Building Long-Term Strategies for Student Success

Completion by Design (CBD)
Accelerated Study in Associated Program (ASAP)

Strengthening Student Success Conference
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Overview

• MDRC, postsecondary research

• Completion By Design Study
  – Pathways Redesign

• ASAP/ASAP-R Study
  – Cuyahoga Community College ASAP program
• Over 40 years of rigorous research in education and social policy

• YAPSE: Over 10 years of partnerships with CA community colleges and across the nation

• Reports and briefs always available at no cost: www.mdrc.org
Completion By Design

• Gates Foundation’s five-year initiative for increasing completion and graduation

• Focus on institutional and systemic reforms

• New ways of “doing business” without more add-ons

• MDRC: case study of reforms at 5 CBD colleges
  – Developmental education
  – Advising
  – *Pathway redesigns*
Redesigning academic program pathways:
- “tapered” course sequences
- balances options with focused paths

[EXAMPLES: STACKED CERTIFICATES, TIERED ADVISING]
Lessons from the Pathway Redesign

• Development of similar career-based paths
Lessons from the Pathway Redesign

• Tough discussions, practical solutions

• Student Interests

• Data

• Flexible Structure
Lessons from the Pathway Redesign

• Consideration of multiple student needs
Lessons from the Pathway Redesign

• Required input from advising/student services
Completion By Design (CBD) vs. Accelerated Studies in Associate Programs (ASAP)

• Comprehensive, well coordinated support services on the degree pathway

• Why ASAP?
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

• Model developed by The City University of New York (CUNY)
ASAP THEORY OF ACTION

• Remove financial barriers to full-time study

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

• Establish clear expectations for all students

• Build community through early engagement and cohort model

More fully engaged students who graduate in a timely manner

CUNY Goal: At least 50% of students earn an Associate degree within three years
## ASAP’s Components

<table>
<thead>
<tr>
<th>Financial Supports</th>
<th>Student Services</th>
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</thead>
<tbody>
<tr>
<td>• Tuition Waiver</td>
<td>• Advising</td>
</tr>
<tr>
<td>• MetroCards</td>
<td>• Tutoring</td>
</tr>
<tr>
<td>• Textbooks</td>
<td>• Career Services</td>
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<table>
<thead>
<tr>
<th>Course Enrollment</th>
<th>Requirements / Messages</th>
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</thead>
<tbody>
<tr>
<td>• ASAP Seminar</td>
<td>• Enroll Full-time</td>
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<tr>
<td>• Block-Schedule Classes</td>
<td>• Take Dev. Ed. Early,</td>
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<tr>
<td></td>
<td>continuously</td>
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<tr>
<td>• Winter/Summer enrollment</td>
<td>• Graduate in 3 Years</td>
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A Key Success Factor - Data

Collecting and using data to manage and improve the program is essential
ASAP Replication in Ohio

• 3 community colleges replicating ASAP:
  – Cincinnati State and Technical College
  – Cuyahoga Community College
  – Lorain County Community College

• Coordinating and other support from the Ohio Department of Higher Education

• Technical Assistance from CUNY and MDRC

What do we know about Tri-C East students?

Why do students come to Tri-C?

When do students leave Tri-C?

How can D³ make a difference based on the CUNY ASAP model?
Spring 2015 Pilot Study
Preliminary Data...
The Future Looks Good!

Spring 2015 Term GPA

Study  2.50
Control  2.57

Term GPA
Spring 2015 Pilot Study
Preliminary Data...
The Future Looks Good!

Spring 2015 Average Credit Hours

<table>
<thead>
<tr>
<th></th>
<th>Average Earned</th>
<th>Average Attempted</th>
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<tbody>
<tr>
<td>Study</td>
<td>10.44</td>
<td>13.73</td>
</tr>
<tr>
<td>Control</td>
<td>8.51</td>
<td>12.17</td>
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Spring 2015 Pilot Study
Preliminary Data...
The Future Looks Good!
The Difference….

Intrusive Advising Components

• 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

• D³ Hold Code – Manage registration activity

• Referrals to Counseling and/or Campus Psychologists
  – Barriers to success
  – Stephen Covey – “seek to understand then to be understood”
    “begin with the end in mind”

• Data Management - What does the data tell us?
  – RAF-up
Pilot Study Lessons Learned

• MDRC and CUNY check-in calls
• Planning and Implementation Team Involvement

• Institutional reflection
• Challenge in culture
• Faculty engagement
ASAP Replication: What’s Next

• Ohio
  – Track academic outcomes for 3 years
  – Release findings as they become available, beginning in 2016

• Nationwide
  – MDRC & CUNY are partnering on a broader effort to disseminate information about ASAP and its success
  – Interested in helping additional states and colleges replicate ASAP
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?
More Information

• CBD - http://www.completionbydesign.org
  Pathways Analysis Toolkit

• See www.mdrc.org for MDRC reports from the CBD and ASAP evaluations
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