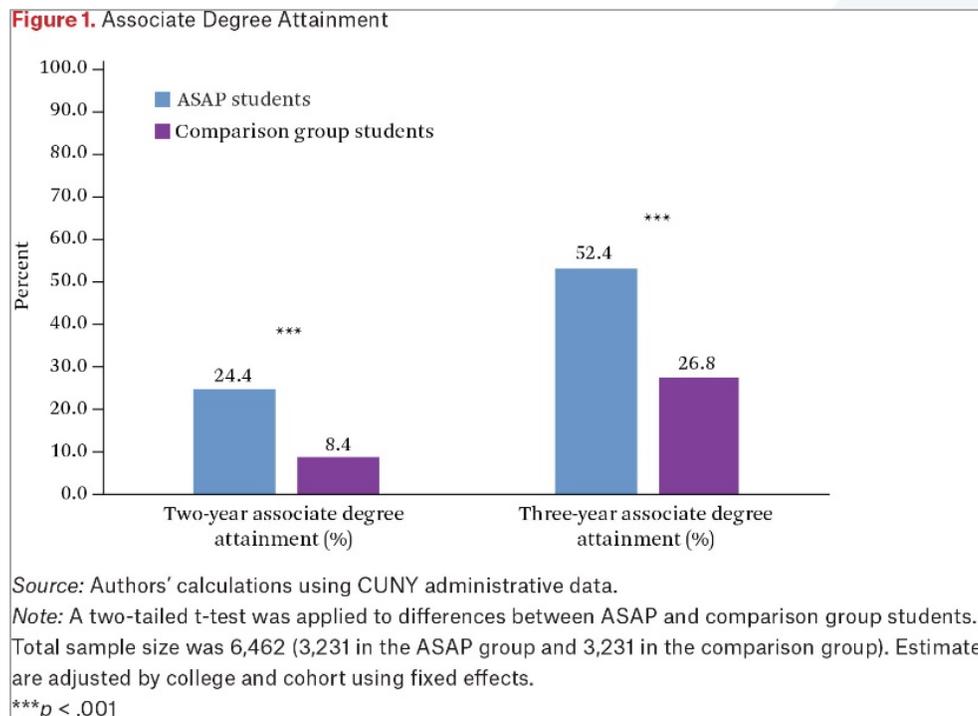




Founded in 2007 with support from the New York City Mayor's Office for Economic Opportunity (NYC Opportunity), ASAP is a comprehensive program for associate degree students at nine City University of New York (CUNY) colleges (www.cuny.edu/asap). ASAP has admitted eleven cohorts totaling 33,800 students. In academic year 2017-18, ASAP will serve over 21,000 students.

ASAP has proven to be one of CUNY's most successful community college initiatives. A quasi-experimental design (QED) analysis of ASAP across five cohorts (fall 2009 to fall 2012) and six colleges, found that ASAP nearly tripled the two-year graduation rate and nearly doubled the three-year graduation rate in models employing propensity-score analysis (figure 1 below from <https://www.rsjournal.org/doi/full/10.7758/RSF.2018.4.3.06>).



ASAP EXPANSION AND REPLICATION: ASAP is expanding to serve 25,000 students per year by academic year 2018-19, up from 4,300 students in academic year 2014-15. The ASAP expansion includes serving more Science, Technology, Engineering, and Mathematics (STEM) majors and a campus-wide expansion at Bronx Community College. ASAP is also piloting its model for bachelor's degree seeking students with the Accelerate, Complete, Engage (ACE) at John Jay College of Criminal Justice, launched in fall 2015. CUNY and Metis Associates are conducting an RCT of the fall 2018 ACE cohort beginning in March 2018.

To expand the reach of ASAP beyond New York City, CUNY partnered with MDRC and the Ohio Department of Higher Education (ODHE) to support adaptations of ASAP at three Ohio community colleges. MDRC released early findings from this Ohio demonstration, which showed that the ASAP-like programs boosted full-time enrollment, semester-to-semester persistence, and credits earned. MDRC's Early Findings from the Ohio demonstration: http://www.mdrc.org/sites/default/files/ASAP_Ohio_final.pdf.



To support fall 2018 pilot launches, CUNY ASAP has provided technical assistance at two additional colleges, Westchester Community College (NY) and Skyline College (CA), through a grant from the Laura and John Arnold Foundation “Moving the Needle” initiative.

Replication information: <http://www1.cuny.edu/sites/asap/replication/>

ASAP POLICY RECOMMENDATIONS: In February 2018, leadership of CUNY ASAP and NYC Opportunity published an article in *RSF: The Russell Sage Foundation Journal of the Social Sciences*, 4(3), 100–117 (2018) entitled “Postsecondary Pathways Out of Poverty: City University of New York Accelerated Study in Associate Programs and the Case for National Policy” presenting concrete policy recommendations for national policy based on CUNY ASAP’s evidence-based model.

The article and policy recommendations are available here: <https://www.rsjournal.org/doi/full/10.7758/RSF.2018.4.3.06>.

Key findings from quasi-experimental design (QED) analysis of ASAP:

- Graduation effects held across all cohorts, colleges, admission types, and developmental education need statuses. There were variations in magnitude but effects were positive and significant for all.
- All subgroups of students across race/ethnicity, gender and Pell status within ASAP met or nearly met the 50 percent three-year graduation rate goal; ASAP had a significant and positive effect on three-year graduation rates for all subgroups; and ASAP reduced gaps in graduation rates between Hispanic and white and Black and white students, especially for male students.
- When longer-term outcomes were considered, ASAP students were more likely to earn a degree. Six years after beginning, 64 percent of ASAP students had earned either an associate or baccalaureate degree (or both) vs. 43 percent of comparison group students. In addition, more ASAP students had transferred to a baccalaureate program (59 vs 50 percent) and more ASAP students had earned a bachelor’s degree (27 vs. 18 percent). ASAP students also earned degrees more quickly.

ASAP evaluation results available: <http://www1.cuny.edu/sites/asap/evaluation/>

RANDOMIZED CONTROLLED TRIAL (RCT) OF CUNY ASAP

MDRC conducted a randomized controlled trial (RCT) of ASAP students with developmental education needs from three community colleges who entered in 2010. MDRC found the program’s effects are “unparalleled in large-scale experimental evaluations of programs in higher education” with nearly double the graduation rate for similar students. MDRC also found positive effects on enrollment each semester (especially in intersessions) and full-time enrollment. A follow-up study (six years after random assignment) found that ASAP students continued to have higher graduation rates when considering the years after the program services ended, although the difference had narrowed over time.

MDRC results: <https://www.mdrc.org>

COST-EFFECTIVENESS AND BENEFIT-COST STUDIES OF CUNY ASAP

The Center for Benefit-Cost Studies in Education (CBCSE) at Teachers College found that despite having higher up-front costs, the average cost per ASAP graduate is lower than for comparison group graduates. Total institutional cost per graduate to taxpayer is \$59,300 (vs. \$65,900 for comparison group students for a difference of \$6,600). ASAP is also projected to produce large financial returns for both the taxpayer and the student in the form of increased tax revenues, social service savings, and increased lifetime earnings.

CBCSE article: <https://doi.org/10.1080/00221546.2017.1313087>