said that they found the redesigned college website, including Smart Planner, confusing. They felt that the website was too busy and that it had too many links, making it hard to find the program maps and other useful resources. One student said, "I don't know where I found [the program map], and I can't find it again."

Students who liked the idea of completing educational planning online expressed mixed feelings about the actual experience of using Smart Planner due to difficulties in its roll-out. CCC carried out a major upgrade of its student information system in association with the launching of Smart Planner, which resulted in unintended technical

glitches for some students. For example, in the process of switching over to the Smart Planner tool, a number of students' educational plans were lost, or put in scrambled order, requiring students to repeat the planning process all over again: "You know it was just like I had to start over... And the next day I get on there, and it's like, 'Welcome to Smart Planner.' Alright. Here's me starting over." Other students who liked Smart Planner and described it as "straightforward" became wary of technical problems that arose. One student commented, "I want to check my class to make sure that it didn't drop anything, and the whole system goes down."

Many students wanted more guidance as they moved into, through, and out of pathways.

Despite strong and varied efforts to communicate relevant information about program maps and educational planning to students, college personnel did not always succeed in having first-year students understand program and credential options, the step-by-step path to completion, and the connection from programs to careers after graduation. In students' first or second advising appointments at CCC, advisors typically walked

through the educational planning process. Yet some students did not have what they felt were extensive enough conversations with an advisor about their educational plans. One student said

Students wanted more expansive and specific descriptions of courses when making their educational plans. And they wanted more guidance on balancing course loads.

that her advising session was rushed, commenting that because advisors "have to deal with so many students one-on-one, sometimes they just kind of set out a plan for you and they don't get to know you personally." Students also said that they wanted more expansive and specific descriptions of courses when making their educational plans. And they wanted more guidance on balancing course loads. They wanted to know which courses would be good to take together in a particular term and which should be avoided because they might be too difficult in combination.

Four students also noted that they did not fully understand how their particular program was related to the type of job or career that they desired after graduation. For example, with respect to what she was learning in a business course, one student said, “I don’t understand what I’m going to be doing in the future with this ... or even what job I’m going to have.” CCC provides career information with each program map and draws connections between credential options and career opportunities on its website. Indeed, the website provides some information about demand and pay for related jobs in the local area. Yet, students said that they either did not know about the resources, did not follow through on advisor encouragement to use the resources, or did not find the resources useful. Students generally appreciated the program maps and accompanying resources to help in the educational planning process, but many emphasized that advisors should play a greater role in helping to interpret and use those resources.

Implications for Practitioners

Results from this study indicate that most opinionated first-year students that we interviewed were enthusiastic about program maps and educational planning, hallmarks of the guided pathways reform model. Students generally found the maps, their educational plans, and the tracking of their program progress to be useful and motivating. Such positive experiences are consistent with an underlying premise of guided pathways, that students profit from more clearly defined and educationally coherent pathways. Yet two students felt overwhelmed when they realized how long it would take them to complete their programs, suggesting that additional support and guidance from advisors in the educational planning process may be needed for the theoretical underpinnings of the guided pathways model (e.g., defaults, active choice, structure) to be fully realized.⁹

For many of the students we interviewed, advisors played an important role in helping them make meaning of the educational planning process. This finding accords with previous work on student perceptions of advising which found that—particularly for more complex tasks such as

exploring credential options and educational planning—students want more interactive, collaborative relationships with advisors.¹⁰ Interviewees in the current study also highlighted related, somewhat subtle key functions that advisors carry out in a guided pathways environment. By explaining that program maps are merely recommendations for students to adapt to their own interests, or by helping students to understand the benefits of making progress and completing their programs despite the lengthy pathways involved, advisors at CCC played a key role in helping assuage common worries among students. Furthermore, students in this study indicated that they wanted advisors to work with them to clarify their end goals and identify the best pathway to those goals. Our findings suggest that, while students found the program maps to be a valuable resource in the educational planning process, advisors serve a critical role in helping students to fully utilize the maps and other available resources.

For many of the students we interviewed, advisors played an important role in helping them make meaning of the educational planning process.

Importantly, students noted several kinds of problems they encountered as CCC implemented new policies, procedures, and resources for managing course registration and program planning under guided pathways. These included confusion around changing program requirements, uncertainty about course availability, and technical difficulties with program planning software. Practitioners at other colleges implementing guided pathways should therefore anticipate and prepare for potential glitches in the roll-out of program maps and the educational planning process, as it is clear that students bear much of the cost of these difficulties. Nevertheless, despite substantial implementation challenges, most opinionated students we interviewed voiced appreciation for program maps, educational plans, and information about their program progress, often mentioning heightened motivation, increased confidence, and even a sense of relief as a result of having a plan.

Endnotes

1. For more details on the guided pathways model, see Bailey, Jaggars, and Jenkins (2015a, 2015b).
2. For example, CCRC is in partnership with the AACC Pathways Project, in which 30 colleges are adopting guided pathways. For information on their recent implementation efforts, see Jenkins, Lahr, and Fink (2017).
3. For more on how the AACC Pathways colleges are implementing guided pathways reforms, see Jenkins, Lahr, and Fink (2017).
4. For more on CCC's history and the Reinvention reform effort, see Kazis (2016).
5. Based on data collected at the institution level, the Integrated Postsecondary Education Data System (IPEDS) graduation rate is based on full-time, first-time, degree- and certificate-seeking students who start and finish at the same institution.
6. Members of the research team were John Fink, Davis Jenkins, Melinda Mechur Karp, Elizabeth Kopko, and Marisol Ramos.
7. Among the 48 students who expressed a clear opinion regarding guided pathways, 60 percent were aged 18–21 and 58 percent identified as female. With regard to race/ethnicity, 35 percent identified as Black/African-American, 33 percent identified as Hispanic/Latino, 19 percent identified as White, 8 percent identified as multiple race/ethnicity, and 4 percent identified as Asian. The subsample of these 48 students was representative of the overall sample of 149 students we interviewed in terms of age, gender, and race/ethnicity.
8. The 37 students who expressed something positive about guided pathways and the 19 students who expressed a frustration with the implementation of guided pathways were representative of the sample of students interviewed with regard to age, gender, and race/ethnicity. The four students who expressed something negative about guided pathways included two White students, two Black students, three male students, and three students aged 18–21.
9. See Bailey, Jaggars, and Jenkins (2015b): table on page 3 of *What We Know About Guided Pathways* (CCRC Research Overview): <http://ccrc.tc.columbia.edu/media/k2/attachments/What-We-Know-Guided-Pathways.pdf>
10. See Kalamkarian and Karp (2015).

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INSIDE ASAP[®]

ACCELERATED STUDY IN ASSOCIATE PROGRAMS

A RESOURCE GUIDE ON PROGRAM STRUCTURE, COMPONENTS, AND MANAGEMENT



Front Cover *(left to right)*

Isis Lozada

Current LaGuardia Community College student

Johnny Lozada

LaGuardia Community College, class of 2013,
current New York University student

Clinton Langston

Hostos Community College, class of 2014,
current City College student

Anawel Lopez

Bronx Community College, class of 2014

City University of New York

Office of Academic Affairs

March 2015

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INSIDE ASAP

ACCELERATED STUDY IN ASSOCIATE PROGRAMS

A RESOURCE GUIDE ON PROGRAM STRUCTURE, COMPONENTS, AND MANAGEMENT

ACKNOWLEDGMENTS

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Thanks to the following individuals in the City University of New York (CUNY) Office of Academic Affairs who supported the development of this resource guide: Daniela Boykin, Kara Heffernan, Zineta Kolenovic, Donna Linderman, Amy Prince, Diana Strumbos, and Daniel Voloch.

Special thanks to the dedicated CUNY ASAP college directors, advisors, career and employment specialists, and other program staff at Borough of Manhattan Community College, Bronx Community College, Hostos Community College, Kingsborough Community College, LaGuardia Community College, and Queensborough Community College for sharing so openly during interviews. They provided terrific insights into their daily work and shared resources that make ASAP such a success year in and year out.

We are especially grateful to our ASAP students and graduates who, as always, were eager to share their ASAP stories and experiences with the world. They made the guide come alive with their infectious energy and lively personalities.

FROM THE CENTER FOR ECONOMIC OPPORTUNITY

When the New York City Center for Economic Opportunity (CEO) first invested in CUNY ASAP in 2007, it was funding a program that had a sound and comprehensive model, strong University and campus leadership, and a data-driven approach. These were qualities that CEO believed would make ASAP successful and help more low-income New Yorkers earn a valuable college degree and improve their future economic prospects. ASAP is one of the Center's most successful programs to date – with its impressive graduation rates, broad expansion at CUNY, and impact on the local and national dialogue on improving college completion rates.

As ASAP's national visibility has grown, CEO has been delighted to see widespread interest in the program from colleges across the country. This resource guide was developed by CUNY with them in mind. The CUNY team has distilled the core components of the ASAP model, assembled some of the best examples of program resources, and presented a planning framework for colleges to get started on a replication project.

Everyone at CEO hopes that you find the guide useful, and for those colleges that attempt to replicate ASAP, we hope that your program becomes as wildly successful as CUNY ASAP has proven to be.



PREFACE

Eight years ago, former CUNY Chancellor Matthew Goldstein set out to rethink how CUNY could dramatically improve its community college graduation rates. With a pilot of 1,132 students distributed at all of CUNY's (then) six community colleges, ASAP was born. It was an ambitious undertaking that set out to demonstrate that with the right mix of supports and resources, students could earn their associate degree in a timely manner. The program set a goal of graduating 50% of its participants within three years—twice the rate at which similar CUNY community college students were graduating.

ASAP has not only met, but has consistently exceeded that goal and has become one of the most successful community college programs in CUNY's history and is now broadly recognized as a national model. President Obama highlighted ASAP success in his announcement of plans to offer up to two years of free community college tuition and the program is regularly cited in media coverage of higher education, including in a recent *New York Times* editorial. Across the first five cohorts, 52% of ASAP students graduated within three years vs. 22% of similar comparison group students. After a three-year expansion launched in 2012, an eighth cohort was added in fall 2014 bringing total enrollment to 4,238 students at seven colleges: Borough of Manhattan, Bronx, Hostos, Kingsborough, LaGuardia, Medgar Evers, and Queensborough. Because of the strong leadership and support of CUNY Chancellor James B. Milliken and the CUNY Board of Trustees, CUNY is embarking on another expansion. ASAP student enrollment will increase to 13,000 students over the next three years. Phase two of this ASAP expansion will include more students at existing colleges, new college partners, and more majors, with a special focus on serving more Science, Technology, Engineering, and Math (STEM) majors.

The program's success is the result of many dedicated and talented individuals. First, tremendous thanks to the leadership at our colleges who have made ASAP a priority at their campuses. We also thank the dedicated staff, faculty, and administrators at our colleges and the CUNY Central Office staff members who have been unwavering in their commitment to implementing a top-quality program. We are also grateful to our funders, specifically the City of New York, through the Office of the Mayor and The New York City Council, the Center for Economic Opportunity; the State of New York, through the Office of the Governor and The New York State Legislature; the Robin Hood Foundation, and the Stella and Charles Guttman Foundation. Finally, we want to recognize the most important individuals in the ASAP family: our talented students. It is a great privilege to support them in their educational journeys and to see them succeed in such impressive ways. CUNY is a better place because of each and every one of them.

Given the program's success, word has been spreading far beyond the five boroughs of New York City to colleges all across the country that have shown an interest in replicating the ASAP model. As an example, CUNY recently entered a partnership with MDRC, the Ohio Board of Regents (OBR), and the Great Lakes Higher Education Corporation to support an ASAP replication demonstration project at three Ohio community colleges.

We are privileged to share this resource guide with higher education practitioners across the country who are equally focused on improving completion rates. It is our sincere hope that within the following pages you will find the practical tools and information needed to consider adoption or integration of ASAP approaches for your local campus contexts.

Julia Wrigley

Interim Executive Vice Chancellor and University Provost
City University of New York

John Mogulescu

Senior University Dean for Academic Affairs and Dean of
the School of Professional Studies
City University of New York

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ABOUT THIS RESOURCE GUIDE

City University of New York (CUNY) Accelerated Study in Associate Programs (ASAP) has informed the national discussion on how to improve community college outcomes by consistently demonstrating three-year graduation rates that are more than double those of similar students. The program has been rigorously evaluated by internal and external researchers and has been increasingly hailed as a model of evidence-based practice. This success has led community colleges across the country to consider adoption of ASAP elements or full-scale replication efforts. Hundreds of higher education leaders and faculty, policymakers, and public and private funders have expressed an interest in learning more about ASAP. Furthermore, initial plans for development of similar programs are already taking shape at several colleges. ASAP will also be expanding within CUNY—almost tripling its fall 2014 enrollment of 4,238 students to 13,000 students over the next three years thanks to additional funding from the City of New York.

This resource guide was developed to provide an overview of the ASAP model for college administrators, faculty, and other key stakeholders who may be interested in instituting a program like ASAP at their colleges. Chapters are

organized into three main areas: program structure, program components and implementation, and evaluation and program management, followed by appendices that include sample templates, resources for various program components, and other tools. Each chapter ends with a set of questions that can be used to assist with planning. While fidelity to the ASAP design is paramount if outcomes similar to those realized at CUNY are expected, there is room for some local variation. ASAP directors at partner colleges customize the program to meet the needs of their students and integrate with campus culture. Examples of college-level program innovations are highlighted throughout the resource guide.

To launch a successful replication, it is important to have a planning structure in place. We recommend assembling a planning team that includes college leadership, key staff and faculty, and an assigned director or coordinator solely dedicated to the program's launch. We also recommend forming a leadership council comprised of the college president and key senior leadership. In addition, subcommittees focused on particular areas such as recruitment may be necessary.

GLOSSARY

Below are some terms that you may encounter in the course of the resource guide.

ASAP Central Office

The ASAP Central Office is a part of the CUNY Office of Academic Affairs (CUNY Central). The ASAP Central Office is responsible for the overall administration of ASAP across CUNY and carries out functions that support the implementation of ASAP at each of the colleges.

ASAP Partner College

The City University of New York is comprised of eleven senior colleges (including three comprehensive colleges that grant both the associate and bachelor's degree), seven community colleges, the Macaulay Honors College, and five graduate and professional schools located throughout the five boroughs of the City of New York. The ASAP partner colleges referenced here include six community colleges and one comprehensive college that have ASAP on their campuses.

ASAP Seminar

A non-credit group advisement series delivered over one or two semesters that addresses topics that include academic success, personal growth, long-term goal setting, and career planning. The Seminar is intended to engage students early and build community.

ASAP Student Leader Program

A program component administered by the ASAP Central Office designed to provide opportunities for current ASAP students to explore and practice leadership skills and expand the recruitment capacity of individual ASAP partner colleges.

ASAP Summer Institute

A one-day experience that is designed to familiarize students with essential college and ASAP policies, build the ASAP community through team-building activities, and allow students to meet staff and each other before the start of the semester.

Block-scheduled Courses/ASAP Blocks

Defined as courses reserved for first-year ASAP students to ensure that they are able to take classes in a convenient block of time. ASAP blocks accommodate work schedules or other obligations and allow ASAP students to take classes together.

Campus-based Recruitment

Recruitment efforts led by ASAP staff at an individual CUNY campus typically targeted at students already admitted—either new students or continuing students with less than 15 credits. ASAP recruitment usually takes the form of information sessions, open houses, and presentations in select classes. Cooperation with college units such as testing, admissions, and financial aid is critical in order to obtain lists of students who meet ASAP eligibility criteria.

Citywide Outreach

In contrast to campus-based recruitment, outreach efforts led by the ASAP Central Office target high schools, GED programs, and other youth-serving community-based organizations across New York City. ASAP outreach is intended to build a pipeline of students applying to, first, CUNY, and then ASAP, which is a post-admissions option.

Comprehensive and Personalized Advisement

A core component of ASAP that pairs each student with one advisor over the course of the program, with the advisor dedicated to the development of the student both academically and personally. Advisement is mandatory, however, the frequency and form of the sessions is personalized for each student.

CUNY Assessment Tests (CAT)

Standardized tests offered by CUNY, which, in addition to the SAT, ACT, and/or New York State Regents' exams, allow students to demonstrate skills proficiency in reading, writing, and mathematics.

Developmental Course Needs

Approximately 79% of students enter CUNY associate degree programs requiring at least one course in reading, writing, or mathematics. ASAP accepts students who need no more than two developmental courses at time of application based on their CAT scores.

Intake

The first one-on-one interaction between a student and his/her ASAP advisor in which program requirements and components are reviewed and students' strengths, challenges, and potential barriers to success are discussed.

University Skills Immersion Program (USIP)

A program that provides tuition-free developmental courses and workshops either in summer or during the January intersession for new and continuing freshmen who have failed one or more of the CUNY Assessment Tests in reading, writing, and/or mathematics.

Valued Institutional Partners (VIPs)

A term coined by ASAP to refer to targeted high schools and community-based organizations that are of particular interest because they can refer large populations of associate-degree seeking students to ASAP partner colleges.



(left) Loukman Lamany
Bronx Community College, class of 2011, Baruch College, class of 2014

(right) Nicolina Dapilma
Kingsborough Community College, class of 2011, Queens College, class of 2014

“I was in my senior year of high school trying to decide what to do after graduation. Going to college has always been an option, but how to pay for it was a concern. The phone call from ASAP couldn’t have come at a better time.”

– Nicolina

ASAP BEGINNINGS AND THE THEORY BEHIND THE ACTION

Community college enrollments have increased dramatically in recent decades and nearly half of all U.S. degree-seeking undergraduates are currently enrolled in a community college (Knapp, Kelly-Reid, & Ginder, 2012). Despite their increasing popularity, community colleges continue to struggle with retention, persistence, and degree completion. As policymakers, public and private funders, researchers, and the general public shift their focus from access to graduation, community colleges are being charged with developing new ways of supporting students through degree completion.

In 2007, with the support of the New York City Center for Economic Opportunity (CEO), the City University of New York (CUNY) launched Accelerated Study in Associate Programs (ASAP) in order to significantly increase the timely completion rates of community college students. The program committed itself to more than doubling the three-year graduation rate of similar students at CUNY's six community colleges.¹ In 2007, only 24% of fully skills-proficient and 13% of all CUNY community college students graduated within three years. ASAP pledged to realize a graduation rate of at least 50% within the same time period.

Working across six CUNY community colleges, ASAP began with 1,132 fully skills-proficient students.² To help students move quickly towards degree completion, the

CUNY Office of Academic Affairs and partner colleges developed a comprehensive program to support students from the moment they apply through graduation. Key program components include:

- ▶ Required full-time study (at least 12 credits per semester) in select majors;³
- ▶ A consolidated schedule in which students take their courses in morning, afternoon, evening, or—at one college—weekend blocks in order to free up time for family, work, and other responsibilities;
- ▶ Cohorts organized by major whereby students take classes with fellow ASAP students as they move through the program;
- ▶ Full-time ASAP staff dedicated to comprehensive, personalized advisement and career development services;
- ▶ Financial incentives including tuition waivers, textbook assistance, MetroCards (to cover transportation costs), and winter and summer courses; and
- ▶ Special programs for ASAP students, including tutoring, weekly seminars, employment services, and leadership opportunities.

When the first cohort demonstrated a 30% two-year graduation rate, versus 12% for a comparison group, ASAP broadened its eligibility criteria to include students with some developmental needs.⁴ In 2011, after four years of consistently strong graduation rates for students with and without developmental needs, the New York City Office of the Mayor made ASAP funding a permanent CUNY allocation and former CUNY Chancellor Matthew Goldstein announced a three-year expansion plan. As of fall of 2014, ASAP enrolled 4,238 students, representing almost 20% of all first-time, full-time degree-seeking

¹ Borough of Manhattan, Bronx, Hostos, Kingsborough, LaGuardia, and Queensborough.

² Twenty-eight percent of fall 2007 ASAP students had some developmental needs when recruited; these needs were addressed during the summer prior to fall enrollment.

³ ASAP supports most majors other than nursing and allied health; see Appendix A for current majors.

⁴ ASAP now accepts students with up to two developmental course needs based on students' scores on the CUNY Assessment Tests.

community college students. The majority of students in ASAP (on average 80%) have some developmental course needs.

CUNY evaluation of ASAP demonstrates an average cross-cohort three-year graduation rate of 52% versus 22% for similar cross-cohort comparison group students. Rigorous external evaluation has also validated the impact of the program and its cost-effectiveness. In the final report of a five-year experimental design study, MDRC (2015) noted ASAP's effects as "the largest MDRC has found in any of its evaluations of community college reforms" (p. ES-11). Education economist Henry Levin (Levin & Garcia, 2012, 2013) found that ASAP demonstrates significant cost effectiveness as well as cost benefits to participating students and taxpayers.⁵

"With the knowledge that most community college students require additional structure and guidance, ASAP attends to all aspects of the student experience, from preparation and intake to completion. The model includes robust services to help students choose career goals and majors... around a limited number of broad subject areas that allows for coherent programs of study."

— Thomas Bailey, Director, Community College Research Center, *Inside Higher Education*, 2014

As cited by Kolenovic, Linderman, and Karp (2013), ASAP's core components rest on three interrelated beliefs: 1) the importance of academic momentum; 2) the essential need for students to feel integrated into college life and culture; and 3) the value of timely and relevant support (p. 274). Coupled with the importance of regular and sophisticated data analysis for program evaluation and management, ASAP creates a framework that allows for student-centered continuous improvement.

1. Academic Momentum

Numerous researchers have identified academic momentum and credit accumulation during a student's first year in college as key predictors of degree attainment (Adelman, 1999, 2006; Attewell, Heil, & Reisel, 2011; Calcagno, Crosta, Bailey, & Jenkins, 2007; Goldrick-Rab, 2007; Swanson, 2008). ASAP works to ensure academic momentum in the following ways:

- ▶ Full-time study in approved majors;
- ▶ Consolidated course schedules to help students manage competing demands;
- ▶ Immediate and continuous enrollment in any required developmental courses;
- ▶ Winter and summer course taking opportunities;
- ▶ Mandatory advisement, career development services, and, if needed, tutoring; and
- ▶ Removal of key financial obstacles, such as textbook, transportation, and tuition costs, which can become stumbling blocks to degree momentum.

2. Integration and Belonging

ASAP's cohort model and intensive supports are built, in part, on Vincent Tinto's (Tinto, 1993; and Tinto & Puseer, 2006) theory of integration and student persistence. Tinto argues that a student's sense of connection to a college is critical to ensuring continuous enrollment and degree attainment. Community college students, in particular, tend to be overextended and/or part-time students who have a "marginal attachment to college" (Grubb, 2006). On commuter campuses, it can be very difficult for students to create relationships with their peers, faculty, and staff. It is especially important to develop a sense of connection early in a student's college career. As Bloom and Sommo (2005) explain in their analysis of the impacts of learning communities, "...many experts believe that students' academic and social experiences during their first semester of college often determine whether they will persist in school over the long term. According to this theory, students who develop strong initial connections — with other students, with faculty and staff, and with the material they are studying — are far more likely to continue and succeed" (p. 45).

⁵ ASAP evaluation reports are available at: www.cuny.edu/ASAP.

ASAP develops an intentional community of support and promotes students' sense of belonging in the following ways:

- ▶ Early engagement strategies including advisement meetings, workshops, and a summer institute for incoming students;
- ▶ A one-semester to two-semester college success seminar;
- ▶ Blocked scheduling in the first year, whereby students are placed together in developmental and/or gateway courses;
- ▶ Study groups and tutoring (required for students in developmental courses);
- ▶ Comprehensive and personalized advisement; and
- ▶ Special opportunities, such as the ASAP Student Leader Program, which allows ASAP students to develop presentation and leadership skills.

3. Timely and Relevant Support Services

As cited by Karp (2011), access to timely and relevant support services is a crucial component of college success, especially for “academically vulnerable” students (p.1). First-generation and low-income students often do not have the social and cultural capital needed to access optional and, at times, confusing support services. ASAP’s model is based on the belief that making student support services intrusive, ongoing, and multi-faceted helps to create a coherent college experience that leads to stronger student outcomes.

ASAP provides comprehensive and streamlined supports including:

- ▶ A dedicated adviser who guides students from acceptance through graduation;
- ▶ A career and employment specialist (CES) who provides individual employment expertise, a wide range of group career-readiness services, and connections to industry-related events;
- ▶ Optional tutoring for all students and mandated tutoring for students identified as struggling or with developmental needs; and
- ▶ Facilitated access to other campus services.

The majority of ASAP college staff report that of all the benefits and services provided, the top five most impactful services are dedicated advising, free use of textbooks, a monthly MetroCard (to cover transportation costs), opportunities to take winter and summer classes free of charge, and academic support, such as tutoring and study groups.

– ASAP Staff Survey, March 2014

Program Structure and Use of Data for Continuous Evaluation and Improvement

Hallmarks of ASAP include a well-defined program structure and rigorous evaluation. Since inception, ASAP has employed specific enrollment targets, clearly defined program policies and priorities, minimum thresholds for academic benchmarks, and strategies to ensure ASAP integration at the campus level.

Priorities and policies are established by the ASAP Central Office and re-visited each year with feedback from partner colleges to support program efficacy. The use of both qualitative and quantitative tools enables staff to monitor benchmarks in real time, keep close track of outcomes and program quality, and make data-driven adjustments to policies and services.

ASAP’s commitment to continuous improvement is supported by regular communication between the ASAP Central Office and partner colleges, scheduled meetings and reporting, professional development opportunities, and an annual all-staff retreat.



(Back) Henry Finkel
Kingsborough Community College, class of 2013

(Front) Anthony Finkel
Kingsborough Community College, class of 2009, Hofstra University, class of 2011

CHAPTER 1: ASAP PROGRAM STRUCTURE

Enrollment Targets and Eligibility

ASAP's initial enrollment of 1,132 students in 2007 was intended to be large enough to demonstrate impact across all six of CUNY's existing community colleges. As a result of the program's success, in 2011 ASAP committed to an aggressive three-year growth model, which would increase the number of students served to 4,000 by fall 2014. This number was ultimately increased to 4,238 students with the inclusion of Medgar Evers College in fall 2014.

Each year, ASAP sets specific recruitment targets and each partner college commits to admitting students who meet the criteria described below. ASAP consistently monitors enrollment targets, attrition, and graduation of continuing students and publicly reports on enrollments throughout the year. ASAP budget allocations are tied to meeting annual enrollment targets.

ASAP ENROLLMENT: 2012-14

Fall 2012	Fall 2013	Fall 2014
Continuing Students 642	Continuing Students 1,362	Continuing Students 1,960
New Students 1,562	New Students 1,843	New Students 2,278
Total Enrollment 2,204	Total Enrollment 3,205	Total Enrollment 4,238

ASAP Eligibility Criteria 2013-14:

- ▶ Be a New York City resident;
- ▶ Be eligible for need-based financial aid as determined through completion of the Free Application for Federal Student Aid (FAFSA) and the New York State Tuition Assistance Program (TAP) application, or be in receipt of Veterans benefits;
- ▶ Be skills proficient in reading, writing, and math **OR** have no more than two developmental course needs based on scores on the CUNY Assessment Tests (CAT). Students with two developmental course needs must agree to attempt at least one of these requirements in the summer prior to enrollment in ASAP;
- ▶ Agree to enroll in an ASAP-approved associate degree program on a full-time basis, defined as at least 12 credits per semester; and
- ▶ If a continuing or transfer student, have 15 or fewer college credits at the end of the semester of application and a minimum GPA of 2.0.



Carolina Bonilla
Hostos Community College, class of 2010,
John Jay College of Criminal Justice, class of 2012
(B.S.), current student
(Master of Public Administration)

"I had a familiar face to go to who supported me and who knew me and all my responsibilities outside of school, but still was there to push me in a positive way."

– Carolina

Summary Profile of ASAP and CUNY Community College Students

		ASAP Students (Fall 2007 – Fall 2013)	CUNY Community College Students (Fall 2013) ¹
Total Enrollment	N	6,389	97,751
Female	%	58.1	56.9
Ethnicity			
American Indian/ Native Alaskan	%	0.4	0.3
Asian/Pacific Islander	%	11.5	15.9
Black	%	32.0	28.1
Hispanic	%	42.6	39.0
White	%	13.6	16.6
Age Group			
Under 20	%	62.6	35.6
20 to 22	%	17.1	27.8
23 to 29	%	12.2	23.0
30 or older	%	8.1	13.7
First-time Freshmen	%	66.6	71.5
Developmental Students at Time of Application to ASAP/Entry to CUNY²	%	80.1	78.6
GED Recipients³	%	11.6	7.0
Pell Recipients	%	74.3	56.9

¹ For the purposes of CUNY's evaluation of ASAP, a comparison group of similar students is constructed for each admitted cohort who match all ASAP eligibility criteria.

² Students who required developmental coursework. ASAP data is reported by ASAP directors at each campus. Estimate for CUNY community colleges comes from the following source: *Proposals to Improve Success Rates For Students in Developmental Education at CUNY, Report of the Working Group on Remediation*, CUNY Office of Academic Affairs, August 2011.

³ Data is not available for all students. Data is missing for most transfer students and students who applied for direct admission on campus rather than through the CUNY online admissions process.

Source: CUNY Office of Institutional Research and Assessment (OIRA).

Financial Incentives and Resources

Research has shown that part-time enrollment and excessive work hours significantly increase the risk that students will drop out before completing a degree. Orozco and Cauthen (2009) find that full-time community college students from families with the lowest incomes have on average \$6,544 in unmet need per year. To cover their expenses, two-thirds of community college students under the age of 24 work more than 20 hours per week, and nearly 60% enroll only part time. In order to ensure that students are able to enroll in at least 12 credits each semester and devote sufficient time to their studies, ASAP provides a number of financial incentives:

Tuition Waiver

ASAP students who receive need-based financial aid and have a gap between their award amount and tuition and fees have any remaining balance waived by the college. Because the majority of ASAP students are low income and are eligible for a federal Pell grant (80% on average), most students receive enough federal and state aid to cover their tuition and fees.

Textbook Assistance

Students receive an average of \$500 in textbook assistance every year. ASAP works with each campus bookstore to set up an account that allows students to purchase books for required courses while they are enrolled in the program. To keep textbook costs down, ASAP requires students to: 1) Rent books when available; 2) If rentals are not available, purchase used books; and 3) As a last option, purchase new books. Students return books at the end of each semester and use any buy-back credits toward future textbook needs.

Monthly MetroCards

ASAP students are eligible to receive a monthly unlimited Metropolitan Transit Authority (MTA) MetroCard, currently valued at \$112, when they are enrolled in ASAP-approved courses (on average eight to ten months each calendar year). According to student surveys, of all the benefits and services provided, the MetroCard is one of the most important benefits offered by ASAP. To receive a MetroCard, students are required to meet all program requirements, including attending monthly advisement sessions, ASAP seminars, and any mandated academic support services.

Summer/Winter Tuition

Students are strongly encouraged to enroll in winter and summer sessions in order to retake failed courses, complete remaining developmental courses, or accelerate credit accumulation. The ASAP Central Office makes mid-year awards (based on available funds) to colleges that charge separate tuition for these sessions.⁶ ASAP winter and summer course-taking is consistently high; an average of 47% of all ASAP students take at least one winter or summer course after their first semester and 59% take at least one winter or summer course after their second semester (vs. 33% and 36%, respectively, for the comparison group).

⁶ Kingsborough and LaGuardia do not charge separate tuition for winter and summer. These colleges have special academic calendars that consider winter to be part of a two-session fall semester and summer to be part of a two-session spring semester.



Francesca Plowright
Current Queensborough Community College student

“ASAP has helped me be more focused in school. I don’t worry about paying for classes or books, or about how I’m getting to school every day. ASAP took a heavy load off my shoulders. Having an advisor by my side through this process makes going to school easier.”

– Francesca

“In high school I kind of took school as a joke. But after seeing the privileges and opportunities that come with ASAP I instantly took my college experience seriously.”

– Henry Finkel
Kingsborough Community College,
class of 2013

ASAP College Staffing

ASAP requires a fully dedicated college staff to deliver its high-touch support and comprehensive programming. Each ASAP college team includes a director, enough advisors to support an average caseload of up to 150 students, a career and employment specialist, administrative support, and tutors as needed. ASAP college staff are employees of their respective colleges and work under the Vice President for Academic Affairs.⁷

The three key ASAP college staff positions include:

ASAP Directors

ASAP directors are responsible for implementing the program at their college. Directors manage effective delivery of all ASAP interventions, use data to evaluate program quality, cultivate and maintain relationships with all college units, recruit new ASAP students, and communicate program priorities to ASAP staff. Directors also work closely with college leadership and the ASAP Central Office to ensure program quality.

ASAP Advisors

The close relationship between ASAP advisors and their students is the heart and soul of ASAP. Students work with the same advisor from entry through graduation, with many students remaining in touch with their advisors after they leave the program. Advisors work with a caseload of up to 150 students. Advisors review student progress, track student use of academic support services, conduct outreach to faculty and other college staff, refer students to other campus resources, and support the recruitment of new students. While ASAP advisors are not expected to be trained counselors or social workers, they must have the background and skills necessary to build rapport and trust with students. This bond ensures that students feel comfortable discussing both academic and personal challenges. ASAP actively recruits candidates with strong youth development, advisement, and school counseling experience.

ASAP Career and Employment Specialists (CES)

ASAP CES work with students to address any immediate employment needs and to increase students' career-awareness and career-readiness skills. CES administer career self-assessments, help students develop job readiness and networking skills, and organize industry-specific panel discussions and guest speakers. ASAP CES help students apply for internships, scholarships, and opportunity programs, and also work closely with ASAP advisors to support students who transition to work or a four-year college upon graduation.

⁷ For more information on ASAP staff and careers with ASAP, visit www.cuny.edu/asap.

College Integration

ASAP relies on the strong support of college leadership, specifically presidents and chief academic officers, to ensure successful integration at the campus level. Critical decisions and support include: selection of a highly capable ASAP director and hiring of fully dedicated staff; identification of appropriate work space for program success, taking into account the highly personalized and intensive nature of ASAP services; and facilitating collaboration between ASAP and academic departments and all key college units.

WORKING WITH ACADEMIC DEPARTMENTS

Although ASAP is not directly involved with curriculum or instruction, academic departments are considered essential partners in ASAP student success. ASAP directors work closely with academic departments to:

- ▶ Reserve sections for first-year ASAP block-scheduled courses;
- ▶ Identify faculty for courses; and
- ▶ Create systems for faculty feedback on student performance.

Effective faculty feedback loops provide ASAP staff with early indicators of class attendance, participation, and performance — all of which inform advisement. Timeliness is the most important component of faculty feedback so that ASAP advisors are aware of any challenges students may be experiencing as early as possible and can guide them into an appropriate intervention (e.g., tutoring). Each ASAP director works to develop a system to make it easy for faculty teaching block-scheduled courses to provide regular feedback on student performance to advisors. This system includes online, email, phone, and in-person options to ensure that faculty have multiple means to reach out to ASAP advisors.

HIGHLIGHT: FACULTY ENGAGEMENT AT BRONX COMMUNITY COLLEGE

The ASAP director and staff at Bronx Community College engage with faculty in a variety of ways. The director checks in by email with all faculty teaching ASAP-blocked course sections at the fifth week of the semester. ASAP advisors are in ongoing communication with instructors teaching the First-Year Seminar, a required student success course modeled on the ASAP Seminar. The program also holds a faculty breakfast for all blocked-course instructors. These multiple touch points strengthen the relationships between ASAP and faculty and keep communication open for addressing any concerns that emerge regarding student progress.

**Contributed by Javier Legasa, ASAP Director
Bronx Community College**



Joel Ruiz
LaGuardia Community College, class of 2014,
current John Jay College of Criminal Justice student

“My cousin is an ASAP graduate from LaGuardia and told me if I wanted to be serious about college, ASAP would help me. I became an ASAP student leader, developed relationships with students across CUNY and with the ASAP Central Office.

– Joel

“As someone who has been teaching in ASAP for many years, I can say how continually impressed I am by both the quality of the students and the support they are given. The students benefit tremendously from having an advisor to follow their progress and act as a liaison with faculty to make us better aware of whatever issues may be going on in their lives that impact their academic progress. I am very proud to be part of the program.”

– William deJong-Lambert, Professor,
History Department
Bronx Community College

HIGHLIGHT: FACULTY MENTORING AT QUEENSBOROUGH COMMUNITY COLLEGE

Students placed in the low-needs advisement group are matched with a volunteer faculty mentor with whom they meet at least twice a semester. After an initial meet and greet, faculty mentors and their students determine the structure and timing of subsequent meetings, which often take place during the faculty member’s office hours. Faculty mentors are given a brief training session by ASAP about responsibilities, objectives, and suggestions for their work with students. In addition to serving as a general source of information and support, faculty mentors may offer students opportunities to participate in faculty-led projects and trips around New York City based on students’ interests. In the past, faculty/student pairs have gone to museum exhibitions, discussed books, and conducted research. Faculty mentors have also helped students apply for honors programs, scholarships, and other opportunity initiatives.

Contributed by Bobbi Brauer, ASAP Director
Queensborough Community College

ASAP advisors also coach students to help them become more comfortable reaching out to faculty. Regular communication between advisor and faculty help ASAP staff understand common academic challenges. This feedback informs planning for academic support and course sequencing.

WORKING WITH NON-ACADEMIC DEPARTMENTS

The ASAP director cultivates relationships with non-academic departments that are critical to the program’s success. Admissions, testing, financial aid, and information technology offices play important roles in supporting recruitment and determining students’ eligibility. The registrar and bursar help to coordinate early and consolidated course registration and ensure that students receive any appropriate ASAP tuition waivers and their MetroCards. Learning centers are key for ensuring that students have access to quality academic support services. The bookstore coordinates students’ textbook needs each semester.

ASAP Central Office/College Partnership

In addition to understanding ASAP components, it is important to note how the program is managed. ASAP is a collaboration between the ASAP Central Office and a set of partner colleges. A clear division of roles and responsibilities has allowed the program to operate at a high level of efficiency thanks to regular communication among all stakeholders.

The ASAP Central Office is responsible for overall program administration, program-wide evaluation and data management, fiscal oversight and reporting, cultivation of external partnerships and funding, management of common resource needs (e.g., MetroCards, textbooks, and promotional materials), citywide outreach, and coordination of program-wide activities.

ASAP staff at partner colleges are responsible for recruitment and direct service to students, tracking of student data to monitor progress and engagement, and integration of ASAP at their college.

HIGHLIGHT: CROSS-CAMPUS COMMITTEES

Based on responses from a recent annual ASAP retreat survey, the ASAP Central Office created several cross-campus committees to enable program staff to collaborate on projects, events, and professional development opportunities. Focus areas included conference proposals and presentations, cross-campus events for students, and all-staff retreat planning.

**Contributed by Daniela Boykin, ASAP Deputy Director
ASAP Central Office**

The ASAP Central Office includes a university dean/executive director, a deputy director, a director for new college partnerships, an assistant director for research and evaluation, a research associate, two program coordinators, a program assistant, and part-time staff to support special projects. The ASAP Central Office communicates regularly with partner colleges to discuss program priorities and policies and to support ASAP implementation at the campus level. A variety of communication strategies are used, including monthly administrative emails with key deliverables and important program information, monthly directors' meetings, regular gatherings of advisors and CES, training sessions, and an annual all-staff retreat. Communication across the colleges is encouraged so that expertise and best practices can be shared.



Paola De los Santos
Bronx Community College, class of 2014,
current Marymount Manhattan College student

"The most memorable ASAP moment for me was when I was selected from a group of 12 students to be part of the leadership program. The fact that Ms. Lecadre our CES thought about me as a possible candidate is priceless."

– Paola

“ASAP enabled me to take the time and effort I would have spent working to pay my way through school and direct it into my studies, which is what helped me to excel. I was paired with Carey Manifold, an incredible advisor who helped me pick all the appropriate classes as well as keep me focused on my big picture goals. ASAP also helped me enter my first semester at Kingsborough with a great community of friends since we were in classes together.”

– Anthony Finkel
Kingsborough Community College, class of 2009, Hofstra University, class of 2011

Program Costs

Due to the comprehensive nature of the program model, ASAP has greater overall costs than the traditional community college pathway. The fiscal year 2015 annual cost per ASAP student is \$3,900 over and above regular CUNY full-time equivalent (FTE) allocations. The ASAP budget covers all program personnel (including fringe benefits) and Other Than Personal Services (OTPS) costs required to run the program across partner colleges and the ASAP Central Office. Approximately 52% of the budget is allocated for personnel, 38% for MetroCards and textbooks, and 10% for winter and summer tuition and other OTPS needs.

Leading education economist Henry Levin at the Center for Benefit-Cost Studies in Education (CBCSE) at Teachers College, Columbia University, conducted a comprehensive cost-benefit study of ASAP. Dr. Levin and his coauthor, Dr. Emma Garcia, concluded that despite higher costs, ASAP is a very wise upfront investment when the cost per graduate and lifetime benefits to students and the taxpayer are considered.

When considering the cost effectiveness of ASAP, Levin and Garcia (2012) state that:

“Without question ASAP has shown that it provides an investment that not only raises the number of completed associate degrees, but also reduces the cost per degree, on average, because its proportionately added effectiveness in degree production exceeds the added costs. If CUNY plans to expand the number of students who graduate within three years through an ASAP expansion, the added cost of ASAP services is more than compensated for by a higher production of degrees. The larger investment will result in a lower cost per degree and large aggregated savings of degree production for CUNY community colleges” (p. 21).

When considering ASAP cost benefits to students and the taxpayer, Levin and Garcia (2013) find:

“From the comparison of benefits over a lifetime we can conclude that, for both taxpayer and students, the benefits far exceed the investment costs. For each dollar of investment in ASAP by taxpayers, the return was between three and four dollars. For each dollar of investment by students, the return was much more, even when including student foregone earnings as the major component of student costs. Using available data on which public constituencies receive the benefits — federal, New York State, and New York City governments — we believe that all constituencies receive benefits that exceed their cost contributions to the investment” (p. 9).

REPLICATION PLANNING QUESTIONS: PROGRAM STRUCTURE

Before You Start

Because of the additional costs required to administer ASAP, funding streams should be identified prior to launching. Potential funding options to explore include the reallocation of existing college resources, government funding, and private grants from industry partners and foundations.

Enrollment Targets and Eligibility

- ▶ What is your current enrollment by major with full-time and part-time distributions?
- ▶ What are your current one-year retention and three-year graduation rates? If possible, disaggregate by majors and full-time vs. part-time status at time of entry.
- ▶ What is the developmental education profile for your most recently admitted freshman cohort (e.g., by skills area and level of need) and proficiency status after two semesters?
- ▶ What is the percentage of students who transfer to four-year colleges with and without a degree by major?
- ▶ Which students do you plan to target? Consider majors as well as enrollment status (e.g., first-time freshmen, transfer students, continuing students, etc.).
- ▶ What eligibility criteria will you use with regard to financial need, credits accumulated, developmental needs, etc?
- ▶ What are your program enrollment targets?

Financial Incentives and Resources

- ▶ What financial incentives can you offer to students (e.g., textbooks, transportation vouchers/gas cards, childcare, tuition and fee waivers, etc.) and how will this affect your annual program budget and enrollment targets?
- ▶ Will you be able to provide any funds for winter and summer course taking?

Staffing

- ▶ How will you identify dedicated program staff to administer the program? What will your plan be for hiring new staff?
- ▶ What will your advisor-to-student ratio be?
- ▶ Who will create and lead staff training and is there a plan for ongoing professional development?

College Integration

- ▶ Where will the program be housed and what will the reporting structure be?
- ▶ What will your communication plan be to facilitate collaboration with other college units? ⁸
- ▶ What are three to five strategies you will use to ensure that program staff members are working collaboratively with other college units and that program services are integrated into existing college systems?
- ▶ Is there interest in faculty directly supporting students? If so, for what type of student? What types of supports could be provided by faculty?
- ▶ Are there professional development opportunities for faculty working closely with your program, especially in the areas of advisement?
- ▶ What systems will encourage faculty, especially those teaching blocked courses, to provide feedback on student progress?
- ▶ Are there opportunities for faculty to be integrated into academic support services?

⁸ Admissions, financial aid, testing, registrar, learning support center(s), bookstore, bursar, budget office, academic departments, adult/continuing education, etc.



(left) Jeremiah Issifu
Queensborough Community College, class of 2014,
current York College student

(right) Mark Norman
Borough of Manhattan Community College, class of 2014,
current City College student

CHAPTER 2: PROGRAM COMPONENTS AND IMPLEMENTATION

Provide Structured Pathways to Support Academic Momentum

ASAP students are required to study full time in an approved major that can be completed within three years. (Most majors other than nursing and allied health are offered; see Appendix A for a list of current ASAP majors.) Students work with their advisor to consolidate their classes into morning and afternoon schedules and typically take three to five blocked courses in their first year. Students are required to begin to address any developmental course needs as early as the summer before their first ASAP semester. Students are also encouraged to enroll during winter and summer sessions in order to build academic momentum.

APPROVED MAJORS AND COURSE SEQUENCING

ASAP offers a broad range of degree options that have common general education requirements, allow students to take block-scheduled classes in their first year, and can be completed within four to six semesters. Students may change majors as long as they can enroll in ASAP blocks and complete their degree within three years. Students who enter ASAP without defined academic or career goals are advised to major in liberal arts to best preserve a wide range of transfer options.

Advisors map out each approved major over four to six semesters, including developmental courses (if any), general education requirements, degree courses, and recommended course combinations. For sample course sequences see Appendix B. Advisors work with students during initial intake meetings and at the start of each semester to adjust course sequences to fit individual needs.

BLOCK AND CONSOLIDATED COURSE SCHEDULING

ASAP block-schedules students in their first year by reserving sections of select courses to be taken with fellow ASAP students. In the first semester, students are blocked into two courses, including any needed developmental courses, a student development course or the ASAP Seminar (a non-credit offering), and/or required general education courses. In the second semester, students are blocked into one to two classes, including any remaining developmental courses or a general education course and the second half of the ASAP Seminar.

Every semester ASAP college directors work with department chairs to reserve regularly scheduled course sections exclusively for ASAP students. For a sample list of ASAP blocked courses see Appendix C. Making use of early registration permissions, ASAP students meet with their advisor every semester to register for classes in a consolidated schedule in order to balance school, work, and family obligations. All colleges offer morning and afternoon course schedules with evening options, as available. Borough of Manhattan Community College offers a full-fledged evening and weekend option.



Boaz Anicet
Kingsborough Community College, class of 2014,
current Brooklyn College student

“Entering college, I felt pretty overwhelmed. At times, it seemed as if I was being taught to swim while drowning, but my advisor Ms. Greasley did her best to keep me afloat.”

– Boaz

“The ASAP support that meant the most would be my advisor. Seeing how I had family issues, she was like a mother figure to me. I could come into the ASAP office and stop by her cubicle and just sit and talk to her about anything. She makes me feel really comfortable.”

– Mark Norman
Borough of Manhattan
Community College, class of 2014,
current City College student

IMMEDIATE AND CONTINUOUS DEVELOPMENTAL COURSE TAKING

ASAP students with developmental course needs are required to immediately and continuously enroll in required courses until fully skills proficient. Students with two developmental course needs at time of application must agree to attempt at least one in the summer prior to ASAP enrollment. ASAP directors work with their college’s University Skills Immersion Program (USIP) and department chairs to reserve seats for ASAP students in existing summer developmental course sections.⁹

In subsequent semesters, students are registered into developmental courses until they are deemed fully skills proficient. In initial meetings, advisors emphasize the importance of immediately addressing developmental needs and the financial aid implications of not enrolling in required classes. Tutoring is mandatory for all ASAP students enrolled in developmental courses. Both tutoring and developmental course taking is carefully monitored to ensure students are working towards proficiency.

WINTER AND SUMMER COURSES

Winter and summer sessions are used to ensure that students complete developmental courses and stay on track for timely graduation. As mentioned earlier, ASAP covers tuition and fees, and also provides MetroCards and textbook assistance based on funding availability.

HIGHLIGHT: WINTER MATH COURSE AT QUEENSBOROUGH COMMUNITY COLLEGE

Queensborough collaborated with faculty to create an express math course that is offered during winter session. The three-week course, offered only to students who have failed the CUNY Assessment Test in math once, is held from Monday to Friday for six hours daily. Students must attend all sessions as well as participate in online tutoring. The math chair selects which students can participate in the course based on their work in the previous semester’s developmental math class. The class has been such a success that there is interest in offering it to all eligible students at the college.

Contributed by Bobbi Brauer, ASAP Director
Queensborough Community College

⁹ USIP is a CUNY-wide program that offers free developmental education courses in the summer and winter to incoming and recently admitted students with outstanding needs. Incoming students who complete but do not pass their summer developmental course(s) are still welcome to be part of ASAP in the fall semester.

Recruit and Engage Students Early

ASAP recruits students for fall enrollment through citywide outreach led by the ASAP Central Office and through campus-based recruitment efforts. Because ASAP is a post-admissions option, the goal is to ensure that students are identified in sufficient time to take advantage of early engagement activities.

All students who meet ASAP's eligibility criteria and wish to join the program are conditionally accepted until they complete summer engagement activities. At that time, they become officially enrolled in the program. Conditionally accepted students are immediately involved in a range of structured activities to help them adjust to college life and further understand program expectations. Starting with a comprehensive intake process, ASAP staff identify the strengths and challenges of new students and use this information to connect students to campus-based resources.

Early engagement builds community, promotes campus integration, and helps students gain academic momentum. Blocked courses, the ASAP Seminar, and other program components continue to promote community building through students' first year.

CITYWIDE OUTREACH

Led by the ASAP Central Office, citywide outreach serves to increase program visibility and build recruitment pipelines from high schools, GED programs, and community-based organizations (CBOs). ASAP provides a number of opportunities for college access staff to learn about the benefits of ASAP and its enrollment process.

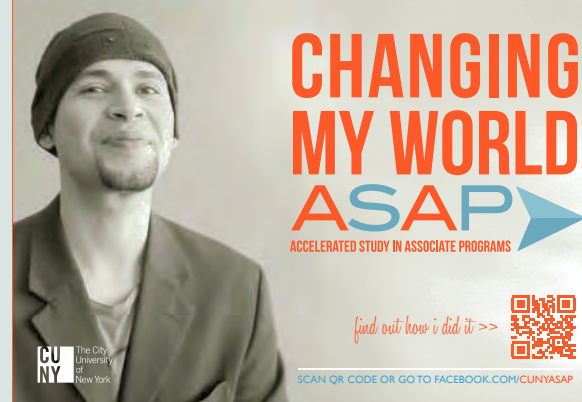
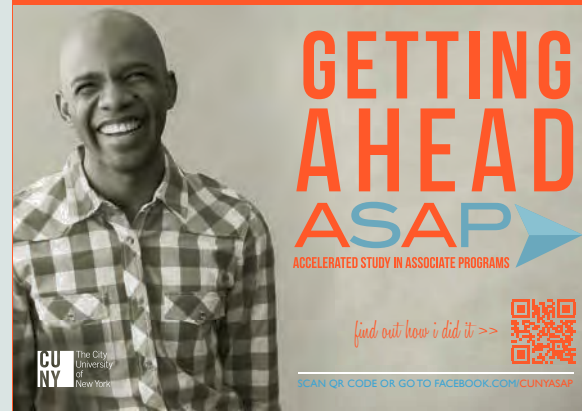
Outreach Strategies and Workshops

Outreach strategies include mailings of promotional materials at the beginning of each semester, monthly e-newsletters, and targeted text messaging to counselors and prospective students. ASAP also offers a counselor networking and information workshop to provide updates on eligibility requirements, program benefits, and enrollment steps. ASAP resources include brochures, lesson plans, and videos to help counselors engage students in conversations about college and post-secondary planning.

ASAP's Central Office social media efforts and website are important components of the program's ongoing citywide outreach campaign.¹⁰ Social media is used to recruit, engage, and connect prospective and current ASAP students. From Facebook to Instagram, social media meets students where they are and allows the program to share information and build relationships with students.

The ASAP website, embedded in the general CUNY website, links to ASAP college webpages and offers a comprehensive set of resources and information for students as well as general audiences.

¹⁰ www.cuny.edu/ASAP.



ASAP promotional materials featuring ASAP students and alumni. Student stories and videos are available at www.youtube.com/cunyasap.



“The Future is Now with ASAP,” a brochure that outlines major milestones in the college exploration and CUNY application process, available on the ASAP website and in print.

Strategic Pipelines

ASAP cultivates partnerships with Valued Institutional Partners (VIPs), which are defined as high schools, GED programs, CBOs, and college transition programs that serve large groups of students who enter CUNY associate degree programs. Key staff at VIPs work with their students to discuss program benefits, eligibility requirements, and enrollment steps in an effort to increase the number of students who enroll in ASAP in a timely manner. For a description of VIP engagement see Appendix D.

A NOTE ABOUT RECRUITMENT:

Although ASAP has established a strong reputation with multiple stakeholders across New York City, a robust, multi-faceted recruitment strategy is essential to meet enrollment targets. Many associate-degree seeking students, especially first-generation students, often do not take the steps necessary to matriculate in a timely manner, and thus may miss the opportunity to participate in ASAP. Building an effective network of pre-college counselors and advisors ensures that students have the support they need to complete all enrollment steps as early as possible.

CAMPUS-BASED RECRUITMENT

ASAP campus-based recruitment efforts begin in the fall with each college developing a comprehensive plan that identifies strategies to target both new and continuing students. ASAP staff work with key college units such as testing, admissions, and financial aid to obtain lists of incoming and current students who meet ASAP's eligibility criteria.

Communication with continuing students begins as early as January so that students can make informed decisions about enrolling in ASAP the following fall. Incoming and transfer students are recruited throughout the spring and early summer. Each college offers on-campus recruitment activities for prospective students, such as open houses, information sessions, and campus tours. ASAP is also present at any regularly scheduled new student orientations in the spring.

Identifying Eligible Students

Through collaboration with their information technology departments, ASAP staff members at partner colleges obtain lists of eligible continuing and incoming students for targeted recruitment via email, mail, phone calls, and text messages. After an initial review of testing, admissions, and financial aid data, staff invite eligible students to an ASAP information session. Prospective students can also arrange to meet individually with an ASAP staff member as needed.

Use of Promotional Materials and Website

ASAP promotional materials are placed in high-traffic campus areas and are distributed to potential students through targeted mailings and email. Each ASAP college office also has a local webpage with key ASAP information and online registration for information sessions.

ASAP Student Leaders

ASAP capitalizes on the strength of peer messaging by utilizing student leaders as a key component of both ASAP Central Office outreach and campus-based recruiting. The Student Leader Program is designed to provide opportunities for students to explore and practice leadership skills as members of their college's recruitment team. Students selected for the Student Leader Program participate in a series of workshops to prepare them for recruitment activities, such as leading information sessions and tours, staffing tables at recruitment events, speaking with prospective students, and sharing their own ASAP stories.



Loukman Lamany
Bronx Community College, class of 2011
Baruch College, class of 2014

“Considering all ASAP support, the advisement meant the most to me. I was an immigrant and had little understanding of the American school system. My advisor was there when I needed the simplest to the most complex questions answered. When she did not know the answer, she sent me to the right people.”

— Loukman

“With the advisement and block courses, I was guaranteed not to become just another face in the crowd. Tyleah and the rest of the ASAP staff made it their business to get to know me and my strengths and weaknesses. My ASAP brethren kept me from falling through the cracks.”

– Johnny Lozada
LaGuardia Community College,
class of 2013, current New York
University student

HIGHLIGHT: THE ASAP ENROLLMENT PROCESS AT BOROUGH OF MANHATTAN COMMUNITY COLLEGE

After prospective students have attended an ASAP information session, they are required to attend a meeting facilitated by the recruitment team, including ASAP student leaders. During the meeting, applicants learn about ASAP benefits, expectations, and program components. Students who wish to enroll in ASAP sign a “policy and procedures” contract and are invited to Summer Bridge, a set of early-engagement activities.

Contributed by Lesley Leppert-McKeever, former ASAP Director
Borough of Manhattan Community College

REQUIRED STEPS TO ENROLL IN ASAP

APPLY	Complete the CUNY application and apply for financial aid
TEST	After admission to an ASAP partner college, take the CUNY Assessment Tests
ASAP INFO SESSION	Attend an ASAP information session at a partner college
INDIVIDUAL INTAKE	Meet with an ASAP advisor to discuss expectations and goals for summer
SUMMER ENGAGEMENT	<ul style="list-style-type: none"> ➤ Attend summer immersion classes to address developmental course needs ➤ Meet with program staff as required ➤ Attend the ASAP Summer Institute

EARLY ENGAGEMENT AND COMMUNITY BUILDING

Although early-engagement options vary by college, all sites offer a mix of social, academic, and personal development activities the summer before a student’s first semester in ASAP. Pre-enrollment activities may include meetings and workshops on a variety of topics, a summer version of the ASAP Seminar, a Summer Institute, mandated summer developmental course enrollment for students with two developmental course needs, and a variety of individualized campus activities and events.

Comprehensive Intake

Through individual intake meetings with an advisor, students review ASAP requirements, expectations, and services. Advisors conduct their first assessment of student needs during this process, noting strengths, challenges, and potential barriers to success. See the sample intake form in Appendix E. During intake, the advisor confirms the student's intended major, encourages the student to enroll in summer developmental course(s) as needed, assists with fall registration, identifies any outstanding college enrollment needs (e.g., immunization), and provides necessary campus referrals. This meeting is usually the first one-on-one interaction between a student and his/her ASAP advisor and sets the foundation for this crucial relationship.

Enrollment in Summer Developmental Education Courses

All admitted ASAP students with two developmental course needs at time of application must enroll in a developmental course over the summer. Students with one developmental course need are also strongly encouraged to enroll, but are not mandated to do so. Directors work with USIP directors and department chairs to reserve seats in summer classes for ASAP students. Summer developmental classes are offered free of charge. As previously mentioned, students who complete but do not pass summer developmental courses are still welcomed into ASAP in the fall semester.

HIGHLIGHT: COMPREHENSIVE INTAKE AT BRONX COMMUNITY COLLEGE

Once students are accepted into the program, they are asked to complete the Noel-Levitz College Student Inventory. Students then bring the analysis to a one-on-one meeting with an ASAP advisor where they discuss some of the strengths and challenges highlighted by the inventory in order to create a customized advisement plan for the semester.

Contributed by Javier Legasa, ASAP Director
Bronx Community College



Amanda Loka
Borough of Manhattan Community College,
class of 2014, current Baruch College student

“My advisor embraced me and worked hard to see that I finished. I remember going to her office after my third semester to inform her of my decision to quit. She talked to me like a sister and gave me many reasons why I should stick it out.”

— Amanda

“From day one my advisor Melanie has always made me feel that my success is important to her.”

– Benny Rodriguez
Bronx Community College, class of 2014

Summer Advisement Meetings

Students meet with their ASAP advisors over the summer, both individually and in group workshops, so that advisors can monitor student progress, provide information on degree pathways, confirm submission of financial aid and health services documents, and refer students to any needed campus resources. These meetings help to strengthen the relationship between students and advisors. Group workshops bring students together to work on areas such as personal responsibility, requirements of their majors, strategies for academic success, physical and mental wellness, and other topics. See a sample of summer workshop offerings in Appendix F.

ASAP Summer Institute

Every ASAP partner college offers a one- to two-day orientation called the ASAP Summer Institute. Although content may vary slightly by college, all ASAP Summer Institutes include community-building activities, a review of essential college and program policies, and opportunities for students to meet staff and each other. Colleges may also assign a reading or a “TED Talk”¹¹ video as the basis for shared discussion. Activities are designed to reinforce program requirements, define college expectations, and set the tone for future meetings with ASAP advisors and CES. Staff members from other campus offices also attend Summer Institutes to share information and resources with students. See a sample Summer Institute agenda in Appendix G.

ASAP students are considered conditionally accepted until they have completed all enrollment steps and early engagement activities and signed the student contract at the completion of the ASAP Summer Institute. See a sample ASAP student contract in Appendix H.

ASAP Seminar

The ASAP Seminar is a set of 20 linked, one-hour group workshops designed to complement ASAP advisement and career development services. The ASAP Seminar is a non-credit offering and is delivered over one to two semesters (with a summer option at some colleges). The curriculum is based on Bloom’s taxonomy of activities that address academic success, personal growth, goal setting, and career planning.¹² The Seminar provides students with a peer community for discussing the college transition experience, strategies for academic and personal success, and ways to address issues such as stress, time management, and effective communication. To ensure that students take this non-credit seminar seriously, directors include it as part of students’ class schedules whenever possible. Seminar attendance is tracked and students are asked to complete satisfaction surveys that are used to make adjustments as needed.

¹¹ TED is “a nonprofit devoted to spreading ideas, usually in the form of short, powerful talks (of 18 minutes or less).” For more information visit www.ted.com/.

¹² The ASAP Seminar curriculum can be downloaded at: www.cuny.edu/ASAP.

HIGHLIGHT: SUMMER SEMINAR AT HOSTOS COMMUNITY COLLEGE

In order to help immediately orient students to college expectations, Hostos offers the first half of the ASAP Seminar during the summer. This allows summer students to begin to bond with their peers and satisfies half of the Seminar requirement. Students complete the remaining Seminar sessions in the fall or winter.

**Contributed by Laura McGowan, ASAP Director
Hostos Community College**

Provide Comprehensive and Personalized Advisement

Students are assigned one advisor with whom they work from acceptance through graduation. This establishes consistency and provides the opportunity for advisors to gain a better understanding of students' personal and academic strengths and challenges. The focus of ASAP advisement is to:

- ▶ Assess students' strengths and needs;
- ▶ Help students develop long- and short-term goals;
- ▶ Address challenges in a timely and proactive manner; and
- ▶ Foster academic and personal growth so that students complete their studies within three years.

To accommodate larger advisement caseloads (average 150:1) as a result of ASAP's expansion, a needs-based advisement model was implemented in 2012 that has been refined on an ongoing basis.¹³ Advisors assign students to "needs" groups (high, medium, or low) each semester after students have been in the program for at least one semester. Using established criteria, advisors "sort" students into the appropriate needs group. This model allows all students to be in regular contact with their assigned advisor and allows advisors to determine differentiated frequencies and modes of advisement depending on each student's need. See the ASAP Advisement Model description in Appendix I.

¹³ Earlier ASAP advisor caseloads averaged 75 to 80 students.



Jeremiah Issifu
Queensborough Community College,
class of 2014, current York College student

"ASAP to me is a family, not just a program. It has transformed my life in so many ways. ASAP has given me a sense of hope, taking away the fear of the unknown."

– Jeremiah

ASAP's advisement model is consistently identified by both staff and students as the most impactful program service offered. ASAP staff describe advisement as:

- Student-focused
- Intense
- Strengths-based
- Holistic

As one advisor notes, "Having an opportunity to be an advisor in ASAP has been a privilege, and seeing my students succeed academically is one of the most rewarding experiences I have ever had."

– ASAP Staff Survey, March 2014

IDENTIFYING APPROPRIATE NEEDS GROUPS

The transition into college can be very challenging, so ASAP categorizes all students in their first semester as "high needs." During the first semester advisors have individual meetings with students twice a month so they can establish a strong bond and complete a comprehensive assessment of student needs. After the first semester, students are sorted into needs groups every semester based on three criteria: 1) academic progress, 2) personal resiliency, and 3) compliance with ASAP requirements.

CHARACTERISTICS OF ASAP'S NEEDS-BASED ADVISEMENT GROUPS

High Needs

- All new students (first semester)
- On academic probation
- Has difficulty with self assessment
- Has difficulty articulating academic and personal goals
- Has personal circumstances that may impede academic progress

Medium Needs

- GPA on cusp of academic probation
- Has academic and professional goals, but needs guidance
- Responds to program requirements, but needs coaching
- Has unstable family situation or is in a transition period

Low Needs

- Is in good academic standing
- Has clearly defined academic and personal goals
- Responds to program requirements with little encouragement
- Seeks opportunities to be engaged in ASAP and college communities

MINIMUM LEVELS OF ADVISOR CONTACT AND MODES OF SUPPORT

The ASAP Central Office and partner colleges maintain agreed-upon minimum levels of advisement support for each needs group. Students in the high-needs group have at least two contacts per month, with at least one being an in-person meeting. Students in the medium-needs group have at least two contacts per month, with the type of contact determined by the advisor. Students in the low-needs group are seen at least every other month, in addition to other forms of contact with the program determined by the advisor.

Advisors work with students to determine the appropriate mode of advisement contact, such as individual or group meeting, phone, or email. In this way, advisors can continue to customize supports for students while managing larger caseloads. Advisors can also make adjustments at any time, requiring more contact with a particular student if they deem it necessary. Advisors review their caseloads each semester to re-assess each student's needs group placement and develop an advisement strategy for the following semester. See Appendix J for additional advisement documents, templates, and resources.

HIGHLIGHT: ADVISOR SUPERVISION AT KINGSBOROUGH COMMUNITY COLLEGE

The director at Kingsborough conducts periodic reviews of advisors' notes to look for trends and patterns and to identify students who might need specific help. He uses the reviews as an informal professional development opportunity with advisors, suggesting new ways to see student progress and challenges. Sometimes students will have an issue with an advisor; in these cases, the director brings them in to meet together to troubleshoot, offer guidance on conflict resolution, and help both the student and advisor move forward."

**Contributed by Richard Rivera, Former ASAP Director
Kingsborough Community College**

Types of ASAP advisement contact include:

- ▶ Individual in-person meetings with an assigned advisor;
- ▶ Group meetings with an assigned advisor to discuss common issues;
- ▶ Individual meetings with the ASAP CES;
- ▶ Participation in the ASAP Seminar;
- ▶ Attendance at approved college workshops; and
- ▶ Email and phone contact with assigned advisor (if it is part of a pre-approved communication plan).

Advisors document date and method of contact (individual, small group, phone, and electronic) in the ASAP database. Advisors also indicate the nature of the meeting and support provided to the student through selection of one to two meeting and action codes from a drop-down menu. This documentation allows for staff to obtain a clearer picture of student needs and advisement approaches used across the program, as well as to assess whether an adequate number of students are being served.

Connect to Timely and Relevant Supports

Kolenovic, Linderman, and Karp (2012) explain the importance of making academic and social supports intrusive, noting that "the organization of student support services in many colleges assumes that students have the knowledge, social skills, and motivation to access such services. This assumption may not always be valid, particularly for students from families and communities without college-going experience (p. 276)." In addition to ASAP advisement, career development, and tutoring, students are also regularly referred to campus services. In this way, students access relevant supports as they are needed to prevent issues from becoming obstacles to graduation.



Jamel James
Kingsborough Community College, class of 2012,
current Baruch College student

"I can't stress enough that the one-on-one advising is the most important feature of the program. I spent meaningful time speaking to my advisor about school and life. He helped me make good decisions and made sure I was taking the right classes. It was enlightening to hear of his college experience and career path."

– Jamel

“When it was time to see my career advisor Heidi Yu, I told her that I was looking for a job but wanted to still have my focus on school. After getting hired for an office job on campus, my self-motivation went up. I started seeing Heidi more and started involving myself with school events and even started applying for scholarships and internships.”

– Oxwell Ojo

Kingsborough Community College, class of 2013, current Hunter College student

HIGHLIGHT: PASSPORT PROGRAM AT BOROUGH OF MANHATTAN COMMUNITY COLLEGE

After completion of the ASAP Seminar, students are required to attend two pre-approved on-campus events each semester and are given a “passport” to be signed by the event facilitators. Approved events are listed online at the beginning of each month on the ASAP Blackboard site. The passport is organized into four areas: academic, personal growth and wellness, career, and culture. In addition to pre-approved events, students may look for other events of interest and ask for them to be approved by their advisors. The passport helps keep students engaged and connected to each other and the college community and may count towards a student’s required advisement contact.

**Contributed by Lesley Leppert-McKeever, former ASAP Director
Borough of Manhattan Community College**

TUTORING

ASAP students enrolled in developmental courses, as well as those who have failed a credit course or are otherwise identified as struggling in some way, are required to attend mandatory weekly tutoring. At most colleges, ASAP directors work with the campus learning centers to identify qualified tutors who allocate specific time periods to work directly with ASAP students. At some colleges, the ASAP director hires tutors to work with students in a designated location at scheduled times. Some partner colleges also offer supplemental instruction in the form of scheduled academic workshops for developmental math courses taught by ASAP-hired adjunct faculty. In these cases, students are placed in the workshops by their advisors and are expected to attend as they would any other course. Each college sets its own tutoring policy and tracks tutor usage for each student. During the spring 2014 semester, 23% of ASAP students were required to attend tutoring.

ASAP CAREER DEVELOPMENT SERVICES

Career services are an integral part of a student’s experience in ASAP. Each ASAP college has a Career and Employment Specialist (CES) who works with students both individually and in groups, offering an array of career exploration, work readiness, and other activities to build students’ career awareness and preparation. The CES plays an essential part in ASAP’s retention strategy, both by working with students who need immediate employment to find jobs compatible with full-time college study, and by connecting students to networking opportunities and internships.

The CES also works with students to help them prepare competitive applications for opportunity programs and scholarships. Working closely with advisors, the CES supports students in their transition into the workforce as they near graduation.

CAREER DEVELOPMENT HIGHLIGHTS:

WOMEN'S POWER HOUR AT HOSTOS COMMUNITY COLLEGE

Female ASAP students at Hostos are invited to a monthly session that includes discussions and presentations with women in leadership positions at the college. As a result of its success, Hostos is considering a men's group with the same structure.

CAREER-FOCUSED SEMINAR AT KINGSBOROUGH COMMUNITY COLLEGE

At Kingsborough the CES is fully integrated into the second semester of the ASAP Seminar and delivers a set of structured career-related workshops. See Appendix K for Kingsborough's Career Planning Schedule.

CAREER DEVELOPMENT TEAMS AT QUEENSBOROUGH COMMUNITY COLLEGE

At Queensborough the CES created a career development team that consists of three to four students who develop workshops, special events, and peer mentoring sessions for all ASAP students. Workshop topics include networking, field-specific presentations, and financial literacy. The aim is to stimulate students' interests in career exploration and to encourage them to investigate and research career goals with their peers.



Zara Abd'Allah
Current LaGuardia Community College student

"The support of everyone in the ASAP office has been a blessing! On the days I think I can't push any harder, a smile from or a word with the staff keeps me going. They let me know that I am not alone in my journey toward obtaining an associate degree."

– Zara

“My first day in college, I felt like a child who was lost. The feeling of not knowing anyone or anything felt so unnerving. At Bronx Community College, ASAP helped me get on my feet and develop my confidence. If it was not for my advisor Ms. Robles pushing me to keep on going even when things got tough, I probably would have dropped out already.”

– Anawel Lopez
Bronx Community College, class of 2014

CONNECTING STUDENTS TO SUPPORTS OUTSIDE THE PROGRAM

ASAP advisors connect students with campus-based services in order to ensure that students are taking advantage of available resources and developing a connection to the broader college community. For example, one partner college works with the counseling center to develop and facilitate groups for struggling ASAP students in need of additional emotional supports. All partner colleges refer students to campus childcare, counseling, disability services, and financial services such as Single Stop, an on-campus center that provides free tax preparation and screens for social service benefits. ASAP advisors also refer students to trusted community-based resources for a variety of needs, including, but not limited to legal, medical, mental health, and social services. Finally, ASAP advisors encourage students to take advantage of opportunities such as student clubs, student council, and community service projects.

REPLICATION PLANNING QUESTIONS: PROGRAM COMPONENTS AND IMPLEMENTATION

Structured Pathways

- ▶ How will you organize blocked scheduling (e.g., reserving specific course sections for students in a consolidated manner)?
- ▶ What courses will you block schedule in the first year (i.e., developmental education, general education, student development/seminar)?
- ▶ How many courses will be blocked each semester in the first year?
- ▶ What consolidated schedules will be available to students (i.e., morning, afternoon, evening, weekend)?

Outreach and Recruitment

- ▶ How will you identify and recruit your target population?
- ▶ What steps can you take to build a recruitment pipeline and how will you stay connected to feeder schools or organizations?
- ▶ What will be your timeline to develop a recruitment plan and marketing materials?
- ▶ How will you communicate program goals and your recruitment targets to key college departments to support referral of students?
- ▶ How will you work with information technology to establish a process to access lists of eligible students?
- ▶ What opportunities are available to promote your program to eligible students, including those who may already be at the college and incoming students? What are the key messages to encourage students to participate ?

Early Engagement and Connected Community

- ▶ Are there college resources available to assist students with early completion of key enrollment steps such as testing and FAFSA submission?
- ▶ What will the intake process be for incoming and continuing students?
- ▶ What early-engagement activities are planned for students before they enroll in classes in the fall? What are the key messages/strategies to encourage students to participate in summer programming?

- ▶ What opportunities are available to take developmental courses over the summer?
- ▶ Will you offer an orientation like the ASAP Summer Institute?
- ▶ Will you offer a student development experience like the ASAP Seminar? When should this experience be offered and who should participate?

Advisement

- ▶ What will be the key aspects (e.g., meeting frequency, rubrics, training needs, etc.) of your advisement model? How will advisors maintain regular contact with students and incorporate faculty feedback?
- ▶ What advisement approaches, timing, and delivery methods best meet students' needs?
- ▶ Will advisors register students for classes or will students register themselves following an advisement appointment?
- ▶ How will advisement on transferring to a four-year college be delivered as students near graduation?

Academic Support, Career Development, and Other Key Services

- ▶ What academic support services are needed to ensure student success?
- ▶ Which students will be mandated to attend academic supports and who will monitor attendance?
- ▶ How will students access services (e.g., college learning centers or other)?
- ▶ How will students seeking to go directly into the workforce upon graduation be supported in their job searches?
- ▶ How will students have access to career development services as part of the program?
- ▶ How will students be identified for additional supports such as health, mental health, housing, financial, and other needed services and how will they be connected to these supports?



(front) **Oxwell Ojo**
Kingsborough Community College, class of 2013,
current Hunter College student

(middle) **Paola De los Santos**
Bronx Community College, class of 2014,
current Marymount Manhattan College student

(right) **Benny Rodriguez**
Bronx Community College, class of 2014

CHAPTER 3: EVALUATION AND PROGRAM MANAGEMENT FOR CONTINUOUS IMPROVEMENT

ASAP EVALUATION AND PROGRAM MANAGEMENT

ASAP uses both quantitative and qualitative methods to measure success. The program has a robust internal evaluation agenda that includes ongoing collection and analysis of data by a fully dedicated research and evaluation team housed in the ASAP Central Office. ASAP collects student baseline data at time of program entry and carefully tracks a variety of other types of data in real time. Key data include information on student contact with advisors and CES, developmental need and enrollments, and graduation projections. See Appendix L for a list of baseline variables.

ASAP establishes clear enrollment targets, benchmarks for key student outcomes, and minimum thresholds for delivery of program services. All data is collected and reports are generated and reviewed on a scheduled basis. The schedule allows staff to conduct ongoing assessments, measure and monitor benchmarks in real time, keep close track of outcomes and program quality, and make adjustments to policies and service delivery.

STUDENT BENCHMARKS

ASAP staff closely monitor student data connected to college completion and utilization of key program supports, such as advisement and tutoring. The ASAP Central Office regularly generate and review reports with partner colleges to highlight progress towards established minimum benchmarks. Both academic and student engagement data are captured and inform decision-making about policy and program changes. ASAP directors share report findings with their own staff and college leadership, and the ASAP Central Office shares data with CUNY leadership.

ASAP monitors the following data:

- ▶ Key academic outcomes such as retention, credit accumulation, movement through developmental education, and graduation;
- ▶ Advisement and CES contact with students. Tracking data includes meeting and action codes to indicate the nature of the contact and the type of support provided;
- ▶ Frequency of feedback from faculty teaching blocked courses in addition to any individual faculty feedback that requires follow-up with a student;
- ▶ ASAP Seminar attendance rates;
- ▶ Usage of academic support services; and
- ▶ Response rates for student satisfaction surveys, administered during a student's second semester, and exit surveys, administered during the semester in which a student graduates.



Angel Baez Jr.
Current LaGuardia Community College student

“ASAP has taught me to really believe in myself, to tell myself I can do it, even when classes get crazy and I get hit left and right with assignments. I know I can talk to my advisor Leslie to help me get back on track. Without that kind of support I would be lost because college life can be really tough and school support is hard to find.”

– Angel

ASAP Minimum Benchmarks

MINIMUM ACADEMIC BENCHMARKS

Retention

Second Semester	90%
Third Semester	80%
Fourth Semester	70%
Fifth Semester (retained or graduated)	65%

Cumulative Credits Earned Each Semester

10

Developmental Course Enrollment

95%

(for students with developmental need)

Fully Skills Proficient After One Year

90%

Graduation

Two-Year	25%
Two-and-a-Half-Year	35%
Three-Year	50%

MINIMUM STUDENT ENGAGEMENT BENCHMARKS

Monthly Advisor Contacts	85%
Semester Advisor Contacts	95%
Career and Employment Specialist Services	Completion of specific career development milestones as determined by each college
Faculty Feedback	Advisors log overall response rates for faculty who teach blocked classes
ASAP Seminar Attendance	75%
Student Satisfaction Survey Completion	90%
Exit Survey Completion	85%

DATA COLLECTION AND MANAGEMENT

ASAP college staff members enter data into a centralized web-based database, with reports reviewed monthly and at the end of each semester. The ASAP database allows colleges to house all program data in one convenient location and allows generation of reports on established benchmarks in real time. The database includes basic student information, such as contact information, gender, date of birth, ethnicity, major, developmental course need at time of application and program entry, exit dates and reasons for departure, and expected and actual graduation dates. The database also includes optional tables and queries that can assist ASAP partner college staff in managing their caseloads and in preparing data for reports submitted to the ASAP Central Office each semester. Because regular reporting is essential to program success, the ASAP Central Office disseminates an administrative calendar to all partner colleges that includes submission dates for data and dates when key reports will be generated by the ASAP research and evaluation team.

INTERNAL EVALUATION/QUASI-EXPERIMENTAL ANALYSIS

The ASAP internal evaluation agenda includes ongoing quasi-experimental analysis of ASAP student outcomes that are compared against those of constructed comparison groups (by cohort) using official CUNY student-level data. Additional quantitative and qualitative data includes annual student focus groups and surveys. All analyses are closely

reviewed with partner college staff on an ongoing basis (usually monthly) and are used to assess college, cohort, and program-wide efficacy. Findings are summarized in written reports and articles, and ASAP staff regularly present at conferences. See Appendix M for focus group questions, Appendix N for the Student Satisfaction Survey, and Appendix O for the ASAP Exit Survey.

EXTERNAL EVALUATION

ASAP has also partnered with respected external researchers. Findings from recent projects include:¹⁴

- ▶ In a five-year random assignment study by MDRC involving 900 students at three partner colleges, Scrivener and Weiss (2015) found that ASAP improved academic outcomes, including retention, credits earned, and, most importantly, two-and-three-year graduation rates. Based on these results, MDRC researchers concluded, “ASAP’s effects are the largest MDRC has found in any of its evaluations of community college reforms” (p. ES-11).
- ▶ In a cost-benefit study by the Center for Benefit-Cost Studies in Education, Teachers College, Columbia University, Levin and Garcia (2012, 2013) found that ASAP is a cost-effective investment in college completion efforts. Levin and Garcia also found that an investment in ASAP has large financial returns for the taxpayer and the student, based on increased earnings and tax revenues, and on reduced costs of public health, criminal justice, and public assistance spending. As cited in their 2013 report, “Not only is ASAP less costly per additional graduate and twice as effective in the production of associate degrees, but from the perspective of both taxpayer and student, the benefits generated by ASAP represent a very productive public investment with a high monetary return” (p. 9).

REPLICATION PLANNING QUESTIONS: EVALUATION AND PROGRAM MANAGEMENT

- ▶ What is the program’s overall graduation goal?
- ▶ What benchmarks will be established to monitor student progress and engagement towards this goal?
- ▶ Who will be responsible for monitoring data for program management purposes?
- ▶ Is there an existing data management system or will one be created for the program?
- ▶ Who will be responsible for developing and implementing an ongoing evaluation plan for the program?
- ▶ Will you use a quasi-experimental or experimental design for assessing program impact?
- ▶ What sort of communication plan will be established for sharing analyses with key stakeholders?

¹⁴ To review full reports, visit www.cuny.edu/ASAP.



Clinton Langston
Hostos Community College, class of 2014,
current City College student

“Throughout my two years at Hostos Community College I took at least one class during the summer or winter to ensure that I would graduate on time. I did not want to be the person spending four years in a two-year program. ASAP saved me from becoming a statistic.”

– Clinton



(left) Johnny Lozada
LaGuardia Community College, class of 2013,
current New York University student

(right) Isis Lozada
Current LaGuardia Community College student

“My most memorable ASAP moment was during Spirit Week. My dad and I had dressed alike with army fatigue shorts, Knicks shirts, and matching Air Jordans. It was karaoke day and my dad and I performed a song together. I’m glad I was able to share a part of my college experience with my dad, as weird as that may sound. At the point in life where parents and children grow apart, ASAP kept us together.”

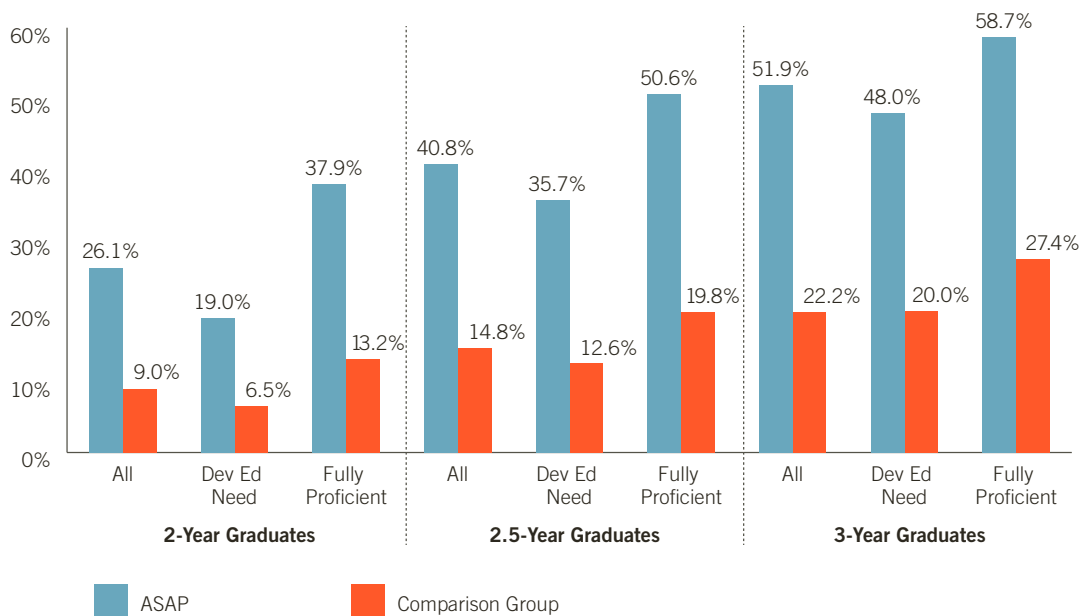
– Isis

ASAP TODAY AND BEYOND

As of fall 2014, ASAP has admitted eight cohorts and served 8,672 students. ASAP currently enrolls 4,238 students at seven colleges. Over the past seven years, the program has consistently demonstrated outstanding outcomes. These outcomes include high retention rates, rapid movement through developmental course work, strong credit accumulation, and graduation rates that are more than double those of similar students at the two-, two-and-a-half, and three-year mark, regardless of whether students entered the program with developmental needs.

Because of the program's unprecedented success and a commitment to increasing the educational attainment rates of low-income New Yorkers, the Office of the Mayor has made a significant investment in ASAP's further expansion. As announced in the release of Mayor Bill de Blasio's fiscal year 2015 executive budget, CUNY will receive an additional \$35 million over the next three years to expand ASAP to 13,000 students. ASAP expansion will include more students at existing colleges and the addition of two additional college partners (College of Staten Island and New York City College of Technology). ASAP will also expand to serve more majors at all colleges, especially STEM majors. Increasing the number of STEM graduates is an area of mutual interest for the Mayor and CUNY Chancellor James B. Milliken, who are committed to ensuring that more low-income minority New Yorkers have every opportunity to graduate with in-demand skills and enter careers with strong earning potential. Target STEM majors will include computer science, biotechnology, media technology, forensic science, and engineering, among others.

Average Graduation Rates of ASAP and Comparison Group Students: Fall 2007-Fall 2012 Cohorts¹



¹ Students who have officially graduated through summer 2014. The 2.5-year and 3-year rates include fall 2007, fall 2009, spring 2010, fall 2010, and fall 2011 ASAP cohorts and their comparison groups (ASAP N=2,985 and comparison group N=15,042). The 2-year rates also include the fall 2012 ASAP cohort and comparison group (ASAP N=4,547 and comparison group N=19,087). Overall graduation rates are calculated by averaging the individual cohort graduation rates. Developmental education need or skills proficiency is based on status at time of entry.

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

In addition to serving more CUNY students seeking their associate degree, ASAP will also begin serving a new population of students: those who are pursuing their Bachelor's degree. CUNY recently received funding from the Robin Hood Foundation to adapt the ASAP model to a four-year college setting. John Jay College of Criminal Justice will launch a modified ASAP program in the fall of 2015 with a pilot cohort of 250 students. The John Jay program will test how the ASAP model translates to a four-year college environment with a goal of graduating at least 50% of participants in four years.

Beyond CUNY, ASAP has found itself frequently in the spotlight, with broad national recognition for its unparalleled graduation rates. ASAP was recognized by President Obama in the proposal he unveiled in January 2015 to provide up to two years of tuition-free community college education to eligible students. ASAP was also among the programs recognized at the White House-sponsored College Opportunity Day of Action in December 2015, in which CUNY committed to graduating 15,000 additional associate-degree students over the next decade as a result of planned ASAP expansion.

Furthermore, colleges and universities across the country have indicated overwhelming interest in learning from ASAP and potentially replicating the program model to improve their own graduation rates. CUNY, MDRC, the Ohio Board of Regent (OBR), and Great Lakes Higher Education Corporation have recently formed a partnership to launch an ASAP-replication demonstration project at three Ohio community colleges expected to serve 1,500 to 2,000 students in fall 2015. A team of CUNY ASAP staff are providing technical assistance to replication colleges and the OBR, and MDRC will evaluate replication efforts through a random assignment study.

To stay abreast of program updates, please sign up for the ASAP mailing list at: www.cuny.edu/ASAP.

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APPENDICES

APPENDIX A

ASAP Approved Majors Fall 2014

BRONX COMMUNITY COLLEGE (BCC)

Business Administration (A.S.), Criminal Justice (A.A.), Community/School Health Education (A.S.), Dietetics and Nutrition Science (A.S.), Human Services (A.A.S.), Liberal Arts and Sciences (A.A.), Therapeutic Recreation (A.S.)

BOROUGH OF MANHATTAN COMMUNITY COLLEGE (BMCC)

All majors except Nursing and Allied Health Sciences

HOSTOS COMMUNITY COLLEGE (HOSTOS)

All majors except Allied Health majors (Nursing, Radiologic Technology, and Dental Technology)

KINGSBOROUGH COMMUNITY COLLEGE (KCC)

All majors except Nursing and Physical Therapy Assistant

LAGUARDIA COMMUNITY COLLEGE (LGCC)

All majors except Allied Health and Media Studies

NOTE: Within Liberal Arts - Social Sciences and the Humanities A.A. degree, students can select one of the following options: Deaf Studies, History, International Studies, Labor and Community Organization, Latin American Studies, Psychology, or Social Science and Humanities

MEDGAR EVERS COLLEGE (MEC)

Biology (A.S.), Business Administration (A.S.), Liberal Arts (A.A.), Public Administration (A.S.), Teacher Education (A.A.)

QUEENSBOROUGH COMMUNITY COLLEGE (QCC)

All majors except Pre-Nursing, Nursing, and Childhood Education

Sample Course Sequences

HOSTOS COMMUNITY COLLEGE

The vast majority of ASAP students are either Liberal Arts or Business majors. Below is the sequence for these disciplines, which, if followed, allows students to graduate within three years. We aggressively promote completion of the program in two years; however, we provide a five-semester projection.

Liberal Arts

First Semester

		Credits	Hours
MAT 020	Basic Algebra	3	6
ENG 110	English	3	3
VPA 192	Fundamentals of Public Speaking	3	3
SSD 100	College Orientation	0	1.5
		Total Credits: 13.5	

Second Semester

		Credits	Hours
ENG 111	Expository Writing	3	3
HLT 103	Interpersonal Relations/Teamwork	3	3
MAT 120	Introduction to Probability/Statistics	3	3
BIO 110	Principles of Biology	4	4
	ASAP Seminar	0	0
		Total Credits: 13.0	

Third Semester

		Credits	Hours
ENG 225	Literature and Composition	3	3
PSY 1032	General Psychology	3	3
SPA 101	Elementary Spanish I	4	4
BIO 130	Organismic Biology	4	4
	ASAP Seminar	0	0
		Total Credits: 14.0	

Fourth Semester

		Credits	Hours
MAT 130	Computer Literacy	3	3
BLS 150	Ethnicity, Health, and Illness	3	3
ECO 4643	Microeconomics	3	3
LAC 118	Caribbean Society and Culture	3	3
PED 100	Personal Physical Fitness	1	1
		Total Credits: 13.0	

Fifth Semester

		Credits	Hours
HIST 4663	United States History: Through the Civil War	3	3
SPA 102	Spanish II	4	4

Total Credits: 7.0

TOTAL ACADEMIC CREDITS: 60.5

Business Management

First Semester

		Credits	Hours
ENG 091	CORE English	3	6
MAT 020	Developmental Algebra	3	3
VPA 192	Fundamentals of Public Speaking	3	3
SSD 100	College Orientation	0	1.5

Total Credits: 13.5

Second Semester

		Credits	Hours
ENG 110	Literature and Composition	3	3
ACC 100	Introduction to Accounting	2	2
BUS 100	Introduction to Business	3	3
BIO/CHE/PHY/ENV	Natural Sciences Elective	4	4
	ASAP Seminar	0	0

Total Credits: 12.0

Third Semester

		Credits	Hours
BUS 210	Business Law I	3	3
ACC 101	Accounting I	3	3
ECO 4643	Microeconomics	3	3
ENG 111	English	3	3

Total Credits: 12.0

Fourth Semester

		Credits	Hours
ACC 102	Accounting II	3	3
CIP 101	Introduction to Information Systems	3	3
BUS 220	Principles of Marketing	3	3
ECP 4645	Economics	3	3
		Total Credits: 12.0	

Fifth Semester

		Credits	Hours
Elective	Liberal Arts Elective	3	3
MAT 120	Probability and Statistics	3	3
Elective	Business and Accounting	2	2
PSY 1032	Introduction to Psychology	3	3
		Total Credits: 11.0	

TOTAL ACADEMIC CREDITS: 60.5

APPENDIX C

Sample Blocked Classes

ASAP staff register students into two to three ASAP sections in their first semester and one or two ASAP sections in their second semester. ASAP sections offer small classes with approximately 25 seats and a learning environment that promotes a sense of community.

Queensborough Community College Fall 2014 ASAP Blocked Classes

Course	Course Description	Number of Sections/Seats
BI 115	Intro to Biology for Science Majors	1 Section
BU 101	Accounting	1 Section
BU 201	Business Organization and Management	2 Sections
ECON 101 or ECON 102	Macroeconomics or Microeconomics	1 Section
EN 101	English Composition I	16 Sections
EN 201	English Composition II	1 Section
HE 102	Critical Issues in Health Education	3 Sections (1 section WI)
HI 112	Introduction to Modern Western Civilization	1 Section
HI 128	Growth of American Civilization I/II	1 Section
MA 10	Elementary Algebra	7 Sections
MA 119	College Algebra	5 Sections
MA 121	Elementary Trigonometry	2 Sections
MA 440	Pre-Calculus	15 Seats in 1 Section
MU 110	Introduction to Music	1 Section
PSLC 101	American Government and Politics	1 Section
PSYC 101	Psychology	2 Sections
SOCY 101	Sociology	2 Sections (1 section WI)
SP 211	Speech Communication	4 Sections
ST 100	Introduction to College Life	16 Sections

(WI) = Writing Intensive

In addition, in the fall 2014 semester, four designated sections of the ASAP Seminar will run from August 28, 2014 to November 17, 2014, for continuing and transfer students not enrolled in the student development course. Each section will have 20 to 25 students as follows:

Course/Section	Course Description	Day/Time/Location
ASAP 500/ C1	ASAP Seminar	Monday 9:10am – 10am M-334B
ASAP 500/ D1	ASAP Seminar	Monday 10:10am – 11am M-344B
ASAP 500/ D2	ASAP Seminar	Tuesday 10:10am – 11am LB-08
ASAP 500/ E2	ASAP Seminar	Tuesday 11:10am – 12pm H-207

Queensborough Community College Spring 2015 ASAP Blocked Classes

Course	Course Description	Number of Sections/Seats
BI 201 + Lab	Biological Principles I	1 Section
ECON 101 or ECON 102	Macroeconomics or Microeconomics	1 Section
EN 201	English Composition II	11 Sections
HI 110*	Introduction to Ancient Civilization	1 Section
HI 111*	Introduction to Medieval and Early Modern Western Civilization	1 Section
HI 112* or HI 127/128*	Introduction to Modern Western Civilization or Growth of American Civilization I/II	1 Section
MA 10	Elementary Algebra	4 Sections
MA 119	College Algebra	4 Sections
MA 121	Elementary Trigonometry	1 Section
MA 440	Pre-Calculus	1 Section
PSLC 101*	American Government and Politics	1 Section
PSYC 101*	Psychology	1 Section
SOCY 101*	Sociology	1 Section

(WI) = Writing Intensive

***HI 110/111/112 or HI127/128 requested one out of three sections to be designated as WI**

***PSLC, PSYC or SOC 101 requested one out of three sections to be designated as WI**

In the spring 2015 semester, seven sections of the ASAP Seminar will run from January 28, 2015, to April 15, 2015, for first-time freshmen who were enrolled in the student development course in the fall. Each section will have 20 to 25 students.

APPENDIX D

Sample Valued Institutional Partner Correspondence

VIP – VALUED INSTITUTIONAL PARTNER STEPS TO REFERRAL

Greetings College Advisor and Administrative Colleagues,

Thank you for working with **CUNY's Accelerated Study in Associate Programs (ASAP)** as a **Valued Institutional Partner (VIP)** and for your commitment to helping your students enroll in this academic success program. As you know, ASAP provides motivated students with academic, social, and financial support services to help them earn their associate degree within three years. Since 2007, ASAP has realized three-year graduation rates that are more than double those of similar CUNY students and three times the national average for urban community colleges.

ASAP is a post-admissions option, meaning students are recruited after they have been fully admitted to a CUNY community college, have taken the CUNY Assessment Tests (CAT), and have applied for financial aid. As a VIP we look forward to working with you to ensure your students follow up and follow through on these important steps to make a successful transition into ASAP at one of our partner colleges. We have outlined four key strategies (also included in the VIP Steps to Referral Guide, attached) for our work together:

- ▶ Identify an ASAP point person on your team
- ▶ Determine your student target and methods of engagement
- ▶ Acclimate your team to ASAP resources and identify your technical assistance needs
- ▶ Prepare student referral lists and coordinate a campus activity

Please contact me at (718) 254-7283 or via email at shaun.rasmussen@cuny.edu to confirm your point of contact, targeted number of students, and set up an ASAP information session for your team. We thank you again for being a Valued Institutional Partner.

Best Regards,

Shaun M. Rasmussen
Program Coordinator

Sample Intake Form

BOROUGH OF MANHATTAN COMMUNITY COLLEGE ACCELERATED STUDY IN ASSOCIATE PROGRAMS (ASAP)

Name: _____ Date: _____

Information Session Date: _____

1. Academic Experience

Did or will you receive a HS or GED diploma by July 1st? GED HS

What HS or GED program did or are you attending? _____

How would you describe your HS/GED experience? Negative (0); Very positive (5).

0 1 2 3 4 5

What was your strongest subject? _____

What was your weakest subject? _____

What was your favorite subject? _____

Did you study by yourself or with friends? _____

Did you attend tutoring sessions while in HS or in college? Yes No

If no, explain: _____

When you didn't understand class material, did you ask your classmates for help with homework or class assignments? Yes No

Who did you ask help from? _____

Did you ask your teachers for better directions to complete assignments, to review test questions, or explain gaps in your notes? Yes No

Have you attended another college? Yes No

What is the name of the college? _____

If yes, how many credits did you earn? _____ How many were transferred to BMCC? _____

Are you or were you involved in any extracurricular activity and/or community service activities? Yes No

If yes, list the activities: _____

Did you work while in school? Yes No

Where: _____

Are you currently working? Yes No

If yes, who are you currently working for? _____

How many hours per week do you work? _____ Are your hours flexible? Yes No

Do you plan on working while in college? Yes No

Was there a break in your education; for example since graduating HS/earning your GED to your first semester in college? Yes No

What did you do during that time? _____

Do you have responsibilities that might challenge you while in college? Yes No

If yes, please explain: _____

2. Support

Will you be the first in your family to attend college? Yes No

Did your family encourage you to go to college? Yes No

Do you have someone in your life that is encouraging you to go to college? Yes No

Who is that person or persons? _____

Would your friends understand that you may not be going out with them because you need to study? Yes No

Do you have someone in your life that you really look up to? Yes No

If yes, who and why? _____

How much help do you think you will need in college? No help (0); A lot of help (5).

0 1 2 3 4 5

What kind of help do you think you may need?

Guidance/mentoring Emotional Tutoring Career Computer/technology Other

What is your major? _____

What is your career objective? _____

Do you plan on transferring to another school once you **graduate** from BMCC? Yes No

If yes, list the schools you are thinking of transferring to **after graduating** from BMCC:

1. _____

2. _____

3. _____

3. ASAP Specific

Students with two developmental needs *must* attempt one developmental class in summer immersion. Will you commit to taking a free summer immersion course to attempt one developmental requirement?

- No, I am not able to attend school during the summer.
 Yes, I can attend the first session. Yes, I can attend the second session.

Students who do not pass a developmental math course in the fall semester will be required to re-take it during the winter session. Would you be willing to attend winter session? Winter session occurs in January and is about three weeks long.

- Yes No

Will you agree to meet with your assigned ASAP advisor twice a month? Yes No

Will you agree to immediately bring to the attention of your advisor any positive or negative change in your academic situation? Yes No

Will you agree to attend the weekly ASAP Seminar? Yes No

Will you agree to attend required tutoring for an hour or two per week for developmental courses or courses previously failed (if necessary)? Yes No

4. Motivation

Please write a short statement of *how you would handle* each of the following situations.

You are in a math class and your professor has a strong accent, making it hard to understand him. What do you do?

On the day of a review for an important exam, a family member or friend asks you to miss class to go to an appointment with them. What do you do?

Please explain why you have decided to come to college:

Please explain why you are prepared to sacrifice fun time for schoolwork:

ASAP offers a **day program** and an **evening/weekend program**. The evening/weekend program requires you to take the majority of your courses starting at and after 3:00pm, Monday-Friday, or anytime Saturday or Sunday. I am interested in participating in the:

- ASAP day program ASAP evening/weekend program

APPENDIX F

Sample Summer Workshop Offerings

BOROUGH OF MANHATTAN COMMUNITY COLLEGE ASAP 2013 SUMMER BRIDGE PROGRAM

Please be advised that I, _____, understand that I am required to complete the following checked items as part of my ASAP Summer Bridge Program. I further understand that I must complete all requirements in order to be officially accepted into the fall 2013 ASAP Cohort.

Pre-Enrollment Meeting with Academic Advisor

Date: _____ Advisor signature: _____

Enrichment Activity

(All students are required to attend at least one of the following enrichment activities.)

<input type="checkbox"/> Career Assessment	May 22nd	3pm – 5pm	S-341
<input type="checkbox"/> Technology! “CUNYfirst, MS Office, & Blackboard”	June 26th	3pm – 5pm	S-341
<input type="checkbox"/> Say Yes! “A Positive Attitude & Enthusiasm in School”	July 17th	3pm – 5pm	S-719
<input type="checkbox"/> Find Your Passion, Set Your Goal, & Put Your Plan in Motion!	July 31st	3pm – 5pm	S-341
<input type="checkbox"/> Technology! “CUNYfirst, MS Office, & Blackboard”	August 6th	3pm – 5pm	S-341

Remediation

(Students with two developmental needs are REQUIRED to attempt one of them during summer 2013.)

- Summer Immersion II June 26th – August 1st
- ASAP MAT 051 Immersion July 16th – August 15th Monday – Thursday 8:50am – 12:50pm

Notice to summer 2013 ASAP MAT 051-011 students: If you do not complete the eligibility requirements for official acceptance into ASAP, you will be charged the cost of your course materials.

ACE Express Seminar

- ACE Express Seminar July 11th – August 1st Mondays and Thursdays 1pm – 3pm

Notice to ACE Express Seminar students: By enrolling in the ACE Express Seminar you also agree to enroll in the second half ACE 2-007 that will meet on Fridays at 10am during the fall 2013 semester.

- Regular fall 2013 / spring 2014 ACE 1 and ACE 2 Seminar (available only to first-semester BMCC students)
- Passport workshops during fall 2013 / spring 2014 (available only to continuing BMCC students)

ASAP Summer Institute Orientation

Day Program Only

- August 12th 9:30am – 5pm OR August 13th 9:30am – 5pm

Evening Program Only

- August 14th 5:30pm – 9:30pm

Students must complete all components of the Summer Bridge Program to be accepted into ASAP for fall 2013.

Student Signature: _____

Sample Summer Institute Agenda

ASAP 2013 SUMMER INSTITUTE QUEENSBOROUGH COMMUNITY COLLEGE

Monday, August 19, 2013		Day 1, Group A - approximately 180 students
8:45 - 9:15		Check-in (Humanities Theater)
9:15 - 9:30		Greetings by ASAP Director (Humanities Theater)
9:45 - 11:00		Break-out Session One
11:15 - 12:30		Break-out Session Two
12:45 - 1:30		Lunch (Divide students between Science Basement Cafeteria and Library, 3rd floor)
1:45 - 3:00		Break-out Session Three
3:15 - 4:30		Break-out Session Four
Tuesday, August 20, 2013		Day 2, Groups A/B - approximately 360 students
8:45 - 9:15		Check-in (Humanities Theater)
9:15 - 9:30		Greetings by the ASAP Director (Humanities Theater)
9:30 - 10:45		10-minute presentations by support services personnel: Counseling, Single Stop, Services for Students with Disabilities, Math Learning Center, Student Learning Center, Campus Writing Center, and Basic Skills Learning Center (Humanities Theater)
10:45 - 11:00		Time-out activity (Humanities Theater): TED Talk, Drew Dudley "Everyday Leadership" www.ted.com/talks/drew_dudley_everyday_leadership.html .
11:00 - 12:30		Presentation by CES (Humanities Theater)
12:40 - 1:30		Lunch (divide students between Science Basement Cafeteria and Library 3rd floor)
1:45 - 4:30		Cohort meetings with Student Manager: Ice-breaker, signing of ASAP contracts, tutoring policy, publicity forms, explanation of policies/procedures, scheduling of first meetings, distribution of book vouchers and MetroCards
Wednesday August 22, 2013		Day 3, Group B - approximately 180 students
8:45 - 9:15		Check-in (Humanities Theater)
9:15 - 9:30		Greetings by ASAP Director (Humanities Theater)
9:45 - 11:00		Break-out Session One
11:15 - 12:30		Break-out Session Two
12:45 - 1:30		Lunch (divide students between Science Basement Cafeteria and Library 3rd floor)
1:45 - 3:00		Break-out Session Three
3:15 - 4:30		Break-out Session Four
Book Pick-up		Group A - August 21 and Group B - August 22
Summer Institute Breakout Session	Facilitator	Room
We Are ASAP: Graffiti Board	D. Izzo-Buckner	Library - 3rd floor
Poetry Workshop	M. Schwartz	
How To Be Proactive	L. Williams	Library Basement-14
Time Management for College Students	V. Wallace	
Team Building	New SM	Science-420
Interdependence: Air Crash	R. Fernandez	
Campus Tour (Students divided into subgroups)	Student Leader Team	Entire Campus

APPENDIX H

Sample Student Contract

QUEENSBOROUGH COMMUNITY COLLEGE ASAP ENROLLMENT AGREEMENT – COHORT 7

Print Clearly

Last name: _____ First name: _____

I accept the invitation to be enrolled in CUNY ASAP at Queensborough Community College for the 2013-2014 academic year. If, for any reason, I am not deemed eligible to stay enrolled in ASAP, I may enroll at Queensborough Community College as a non-ASAP student.

As an ASAP student, I understand that I will be expected to meet the following responsibilities:

- _____ Complete at least 12 academic or equated credits in my designated program of study each semester, maintain good academic standing, and complete the requirements for an associate degree in no more than six semesters (three years).
- _____ Complete any developmental needs within two semesters.
- _____ Attend all of my required meetings with my advisor and any supplementary meetings at my advisor's discretion.
- _____ Attend seminar/workshop and enrichment activities each semester.
- _____ Meet with the Career and Employment Specialist at least once every semester.
- _____ Adhere to the QCC ASAP tutoring policy.
- _____ Submit a completed application for financial aid in a timely manner each year.
- _____ Maintain updated contact information and agree to check Tigermail/email and postal mail relating to ASAP.
- _____ Be respectful to my instructors, fellow students, and all college personnel.

As long as I remain compliant with CUNY ASAP policies at Queensborough Community College, ASAP will:

- ▶ Provide advisement and programming of all courses required for my program of study so that I can obtain my degree in no more than six semesters.
- ▶ Supplement my studies with support services, activities, and special learning opportunities designed to complement my program of study.
- ▶ Waive the unpaid balance of tuition and fees not covered by a combination of any federal and state financial aid programs for which I am eligible.
- ▶ Provide textbook assistance each semester.
- ▶ Supply free MetroCards during the academic year.
- ▶ Offer career advisement and job placement assistance for summer employment and part-time employment during the academic year.
- ▶ Assist me with a job search or with transfer to a baccalaureate degree-granting college or university upon completion of my degree.

I further understand and agree that:

_____ I may not receive a free monthly MetroCard, textbooks, or any ASAP benefits during the academic year if I do not fulfill my ASAP obligations.

_____ I may participate in ASAP, but will be responsible for full payment of tuition and fees if I do not file a full and timely application for financial aid.

_____ I will return all textbooks to the bookstore at the end of each semester on the designated ASAP book return day. I have the option to purchase any textbook(s) if I so choose.

Signed: _____ Date: _____

Advisor/Coordinator Name: _____

Advisor/Coordinator Signature: _____

APPENDIX I

ASAP Advisement Model

ASAP ADVISEMENT MODEL EFFECTIVE FALL 2012

(For internal review. Do not use without permission from CUNY ASAP)

As a result of the ASAP expansion planning process, a new model for advisement was identified to accommodate expanded cohorts that includes grouping of students into “needs” groups (high, medium, or low) after students have been in the program for at least one semester. Advisors are asked to consider three key areas when determining students’ needs groups: academic progress, personal resiliency, participation and compliance with ASAP program requirements. Each college has established agreed-upon criteria to sort students and has developed an advisement model that provides supports for each needs group. Advisors are asked to review their caseloads at least once each semester to assess their students’ needs and determine appropriate support levels. Under this expanded advisement model all students will continue to have regular contact with their assigned advisor and other program staff, but frequency and type of contact differs depending on a students’ needs.

Needs Group Considerations and Criteria:

Sorting of students into needs groups is an advisor-driven activity to make determinations about how to deliver services for an expanded caseload using agreed-upon criteria that are tailored by each ASAP partner college. Advisors conduct a formal review of students at least once each semester across all three criteria areas to determine minimum thresholds of contact. Advisors can request to see a student more frequently and students can check in with their advisors as needed.

Three broad categories of criteria include: 1) academic progress, 2) personal resiliency, and 3) compliance with ASAP requirements.

Low-Needs Group

Low-needs group academic progress criteria:

- Good class attendance
- No course failures or withdrawals
- No outstanding developmental need
- High credit accumulation and strong GPA
- Engagement in college life/activities

Low-needs group personal resiliency criteria:

- High level of personal organizational skills
- Positive attitude and motivation
- Demonstration of proactive behavior
- High level of self-awareness and self-assessment
- Goals articulated and in place
- Engagement in college life/activities

Low-needs group compliance with ASAP requirements criteria:

- Full compliance with all requirements
- Positive attitude in advisement sessions and other required ASAP activities
- Interest in helping other ASAP students

Medium-Needs Group

Medium-needs group academic progress criteria:

- Needs a “push” to stay on track
- Some attendance concerns (by advisor or from faculty feedback)
- Some course failure or withdrawals
- Struggled to complete developmental needs
- Modest credit accumulation and GPA
- Approaching graduation (last-semester students)

Medium-needs group personal resiliency criteria:

- Overwhelmed at times
- May have variety of needs/issues, but can communicate needs to ASAP staff
- Some challenges with identifying goals and working towards them once established

Medium-needs group compliance with ASAP requirements criteria:

- Irregular compliance meeting ASAP requirements
- Mixed attitude in ASAP advisement sessions and other required ASAP activities
- Responsive, but needs additional guidance to meet requirements

High-Needs Group

High-needs group academic progress criteria:

- Low GPA
- Outstanding developmental needs
- Regular course failure and/or course withdrawals against advice of advisor
- Irregular course attendance (and other faculty feedback)
- Low credit accumulation

High-needs group personal resiliency criteria:

- Lack of stated goals or goal-planning
- Housing/domestic issues
- Lack of motivation and/or low confidence level
- Regularly overwhelmed
- Health issues (physical and mental) that impact academic progress
- Trouble communicating needs/issues to ASAP staff
- Struggles to identify goals

High-needs group compliance with ASAP requirements criteria:

- Regularly struggles to meet ASAP requirements
- Poor or irregular attendance in tutoring
- Negative attitude in ASAP advisement sessions and other required ASAP activities

Advisement Support Groups and Minimum Levels of Contact:

“High-Needs Group”: All students are considered high needs in their first semester in ASAP and have two contacts per month with their ASAP advisor. Contact includes at least one in-person meeting with their assigned advisor and one other form of contact determined in consultation with their advisor. After the first semester, students remain in this group if there are outstanding academic, personal, or program compliance concerns.

“Medium-Needs Group”: Medium-needs students have at least two contacts per month with their ASAP advisor. The exact type of contact is determined in consultation with their ASAP advisor. Advisors can require more contact at any time based on any concerns about student progress.

“Low-Needs Group”: Low-needs students have contact at least every other month with their ASAP advisor and other types of regular contact with ASAP program staff (see list below), determined in consultation with their advisor. Recommended **minimum** check-in points are within the first month of each semester and well in advance of exams. Advisors can require more contact at any time based any concerns about student progress.

Types of ASAP Program Contact:

- ▶ Individual in-person meetings with an assigned advisor
- ▶ Group meetings with an assigned advisor to discuss common issues
- ▶ Individual meetings with the ASAP career and employment specialist
- ▶ Participation in the ASAP Seminar
- ▶ Attendance at approved workshops
- ▶ Email and phone contact with assigned advisor (if approved by the ASAP advisor)

Advisors document date and method of contact (individual, small-group, phone, and electronic) in the ASAP database. Advisors also indicate the nature of the meeting and support provided to the student through selection of one to two meeting and action codes from a drop-down menu. This documentation allows for staff to obtain a clearer picture of student needs and advisement approaches used across the program, as well as to assess whether an adequate number of students are being served.

Sample Advisement Resources

BRONX COMMUNITY COLLEGE ACADEMIC ACTION PLAN WORKSHEET

Name: _____

Cumulative GPA: _____ Current Semester: _____ Major: _____

Campus Involvement: (e.g. clubs/organizations, debate team, college newspaper, ASAP newsletter, etc.) _____

Goals of this worksheet are to:

- ▶ Review your academic progress and course management
- ▶ Identify problems from last semester that impacted your academic progress
- ▶ Create a plan of action to address problems and to help build your college skills
- ▶ Build communication with your ASAP academic advisor

1. How would you rate last semester's academic performance overall, on a scale of 0 to 5? (0) Very poor and (5) excellent:

0 1 2 3 4 5

2. A. In reviewing your academic performance, what obstacles have negatively impacted your grades?

Check all that apply and **circle the top three** obstacles that have impacted your academic progress.

Academic

- _____ Ineffective study skills
- _____ Undeveloped time management skills
- _____ Unprepared for exams
- _____ What worked in high school doesn't work anymore
- _____ Hard to concentrate/daydreaming
- _____ Difficult classes/not prepared for course level
- _____ Conflict with professor
- _____ Unable to understand course content or find relevance in course material
- _____ Registered for too many classes
- _____ Did not attend/skipped class
- _____ Uncomfortable/oppressive classroom climate

Personal/Other

- _____ Financial difficulties
- _____ Health problems
- _____ Hard to get out of bed in the morning
- _____ Use or abuse of alcohol or other substance(s)
- _____ Possible learning disability
- _____ Difficulty sleeping at night
- _____ Pressure, stress, anxiety or tension
- _____ Excessive time spent online (Facebook, YouTube, gaming, etc.)
- _____ Over-involved with extra-curricular activities
- _____ Lack of motivation
- _____ Working too much (# Hours/Week _____)

Major/Career

- Uncertain about current major
- Changed major one or more times
- Unsure what jobs are associated with major
- No clear career goals
- Not sure why I'm in school
- BCC may not be the place for me

Family/Social Adjustment

- Roommate issues
- Personal relationship issues
- Interpersonal violence
- Family situation
- Moved away from home/homesick
- Difficulty adjusting to college life
- Hard to make friends/loneliness

Other factors not listed above: _____

3. Based on the items checked off above, provide any additional comments regarding your academic performance. Make sure to point out what your challenges were (e.g., health problems, childcare difficulties, could not catch up with work, family crisis, etc.) last semester, if any. Add what your strengths were (managed time well, was part of study groups that semester, attended tutoring regularly, or kept up with homework) that helped you do well. Request an academic transcript to help you review your semester.

Last semester: _____

4. Select which areas below are of particular challenge to you. Provide a brief explanation of why.

Attendance problems: _____

Understanding subject: _____

Performance on quizzes/tests/homework/writing assignments: _____

Keeping up with coursework: _____

Asking for help (for example: going to tutoring, academic advisor, fellow classmates): _____

Managing my time: _____

Getting motivated about school: _____

Other: _____

5. What activities (e.g., better note-taking, creating a time-management plan, communicating with professors, joining study groups, participating in class, managing personal problems) do you think will help you achieve your academic goals? Explain why such activity(ies) will help. Include any issue(s) or problem(s) you may anticipate that will get in the way.

Area(s) of improvement:

For example, Study Group

Being part of a study group will help me stay motivated and focused. It will be a good opportunity for me to review course notes and go over any areas of confusion from the lecture. I anticipate that it will be difficult for the group to meet every week. Addressing it with the group from the beginning may help me come up with a solution.

a. _____

b. _____

c. _____

d. _____

6. How will you plan on making improvements? Consider any resources that may help such as tutoring, learning how to better manage time, etc.). The attached Academic Action Plan Agreement might be useful in this task.

7. What challenges/obstacles get in the way of improving your academic performance?

8. Explain any other factors you feel impact your academic performance (e.g., self-discipline, procrastination, note-taking skills, reviewing notes, family/personal issues, study groups etc.)? Feel free to write about your strengths as well as weaknesses.

9. What academic expectations do you have of yourself for this coming semester (please be specific)? For example, raise my GPA, get to my classes on time, maintain good attendance, manage my courses with less stress, avoid withdrawing from a course.

BRONX COMMUNITY COLLEGE STUDENT SEMESTER REVIEW FORM

Student name: _____

Advisor name: _____

Semester 1

	Exceeding expectations	Meeting expectations	Not meeting expectations	Comments
Main academic outcomes				
Main personal development outcomes				
Main career planning outcomes				

General Assessment

Next Steps

Semester 2

	Exceeding expectations	Meeting expectations	Not meeting expectations	Comments
Main academic outcomes				
Main personal development outcomes				
Main career planning outcomes				

General Assessment

Next Steps

Semester 3

	Exceeding expectations	Meeting expectations	Not meeting expectations	Comments
Main academic outcomes				
Main personal development outcomes				
Main career planning outcomes				

General Assessment

Next Steps

Semester 4

	Exceeding expectations	Meeting expectations	Not meeting expectations	Comments
Main academic outcomes				
Main personal development outcomes				
Main career planning outcomes				

General Assessment

Next Steps

HOSTOS COMMUNITY COLLEGE ACADEMIC SUCCESS PLAN PRE-PROBATIONARY MEETING

Name: _____

EMPL ID: _____

Fall 2013 GPA: _____ Cumulative GPA: _____ Spring 2014 Target GPA: _____

- On academic probation
- In danger of being on academic probation
- Non-compliance with tutoring

1. What was your goal entering fall 2013 semester? What circumstance(s) prevented you from performing well in the fall 2013 semester? _____

2. Based on the circumstance(s) you listed above, what steps could have been taken to yield a better academic performance?

3. Please list three strengths and weaknesses that impacted your performance in the fall 2013 semester. How can you leverage your strengths and weaknesses to perform better for the spring 2014 semester?

4. As you know, **regular class attendance, effective time management, and quality study skills/tutoring** are essential for academic success. Please create an action plan (with a target GPA) for your overall improvement for the spring 2014 semester using the items mentioned above.

Kingsborough Community College Career Planning Schedule

First Semester (Student Development Course)

Self-Assessment	Strong Interest Inventory (<i>In-class</i>)
Major Confusion and Career Decision-making Process	Major Confusion: Learning and Breaking Down Steps of Deciding on a Major (<i>In-class</i>)
Career Exploration	Strong Interest Inventory (SII) and Occupational Outlook Handbook (<i>SII Interpretation In-class</i>)
Real World Visit	Visit diverse work environments of different fields (<i>Events</i>)
Special Programs Outreach	Inform students about special opportunity programs (<i>Example: Kaplan Scholars and New York Needs You</i>) (<i>In-class and Workshops</i>)

Second Semester (Seminar I)

Resume/Cover Letter	How to create an effective resume and cover letter (<i>In-class or Individual Sessions</i>)
Interview Basics	How to Ace the Interview Workshop (<i>In-class or Individual Sessions</i>)
Job/Internship Search Skills	How to Land a Job Workshop (<i>In-class or Individual Sessions</i>)
Mock Interviews	Practice interview skills (<i>In-class or Individual Sessions</i>)
Real World Visit	Visit diverse work environments of different fields (<i>Events</i>)
Special Programs Outreach	Inform students about special programs <i>Example: Kaplan Scholars and New York Needs You</i>) (<i>In-class and Workshops</i>)

Third Semester (Seminar II)

Resumes and Cover Letters Revisited	Updating resumes/cover letters (<i>Individual basis with students</i>)
Networking	Intro to networking (<i>In-class or Event like Alumni Career Panel</i>)
Workplace Etiquette	Workplace Etiquette Workshop (<i>In-class or Workshops</i>)
Mock Interviews	Practicing interview skills (<i>In-class or Individual Sessions</i>)
Real World Visit	Visit diverse work environments of different fields (<i>Events</i>)
Special Programs Panel	Panelists speak about special programs or job training opportunities (<i>In-class and Workshops</i>)

Fourth Semester

Resumes and Cover Letters Revisited	Finalize resumes/cover letters (<i>Individual Sessions</i>)
Job Search/Job Fair Prep	Review diverse job search strategies (<i>Individual Sessions</i>)
Networking	Review networking strategies (<i>Individual Sessions or Event</i>)
Mock Interviews	Practicing interview skills (<i>Individual Sessions</i>)
Real World Visit	Visit diverse work environments of different fields (<i>Events</i>)

In-class = In the Seminar or Student Development Class

Workshop = Workshop separate from ASAP Seminar or Student Development Class

Event = Event in collaboration with Career Development

Individual Session = One-on-one meeting

APPENDIX L

ASAP Baseline Data

Data is collected from ASAP partner colleges and CUNY's Office of Institutional Research (OIRA).

1) Demographic Information

- a. Birth date
- b. Gender
- c. Race/ethnicity

2) Admissions Information

- a. Admission type (freshman, transfer, continuing student)
- b. Developmental course need(s) remaining at time of application
- c. Developmental course need(s) remaining at time of entry into program
- d. Basic skills test scores
- e. Credits earned prior to program start
- f. Major

3) Financial Information

- a. Financial aid recipient
- b. Household income

4) Personal Information

- a. First in family to attend college
- b. Parental/guardian highest education

5) High School Information

- a. Grade Point Average
- b. Type of HS diploma (GED recipient or not)
- c. Type of HS attended (public/private/foreign)

6) Contact Information

- a. Home address
- b. Phone
- c. Email

ASAP Student Focus Group Questions

1) What has your experience been in the ASAP program thus far? Talk about your experiences.

FOLLOW-UP – What was your experience like with the ASAP recruitment process?

Did you engage with the program early? (For example: Summer Institute, Summer Immersion, meet with ASAP advisor, etc.).

If so, what impact did early engagement have on your first-semester experience and after?

2) If you had to choose one aspect of ASAP (e.g.: advisement, blocked scheduling, early registration, financial resources, etc.), which aspect would you say is the most important to your success in college and why? Which is the least important?

3) What role do ASAP advisors play in your education?

- ▶ How would your experience in ASAP be different if the advisors weren't there? Please explain.
- ▶ Have you taken part in different types of advisement meetings (group, phone, electronic)? What is your experience with these alternative meeting types?
- ▶ Show of hands: How many feel they see their advisor too much, not enough, or just right? Please explain your answer.

4) Who has received tutoring and how has it helped support your academic work and improve your study skills?

5) How helpful has the ASAP Seminar been for you? Share your experiences.

- ▶ Did any sessions stand out to you?
- ▶ If you had a choice, would you continue to attend the Seminar?

6) How helpful has the career and employment specialist been to you? Thinking back, what did you find most helpful so far and why? Talk about your experience.

7) Where do you see yourself in 10 years? What role do you think ASAP will have played in getting you there?

- ▶ Without ASAP, where would you be today?

APPENDIX N

Spring 2014 ASAP Student Satisfaction Survey

Dear ASAP Student,

The purpose of this survey is to gather information to help the City University of New York learn about students' experiences in ASAP. The information you and other students provide will help program administrators make any needed improvements.

Although this is an identified survey, we assure you that your responses to this survey will be held in strict confidence and will not be revealed to others. The data will be reported in summary statistics only and will not identify you in any way.

Please respond to each item in the following survey. The survey takes approximately 15-20 minutes to complete.

1. Please enter your SURVEY ID number: _____

2. Please select your college

- BMCC
- Bronx
- Hostos
- KBCC
- LaGuardia
- QBCC

3. How did you learn about ASAP? (Mark all that apply.)

- ASAP newsletter
- ASAP workshop at HS/GED/Community program
- From a counselor/advisor
- From family/friends
- On the web/Facebook
- Received a phone call
- Received an email
- Received letter in the mail
- Other

Other (please specify): _____

4. Which component of ASAP was the most important in your decision to enroll in the program?
(Please select only one response.)

- A connected community/network
- ASAP Seminar
- ASAP tutoring
- Blocked programming (in class with same students)
- Condensed schedule (e.g., all morning classes)
- Early registration
- Free books
- MetroCards
- Services offered by the ASAP advisor
- Services offered by the ASAP career and employment specialist
- Small class size
- Tuition waiver
- Other

Other (please specify): _____

5. How important were each of the following ASAP services to your decision to join ASAP?

	Very important	Somewhat important	Not at all important
A connected community/network	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ASAP Seminar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ASAP tutoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Blocked programming (in class with same students)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Condensed schedule (e.g., all morning classes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Early registration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Free books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MetroCards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Services offered by the ASAP advisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Services offered by the ASAP career and employment specialist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Small class size	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tuition waiver	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. So far, how satisfied are you with each of the following ASAP services?

	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Does not apply
A connected community/network	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ASAP Seminar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ASAP tutoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Blocked programming (in class with same students)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Condensed schedule (e.g., all morning classes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Early registration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Free books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MetroCards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Services offered by the ASAP advisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Services offered by the ASAP career and employment specialist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Small class size	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tuition waiver	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ASAP Advisor Questions

Questions 7-13 apply to advisement services offered through ASAP.

7. Up to now, how frequently have you made contact with your ASAP advisor?

- Never
- 1 or 2 times this semester
- 1 or 2 times per month
- 3 or more times per month

8. Indicate your level of agreement with each of the following statements:
My ASAP advisor has...

	Strongly agree	Agree	Disagree	Strongly disagree	Does not apply
Emphasized the importance of time management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helped me communicate with instructors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reviewed my academic performance with me throughout the semester	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Made sure that I am attending classes regularly and on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pointed out poor study habits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provided strategies to help deal with academic problems (e.g., note-taking or text anxiety)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encouraged me to participate in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helped me set short-term and long-term goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Informed me about scholarships/special programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. How useful have the services provided by your ASAP advisor been to you?

- Very useful
- Somewhat useful
- Not useful
- Does not apply

10. Indicate your level of satisfaction with the following types of contacts with your ASAP advisor:

	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Does not apply
Individual/in-person meeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Small group meeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Phone contact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Email contact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. Which services would you have liked to have received more of from your ASAP advisor this semester? (Mark all that apply.)

- Course selection/graduation requirements
- Goal-setting
- Major exploration/transfer
- Scholarship/special program opportunities
- Study skills
- None
- Other

Other (please specify): _____

12. In general, how satisfied are you with the services provided by your ASAP advisor?

- Very satisfied
- Satisfied
- Dissatisfied
- Very dissatisfied
- Does not apply

13. Overall, the amount of contact (in-person, small group, phone, email) with my advisor has been:

- Too little
- Enough
- Too much

ASAP Career and Employment Specialist (CES) Questions

Questions 14-18 apply to career and employment specialist (CES) services offered through ASAP.

14. Up to now, have you met with your ASAP CES?

- Yes, I have
 No, I have not

15. Up to now, have you...

	Yes	No	Does not apply
Attended a career workshop offered by ASAP?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completed a career assessment/interest inventory offered by your ASAP CES?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interviewed for a job, referred by the ASAP CES?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Obtained a job with the help of your ASAP CES?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Received information about scholarship/special program opportunities from your ASAP CES?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spoken to the ASAP CES about your current and/or future career plans?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Worked on your resume with your ASAP CES?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. How useful have the services provided by your ASAP CES been to you?

- Very useful
 Somewhat useful
 Not useful
 Does not apply

17. Which services would you have liked to have received more of from your ASAP CES this semester? (Mark all that apply.)

- Career planning
 Job search resources
 Networking events
 Resume/interview preparation
 Scholarship/special program opportunities
 None
 Other

Other (please specify): _____

18. In general, how satisfied are you with the services provided by your ASAP CES?

- Very satisfied
 Satisfied
 Dissatisfied
 Very dissatisfied
 Does not apply

ASAP Tutoring Services Questions

Questions 19-24 apply to tutoring services offered through ASAP.

19. Up to now, how frequently have you attended an individual or group ASAP tutoring session?

- Never
- 1 or 2 times this semester
- 1 or 2 times per month
- 3 or more times per month

20. If you answered “Never” in question 19, please tell us why you did not attend any ASAP tutoring services. (Mark all that apply.)

- Attended tutoring outside of ASAP tutoring
- Did not feel I needed tutoring
- Did not know tutoring was offered
- They were scheduled at an inconvenient time
- Was not required to attend
- Other

Other (please specify): _____

21. If you have met with an ASAP tutor or attended an ASAP tutoring session, what was the main purpose for your visit? (Mark all that apply.)

- Obtain assistance with exam preparation
- Obtain assistance with homework
- Requested by advisor to obtain tutoring
- To review class material
- Other

Other (please specify): _____

22. How useful has the ASAP tutoring service been to you?

- Very useful
- Somewhat useful
- Not useful
- Does not apply

23. Which ASAP tutoring services would you have liked to have received more of this semester? (Mark all that apply.)

- Group tutoring
- Individual tutoring
- Homework help
- Test-taking skills
- Note-taking skills
- Review sessions
- None
- Other

Other (please specify): _____

24. In general, how satisfied are you with the ASAP tutoring services?

- Very satisfied
- Satisfied
- Dissatisfied
- Very dissatisfied
- Does not apply

ASAP Seminar Questions

Questions 25 & 26 apply to the ASAP Seminar offered through ASAP. **Students enrolled in the ASAP Seminar will be asked to complete a separate survey at the end of the semester.**

25. How useful has the ASAP Seminar been to you?

- Very useful
- Somewhat useful
- Not useful
- Does not apply

26. In general, how satisfied are you with the ASAP Seminar?

- Very satisfied
- Satisfied
- Dissatisfied
- Very dissatisfied
- Does not apply

College Engagement And Navigation Questions

27. Please indicate your level of agreement with each of the following statements:
Participation in ASAP has helped me to...

	Strongly agree	Agree	Disagree	Strongly disagree
Balance my nonacademic responsibilities (work, family, etc.) with schoolwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Become more involved in campus activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop an action plan to meet my goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop stronger study skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expand my network of friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feel comfortable about communicating with my instructors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have a better sense of my career options	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manage my time more efficiently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participate in class regularly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand what I have to do to be successful in college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

28. Do you approach your professor if you have questions about the class material?

- Yes, I do
- I rarely do
- No, I don't

29. When you have a campus issue to resolve (e.g., dealing with the Registrar's or Bursar's Office), do you know which office to visit and what questions to ask to have the issue resolved?

- Yes, I do
- No, I don't
- Yes, I do but I rarely take any actions
- Yes, but only after speaking to an ASAP staff member

Employment Questions

30. Do you currently work for pay?

- Yes, I do (continue with question #31)
- No, I don't (SKIP to question #36)

31. How did you obtain your job?

- I had my job before I enrolled in college this semester
- I found my job on my own after starting college this semester
- I found my job through the ASAP career and employment specialist
- I found my job on my own, but used services provided by the ASAP career and employment specialist

32. Please indicate all the reasons why you are working for pay this semester. (Mark all that apply.)

- To support my family
- To pay for housing
- To earn spending money
- To help pay for college
- To gain career skill
- Other

Other (please specify): _____

33. How does your employment this semester impact the time you have to complete your schoolwork?

- No impact at all
- Some impact, but I still get my schoolwork done
- High impact because I barely have time to complete my schoolwork

34. Approximately how many hours per week do you work for pay?

- | | | |
|------------------------------------|------------------------------------|--------------------------------------|
| <input type="checkbox"/> 1-5 hrs | <input type="checkbox"/> 21-25 hrs | <input type="checkbox"/> 41-50 hrs |
| <input type="checkbox"/> 6-10 hrs | <input type="checkbox"/> 26-30 hrs | <input type="checkbox"/> over 50 hrs |
| <input type="checkbox"/> 11-15 hrs | <input type="checkbox"/> 31-35 hrs | |
| <input type="checkbox"/> 16-20 hrs | <input type="checkbox"/> 36-40 hrs | |

35. Would not working for pay affect your ability to support yourself?

- Yes, it would
- No, it would not

36. Without ASAP, would it have been difficult for you to attend college full time?

- Yes, it would have
- No, it wouldn't have

Future Plans

37. When do you anticipate graduating from ASAP?

- | | | |
|--------------------------------------|--------------------------------------|--------------------------------------|
| <input type="checkbox"/> Summer 2014 | <input type="checkbox"/> Summer 2015 | <input type="checkbox"/> Summer 2016 |
| <input type="checkbox"/> Fall 2014 | <input type="checkbox"/> Fall 2015 | <input type="checkbox"/> Fall 2016 |
| <input type="checkbox"/> Spring 2015 | <input type="checkbox"/> Spring 2016 | <input type="checkbox"/> Spring 2017 |

38. Please tell us what your educational plans are after you graduate?

- Attend a four-year college full time
- Attend a four-year college part time
- Attend a vocational or technical program
- Will not enroll in an education-related program

39. Please tell us what your work plans are after you graduate?

- Work full time
- Work part time
- Will not work
- Other

Other (please specify): _____

40. What is the highest level of education you plan to attain within the next 10 years?

- Associate degree
- Bachelor's degree
- Graduate/professional degree

High School, Family, and Personal Background Questions

41. Please indicate your level of agreement with the following statements:

	Strongly agree	Agree	Disagree	Strongly disagree
My high school coursework prepared me for college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, I had a positive high school experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

42. What is the highest level of education attained by your mother/female guardian?

- Less than a high school degree
- High school/GED
- Some college
- Associate degree
- Bachelor's degree
- Graduate or professional
- Don't know
- Does not apply

43. What is the highest level of education attained by your father/male guardian:

- Less than a high school degree
- High school/GED
- Some college
- Associate degree
- Bachelor's degree
- Graduate or professional
- Don't know
- Does not apply

44. What is the highest level of education attained by your brother/sister with the most education:

- Less than a high school degree
- High school/GED
- Some college
- Associate degree
- Bachelor's degree
- Graduate or professional
- Don't know
- Does not apply

45. Are you the first person in your immediate family to go to college?

- Yes, I am
- No, I am not
- I don't know

46. Please describe your living arrangement: (Mark all that apply.)

- I live with my parent(s)/guardian
- I live with relatives
- I live with non-family members
- I live with my spouse/domestic partner (boyfriend/husband, girlfriend/wife)
- I live alone
- I live alone with my child(ren)

Thank you for completing this survey!

Spring 2014 ASAP Exit Survey

Dear ASAP Student,

The purpose of the ASAP Exit Survey is to gather information regarding your post-graduation plans and to help the City University of New York learn about students' overall experiences in ASAP. The information you and other students provide will help program administrators make any needed improvements.

Although this is an identified survey, we assure you that your responses to this survey will be held in strict confidence and will not be revealed to others. The data will be reported in summary statistics only and will not identify you in any way.

Please respond to each item in the following survey. The survey takes approximately 15 minutes to complete.

1. Please enter your SURVEY ID number (can be found in the body of your email): _____

2. College

BMCC

Bronx

Hostos

KBCC

LaGuardia

QBCC

3. What is your immediate post-graduation plan? (Mark all that apply.)

Attend a four-year college

Work full time

Work part time

Other plans

Other (please specify): _____

Four-Year College

The questions below are based on your post-graduation plans. We are interested in learning more about the colleges you have applied to and plan to attend after completing your associate degree.

4. Have you started the process of identifying and applying to four-year colleges?

- Yes, I have
- I have started identifying but not yet applying to four-year colleges
- No, I have not
- I don't intend to go to a four-year college immediately after graduation

5. Which type of four-year college have you applied to? (Mark all that apply.)

- Four-year CUNY college
- Four-year SUNY college
- Other public or private four-year college
- Other

Other (please specify): _____

6. If you have accepted an offer, please list the name of the college you will attend: _____

7. What is your intended major/field of study? _____

8. Has your ASAP advisor assisted you with the four-year college application process?

- Yes, very much
- Yes, somewhat
- No
- Does not apply

9. Please tell us if someone else has assisted you with the four-year college application process. (Mark all that apply).

- Other ASAP staff member(s)
- Other non-ASAP college administrator(s)
- Family member(s)
- Friend(s)
- No one
- Other

Other (please specify): _____

Employment and Other Post-Graduation Plans

10. Please indicate your current employment status: I currently work...

- Full time (35 hours per week)
- 25 – 34 hours per week
- 15 – 24 hours per week
- Less than 15 hours per week
- I currently do not work

11. Please indicate your future employment plans: After graduation I plan to work...

- Full time (35 hours per week)
- 25 – 34 hours per week
- 15 – 24 hours per week
- Less than 15 hours per week
- Not work

12. If you are currently employed, will you continue working in your current position after graduation?

- I currently do not work
- Yes, I will continue working in my current position on a part-time basis (less than 35 hours per week)
- Yes, I will continue working in my current position on a full-time basis (35 or more hours per week)
- No, I will not continue working in my current position after graduation

13. Have you started looking for post-graduation employment?

- I have secured post-graduation employment
- Yes, I am currently looking for post-graduation employment
- No, I have not yet started looking for post-graduation employment

14. If you have secured post-graduation employment, please list the following:

Name of your employer/organization: _____

Your job title: _____

15. Indicate the approximate annual salary of your post-graduation position. If you will be paid on an hourly basis, please indicate the hourly rate.

- | | | |
|---|---|---|
| <input type="checkbox"/> Less than \$15,000 | <input type="checkbox"/> \$30,000 to \$34,999 | <input type="checkbox"/> \$50,000 to \$54,999 |
| <input type="checkbox"/> \$15,000 to \$19,999 | <input type="checkbox"/> \$35,000 to \$39,999 | <input type="checkbox"/> \$55,000 to \$59,999 |
| <input type="checkbox"/> \$20,000 to \$24,999 | <input type="checkbox"/> \$40,000 to \$44,999 | <input type="checkbox"/> \$60,000 to \$69,999 |
| <input type="checkbox"/> \$25,000 to \$29,999 | <input type="checkbox"/> \$45,000 to \$49,999 | <input type="checkbox"/> \$70,000 or higher |

Hourly rate (please specify): \$ _____

16. Will this position be related to your field of study while you were in ASAP?

- It is directly related to my field of study
- It is slightly related to my field of study
- It is not related to my field of study

17. Type of organization where you will be, or are looking to be employed:

- A private business, company, or organization
- A public sector organization (e.g., a government agency, public school, police officer, military, etc.)
- A private non-profit organization (e.g., a church, parochial school, non-profit hospital, etc.)
- Self-employed

18. Please select the category below that most closely describes the kind of work you will do, or would like to do.

- Teacher (e.g., pre-school, kindergarten, primary, secondary, etc.)
- Clerical (e.g., secretary, bookkeeper, typist, interviewer, cashier/teller, postal employee)
- Management and Administration (e.g., manager, supervisor, administrator)
- Nursing (e.g., LPN, RN)
- Other health related (e.g., therapist, medical & dental technician, dietitian)
- Accounting (e.g., accountant and auditor)
- Social Work (e.g., social and welfare work)
- Computing (e.g., systems analysis & programming, data communications & networks, data analyst)
- Sales (e.g., real estate, insurance, securities & financial services, textiles, wholesale)
- Protective Services (e.g., police officer, detective, security guard, corrections officer)
- Service Occupation (e.g., hospital, health service attendant, waitperson, host, child care)
- Architecture and Engineering (e.g., architect, drafter, electrical/civil/mechanical)
- Life/Natural Science (e.g., psychology, biological science, chemistry)
- Legal (e.g., law and jurisprudence)
- Craftsman (e.g., painter, plumber, mechanic, baker, carpenter, appliance installation)
- Laborer (e.g., construction, sanitation department, warehouse, car wash)
- Military (e.g., enlisted in the armed forces, career officer)
- Operative (e.g., bus, cab, or truck driver; machine operator; assembler; welder)
- Miscellaneous Professional, Technical, and Managerial (e.g., writer, editor, librarian, artist, entertainer, photographer, sound or video technician)
- Other

Other (please specify): _____

19. If you won't be attending a four-year college and do not plan on working after graduation, please indicate your post-graduation plans.

- Enroll in a certificate program
- Enroll in an apprenticeship program (e.g., electrical, EMT program, construction)
- Enroll in the Police/Fire Academy
- Enroll in the Military/Navy
- Other
- N/A

Other (please specify): _____

20. If you are/were searching for post-graduation employment, please tell us how helpful the following resources have been to you during your search.

	Very helpful	Somewhat helpful	Not very helpful	Not at all helpful	Does not apply
Meeting with ASAP career and employment specialist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meeting with ASAP advisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attending workshops offered by ASAP career and employment specialist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attending career fairs recommended by ASAP career and employment specialist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utilizing a college career resource (outside of ASAP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ASAP Program

The following questions ask about your overall experience with ASAP.

21. If you had to choose one service/resource as the MOST IMPORTANT to your success in ASAP, which one would it be? (Please choose only one response.)

- A connected community/network
- ASAP Seminar
- ASAP tutoring
- Blocked programming (in class with same students)
- Condensed schedule (e.g., all morning classes)
- Early registration
- Financial resources (tuition, books, MetroCard)
- Services offered by the ASAP advisor
- Services offered by the ASAP career and employment specialist
- Small class size
- None
- Other

Other (please specify): _____

22. If you had to choose one service/resource as the LEAST IMPORTANT to your success in ASAP, which one would it be? (Please choose only one response.)

- A connected community/network
- ASAP Seminar
- ASAP tutoring
- Blocked programming (in class with same students)
- Condensed schedule (e.g., all morning classes)
- Early registration
- Financial resources (tuition, books, MetroCard)
- Services offered by the ASAP advisor
- Services offered by the ASAP career and employment specialist
- Small class size
- None
- Other

Other (please specify): _____

23. Throughout your time in ASAP, how helpful were the following resources to your success?

	Very helpful	Somewhat helpful	Not very helpful	Not at all helpful	Does not apply
A connected community/network	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ASAP Seminar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ASAP tutoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Blocked programming (in class with same students)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Condensed schedule (e.g., all morning classes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Early registration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financial resources (tuition, books, MetroCard)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Services offered by the ASAP advisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Services offered by the ASAP career and employment specialist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Small class size	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

24. Without the resources of ASAP, would it have been difficult for you to graduate in three years or less?

- Yes, it would have been difficult without ASAP, but I WOULD have been able to graduate in three years or less
- Yes, it would have been difficult without ASAP, and I WOULD NOT have been able to graduate in three years or less
- No, it wouldn't have been difficult

25. Would you recommend ASAP to your family and friends?

- Yes, I definitely would
- Yes, I would but with reservations
- No, I would not

26. Are you the first person in your immediate family to graduate from college? (Mark all that apply.)

- Yes, I am
- No, I am not. My parent(s)/guardian(s) have graduated from college
- No, I am not. My sister/brother has graduated from college

27. As a result of having been in ASAP, I have:

	Strongly agree	Agree	Somewhat disagree	Disagree	Strongly disagree
Developed stronger study skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Became more involved in campus activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learned to manage my time more efficiently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learned to ask for help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Actively sought feedback from professors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attended class regularly and was on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have a better sense of my career options	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developed an action plan to meet my goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expanded my network of friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you for completing this survey!

Connect with other ASAP students, alumni, and advisors to build your network, while increasing job potential!

www.linkedin.com/in/cunyasap



**COMPLETE
COLLEGE
AMERICA**



www.cuny.edu/ASAP

Designation of Mendocino College as a member of the “We Are Still In” Movement

Contact: Rachel Donham, Sue Blundell, Steve Cardimona, Vivian Varela, Deborah White, Roger Ahders, Roger Hock, Bart Rawlinson, Ginny Buccelli, Julie Finnegan, Jody Gehrman, Casey Terrill, Euline P. Olinger, Chris Ineich, Jason Edington

First Reading:

Second Reading:

Academic Senate Action:

Whereas, the Mendocino College Faculty are committed to adopting climate action to meet the Paris Climate Agreement standards;

Whereas, the Mendocino College Faculty are committed to remain actively involved in efforts to keep global warming well below 2°C;

Whereas, Mendocino College Faculty support adopting actions to reduce carbon emissions and transition to a clean energy economy that benefits all;

Whereas, Mendocino College is a community leader in environmental protection, as evidenced in our Sustainable Technology Program, Solar Field and upcoming Electric Car Charging Stations;

Whereas, the Faculty recognize that fighting climate change provides major public health and economic benefits;

Whereas, the Faculty value the importance of promoting scientific education to protect, preserve and better our environment;

Whereas, the Faculty support and applaud the administration for their support of this petition;

THEREFORE, BE IT RESOLVED that the faculty of Mendocino College urge the Board of Trustees to sign the “We Are Still In” movement, thereby making Mendocino College a member and

THEREFORE, BE IT RESOLVED that the faculty of Mendocino College urge Administration to submit the petition to the “We Are Still In” movement, and complete the annual goals and progress reports in an ongoing manner.