

## Accelerated Study in Associate Programs (ASAP) Higher Education

Literature review updated October 2017.

As part of WSIPP's research approach to identifying evidence-based programs and policies, WSIPP determines "what works" (and what does not work) to improve outcomes using an approach called meta-analysis. For detail on our methods, see our [Technical Documentation](#). At this time, WSIPP has not yet calculated benefits and costs for this topic.

**Program Description:** Accelerated Study in Associate Programs (ASAP) is a program intended to increase graduation rates among community college students. ASAP includes (1) mandatory full-time study; (2) financial support; (3) frequent, intensive advising; (4) learning communities; and (5) condensed, blocked course schedules. The target population is low-income, first-time freshman students who intend to study full time. Students can remain in ASAP until they leave college.

### Meta-Analysis of Program Effects

Outcomes measured	No. of effect sizes	Treatment N	Adjusted effect size and standard error			Unadjusted effect size (random effects model)	
			ES	SE	Age	ES	p-value
Remedial credits earned	1	451	0.237	0.067	24	0.237	0.001
Graduate with 4-year degree	1	1001	0.164	0.262	27	0.309	0.226
College grade point average	2	3717	0.030	0.023	23	0.056	0.018
Persistence within 1st year	1	460	0.402	0.095	23	0.402	0.001
Graduate with 2-year degree	3	4786	0.382	0.100	24	0.660	0.001
Transfer from 2- to 4-year college	2	1452	0.183	0.077	25	0.247	0.001
Persistence into 2nd year	3	4786	0.198	0.044	23	0.332	0.001

Meta-analysis is a statistical method to combine the results from separate studies on a program, policy, or topic in order to estimate its effect on an outcome. WSIPP systematically evaluates all credible evaluations we can locate on each topic. The outcomes measured are the types of program impacts that were measured in the research literature (for example, crime or educational attainment). Treatment N represents the total number of individuals or units in the treatment group across the included studies.

An effect size (ES) is a standard metric that summarizes the degree to which a program or policy affects a measured outcome. If the effect size is positive, the outcome increases. If the effect size is negative, the outcome decreases.

Adjusted effect sizes are used to calculate the benefits from our benefit cost model. WSIPP may adjust effect sizes based on methodological characteristics of the study. For example, we may adjust effect sizes when a study has a weak research design or when the program developer is involved in the research. The magnitude of these adjustments varies depending on the topic area.

WSIPP may also adjust the second ES measurement. Research shows the magnitude of some effect sizes decrease over time. For those effect sizes, we estimate outcome-based adjustments which we apply between the first time ES is estimated and the second time ES is estimated. We also report the unadjusted effect size to show the effect sizes before any adjustments have been made. More details about these adjustments can be found in our [Technical Documentation](#).

### Citations Used in the Meta-Analysis

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.

- Scrivener, S., Weiss, M.J., Ratledge, A., Rudd, T., Sommo, C., & Fresques, H. (2015). *Doubling graduation rates: Three-year effects of CUNY's Accelerated Study in Associate Programs (ASAP) for developmental education students*. New York, NY: Manpower Demonstration Research Corporation.
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- Strumbos, D., Kolenovic, Z., & Tavares, A.L. (2016). *CUNY Accelerated Study in Associate Programs (ASAP): Evidence from six cohorts and lessons for expansion*. In S. Whalen (Ed.), *Proceedings of the 12th National Symposium on Student Retention*, Norfolk, Virginia. Norman, OK: The University of Oklahoma.

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