INSIDE ASAP
ACCELERATED STUDY IN ASSOCIATE PROGRAMS
A RESOURCE GUIDE ON PROGRAM STRUCTURE, COMPONENTS, AND MANAGEMENT
Inside ASAP was made possible with support from Complete College America (CCA). We are grateful to CCA leadership, especially former Vice President for Alliance State Relations Dominique Raymond for her enthusiasm about Accelerated Study in Associate Programs (ASAP) and the creation of a resource guide to share ASAP best practices and suggestions for how to structure and manage an ASAP-like program.

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.

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.
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’s 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.

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### TABLE OF CONTENTS

**About this Resource Guide** .............................................. 1  
**Glossary** .......................................................................... 2  
**ASAP Beginnings and the Theory Behind the Action** ........................................................... 5  
**CHAPTER 1: ASAP Program Structure** ........................................ 8  
  - Enrollment Targets and Eligibility ........................................... 9  
  - Financial Incentives and Resources ........................................ 11  
  - ASAP College Staffing ...................................................... 12  
  - College Integration ......................................................... 13  
  - ASAP Central Office/College Partnership ......................... 15  
  - Program Costs ..................................................................... 16  
  - Replication Planning Questions:  
    - Program Structure .......................................................... 17  
**CHAPTER 2: Program Components and Implementation** .......................... 18  
  - Provide Structured Pathways to Support Academic Momentum ........................................... 19  
  - Recruit and Engage Students Early ................................. 21  
  - Provide Comprehensive and Personalized Advisement ......................................................... 27  
  - Connect to Timely and Relevant Supports ................. 29  
  - Replication Planning Questions:  
    - Program Components and Implementation .............. 33  
**CHAPTER 3: Evaluation and Program Management for Continuous Improvement** ........................................................... 34  
  - ASAP Evaluation and Program Management ............ 35  
  - Data Collection and Management ................................. 36  
  - Internal Evaluation/Quasi-Experimental Analysis .... 36  
  - External Evaluation ........................................................ 37  
  - Replication Planning Questions:  
    - Evaluation and Program Management ............... 37  
**ASAP Today and Beyond** ................................................... 39  
**References** .......................................................................... 41  

### LIST OF APPENDICES

**APPENDIX A:** ASAP Approved Majors Fall 2014 .............. 42  
**APPENDIX B:** Sample Course Sequences ....................... 43  
**APPENDIX C:** Sample Blocked Classes ............................. 46  
**APPENDIX D:** Sample Valued Institutional Partner Correspondence ........................................... 48  
**APPENDIX E:** Sample Intake Form ................................. 49  
**APPENDIX F:** Sample Summer Workshop Offerings ........ 52  
**APPENDIX G:** Sample Summer Institute Agenda .......... 53  
**APPENDIX H:** Sample Student Contract ....................... 54  
**APPENDIX I:** ASAP Advisement Model ............................ 56  
**APPENDIX J:** Sample Advisement Resources  
  - Bronx Community College Academic Action Plan Worksheet ........................................... 59  
  - Bronx Community College Student Semester Review Form ........................................... 62  
  - Hostos Community College Academic Success Plan – Pre-Probationary Meeting .......... 64  
**APPENDIX K:** Kingsborough Community College Career Planning Schedule ................. 65  
**APPENDIX L:** ASAP Baseline Data .................................. 66  
**APPENDIX M:** ASAP Student Focus Group Questions ... 67  
**APPENDIX N:** Spring 2014 ASAP Student Satisfaction Survey ........................................... 68  
**APPENDIX O:** Spring 2014 ASAP Exit Survey ................ 79
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 Regent Examinations, 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.
“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. 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. 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;
- 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. 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

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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 & Pusser, 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).
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 polices 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.
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

<table>
<thead>
<tr>
<th></th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuing</td>
<td>642</td>
<td>1,362</td>
<td>1,960</td>
</tr>
<tr>
<td>New Students</td>
<td>1,562</td>
<td>1,843</td>
<td>2,278</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>2,204</td>
<td>3,205</td>
<td>4,238</td>
</tr>
</tbody>
</table>

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.

“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

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)
## Summary Profile of ASAP and CUNY Community College Students

<table>
<thead>
<tr>
<th></th>
<th>ASAP Students (Fall 2007 – Fall 2013)</th>
<th>CUNY Community College Students (Fall 2013)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Enrollment</strong></td>
<td>N</td>
<td>6,389</td>
</tr>
<tr>
<td><strong>Female</strong></td>
<td>%</td>
<td>58.1</td>
</tr>
<tr>
<td><strong>Ethnicity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian/ Native Alaskan</td>
<td>%</td>
<td>0.4</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>%</td>
<td>11.5</td>
</tr>
<tr>
<td>Black</td>
<td>%</td>
<td>32.0</td>
</tr>
<tr>
<td>Hispanic</td>
<td>%</td>
<td>42.6</td>
</tr>
<tr>
<td>White</td>
<td>%</td>
<td>13.6</td>
</tr>
<tr>
<td><strong>Age Group</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Under 20</td>
<td>%</td>
<td>62.6</td>
</tr>
<tr>
<td>20 to 22</td>
<td>%</td>
<td>17.1</td>
</tr>
<tr>
<td>23 to 29</td>
<td>%</td>
<td>12.2</td>
</tr>
<tr>
<td>30 or older</td>
<td>%</td>
<td>8.1</td>
</tr>
<tr>
<td><strong>First-time Freshmen</strong></td>
<td>%</td>
<td>66.6</td>
</tr>
<tr>
<td><strong>Developmental Students at Time of Application to ASAP/Entry to CUNY</strong></td>
<td>%</td>
<td>80.1</td>
</tr>
<tr>
<td><strong>GED Recipients</strong></td>
<td>%</td>
<td>11.6</td>
</tr>
<tr>
<td><strong>Pell Recipients</strong></td>
<td>%</td>
<td>74.3</td>
</tr>
</tbody>
</table>

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. 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).

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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.

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“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 Plowright

Current Queensborough Community College student
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.

“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
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

“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
ACCELERATED STUDY IN ASSOCIATE PROGRAMS

RESOURCE GUIDE

ASAP advisors also coach students to help them become more comfortable reaching out to faculty. Regular communication between advisor and faculty 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.

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

“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 often provide students with opportunities to participate in faculty-led projects and trips around New York City. Based on students’ interests, faculty mentors can help students apply for honors programs, scholarships, and other opportunities.

Contributed by Bobbi Brauer, ASAP Director
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 often provide students with opportunities to participate in faculty-led projects and trips around New York City. Based on students’ interests, faculty mentors can help students apply for honors programs, scholarships, and other opportunities...”

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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
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.

“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

Paola De los Santos
Bronx Community College, class of 2014, current Marymount Manhattan College student
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 majors 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?
► 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.
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.

“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 Anicet
Kingsborough Community College, class of 2014, current Brooklyn 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 are 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.

“...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

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. 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.
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.

“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 Lamany
Bronx Community College, class of 2011
Baruch College, class of 2014
“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 | 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.

“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

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
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” 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. 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.

“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

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.
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. 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.
ACCELERATED STUDY IN ASSOCIATE PROGRAMS

INDENTIFYING 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.

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
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.

“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

**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 trouble-shoot, offer guidance on conflict resolution, and help both the student and advisor move forward.”

Contributed by Richard Rivera, Former ASAP Director
Kingsborough Community College

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

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ACCELERATED STUDY IN ASSOCIATE PROGRAMS ➤ RESOURCE GUIDE
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.

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

“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
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

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?
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.

“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
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

### ASAP Minimum Benchmarks

<table>
<thead>
<tr>
<th>MINIMUM ACADEMIC BENCHMARKS</th>
<th>MINIMUM STUDENT ENGAGEMENT BENCHMARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Retention</strong></td>
<td>Monthly Advisor Contacts 85%</td>
</tr>
<tr>
<td>Second Semester 90%</td>
<td>Semester Advisor Contacts 95%</td>
</tr>
<tr>
<td>Third Semester 80%</td>
<td>Career and Employment Specialist Services</td>
</tr>
<tr>
<td>Fourth Semester 70%</td>
<td>Completion of specific career development milestones as determined by each college</td>
</tr>
<tr>
<td>Fifth Semester (retained or graduated) 65%</td>
<td>Faculty Feedback</td>
</tr>
<tr>
<td><strong>Cumulative Credits Earned Each Semester</strong> 10</td>
<td>Advisors log overall response rates for faculty who teach blocked classes</td>
</tr>
<tr>
<td><strong>Developmental Course Enrollment</strong> 95%</td>
<td>ASAP Seminar Attendance 75%</td>
</tr>
<tr>
<td>(for students with developmental need)</td>
<td>Student Satisfaction Survey Completion 90%</td>
</tr>
<tr>
<td><strong>Fully Skills Proficient After One Year</strong> 90%</td>
<td>Exit Survey Completion 85%</td>
</tr>
<tr>
<td><strong>Graduation</strong></td>
<td></td>
</tr>
<tr>
<td>Two-Year 25%</td>
<td></td>
</tr>
<tr>
<td>Two-and-a-Half-Year 35%</td>
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<tr>
<td>Three-Year 50%</td>
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</table>
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:

- 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.

“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 Langston
Hostos Community College, class of 2014, current City 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 Cohorts

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.
REFERENCES


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

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<th>Credits</th>
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<tbody>
<tr>
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<td>6</td>
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<tr>
<td>ENG 110</td>
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<tr>
<td>VPA 192</td>
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<tr>
<td>SSD 100</td>
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Total Credits: **13.5**

#### Second Semester

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<tr>
<td>BIO 110</td>
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Total Credits: **13.0**

#### Third Semester

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<td>PSY 1032</td>
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<td>SPA 101</td>
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<td>BIO 130</td>
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#### Fourth Semester

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<td>ECO 4643</td>
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<td>LAC 118</td>
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Total Credits: **13.0**
### Fifth Semester

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<td>United States History: Through the Civil War</td>
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<tr>
<td>SPA 102</td>
<td>Spanish II</td>
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**Total Credits: 7.0**

**TOTAL ACADEMIC CREDITS: 60.5**

### Business Management

#### First Semester

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<tr>
<td>MAT 020</td>
<td>Developmental Algebra</td>
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<td>VPA 192</td>
<td>Fundamentals of Public Speaking</td>
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<tr>
<td>SSD 100</td>
<td>College Orientation</td>
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**Total Credits: 13.5**

#### Second Semester

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<th>Course Title</th>
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<th>Hours</th>
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<td>Literature and Composition</td>
<td>3</td>
<td>3</td>
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<tr>
<td>ACC 100</td>
<td>Introduction to Accounting</td>
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</tr>
<tr>
<td>BUS 100</td>
<td>Introduction to Business</td>
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<td>3</td>
</tr>
<tr>
<td>BIO/CHE/PHY/ENV</td>
<td>Natural Sciences Elective</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>ASAP Seminar</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Total Credits: 12.0**

#### Third Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 210</td>
<td>Business Law I</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>ACC 101</td>
<td>Accounting I</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>ECO 4643</td>
<td>Microeconomics</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>ENG 111</td>
<td>English</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits: 12.0**
### Fourth Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 102</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>CIP 101</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>BUS 220</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>ECP 4645</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits: 12.0**

### Fifth Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective Liberal Arts</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>MAT 120 Probability</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Elective Business and</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>PSY 1032 Introduction</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits: 11.0**

**TOTAL ACADEMIC CREDITS: 60.5**
### 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.

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

(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:

<table>
<thead>
<tr>
<th>Course/Section</th>
<th>Course Description</th>
<th>Day/Time/Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASAP 500/ C1</td>
<td>ASAP Seminar</td>
<td>Monday 9:10am – 10am M-334B</td>
</tr>
<tr>
<td>ASAP 500/ D1</td>
<td>ASAP Seminar</td>
<td>Monday 10:10am – 11am M-344B</td>
</tr>
<tr>
<td>ASAP 500/ D2</td>
<td>ASAP Seminar</td>
<td>Tuesday 10:10am – 11am LB-08</td>
</tr>
<tr>
<td>ASAP 500/ E2</td>
<td>ASAP Seminar</td>
<td>Tuesday 11:10am – 12pm H-207</td>
</tr>
</tbody>
</table>
Queensborough Community College Spring 2015 ASAP Blocked Classes

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

(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.
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.)

☐ Career Assessment  May 22nd  3pm – 5pm  S-341
☐ Technology! “CUNYfirst, MS Office, & Blackboard”  June 26th  3pm – 5pm  S-341
☐ Say Yes! “A Positive Attitude & Enthusiasm in School”  July 17th  3pm – 5pm  S-719
☐ Find Your Passion, Set Your Goal, & Put Your Plan in Motion!  July 31st  3pm – 5pm  S-341
☐ 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)
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

<table>
<thead>
<tr>
<th>We Are ASAP: Graffiti Board</th>
<th>D. Izzo-Buckner</th>
<th>Library - 3rd floor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poetry Workshop</td>
<td>M. Schwartz</td>
<td></td>
</tr>
<tr>
<td>How To Be Proactive</td>
<td>L. Williams</td>
<td>Library Basement-14</td>
</tr>
<tr>
<td>Time Management for College Students</td>
<td>V. Wallace</td>
<td></td>
</tr>
<tr>
<td>Team Building</td>
<td>New SM</td>
<td>Science-420</td>
</tr>
<tr>
<td>Interdependence: Air Crash</td>
<td>R. Fernandez</td>
<td>Entire Campus</td>
</tr>
<tr>
<td>Campus Tour</td>
<td>Student Leader Team</td>
<td></td>
</tr>
<tr>
<td>(Students divided into subgroups)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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: _______________________________________________
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

Other factors not listed above: ____________________________________________

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

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

<table>
<thead>
<tr>
<th></th>
<th>Exceeding expectations</th>
<th>Meeting expectations</th>
<th>Not meeting expectations</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main academic outcomes</td>
<td></td>
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<tr>
<td>Main personal development outcomes</td>
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<tr>
<td>Main career planning outcomes</td>
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</table>

General Assessment

Next Steps

Semester 2

<table>
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<tr>
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<th>Exceeding expectations</th>
<th>Meeting expectations</th>
<th>Not meeting expectations</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Main academic outcomes</td>
<td></td>
<td></td>
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<tr>
<td>Main personal development outcomes</td>
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<tr>
<td>Main career planning outcomes</td>
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</table>

General Assessment

Next Steps
# Semester 3

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<tr>
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<th>Meeting expectations</th>
<th>Not meeting expectations</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main academic outcomes</td>
<td></td>
<td></td>
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<tr>
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<tr>
<td>Main career planning outcomes</td>
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**General Assessment**

**Next Steps**

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# Semester 4

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<tr>
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<th>Meeting expectations</th>
<th>Not meeting expectations</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main academic outcomes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Main personal development outcomes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Main career planning outcomes</td>
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</tbody>
</table>

**General Assessment**

**Next Steps**

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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)

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

## Second Semester (Seminar I)

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

## Third Semester (Seminar II)

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

## Fourth Semester

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

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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
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?
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?

<table>
<thead>
<tr>
<th>Service</th>
<th>Very important</th>
<th>Somewhat important</th>
<th>Not at all important</th>
</tr>
</thead>
<tbody>
<tr>
<td>A connected community/network</td>
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<td></td>
<td></td>
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<tr>
<td>ASAP Seminar</td>
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<tr>
<td>Free books</td>
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<tr>
<td>MetroCards</td>
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<tr>
<td>Services offered by the ASAP advisor</td>
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<tr>
<td>Services offered by the ASAP career and employment specialist</td>
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<tr>
<td>Small class size</td>
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<tr>
<td>Tuition waiver</td>
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</tbody>
</table>
6. So far, how satisfied are you with each of the following ASAP services?

<table>
<thead>
<tr>
<th>Service</th>
<th>Very satisfied</th>
<th>Satisfied</th>
<th>Dissatisfied</th>
<th>Very dissatisfied</th>
<th>Does not apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>A connected community/network</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASAP Seminar</td>
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<tr>
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<tr>
<td>MetroCards</td>
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<td>Services offered by the ASAP advisor</td>
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<tr>
<td>Tuition waiver</td>
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</table>

**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…

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

<table>
<thead>
<tr>
<th>Type of Contact</th>
<th>Very satisfied</th>
<th>Satisfied</th>
<th>Dissatisfied</th>
<th>Very dissatisfied</th>
<th>Does not apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual/in-person meeting</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Small group meeting</td>
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<tr>
<td>Phone contract</td>
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<tr>
<td>Email contact</td>
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</tr>
</tbody>
</table>

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…

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

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:

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

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?

☐ 1-5 hrs
☐ 6-10 hrs
☐ 11-15 hrs
☐ 16-20 hrs
☐ 21-25 hrs
☐ 26-30 hrs
☐ 31-35 hrs
☐ 36-40 hrs
☐ 41-50 hrs
☐ over 50 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?

☐ Summer 2014
☐ Fall 2014
☐ Spring 2015
☐ Summer 2015
☐ Fall 2015
☐ Spring 2016
☐ Summer 2016
☐ Fall 2016
☐ 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

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

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>My high school coursework prepared me for college</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Overall, I had a positive high school experience</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

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!
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.

☐ Less than $15,000

☐ $15,000 to $19,999

☐ $20,000 to $24,999

☐ $25,000 to $29,999

☐ $30,000 to $34,999

☐ $35,000 to $39,999

☐ $40,000 to $44,999

☐ $45,000 to $49,999

☐ $50,000 to $54,999

☐ $55,000 to $59,999

☐ $60,000 to $69,999

☐ $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.

<table>
<thead>
<tr>
<th>Resource</th>
<th>Very helpful</th>
<th>Somewhat helpful</th>
<th>Not very helpful</th>
<th>Not at all helpful</th>
<th>Does not apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting with ASAP career and employment specialist</td>
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<tr>
<td>Meeting with ASAP advisor</td>
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</tr>
<tr>
<td>Attending workshops offered by ASAP career and employment specialist</td>
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<tr>
<td>Attending career fairs recommended by ASAP career and employment specialist</td>
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<tr>
<td>Utilizing a college career resource (outside of ASAP)</td>
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</tbody>
</table>
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?

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

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:

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

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