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## **City University of New York Accelerated Study in Associate Programs: An Annotated Bibliography of the Literature**

The City University of New York (CUNY) Accelerated Study in Associate Programs (ASAP) is a comprehensive instructional and support program delivering substantially higher success outcomes for underprepared college students. The research shows consistent program success; however, it has not scaled widely in the field. Due to the comprehensive nature of the program, it is more expensive, requires extensive student engagement, and is likely challenging to replicate. This work offers annotations of all of the research and substantive literature that could be found on the program at this time. It provides readers some insight about CUNY ASAP and the student population that can benefit from it.

# **City University of New York Accelerated Study in Associate Programs: An Annotated Bibliography of the Literature**

**By D. Patrick Saxon, Andi L. Thomas, & Nara M. Martirosyan**

Readiness for college is a challenge facing substantial numbers of entering students and developmental education and academic support have been mainstays in supporting these students. Smith Jaggars, Hodara, and Stacey (2013) reported that 60% of community college students need remediation in at least one subject, and that U.S. higher education has invested more than \$7 billion annually in providing developmental education. Furthermore, Bailey, Jeong, and Cho (2009) offered a view of the delivery of developmental education courses in some colleges as having disjointed student advising and placement services, and not well-integrated with student support services. As a result, research and advocacy organizations have called for developmental education reform. Unfortunately, the reform has focused most intently on corequisite developmental education (Complete College America, 2012). This model of instruction consists of placing underprepared students in college-level courses and requiring concurrent participation in accelerated remediation and learning support. Though it has succeeded in accelerating some slightly underprepared students through remediation, it seems to have offered no improvement to longer term retention and graduation outcomes (Goudas, 2020

Scholars have long described the need for a comprehensive approach to developmental education (Boylan, 2002). This means preparing students academically with well-designed courses, curricula, and instruction, along with support for the development of the learner. Support can be provided in many ways, but must be integrated with student college navigation, personal and affective characteristics, and learning practices and processes. It should include services such skills assessment, advising, coaching, affective support, and counseling. Given the substantial size of the population served by developmental education and the expense of doing

so, it should be a national imperative to offer these students the most comprehensive and effective means of support that can be imagined.

A program that is delivering results in preparing students to achieve substantially higher successful outcomes in college is the City University of New York (CUNY) Accelerated Study in Associate Programs (ASAP). It has been noted as the most effective solution available to facilitate the success of underprepared students. This is confirmed by research of the most rigorous standards–randomized controlled trials (Mayer, 2018). CUNY ASAP is effective due to its comprehensive approach. It combines aspects of learning communities, mandatory advising, counseling, orientation, and learning support. Students are acclimated to college operationally and socially. Students are required to take their developmental education courses early in their matriculation. They are offered fully funded tuition, free textbooks, and assistance with transportation to college. This approach comes with a cost, estimated at \$5000 per student prior to the pandemic (Goudas, 2017). The investment is likely worth it as the program consistently yields a doubling of long-term student success, particularly graduation rates, for students who participate.

The results of this investment are astounding. The comparison group (a group of similar students who did not receive any of this extra support but who started at the same time as the ASAP students) graduated at a rate of 21% after three years. The ASAP group graduated at a rate of 48%. ASAP more than doubled CUNY’s three-year remedial graduation rate. (Goudas, 2017, para. 5)

However, the consideration would likely be whether or not an institution can afford the expense of such a comprehensive program.

This annotated bibliography reflects efforts to retrieve and describe all post-2009 research and other literature on the CUNY ASAP program. The search process included accessing Sam Houston State University's Engine Orange, the websites of research and advocacy groups engaged in developmental education reform, and consulting the reference lists of articles retrieved as the search proceeded. The keywords applied in searches were "Accelerated Study in Associate Programs," "ASAP," "City University of New York ASAP," "CUNY ASAP," "CUNY ASAP efficacy," "CUNY ASAP special populations," and "developmental education reform." Articles of interest were retrieved in full text. Annotations were developed to include research methods, ASAP program components, instruction and support descriptions, efficacy measures, results, and conclusions. This work may assist researchers, program designers, and those administering and delivering ASAP or ASAP-styled program interventions.

### **CUNY ASAP Literature Annotations**

**Azurdia, G., & Galkin, K. (2020). *An eight-year cost analysis from a randomized controlled trial of CUNY's Accelerated Study in Associate Programs* [Working paper]. MDRC. [https://www.mdrc.org/sites/default/files/ASAP\\_Cost\\_Working\\_Paper\\_final.pdf](https://www.mdrc.org/sites/default/files/ASAP_Cost_Working_Paper_final.pdf)**

Azurdia and Galkin (2020) studied the effects of participation in CUNY's ASAP. They presented an eight-year cost analysis of the program, and analyzed the costs associated with further educating students after they complete ASAP. The sample consisted of 896 students, randomly assigned to participate in the ASAP group or the control group that received CUNY's standard supports. Data were collected from several sources, including student baseline surveys, financial aid receipt information, academic outcomes, enrollment, and credential completion records. A two-tailed *t*-test was applied to determine differences between the two groups. During the eight-year follow-up period of the study, researchers found that ASAP participants continued to display higher persistence and graduation rates compared to the control group. Beginning in the sixth semester of the study, control group participants had higher community college enrollment, as many ASAP students had transitioned to four-year institutions. Associate degree completion was higher among the ASAP group (52% versus 40%), remaining static at 12 percentage points above the control group for semester 10 through to semester 16, the end of the study period. Roughly 25% of participants in each group earned a bachelor's degree. In terms of cost effectiveness, Azurdia and Galkin found that ASAP's cost per associates degree after three years is zero due to the increased degree completion rates in later years, and accounting for the fact that ASAP students had access to greater amounts of financial aid. However, researchers determined that ASAP was no longer considered cost-effective after eight years due to control group members catching up after ASAP ended and the increase of the cumulative cost per ASAP

student over the study period, costing 46% more per participant compared to the control group. Findings from this eight-year study indicated that comprehensive and intensive programs, such as CUNY ASAP, are effective in reducing community college student dropout rates and increasing persistence and graduation rates, but at a higher cost per student than standard programs. Institutions who seek to implement ASAP-type programs will need to secure other sources of funding to invest into their program.

**Bertrand, M., Hallberg, K., Hofmeister, K., Morgan, B., & Shirey, E. (2019). *Increasing academic progress among low-income community college students: Early evidence from a randomized controlled trial*. University of Chicago Poverty Lab.**

**[https://onemilliondegrees.org/wp-content/uploads/2019/05/2\\_OMD-Year-2-Working-Paper\\_FINAL-1.pdf](https://onemilliondegrees.org/wp-content/uploads/2019/05/2_OMD-Year-2-Working-Paper_FINAL-1.pdf)**

Bertrand et al. (2019) studied the effects of participation in a comprehensive student support program (described as similar to CUNY's ASAP) from the One Million Degrees (OMD) organization in Chicago. Researchers projected that just an offer of a place within in the program would lead to an increase of 7%-9% in enrollment, 11% in full-time enrollment, and a 13% increase in persistence from the fall to spring semesters. Participants in OMD displayed a roughly 25%, 35%, 35%, and 47% increase in enrollment, full-time enrollment, persistence, and full-time persistence, respectively. Researchers posited that these treatment-on-treatment estimates are more significant than findings from early studies of similar, comprehensive students supports offered in CUNY ASAP.

**Blagg, K., & Blom, E. (2018). *Evaluating the return on investment in higher education: An assessment of individual-and state-level returns*. Urban Institute.**

**[https://tacc.org/sites/default/files/documents/2018-10/evaluating\\_the\\_return\\_on\\_investment\\_in\\_higher\\_education.pdf](https://tacc.org/sites/default/files/documents/2018-10/evaluating_the_return_on_investment_in_higher_education.pdf)**

Blagg and Blom (2018) examined the return on investment of higher education for both individual and at the state level, highlighting how students can underestimate the cost of tuition and the time that it will take to complete a degree. Researchers used CUNY's ASAP to illustrate how institutions could have greater returns on investment in programs that reduce the time it takes to earn a degree while increasing graduation rates. CUNY ASAP costs roughly \$5,400 more per student per year; overall cost per student is lower due to faster completion and higher graduation and transfer rates. Blagg and Blom concluded that it would be beneficial for higher education policymakers to go beyond metrics data in policymaking decisions, and instead, look for ways to minimize student risk, achieve target outcomes, and investigate how policy decisions could affect student subpopulations.

**Brauer, B. (2010). *ASAP: The spark that ignited the transformation*. *Enrollment Management Journal: Student Access, Finance, and Success in Higher Education*, 4(1), 103-110.**

Brauer (2010) conducted a study of the preliminary outcomes of the first cohort of ASAP participants at CUNY Queensborough Community College (QCC) in fall 2007. He compared the retention, credit attempts and accumulation, and graduation rates of 228 participants in the initial

cohort to 498 students from fall 2006 who would have met QCC's ASAP entrance criteria. The results showed that participants in the ASAP cohort had a 91.7% retention rate for the following spring semester versus a 78.7% retention rate for the comparison group. The ASAP cohort also had more credit attempts (13.2) and credit earned (10.8) than the comparison group which showed 11.4 credits attempted and 8.4 credits earned. Projected graduation rates were higher for the ASAP group than the comparison group: 18% versus 5.2%.

**Castleman, B. (2017). *Behavioral insights for federal higher education policy*. Urban Institute. [https://www.urban.org/sites/default/files/publication/93376/behavioral-insights\\_2.pdf](https://www.urban.org/sites/default/files/publication/93376/behavioral-insights_2.pdf)**

Castleman (2017) outlined ways that the government could simplify complex processes for college students in order to combat low persistence rates. Suggestions included simplification of the process for completing a Free Application for Federal Student Aid application, reverse transfer policies, prompting students to complete important processes, helping students mitigate small costs, curtailing barriers to assistance, and the use of guided and structured course pathways, such as those in CUNY's ASAP. ASAP provides students financial supports, course mapping, and comprehensive and intrusive advising. The percentage of ASAP students who completed an associate's degree within three years was nearly double that of non-participants. Researchers concluded that academically prepared students can have behavioral and informational barriers that negatively impact their persistence, however the government's adoption of informed policies and interventions could improve students' academic outcomes.

**Cormier, M. S., Sanders, J., Raufman, J., & Strumbos, D. (2019). *Scaling success: Lessons from the ASAP expansion at Bronx Community College*. Community College Research Center. <https://files.eric.ed.gov/fulltext/ED595362.pdf>**

Cormier et al. (2019) examined outcomes of CUNY's ASAP enrollment expansion at Bronx Community College (BCC). BCC partnered with the Community College Research Center (CCRC) and CUNY's Office of Academic Affairs (OAA) to document BCC's experiences with the adaptation and expansion of ASAP at its campus. Data related to meeting enrollment goals, maintaining the ASAP student-advisor connection, and increases in staffing needs were collected through interviews with key ASAP staff, BCC administrators, enrollment management, and ASAP advisors, focus groups comprised of faculty and students. Documents detailing program expansion plans were also used. Researchers found that in order to increase the scale of BCC ASAP while maintaining program quality, adjustments had to be made to ASAP student recruitment and enrollment practices to align with BCC's admissions policies. Additionally, BCC ASAP advisors employed a needs-based advising model, allowing advisors to maintain student-advisor relationships while working with an increase in caseload. Further, new staffing positions had to be created in the areas of recruitment, peer tutoring, and administration. Cormier et al. concluded that extensive reforms aimed at increasing college graduation rates and student success require institutions of higher education to analyze, rethink, and adopt a more global view of their organization, programs, practices, and policies.

**Dawson, R. F., Kearney, M. S., & Sullivan, J. X. (2020).** *Comprehensive approaches to increasing student completion in higher education: A survey of the landscape* (No. w28046). National Bureau of Economic Research. [https://leo.nd.edu/assets/411401/comprehensive\\_approaches\\_to\\_increasing\\_student\\_completion\\_in\\_higher\\_education\\_fulcher\\_dawson\\_sullivan.pdf](https://leo.nd.edu/assets/411401/comprehensive_approaches_to_increasing_student_completion_in_higher_education_fulcher_dawson_sullivan.pdf)

Dawson et al. (2020) described barriers that inhibit students' completion of college, including developmental education needs, the cost of college tuition, and institutional and non-academic barriers, and a meta-analysis of programs that have proven successful in increasing graduation rates. Included in the analysis is CUNY ASAP. Researchers highlighted ASAP's financial assistance, tuition waivers, and comprehensive social and academic supports as hallmarks of the Program. The growth and expansion of the program were noted; participation in ASAP grew from 1,132 students in the initial 2007 cohort to 25,000 in 2019 and was expanded from the CUNY system to colleges in four other states. Dawson et al. concluded that ASAP's comprehensive supports, learning community-type format, and financial assistance more than doubled graduation rates of participants and increased the likelihood that students would transfer to a four-year institution.

**De Los Santos, R. (2020).** *Community college graduates' perceptions of the effect of cocurricular involvement on their academic success and career skill development.* *Education Doctoral.* [https://fisherpub.sjfc.edu/cgi/viewcontent.cgi?article=1455&context=education\\_etd](https://fisherpub.sjfc.edu/cgi/viewcontent.cgi?article=1455&context=education_etd)

In a qualitative study, De Los Santos (2020) explored college graduates' reflective perceptions of cocurricular involvement's effects on their academic success and development of career skills. The sample included 12 graduates of CUNY's ASAP, randomly selected from the fall 2018 and spring 2019 semesters at one of CUNY's seven campuses. Data were collected through semi-structured interviews. De Los Santos found that participants felt that they had experienced personal and social growth as a result of ASAP. The required meetings and relationships with their ASAP advisor helped them remain focused on their graduation goal. Additionally, participants expressed that their participation in ASAP assisted in preparing them for post-college job searches and future employment, as they also reported acquiring skills in the areas of communication, organization, teamwork, and professionalism.

**Gupta, H. (2017).** *The power of fully Supporting community college students: The effects of the City University of New York's Accelerated Study in Associate Programs after six years.* MDRC. <https://files.eric.ed.gov/fulltext/ED579083.pdf>

Gupta (2017) investigated the efficacy of CUNY's ASAP after six years. Utilizing data from the CUNY institutional database and the National Student Clearinghouse, the researcher sought to determine if participation in ASAP still positively affected three-year graduation rates and shortened the length of time that it took for students to earn their credentials by comparing the percentages of degrees earned among the ASAP (treatment) group and the control group, who did not participate in ASAP. By the third year of the study, 40% of the program group had earned degrees versus 22% of the comparison group. By the end of the sixth year of the study, participants still had higher graduation rates: 51% compared to 41% of the control group.

Researchers concluded that in addition to increasing graduation rates of participants, ASAP facilitates faster graduation in some students and prepares students to transfer to 4-year colleges.

**Headlam, C. (2018). *Steps toward sustainability: A case study of Lorain County Community College's comprehensive student success program*. MDRC.  
<https://files.eric.ed.gov/fulltext/ED592010.pdf>**

In an effort to give guidance to other institutions who are interested in implementing a similar program, Headlam (2018) examined the funding and sustainability of Lorain County Community College's (LCCC) Students Accelerating in Learning (SAIL) program, part of the Ohio demonstration of CUNY's ASAP. In 2014 with a sample of 1,501 students, the researcher applied a two-tailed *t*-test to compare the certificate or degree attainment rates of the SAIL group (19%) versus the control (nontreatment) group. The SAIL group achieved at a 19% rate after two years versus 7.9% for the control group. Due to the success of the, initially, grant-funded program, SAIL administrators took steps to sustain the program in the longer-term by making it an institutional priority, gaining the support of college leaders, and using existing resources to fund short-term program needs. Further, the institution sought long-term funding opportunities for SAIL that would provide a return on investment, integrate it into regular institutional operations, and align it with the institution's initiatives.

**Herbaut, E., & Geven, K. (2020). What works to reduce inequalities in higher education? A systematic review of the (quasi-)experimental literature on outreach and financial aid. *Research in Social Stratification and Mobility*, 65.  
<http://documents1.worldbank.org/curated/en/650601554221255443/pdf/What-Works-to-Reduce-Inequalities-in-Higher-Education-A-Systematic-Review-of-the-Quasi-Experimental-Literature-on-Outreach-and-Financial-Aid.pdf>**

Herbaut and Geven (2020) conducted a review of the quasi-experimental literature regarding how programs that combine student outreach and financial assistance can mitigate inequalities in higher education. The CUNY's ASAP was included in an investigation into how these programs affect graduation rates. Researchers found that ASAP's comprehensive support format, which provided students with free tuition, access to free public transportation, academic tutoring, and a dedicated ASAP advisor roughly doubled graduation rates of students in the ASAP program at three of CUNY's campuses. From their review, researchers concluded that programs that provide combined academic and financial support, such as CUNY ASAP, show positive outcomes, however more research over this type of intervention is warranted.

**Kolenovic, Z., Linderman, D., & Karp, M. M. (2013). Improving student outcomes via comprehensive supports: Three-year outcomes from CUNY's Accelerated Study in Associate Programs (ASAP). *Community College Review*, 41(4), 271-291.  
[http://www1.cuny.edu/sites/asap/wp-content/uploads/sites/8/2015/01/Kolenovic\\_Linderman\\_Karp\\_CCR\\_2013\\_Improving\\_Student\\_Outcomes\\_PRINT\\_VERSION.pdf](http://www1.cuny.edu/sites/asap/wp-content/uploads/sites/8/2015/01/Kolenovic_Linderman_Karp_CCR_2013_Improving_Student_Outcomes_PRINT_VERSION.pdf)**

Kolenovic et al. (2013) examined short-term and three-year outcomes, as well as program components that influenced graduation rates of the pilot cohort of CUNY ASAP. Data were



obtained from CUNY's Office of Institutional Research and Assessment. It included student demographic information, enrollment status, course information, grades, GPA, and earned credit and degrees of the 1,132 students in ASAP's first cohort, 2007-2008. Using a comparison group comprised of similarly matched students enrolled in CUNY in 2006, researchers employed propensity score matching to examine student outcomes of participants in the ASAP and comparison groups. Logistic regression was used to examine elements of the program that influenced graduation rates. The results indicated that participation in ASAP positively affected retention rates and credit accumulation. The three-year graduation rate of students in the ASAP program was 55% versus 26% in the comparison group.

**Korn, M. (2017). *Community colleges look to replicate CUNY's accelerated strategy*. <https://www.tri-c.edu/student-success/d3/documents/community-colleges-look-to-replicate-cuny.pdf>**

Korn (2017) described the adaptation and expanded implementation of CUNY's ASAP model at Colleges in Ohio. Upon CUNY ASAP's proven success, Cincinnati State Technical and Community College, Cuyahoga Community College, and Lorain County Community College in Ohio adapted and implemented the Program in Spring 2015. Adaptations included monthly \$50.00 gas and grocery cards and the exclusion of year-round course offerings. The 200 plus participants in Cuyahoga's ASAP earned higher grade point averages, 2.8 versus 2.39, when compared to students who received the institutions' standard program. Additionally, 69% of ASAP students enrolled in courses in their second year compared to 47% of non-participants.

**Levin, H. M., & Garcia, E. (2013). *Benefit-cost analysis of Accelerated Study in Associate Programs (ASAP) of the City University of New York (CUNY)*. Center for Benefit-Cost Studies in Education, Teachers College, Columbia University. [https://www1.nyc.gov/assets/opportunity/pdf/Levin\\_ASAP\\_Benefit\\_Cost\\_Report\\_FINAL\\_05212013.pdf](https://www1.nyc.gov/assets/opportunity/pdf/Levin_ASAP_Benefit_Cost_Report_FINAL_05212013.pdf)**

Building upon previous studies and their initial analyses, Levin and Garcia (2013) conducted an analysis of the financial cost and benefits of CUNY ASAP, as well as the financial returns of the program to taxpayers. The analysis included data from the initial fall 2007 ASAP cohort and a fall 2006 traditional developmental education group. Researchers compared the taxpayer benefit relative to the cost of the program for each completed three-year ASAP associate degree to the cost of the traditional program. A projection of the lifetime benefits to students who participated in the program and taxpayers was also calculated. The results indicated that the financial return was between three and four dollars for each taxpayer dollar invested into ASAP. The beneficial returns for ASAP students were even greater when considering improved employment opportunities and options for further education.

**Levin, H. M., & García, E. (2018). Accelerating community college graduation rates: A benefit–cost analysis. *The Journal of Higher Education*, 89(1), 1-27. <https://core.ac.uk/download/pdf/161457648.pdf>**

Levin and Garcia (2018) conducted a benefit-cost analysis of CUNY's ASAP to determine if the benefits of the program exceeded the additional cost per student in terms of

taxpayer investment. Utilizing data from 1,132 students in the fall 2007 ASAP pilot cohort and a matched group of participants, researchers found that graduation rates of ASAP participants were more than double the comparison group, 54.9% versus 21.4% resulting in a roughly \$6,500 saving per completed degree. Based upon this and other cost-benefit studies, researchers completed a benefit-cost analysis of the net return to taxpayers of ASAP students in the first cohort (2007) who completed an associate's degree within a 3-year period. Analysis indicated that for each \$1.00 taxpayer contribution to ASAP, taxpayers received a \$3.00 to \$4.00 return. Levin and Garcia concluded that effectual educational policy can result in returns in multiple areas that far exceed taxpayer cost.

**Levin, H. M., Garcia, E., & Morgan, J. (2012). *Cost-Effectiveness of Accelerated Study in Associate Programs (ASAP) of the City University of New York (CUNY)*. Center for Benefit-Cost Studies of Education, Teachers College, Columbia University. <https://2013.economicsofeducation.com/user/pdfsessions/068.pdf>**

Levin et al. (2012) conducted a cost-effective analysis of CUNY ASAP to determine if the higher and more timely graduation rates of program participants justified the additional operating costs of providing it. Researchers compared the graduation rates of ASAP participants to non-participants with similar majors, levels of preparedness, and skills proficiency at CUNY's six community college campuses. Data were collected for the initial fall 2007 ASAP cohort through 2010. Data from the two groups over a three-year period included 1,132 ASAP students and 1,791 students in the comparison group. Statistical adjustments were made to increase the comparability of the two groups. ASAP participants across all CUNY campuses had a 55% completion rate versus a 24% completion rate for the comparison group. The cost-benefit analysis showed that ASAP increased student completion of associate degrees among participants within the initial 3-year period of the program. Though the ASAP operating cost is higher, the increased completion rates contribute to a reduction in the average cost per degree.

**Linderman, D., & Kolenovic, Z. (2009). *Early outcomes report for City University of New York (CUNY) Accelerated Study in Associate Programs (ASAP)* [Unpublished report]. City University of New York.**

Linderman and Kolenovic (2009) conducted a study of preliminary outcomes of the implementation of CUNY's ASAP, a comprehensive program designed to improve the retention rates and academic performance of community college students and facilitate the completion of an associate's degree as expeditiously as possible. In fall 2007, a pilot cohort of 1,132 students from all six CUNY campuses classified as proficient in reading, writing, and math, were enrolled as full-time students in associate degree programs. To determine the efficacy of ASAP, CUNY compared participants' outcomes to a similar group of students from fall 2006 by applying a constructed comparison group evaluation method. A similar comparison group who met the same criteria as ASAP participants in fall 2007 was formed for socioeconomic analysis. The 2-year graduation rates were 11.4% for the fall 2006 group, and 30.1% for the fall 2007 groups. The projected 3-year graduation rate of the comparison groups yielded similar results; roughly 60% for the ASAP pilot cohort compared to 24% for the comparison group. Due to the success in student outcomes of the CUNY ASAP pilot, the program received additional funding, and its application was extended to less academically prepared students in subsequent cohorts.

**Linderman, D., & Kolenovic, Z. (2013). Moving the completion needle at community colleges: CUNY's accelerated study in associate programs (ASAP). *Change: The Magazine of Higher Learning*, 45(5), 43-50.**

Linderman and Kolenovic (2013) described the purpose, key components, and outcomes of CUNY ASAP. ASAP is comprised of full-time degree pathways that address immediate needs of developmental students, encourage early engagement, offer comprehensive student supports, and engage them in a connected learning community. The study employed a quasi-experimental evaluation design to compare the outcomes of ASAP participants to similarly matched non-participants. Researchers used propensity score matching and regression analysis to examine data from the fall 2007 (pilot) cohort, the fall 2009 cohort, and their comparison groups. They found that participation in ASAP positively influenced retention rates, the earning of credits, and the graduation rates of its participants when compared to the non-ASAP group. Fifty-five percent of the students from the pilot cohort earned an associate's degree within three years versus 27% of students from the non-ASAP group. One-year retention rates of ASAP participants were 78% versus 67% of the non-ASAP group. Additionally, researchers performed a cost-benefit analysis and found that although it costs institutions more per student participant, the cost for those who earn a degree is \$6,500.00 less for ASAP students than for non-ASAP students.

**Mayer, A. (2018). *Combining opportunity and obligation to overcome multiple student barriers in college* [Testimony]. Postsecondary Education, MDRC. <https://files.eric.ed.gov/fulltext/ED583505.pdf>**

Mayer (2018) provided testimony to the New Jersey State Assembly Higher Education Committee over the barriers that low-income students face in their pursuit of higher education, including the need for developmental education, and how comprehensive programs can be utilized to mitigate these barriers. Manpower Demonstration Research Corporation (MDRC) researchers examined a myriad of student support programs, including learning communities, financial incentives for engagement, instructional revision and accelerated developmental education programs, pre-requisite skills, and comprehensive programs that combine these elements. In his testimony, Mayer named CUNY's ASAP as an example of a successful comprehensive program, noting that initial implementation of CUNY ASAP increased the institution's three-year graduation rates from 22% to 40% when comparing ASAP students to those who received standard supports. Mayer also mentioned replicated ASAP at colleges in Ohio and California, the Detroit Promise program, and the Dana Center's Mathematics Pathways and summer bridge programs in Texas to further illustrate the importance of these programs on the success of students in need of developmental education. Mayer concluded that developmental education is a significant barrier to low-income students' success, however, innovative, comprehensive programs can be utilized to combat this.

**Mayer, A. (2018). *Integrating postsecondary education interventions to help low-income students succeed* [Testimony]. MDRC. <https://files.eric.ed.gov/fulltext/ED581590.pdf>**

Mayer (2018) provided testimony to the California State Assembly Higher Education Committee and the Budget Subcommittee on Education Finance regarding postsecondary

educational interventions for low-income students. Presenting the CUNY's ASAP program components and results, Mayer asserted that ASAP's multiple integrated supports for low-income students, coupled with the intensive 3-year structure of the program, had a positive effect on the graduation rates of low-income students and those in need of remediation. Mayer concluded that even successful programs, such as CUNY ASAP, can fail to produce positive outcomes in some participants, however, addressing multiple facets of student success through the integration and combination of multiple proven strategies can be highly worthwhile.

**Miller, C., Headlam, C., Manno, M., & Cullinan, D. (2020). *Increasing community college graduation rates with a proven model: Three-year results from the Accelerated Study in Associate Programs (ASAP) Ohio demonstration*. MDRC. [https://tacc.org/sites/default/files/documents/2020-02/asap\\_oh\\_3yr\\_impact\\_report\\_1.pdf](https://tacc.org/sites/default/files/documents/2020-02/asap_oh_3yr_impact_report_1.pdf)**

Miller et al. (2020) examined the three-year results of the replication of CUNY's ASAP at Cincinnati State Technical and Community College, Cuyahoga Community College, and Lorain County Community College in Ohio. The MDRC randomly assigned the 1,501 participants in the study's sample to either the ASAP Ohio demonstration group, or the control group, who received their college's standard supports. Utilizing data collected from the National Student Clearinghouse, transcript data from the three campuses in the study, field observations, and student surveys, the researchers calculated statistical differences in enrollment, completion messaging, access to student supports, degree attainment, and transfer rates between the two groups. They found that roughly three-quarters of the students in the Ohio ASAP group reported receipt of consistent messaging from their college to commit to full-time enrollment, summer enrollment, and graduation within three years compared to less than half of the control group's reporting. Additionally, students in the program group accessed advising, tutoring, and career services much more frequently than the control group and expressed less concern over financing their education. By the end of the third year of the ASAP Ohio program, both developmental and non-developmental participants' graduation rates nearly doubled, 35% of the program group versus 19% of the control group, and enrollment and transfers to four-year institutions increased.

**Napolitano, M., & Wu, A. (2010). *The accelerated study in associate programs: A successful academic advising model*. *The Mentor: Innovative Scholarship on Academic Advising*, 12. <https://journals.psu.edu/mentor/article/view/61407/60976>**

Napolitano and Wu (2010) studied the efficacy of CUNY LaGuardia Community College's (LAGCC) academic advising model for students who participated in ASAP. Two hundred and eight students enrolled in the first ASAP cohort in the fall 2007 semester. Each participant was provided with assistance and guidance in the areas of course selection, course registration, and financial aid from an ASAP advisor. Each participant was required to meet with their ASAP advisor twice monthly to receive academic advice. Advisors also advocated for student needs and served as liaisons among students and their instructors. Course instructors also applied the Appreciative Inquiry model with students. Other support provided included access to free tutoring, peer tutoring, career advising, and block scheduling for students in ASAP who have outside work and personal commitments. Researchers compared the 2-year graduation rates

of students in the initial fall 2007 ASAP cohort to a similar cohort of students from fall 2006. Participants in ASAP had a 28.8% (60 of the 208 participants) graduation rate versus a 12.5% graduation rate for the comparison group. Based on these preliminary results, researchers projected that 60% of LAGCC ASAP students would graduate within three years.

**Rini, A. L. (2011).** *The contribution of student success programs on community college student persistence and graduation rates: A case study of the benefits and costs of the accelerated study in associate programs (ASAP) at the City University of New York* [Doctoral dissertation, University of Pennsylvania]. ProQuest.  
<https://www.proquest.com/openview/a22f3a2b03ccdd6210ea3a39118f1a57/1?pq-origsite=gscholar&cbl=18750&diss=y>

Rini (2011) completed a case study of the costs and benefits of ASAP at CUNY's six campuses, as they relate to student persistence and graduation rates. Data were collected from an exit survey of participants in ASAP's pilot cohort. There were 731 respondents across three administrations of the survey. Additional data were collected from open-ended questionnaires administered to ASAP staff. This revealed their perceptions of challenges specific to students that they worked with and gauged staff commitment to ASAP. Budget information from each campus related to instructional, student support, facilities, administrative, and ASAP costs was collected and analyzed to determine the cost-effectiveness of the ASAP program and its individual components. Three years of persistence and graduation data were collected for 1,132 ASAP students and 1,791 comparable non-ASAP students across six CUNY campuses. Persistence and graduation rates were higher for ASAP participants. The researcher concluded that cost per student was higher for ASAP participants than for students in the comparison group, however, this cost would decrease as the program expanded.

**Romano, R. M., & Eddy, P. L. (2017).** *Community colleges and social mobility. Change: The Magazine of Higher Learning, 49(6), 55-62.*  
<https://doi.org/10.1080/00091383.2017.1399041>

Romano and Eddy (2017) examined the relationship between community college and social mobility. They described the success of CUNY ASAP based upon a previous study conducted by the Manpower Demonstration Research Corporation (MDRC). Although the cost per ASAP student is considerable, the benefits outweigh the costs as completion rates increased from 22% to 40% during the three-year study period. Researchers concluded that if institutions of higher education seek to increase students' social mobility, additional funds must be allocated to students who need the most assistance in order to be successful.

**Schneider, M., & Clark, K. (2018).** *Completion reforms that work: How leading colleges are improving the attainment of high-value degrees.* <https://cdn.givingcompass.org/wp-content/uploads/2018/06/07133426/Completion-Reforms-That-Work.pdf>

Schneider and Clark (2018) examined both "failure factory" programs, those that graduate fewer than 1/3 of students after six years and those considered to be "success factory" programs, whose graduation rates are much higher than the norm, at various institutions of higher education. Researchers compiled a list of five effective practices that can lead to an

increase in positive student outcomes; institutions with proven success should allow more room for underprivileged students, provide comprehensive support to low-income and underprepared students, provide financial assistance to students who are classified as juniors or higher to help them complete their programs, use solid data collection and analysis to inform program improvements for students, and improve instruction through the utilization of evidence-based teaching methods. They cited CUNY's ASAP as an example of a "success factory" that provides comprehensive and concentrated supports that have dramatically improved graduation rates for participants; 40% graduated within three years. It was acknowledged that there was a higher cost per ASAP participant to both taxpayers and students, however, as the program had grown and expanded to other two-year and some four-year institutions, the price per student has decreased from \$5,000 to \$3,400. Additionally, taxpayers saw a \$3.00 to \$4.00 return on every \$1.00 investment. Schneider and Clark concluded that colleges' implementation of evidenced-based teaching practices, a comprehensive support system, and making college more affordable to students requires a considerable increase in funding, however, increasing graduation rates and decreasing the time that it takes to graduate will pay considerable dividends to investors.

**Scrivener, S., & Weiss, M. J. (2013). *More graduates: Two-year results from an evaluation of Accelerated Study in Associate Programs (ASAP) for developmental education students*. [http://dev.mdrc.org/sites/default/files/More\\_Graduates.pdf](http://dev.mdrc.org/sites/default/files/More_Graduates.pdf)**

Scrivener and Weiss (2013) conducted an evaluation of the two-year efficacy of CUNY ASAP at its three largest colleges. These were the Borough of Manhattan Community College, Kingsborough Community College, and LaGuardia Community College. The study sample included 896 Pell eligible students with a family income below 200% of the federal poverty line, that were required to take at least one developmental course when entering ASAP. Researchers randomly assigned participants in the spring and fall 2010 semesters to either the program (treatment) group or the control group. Differences across the two groups were analyzed in the areas of enrollment, credit accumulation, and graduation rates. Enrollment and credit accumulation were statistically significantly higher in the program group, during both main sessions and intersessions, when compared to the control group. Additionally, two-year associate degree completion rates were 14.5% for the program group versus 8.7% for the control group.

**Scrivener, S., Weiss, M. J., Ratledge, A., Rudd, T., Sommo, C., & Fresques, H. (2015). *Doubling graduation rates: Three-year effects of CUNY's Accelerated [lower s]Study in Associate Programs (ASAP) for developmental education students*. MDRC. [https://www.mdrc.org/sites/default/files/doubling\\_graduation\\_rates\\_fr.pdf](https://www.mdrc.org/sites/default/files/doubling_graduation_rates_fr.pdf)**

Scrivener et al. 2015 conducted a three-year study over the effects of participation in CUNY's ASAP on developmental students. Utilizing a random assignment research design, researchers investigated the academic outcomes of 896 students who met the eligibility requirements for ASAP. Participants were assigned to either the program group, or to the control group who received the institution's typical services. Researchers found the ASAP program to be well and consistently implemented with the outcomes of the program group significantly different than the control group. It was reported that participation in ASAP almost doubled graduation rates within the three-year study period with 40% of ASAP students who required at least one developmental course earned a degree, compared to 22% in the control group.

Additionally, ASAP increased the number of students who transferred to a four-year college, with 25% of the program group enrolled compared to the control group with 17% enrolled. Scrivener et al. concluded that participation in ASAP was successful in improving the outcomes of a wide range of students and the right combination of supports and program requirements, such as those found in ASAP, can dramatically improve the academic outcomes of developmental students.

**Scrivener, S., Weiss, M. J., Sommo, C., & Fresques, H. (2012). *What can a multifaceted program do for community college students: Early results from an evaluation of accelerated study in associate programs (ASAP) for developmental education students*. [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=2089460](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2089460)**

Scrivener et al. (2012) conducted a random assignment study of ASAP at CUNY's Borough of Manhattan Community College, Kingsborough Community College, and LaGuardia Community College. Using student transcripts and CUNY assessment exams, researchers examined the academic outcomes of developmental students during their first and second semesters in ASAP. The sample included 896 students randomly assigned to either the ASAP group or the control group that received traditional developmental education courses and services. Additionally, students were randomly assigned to the study's spring 2010 or fall 2010 cohort. Data collected included credit completion, completion of developmental education requirements, and retention. Upon examining the differences between the program and control groups, Scrivener et al. found that 96% of the ASAP group enrolled full-time versus 85% of the control group. The ASAP program group earned an average of 2.1 more credits during their first semester. By the conclusion of the first semester, 47% of the ASAP group completed their developmental education requirements, versus 32% of the control group. Additionally, participation in ASAP increased the retention rates of students in their second and third semesters. ASAP students also earned more credits in the second semester than the control group.

**Sommo, C., Cullinan, D., Manno, M., Blake, S., & Alonzo, E. (2018). *Doubling graduation rates in a new state: Two-year findings from the ASAP Ohio demonstration* [Policy brief]. MDRC. <https://files.eric.ed.gov/fulltext/ED592008.pdf>**

Sommo et al. (2018) examined the two-year implementation and outcomes of the replication of model at three Ohio colleges. In 2015 the three colleges began their respective implementation: Cincinnati State's State Accelerate, Cuyahoga Community College's Degree in Three, and Lorain County Community College's Students Accelerating in Learning. Random assignment was used to assign the 1,501 students in the sample who met program admission requirements to either the program group or control group. Three-quarters of the sample required at least one developmental class, about 50% were considered to be non-traditional students, and roughly 25% were employed full-time. A two-tailed *t*-test analysis of the differences in the two-year outcomes of the two groups indicated that program participants had higher persistence rates, 18% greater than the control group, and increased credit accumulation; participants earned eight more credits after four semesters than the control group. Additionally, students in the Ohio ASAP replication program group had a statistically significant increase in graduation rates compared to the control group, 19% versus 8%, respectively. Researchers concluded that the

Ohio program was well-implemented and had program effects on credit accumulation and graduation rates similar to CUNY ASAP.

**Sommo, C., & Ratledge, A. (2016). *Bringing CUNY Accelerated Study in Associate Programs (ASAP) to Ohio: Early findings from a demonstration in three community colleges* [Policy Brief]. MDRC. <https://files.eric.ed.gov/fulltext/ED569162.pdf>**

Sommo and Ratledge (2016) examined the early findings of CUNY's ASAP demonstration at three colleges in Ohio; Cincinnati State Technical and Community College, Cuyahoga Community College, and Lorain County Community College. The sample included roughly 1,500 program eligible students who were randomly assigned to the program or control groups in one of three cohorts, spring 2015, fall 2015, and spring 2016. The persistence rates, enrollment status, earned credits, and degree completion of participants were investigated over a three-year period. Early findings indicated that students in the program group had higher full-time enrollment status, earned more credits, and had higher persistence rates compared to the control group: 84.6% versus 67%, 9.4 versus 8 credits, and 81.7% versus 69.7%, respectively. As a result of these early findings, researchers concluded that participation in the Ohio program can positively affect students' academic outcomes and that the CUNY ASAP model can be adapted and successfully implemented at other institutions.

**Strumbos, D., & Kolenovic, Z. (2016). *ASAP graduation rates by race/ethnicity, gender and Pell status*. The City University of New York. [https://www1.cuny.edu/sites/asap/wp-content/uploads/sites/8/2021/07/201609\\_ASAP\\_Eval\\_Brief\\_Subgroups\\_FINAL.pdf](https://www1.cuny.edu/sites/asap/wp-content/uploads/sites/8/2021/07/201609_ASAP_Eval_Brief_Subgroups_FINAL.pdf)**

Strumbos and Kolenovic (2016) examined the three-year graduation rates of students in CUNY's ASAP to determine if the program's previous success holds true for different student subgroups. Student data, including race/ethnicity, gender, and Pell grant status, from five ASAP cohorts beginning the fall semester 2009 through fall 2012 semester were compared to data from matched comparison groups. Researchers investigated the graduation rates of the five cohorts combined (N=1,562); additionally, subgroup analysis was performed individually on the larger fall 2012 cohort. Although it was evident that the program had a larger effect on some student subgroups, namely Asian students, than others, researchers found that participation in ASAP had a positively significant effect on the three-year graduation rates of subgroup participants, as students in all subgroups either met or approached the 50% graduation rate goal, ranging from 46% for white males to 65.6% for Asian females.

**Strumbos, D., & Kolenovic, Z. (2017). *Six-year outcomes of ASAP students: Transfer and degree attainment* [ASAP Evaluation Brief]. City University of New York. [http://www1.cuny.edu/sites/asap/wp-content/uploads/sites/8/2017/01/201701\\_ASAP\\_Eval\\_Brief\\_Six\\_Year\\_Outcomes\\_FINAL.pdf](http://www1.cuny.edu/sites/asap/wp-content/uploads/sites/8/2017/01/201701_ASAP_Eval_Brief_Six_Year_Outcomes_FINAL.pdf)**

Strumbos and Kolenovic (2017) examined six-year outcomes (transfer to a university and subsequent degree attainment) for students who participated in CUNY's ASAP. Data for 1,561 students from two of CUNY ASAP's early cohorts, fall 2007 and fall 2009, were examined. In keeping with previous studies, through propensity score analysis, researchers confirmed that



ASAP participants had higher rates of associate degree completion and earned their degrees more quickly within a six-year period, compared to non-ASAP students: 60.9% versus 37.3% and 5.1 semesters versus 6.7, respectively. Additionally, ASAP students enrolled in bachelor degree programs at a higher rate than non-ASAP participants: 59.3% versus 49.7% and had higher rates of bachelor degree completion, 26.9% versus 18.1%. Within six years, ASAP had an overall higher effect on undergraduate degree completion rates compared to those of non-ASAP students, 63.6% compared to 43.3%, respectively.

**Strumbos, D., Linderman, D., & Hicks, C. C. (2018). Postsecondary pathways out of poverty: City University of New York Accelerated Study in Associate Programs and the case for national policy. *RSF: The Russell Sage Foundation Journal of the Social Sciences*, 4(3), 100-117. <https://www.rsfjournal.org/content/rsfjss/4/3/100.full.pdf>**

In an effort to provide guidance to other colleges seeking to improve the outcomes of low-income students, Strumbos et al. (2018) examined the effect that participation in CUNY's ASAP had on the educational outcomes of these students. The sample included 6,462 participants from the ASAP cohorts from fall 2009 through to fall 2012 who were randomly assigned to either the ASAP group ( $n=3,231$ ) or the non-ASAP control group ( $n=3,231$ ). Researchers employed propensity-score matching and a two-tailed  $t$ -test to compare the two- and three-year graduation rates of students in each group. Results indicated that 22.4% of ASAP students graduated after two years compared to 8.4% in the control group and after three years in the program, 52.4% of ASAP graduated versus 26.8% of the non-ASAP group. Based upon their findings, Strumbos et al. proposed that colleges who desire to improve the outcomes of their low-income students should adopt practices from the ASAP model including, encourage full-time enrollment and provide appropriate supports, address the developmental needs of students, provide course-taking opportunities outside of long semesters to increase student momentum, provide financial support towards student transportation and textbooks, and provide students with comprehensive, ongoing advising and guidance.

**Vasquez, A., & Scrivener, S. (2020). *How to design and implement advising services in community colleges: Lessons from two decades of research and technical assistance*. MDRC. [https://www.mdrc.org/sites/default/files/iPASS\\_Advising\\_Brief\\_final.pdf](https://www.mdrc.org/sites/default/files/iPASS_Advising_Brief_final.pdf)**

In this research brief, Vasquez and Scrivner (2020) offered guidance to community colleges regarding implementation of revised and enhanced advising services and provided examples of specific programs. Based upon prior randomized controlled design evaluations, they named CUNY's ASAP and the ASAP Ohio demonstration as solid examples of holistic advising. Researchers found that ASAP advisors were trained to address a wide array of student topics, including academics, acclimation to the college environment, course selection, and choosing a program of study. Further, advisors assisted students with non-cognitive skills, balancing responsibilities, and campus life. When researchers surveyed a group of ASAP students and similarly matched students in the control group, ASAP students reported that their advisors addressed an average of eight topics compared to the control group, who reported discussing five topics with their advisors. In reference to the ASAP Ohio demonstration, researchers found that Ohio's ongoing practice of mandatory advising sessions and sorting of students into groups of

high-, medium-, and low-need groups allowed advisors to spend more time on students with the highest needs. Researchers concluded that providing proactive and holistic advising for multiple semesters like CUNY ASAP and its replicated programs, can increase the impact of advising on student success.

**Walizer, L. (2017). *ASAP: A successful multi-faceted innovation to promote equity in affordability, persistence, and completion. Opportunities for addressing postsecondary student poverty in the Higher Education Act (HEA)* [HEA Issue Brief Series]. Center for Postsecondary and Economic Success.**  
<https://files.eric.ed.gov/fulltext/ED582939.pdf>

Walizer (2017) examined the practice of supporting college students comprehensively to advance equity in economy of education, persistence, and credential completion. The researcher highlighted the aspects of CUNY's ASAP's holistic approach, including financial assistance, student supports, and its full-time, cohort-based format. According to multiple Manpower Demonstration Research Corporation (MDRC) CUNY ASAP evaluations, participants in the program were afforded more comprehensive supports, had higher persistence rates, and were 18% more likely to graduate within three years, than non-ASAP participants. Further, 25% of ASAP students enrolled in a four-year college compared to 17% of non-ASAP students. Walizer concluded that the proven success of CUNY ASAP can be used to advocate for policy reforms of the Higher Education Act, including expansion of ASAP, reauthorization of funds for the Student Success Grant Pilot program, and the utilization of ASAP to supplement existing state and local programs that provide students with non-academic financial supports.

**Weiss, M., Scrivener, S., Fresques, H., Ratledge, A., Rudd, T., & Sommo, C. (2014). *The platinum bullet: An experimental evaluation of CUNY's Accelerated Study in Associate Program (ASAP) - New three-year impacts, cost analyses, and implementation findings*. Society for Research on Educational Effectiveness.**  
<https://files.eric.ed.gov/fulltext/ED562826.pdf>

Weiss et al. (2014) examined the efficacy of various aspects of CUNY's ASAP, including student academic outcomes, program implementation, program fidelity, program reception, and cost-effectiveness. Beginning in fall 2010, researchers randomly assigned the 897 participants from to either the ASAP group (treatment) or the non-ASAP group (control). They applied a two-tailed *t*-test to examine differences in enrollment rates, credit accumulation, and graduation rates between the treatment and control groups over a two-year period. Students in the ASAP group had higher rates of enrollment for every semester included in the study; ASAP students accumulated more credits than students in the control group, 37.9 credits versus 30.3 credits, respectively. Additionally, ASAP students had higher graduation rates than non-participants, 14.5% compared to 8.7%. Researchers concluded that in light of ASAP's positive outcomes, cost analyses should be performed to determine program effects.

**Weiss, M. J., Ratledge, A., Sommo, C., & Gupta, H. (2019). Supporting community college students from start to degree completion: Long-term evidence from a randomized trial of CUNY's ASAP. *American Economic Journal: Applied Economics*, 11(3), 253-97.** <https://pubs.aeaweb.org/doi/pdfplus/10.1257/app.20170430>

Weiss et al. (2019) examined the effect of participation in CUNY's ASAP. Utilizing a multi-campus, individual, random research design, researchers studied the outcomes of participation in ASAP of the 896 students included in the sample. Students enrolled in the spring and fall 2010 semesters were randomly assigned to either the ASAP group, or the control group, who participated in CUNY's standard program. Weiss et al. found that students in the program group had significantly different experiences to those in the control group. ASAP students reported higher instances of contact with advisors in both semesters than the control group, 21 and 17 contacts per semester versus 4 and 2 contacts, respectively, and received more financial assistance with transportation, tuition, and textbook costs. Additionally, during the follow up period of the study, findings indicated that ASAP students had higher graduation rates at both the three-year and six-year mark, 18 and 10 percentage points higher than the control group. Researchers concluded that ASAP requirement of full-time enrollment with encouragement to enroll during intersessions along with providing financial assistance and comprehensive academic and social supports contributed to ASAP's success in producing more graduates. Further, findings indicate that ASAP can be successfully implemented with similar outcomes on a larger scale, with various student populations and characteristics, and within a variety of settings.

**Waiwaiole, E., & Elston, D. (2017). One question: Can you attend full-time, one time? *Change: The Magazine of Higher Learning*, 49(6), 23-31.**

Waiwaiole and Elston (2017) explored community colleges' implementation of practices that encourage full-time enrollment to increase persistence, retention, and completion rates. They described the guided pathways approach applied in CUNY's ASAP. Key components of ASAP were mentioned, such as intrusive advising, financial assistance, block scheduling, cohort format, and tutoring; all of which enable students to be highly engaged and attend college full-time. Additionally, some states were requiring full-time attendance as a condition of participation in scholarship programs. Researchers concluded that any full-time attendance, even just one semester of full-time enrollment of 15 credit hours, facilitates student success, however, there are still students who cannot commit to full-time enrollment. Colleges must make a concerted effort to devise ways to make part-time students' experience more closely resemble those of full-time attendees.

### **Discussion and Conclusion**

This review of the research literature on the CUNY ASAP program is provided to promote awareness of the program and its accomplishments. It may also assist practitioners and higher education administrators in researching and/or designing the delivery of a similar program. The research shows quite consistent program success; however, the program has not scaled widely in the field. Perhaps this may be due to a higher cost per student (Napolitano & Wu, 2010) than typical

support programs. Some of the requirements of students, teachers, and support staff in the program may be difficult to achieve (Azurdia & Galkin, 2020) and full-time enrollment status may be unrealistic for some students (Waiwaiole & Elston, 2017). This work provides readers some insight about the CUNY ASAP program and the student population that can benefit from this intervention. It also reveals key program components, challenges to implementation, and the extent of its effectiveness.

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### Acknowledgements

D. Patrick Saxon is a Professor at Sam Houston State University in Huntsville, Texas.

Andi L. Thomas is a doctoral candidate in Developmental Education Administration at Sam Houston State University in Huntsville, Texas

Nara M. Martirosyan is an Associate Professor at Sam Houston State University in Huntsville, Texas.