Improving Student Retention and Graduation

Bringing ASAP to Ohio: The Tri-C D³ Experience

Student Success Leadership Institute
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Overview

- CUNY ASAP Overview and Evaluation

- ASAP Demonstration in Ohio

- Tri-C's ASAP program, Degree in Three (D^3)

ASAP THEORY OF ACTION

- Remove financial barriers to full-time study

- Provide structured degree pathways and comprehensive, well-coordinated support services

- Establish clear expectations for all students

- Build community through early engagement and cohort model

Better engaged students who graduate in a timely manner

Goal: At least 50% of students will complete an associate degree within three years

ASAP CORE ELEMENTS

- **Financial Resources**

- **Structured Pathways**

- **Comprehensive Supports**

ASAP CORE ELEMENTS *(CONT.)*

- **Financial Resources**
  - Tuition waivers
    - (For students with gap between tuition/fees and financial aid)
  - Free use of textbooks
  - NYC Transit Metrocards

ASAP CORE ELEMENTS *(CONT.)*

- **Structured Pathways**
  - Consolidated full-time course schedules
  - First-year blocked courses
  - Immediate/continuous developmental course taking
  - Winter and summer courses

ASAP CORE ELEMENTS *(CONT.)*

- **Comprehensive Supports**
  - High-touch advisement (individual and group)
  - Embedded career development
  - Academic support services
  - Early engagement

ASAP
ACCELERATED STUDY IN ASSOCIATE PROGRAMS

ASAP CAMPUS INTEGRATION

- Strong support of college leadership

- Assignment of highly capable director and key staff (all fully dedicated)

- ASAP staff must work collaboratively w/ academic departments and other key offices:

  - Admissions
  - Testing
  - Financial aid
  - Registrar

  - Bursar
  - Learning center(s)
  - Bookstore

- ASAP services/supports must be delivered in coordinated manner
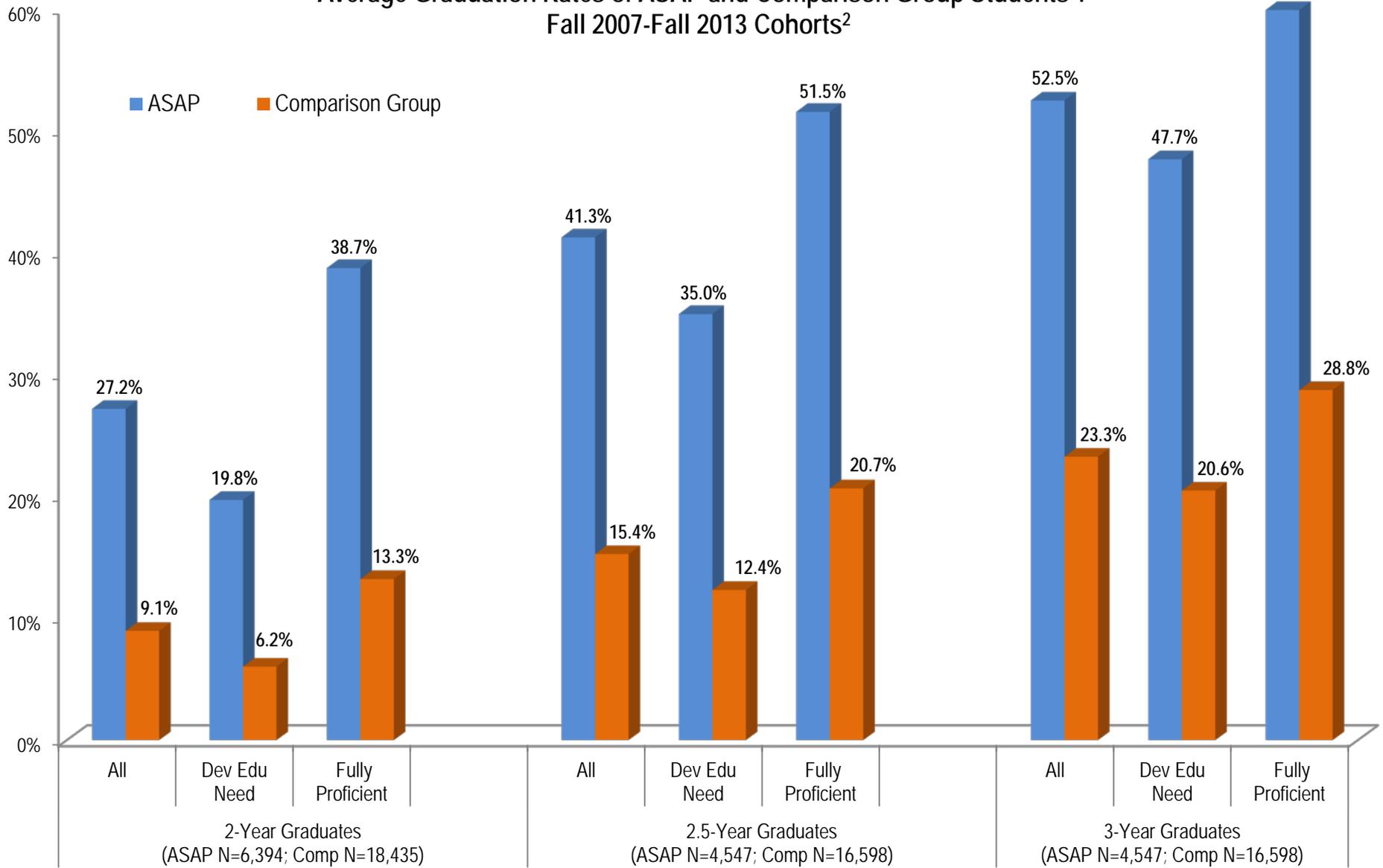
USING DATA

- **Internal Evaluation**
  - Ongoing quasi-experimental analysis
  - Web-based data management system
  - Annual student surveys and focus groups
  - Data reviewed regularly to assess impact, measure movement towards goals, and constantly improve program practice

- **Program Management**
  - Data analysis and reporting
  - Ensure program is being implemented as intended
  - Review and make changes to program as needed

Average Graduation Rates of ASAP and Comparison Group Students[1]: Fall 2007-Fall 2013 Cohorts[2]

Legend: ASAP (blue), Comparison Group (orange)

2-Year Graduates (ASAP N=6,394; Comp N=18,435)
- All: ASAP 27.2%, Comparison Group 9.1%
- Dev Edu Need: ASAP 19.8%, Comparison Group 6.2%
- Fully Proficient: ASAP 38.7%, Comparison Group 13.3%

2.5-Year Graduates (ASAP N=4,547; Comp N=16,598)
- All: ASAP 41.3%, Comparison Group 15.4%
- Dev Edu Need: ASAP 35.0%, Comparison Group 12.4%
- Fully Proficient: ASAP 51.5%, Comparison Group 20.7%

3-Year Graduates (ASAP N=4,547; Comp N=16,598)
- All: ASAP 52.5%, Comparison Group 23.3%
- Dev Edu Need: ASAP 47.7%, Comparison Group 20.6%
- Fully Proficient: ASAP 59.9%, Comparison Group 28.8%

ASAP GROWTH & REPLICATION WITHIN CUNY

- Expand to 25,000 students by FY19 supported by the Office of the Mayor ($77m):

    - Focus on serving more STEM majors

    - College-wide expansion at Bronx Community College

        - Plan to serve all eligible FT/FT students by FY19

- ASAP pilot in baccalaureate setting:

    - John Jay College of Criminal Justice in fall 2015 (with support from Robin Hood Foundation)

- Over 40 years of rigorous research in education and social policy

- Postsecondary education: Over 10 years of partnerships with community colleges across the nation

- Reports and briefs always available at no cost:

  www.mdrc.org

ASAP ALMOST DOUBLED GRADUATION RATES

- MDRC evaluated original ASAP model

- 40.1 percent of program group earned a degree after three years, compared with 21.8 percent of control group

- **Biggest increase in graduation – by far – MDRC has found**

ASAP
ACCELERATED STUDY IN ASSOCIATE PROGRAMS

ASAP Demonstration in Ohio

- 3 community colleges implementing the ASAP model:
  - Cincinnati State and Technical College
  - Cuyahoga Community College
  - Lorain County Community College
  - Goal: Ohio ASAP Network statewide

- Coordination and other support from the Ohio Department of Higher Education

- Technical Assistance from CUNY and MDRC
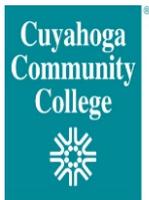
Cuyahoga Community College

Four campuses

- Metro campus - 1969
- Eastern campus – 1971
- Western campus – 1975
- Westshore campus - 2011

Two corporate college locations

- Offers Northeast Ohio training
- Development solutions for organizations and individuals

Student Profile

- Average age is 27 years old
- Student ages range from 15 to 75+
- 61% are women
- 38% are from minority groups
- 68% study part-time
- 90% are seeking an associate degree or are taking courses to prepare for transfer to a four-year institution
- 25% are focusing in areas related to health careers
- 11% attend only evening or weekend classes
- 65% are enrolled in technical job training courses
- 16% are enrolled in business programs

Tri-C Pilot Study Overview

- Logo / marketing materials
- Budget review
- 35 students needed
- Planning document
- Planning committee
- Implementation team *(tuition, textbooks, incentive, forms)*
- Program components
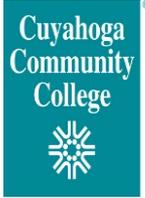- Spring 2015 launch

CUNY Guidance / MDRC Assistance

2015 Pilot Study Preliminary Data…

Spring 2015	Program	Comparison
Credits Attempted (avg.)	13.4	12.2
Credits Earned (avg.)	10.0	8.3

Summer 2015	Program	Comparison
Credits Attempted (avg.)	7.9	5.7
Credits Earned (avg.)	6.1	5.0

2015 Pilot Study Preliminary Data…

Fall 2015	Program	Comparison
Credits Attempted (avg.)	9.8	7.5
Credits Earned (avg.)	6.9	5.2

Spring 2016	Program	Comparison
Credits Attempted (avg.)	13.1	12.1
Credits Earned (avg.)	N/A	N/A

Pilot Study Lessons Learned

Student Perspective

Advising = Relationship

"Someone to talk to and confide in"

Guidance

Avoid the run-around

Institutional Perspective

Institutional reflection

Challenge in culture

Faculty engagement

CUNY Docs – Model for D³

– Intake form *(history)*

– Advising
  - Required 2 appointments per month
  - 30 minute appointment session / 45 minute – 1 hour
  - General student population access advising services on their own or not at all

– Mandatory tutoring

– Financial components
  - Gap funding for tuition and fees
  - Textbooks and supplies
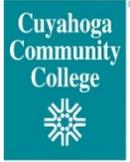 - Monthly incentive

Intrusive Advising Components

D^3 Hold Code – Manage registration activity

Referrals to Counseling and/or Campus Psychologists
- Barriers to success

- Stephen Covey – *"seek to understand then to be understood"*

Data Management - What does the data tell us?

- RAF-up

Full D³ Program Launch – Fall 2015

Tri-C East Campus

128 program students
- 107 enrolled with 96 full-time students (90%)

Successes
- Faculty engagement
- Customized workshops

Challenges
- Block scheduling

Tri-C West Campus

96 program students
- 91 enrolled with 87 full-time students (96%)

Successes
- Implementing "themed" advising months
- Post-semester benchmarks

Challenges
- Block scheduling

Tri-C East Campus

43 program students
- 41 enrolled with 38 enrolled full-time (93%)

Revised components
- Revisited education records for students who selected "Nursing" as a POS
- Dedicated D^3 math tutor
- Added CRM system

Tri-C West Campus

39 program students
- 39 enrolled full-time (100%)

Revised components
- No health career majors
- Expanded options for tutoring
- Tutoring requirement tied to performance
- Added CRM system

- Risk analysis for new students

- 100 new fall cohort
  - New students only
  - No random assignment

- Tutoring requirement
  - Delay start to second week of term

ASAP Implementation: What's Next in Ohio

- Ohio ASAP Network
  - Track academic outcomes for 3 years
  - Release findings as they become available, beginning in 2016
  - Bring ASAP to more Ohio colleges and expand the Ohio ASAP Network

Interested?

Join us June 15 in Cincinnati for an ASAP Design Studio!

Questions and Discussion

- **Why ASAP worked** (let's speculate)

- **How could an ASAP Program work on your campus**?
  - What opportunities exist?
  - What elements are already in place?
  - What are the challenges?

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