ASAP Expansion Priority Report
Fall 2018

The following Bronx Community College (BCC) ASAP Expansion Priority Report is informed by three years of collective attention to the challenge of turning the 700-student BCC ASAP program into one that will enroll close to 5,000 students in AY 2018–2019, which in turn will drive college-wide improvements for the entire BCC student body.

Tracy Meade and Gene Averkiou have been tracking the BCC ASAP Expansion in Teamwork, a project management platform, to document the complex work and interdependencies of the ASAP Expansion and college redesign. Throughout Summer and Fall 2018, they scheduled meetings with different areas of the college to review their section in Teamwork and note the tasks that have been completed, whether any were missing, what changes in practice are evident, and how best to prioritize tasks of the final phase of the Expansion.

This report summarizes the status of the BCC ASAP Expansion project and proposes priorities for AY 2019. It is meant to inform the work of the Steering and Executive Committees and bring ongoing clarity and precision to the BCC ASAP Expansion project.

Executive Summary

ASAP at BCC is well on its way to reaching the last year expansion target of 4,768 students while still achieving positive results. Notably, the scaling-up of ASAP has involved extensive coordination and collaboration with multiple departments to ensure student success. Although the ASAP model has demonstrated an ability to withstand a 600%+ increase in students in three years, there are still challenges to ensuring the integrity of the program as it sustains a 5,000 year-to-year student enrollment. For example, even as advisor caseloads have remained at 150 students, managing a program with so many students does pose a significant challenge. BCC ASAP has made much progress on managing data more efficiently in large part through Starfish, training advisors, distributing benefits to students more quickly and ramping up programming and career development. The program has also established strong ties with the enrollment management areas, IT, student services, First Year Program, CUNY Start and Math Start, and various advisement units. We will continue to see progress in how the program supports students, which should translate into better one-year retention rates, higher GPAs and credit accumulation. The strengthening of ASAP ties with other areas of the college will have, no doubt, a positive impact on overall college outcomes.

As the expansion reaches its enrollment target, it is important that the quality of the expanded ASAP program is sustained. The CUNY momentum campaign and the 35 X 65 challenge are initiatives that intersect with the expansion of ASAP. College and ASAP leadership should focus on how to integrate these completion efforts effectively beginning with a clear message to the campus community that captures the transformative nature of rethinking BCC as an institution committed to student completion. Framed within a common completion umbrella, institutional support of ASAP should help address lingering concerns about privilege or inequity. BCC has not yet integrated an expanded ASAP into its identity. Ultimately, how the BCC community embraces ASAP will determine the success of the expansion and BCC transformation.

The following are key areas the college should prioritize to support ASAP:
- Rethink what college advisement will look like as BCC enters a new phase post-Middle States and post-ASAP Expansion. BCC has currently 50 full-time professional advisors. The caseloads for non-special program advisors have decreased significantly. It is now possible to implement an equitable,

admissions to graduation caseload-advisement model for the entire BCC population, based on ASAP best practices (evidence-based, proactive, holistic, completion driven).

- Marketing and Communications, in close collaboration with Admissions, needs to express the identity and strengths of the institution with a clear completion message where ASAP is prominently featured. CBOs, feeder High Schools and Pre-College programs need to also be made aware of the BCC emphasis on completion.
- Admissions need to be supported while we transition to the new module in CUNYfirst. There are concerns about being able to hire qualified staff in a short time to process the likely increase in direct admission applications. Funds need to be allocated to increase the presence of the college in print and social media.
- IT support will be critical in creating Starfish dashboards with Starfish data, to the integration of tutorial services within a single reporting system (TutorTrac) and to Ad Astra implementation.
- The First Year Program should be expanded to serve all incoming students. FYP is currently the main ASAP feeder for continuing students and expanding FYP will ensure an increase in the number of continuing students joining ASAP. Assessing staffing and space needs for FYP is a necessary first step.
- Recruitment of continuing students must become a shared responsibility with Advisement to ensure that all eligible non-ASAP students currently attending BCC understand the benefits of ASAP and are strongly encouraged to enroll.
- CUNY Start and Math Start collaboration must continue. More students should be able to take advantage of the opportunity to address developmental needs and then join ASAP. The CUNY Start/Math Start pipeline into ASAP needs to be a seamless experience for students.
- ASAP programming cannot increase if space reservation needs are not addressed. Program activities need dedicated space and a more streamlined space reservation process.
- Posting and tracking of ASAP waivers must happen faster and with greater accuracy. It will help BCC meet its revenue target and encumber waiver funds for regular college operations.
- Reevaluate the E-permit process to better promote transfer interventions and support completion.

Report Sections

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Advisement [top]

Goal	• Hire advisors to meet ASAP Expansion needs • Deliver timely and relevant support services to ASAP students in accordance with the ASAP model
Status	By the end of AY18, ASAP managed to fully staff the advisement team, which remained understaffed during the first and most of the second expansion years. ASAP advisors have completed extensive professional development, delivered by the ASAP Central Office and expanded upon by the BCC ASAP team. ASAP advisors are using Starfish to manage student caseloads, document interactions and intervention and schedule individual and group advisement appointments. ASAP advisors have established professional relationships with other advisement units at the college, such as College Discovery, the First Year Program and the Academic Success Center, but more coordination is needed to improve continuing student recruitment into ASAP, professional development, student caseload management and sharing of resources. In Fall 2017, Institutional Research conducted a college-wide advisement study to inform the development of common advisement protocols and strategies across all advisement units. Some general recommendations included in the study are: centralization of new student advisement by expanding the First Year Program to serve all incoming students for one full year, increasing collaboration among advisement units at the college, developing a calendar for common interventions during the semester, and maximizing the use of Starfish.
AY 2018-2019 Priorities	• Reevaluate existing advisement protocols and staffing by taking the IR study and the recent Middle States recommendations as a starting point. • Develop an assessment plan for ASAP advisement. • Reexamine delivery of ASAP advisement services to adult students. • Enhance non-ASAP advisor communication and support to increase enrollment of continuing students.

Admissions [top]

Goal	• Meet ASAP Expansion target for new incoming students of 2,400 students
Status	ASAP new student recruitment efforts are fully embedded in the BCC Admissions operation. Identification of eligible ASAP students among the applicant pool, as well as the synchronization of relevant Admissions data between Hobsons and CUNYfirst has been fully automated. Communication to students about ASAP is inserted at many strategic points of the admission's continuum. As a result, BCC applicants have multiple chances to hear about ASAP while they interact with Admissions staff at every step of the admissions process. Admissions is able to route students to the different programs and opportunities in a way that looks seamless to students. Admissions hired additional staff (supported by ASAP and BCC), collaborated with the Testing Office to expand test prep and early testing opportunities for students, and integrated the ASAP Expansion message across office operations.
AY 2018-2019 Priorities	• Ensure that the New Admissions Application Module in CUNYfirst integrates with the automated recruitment process developed to support the ASAP Expansion. • Continue collaboration with pre-college programs and CBO's to promote the ASAP Expansion. • Continue collaboration with Communications and Marketing to develop high-quality materials and messaging to promote ASAP.

Communications and Marketing [top]

Goals	• BCC Communications and Marketing Office supports Year Three ASAP Expansion with extensive promotional coverage • ASAP Central continues to invest in City-wide ASAP Expansion communications and marketing efforts and supports BCC as needed
Status	ASAP Central supplied the staff and funds for the design and production of much of the Fall 2016–Spring 2017 promotional materials, creating a BCC/ASAP specific logo and a host of print, banner, and pop-up materials. Additionally, ASAP redesigned the BCC ASAP web pages. The ASAP Central's subway campaign and the PBS piece on BCC ASAP were highlights of a robust coverage of the ASAP program and the BCC ASAP Expansion. Some of the funding and same efforts continued throughout Fall 2017–2018 in conjunction with BCC Communications and Marketing. There is still a lack of clarity on how an expanded ASAP integrates within the BCC identity. ASAP should no longer be presented as an opportunity program but as the best support environment for students who commit to full-time enrollment as a way to complete a degree in a timely manner.
AY 2018-2019 Priorities	• BCC Communications and Marketing should include ASAP as one of the defining components of BCC. • BCC and ASAP leadership should continue to explore the college's identity as it relates to ASAP and the expansion. • Additionally, some of the new BCC hosted website site content still needs to be migrated from the ASAP redesigned microsite which needs to be closed.

Course Scheduling [top]

Goals	• Ensure that the number of reserved course seats is adequate to meet the needs of the ASAP Expansion • Develop a more accurate college-wide course offering projection based on ASAP Expansion (enrollment and retention) goals • Remove inefficiencies in classroom utilization • Develop a course scheduling approval process that is transparent and expedient
Status	BCC still relies on an antiquated, low-tech process of constructing the class schedule for each semester which perpetuates inefficiencies (e.g., an inordinate number of time patterns and clustering of sections during prime time) introduced over time. The Scheduling Optimization College Alliance (SOCA) has defined a more manageable scheduling grid and encouraged departments to increase section offerings that conform to the grid. Departments were asked to increase by 10% the number of FA17 sections offered on the grid. The resulting schedule made better use of classroom space during prime time. ASAP in collaboration with the scheduling unit identifies "B" sections, which reserve a number of seats for incoming students. An RFP was published for a schedule optimizer platform. Unfortunately, the selected vendor, Ad Astra, and CUNY are still working out contractual conditions. At the moment, any optimization work needs to proceed with the existing technology.

AY 2018-2019 Priorities	• Continue to work with academic departments in identifying program bottlenecks: sequencing of prerequisite courses, equipment limitations, courses being offered once a year only, and courses not being offered during intersessions. • Build a course forecasting model to account for changes in enrollment and retention • Strategically increase intersession course offering to allow students to apply year-round PELL funds towards earning credits. • Continue to grow the number of sections on the grid. • Finalize contractual issues with Ad Astra or find an alternative product.

Facilities and Space Planning [top]

Goals	• Ensure sufficient office and program space to accommodate Year Three of the ASAP Expansion • Continue to revise the 2007 Space-use Master Plan with an eye toward ASAP needs in 2019–2020
Status	Nichols Hall renovations for ASAP Expansion are in Phase IV. CUNY Central provided budget support for the Nichols renovation. The ASAP Expansion required the college to shift internal maintenance and operations staff to renovate space. Two classrooms on Nichols 4th floor were renovated in AY18 as part of the phase III renovation. The elevator in Nichols is not reliable and cannot handle the increase in traffic now that ASAP has occupied the offices on the fourth floor.
AY 2018-2019 Priorities	• Renovate the elevator in Nichols Hall (estimated cost $170,000). • ASAP needs to have dedicated space for its programming activities. Reserving the two classrooms on the fourth floor of Nichols would alleviate some of the program urgent need for space. Space reservation has been an ongoing problem that needs to be addressed. • Assessment of First Year Program (FYP) space to account for the possible increase of program size (new staff and ongoing engagement activities) is needed.

Financial Aid [top]

Goal	• Fully assume the financial aid demands of ASAP into office operations
Status	The Financial Aid Office is responsible for posting the ASAP waivers, which are disbursed through the financial aid module of CUNYfirst. Although an automated process, the posting of waivers still requires a close review of accounts by ASAP and the FA office. The hiring of an ASAP financial aid counselor will help alleviate some of the strain that the waivers put on FA operations. A major focus of the Financial Aid Office was on promoting early FAFSA filing. New students are provided orientation, and they are encouraged to complete verification before summer vacation. There is also a stronger collaboration between FA and The First Year Program. The FA office is also launching a strategic campaign to increase TAP applications.

AY 2018-2019 Priorities	• Clearly define the role of the new ASAP FA counselor and define the scope of collaboration with the program. • Campaign to file FASFA early with the hope of reducing the FA lines. • Leverage Starfish capabilities to elicit the collaboration of all advisors in helping students file and complete the FA process. • With the help of IT develop an appeal document management system via the BCC intranet for Fall 19, which would allow students to submit appeal documents online. • Expedite the posting and ensure the accuracy of ASAP waivers.

Human Resources/ASAP Expansion Hiring [top]

Goals	• Identify obstacles to timely HR operations • Hire ASAP staff as determined by the ASAP Expansion Plan
Status	Human Resources office operations were not assessed through the ASAP project management format. A new HR Executive Director was hired in Spring 2018. The hiring process of full time and part time employees lacks clear guidelines.
AY 2018-2019 Priorities	• Create guidelines for search committees and hiring of full and part-time employees. • Ensure that essential ASAP hires move through the search process expeditiously to avoid past hiring delays that had a direct impact on program delivery.

Institutional Research [top]

Goal	• Provide technical assistance and reports to guide the work of the ASAP Expansion • Collect evidence and analysis to assess the effectiveness of the ASAP Expansion
Status	BCC Institutional Research has provided student data to the ASAP Steering Committee for ASAP Expansion such as progress indicators for all BCC students. IR also conducted a study in AY18 to document BCC advisement practices. In collaboration with the Community College Resource Center (CCRC), IR was instrumental in producing a brief assessing the ASAP Expansion to date.
AY 2018-2019 Priorities	• Assist with continued analysis of advisement practices. • In dialogue with CUNY Central ASAP Research and Evaluation and BCC ASAP leadership, assist with the assessment of program elements and their delivery during a rapid expansion. • Launch a qualitative study of the 17-30 credit enrollment students. • Continue to work with the Community College Research Center (CCRC) to finalize their interim report and, as needed, confirm data provided by Central ASAP Research and Evaluation and provide feedback for their presentation at the upcoming AERA conference in Toronto in April 2019. • Evaluate the progress of CBO students who join ASAP.

IT/Systems

Goals	• Ongoing development of the IT infrastructure to enable ASAP staff timely access to student information • Streamline college-wide business processes and improve efficiency
Status	BCC IT and ASAP staff have streamlined data transfer among systems involved with the admissions/registration process. ASAP has access to data reports via the OSSES platform (BCC's intranet). IT has also provided support for the distribution of MetroCards from the Bursar's office.
AY 2018-2019 Priorities	• Technical Support for Ad Astra (in the event that BCC procures the system) and TutorTrac integration with Starfish. • Improve Starfish reporting by creating dashboards for key users • A pressing challenge continues to be the inadequate staffing of the IT development unit. BCC critical operations rely on the expertise of one programmer.

Pipeline to Matriculation

Goal	• Develop new and enhance existing pathways to ASAP
Status	BCC has established stronger collaborative ties with CBOs through the BON and Corridor's Project, and with area high schools through a partnership with New Visions. BCC is also now a TASC testing location. Much improvement has been made in establishing connections with high school counselors and Principals from feeder districts.
AY 2018-2019 Priorities	• Keep building ties with CBOs, high schools and GED programs to increase the visibility of BCC and enrollment in ASAP as a top choice for new and returning students. • Continue to promote ASAP to Bronx superintendent offices.

Registrar

Goal	• Fully incorporate the needs of the ASAP Expansion into office operations and improve services for all students
Status	The Office of the Registrar attended a retreat to review office operations in light of the ASAP Expansion. Awareness was raised about improving operations for all BCC students. The student self-service component "verification of enrollment" is up and running thanks to Java Programmer, David Ling. It alleviates approximately 50% of the in-person contacts in the Registrar's office.
AY 2018-2019 Priorities	• Launch a "deconstruction" of the E-permit process similar to the one conducted in AY18 with the appeal's process. • Assess how ASAP affects the graduation unit. • Seven out of ten tutorials online for various common needs of students have been revamped, the remaining three should be completed.

Remediation and Success Ways [top]

Goal	• Increase ASAP eligibility for students with a remedial placement of >2 developmental course needs • Increase matriculation into ASAP for students with an initial remedial placement of >2 developmental course needs • Achieve equitable retention and degree completion outcomes for students with an initial remedial placement of >2 developmental course needs
Status	The Success Ways project, conceived to articulate the best pathway into ASAP for students with initial remedial placements of >2 developmental course needs, did not materialize as a realistic project. Developing Success Ways student profiles was complicated and there were so many options; recommendations were difficult to produce. The strong collaboration between ASAP and CUNY Start and Math Start has built a pipeline for students with >2 developmental needs into ASAP. Registration for these students into CUNY Start/Math Start and into ASAP afterward has been streamlined by collaborating with the Admissions office, so that none of these students miss the ASAP registration days. Students who commit to Math Start in Fall and Spring have the chance to enroll in one credit-bearing course for free (teaching cost is covered by ASAP) and then join ASAP. Remediation funds from a $39,000 grant were used to offer continuing students an opportunity to take a MTH 5 (elementary algebra) workshop led by continuing education teachers for June 2018 workshops. In contrast to faculty-led workshops, the continuing education teachers had higher success rates. The "Multiple Repeaters Rolling Workshop" report for Winter+Spring semesters proved that it was very successful as all 56 students in the workshop passed CEAFE.
AY 2018-2019 Priorities	• The piloted rolling and express workshops in Math should be scheduled this coming summer again. • Implementation of TutorTrac and alignment of tutorial area practices and evaluation. • Assess summer workshop effectiveness. • Strong Start to Finish support for the development of co-reqs. • Expand integration and referrals to CUNY Start and Math Start to help more students become skills proficient, especially in math, before matriculation.

Starfish [top]

Goal	• Provide an early warning and student success tracking platform
Status	The Starfish system went live January 2, 2018. The platform manages online advisement appointments, multiple advisement caseloads, referrals of students to different support services, and has replaced the early warning system in OSSES.
AY 2018-2019 Priorities	• Increase the usage of Starfish outside ASAP, the First Year Program and CD. • Increase faculty submission of Early Progress Reports. • Increase training of advisors and supervisors to manage student caseloads more efficiently. • Integrate the appeals process within Starfish. • Finalize integrating Starfish and ASAPi (ASAP Central student database system).

Testing [top]

Goal	• Collaboration between Admissions and Testing to ensure the testing phase calendar and tracking reports ensure an efficient path for students to enroll
Status	The Testing Office responded to a significant increase in the need for test prep and placement testing sessions even as it was short-staffed. Testing and Admissions met regularly to schedule the recommended sequence of entry activities (student orientation—test prep—placement testing) initiated by Admissions. A great deal of troubleshooting was needed by both offices along the way to meet unprecedented student attendance at test prep sessions and to offer testing while accommodating Central Office system maintenance. They developed Test Prep workshops that focused on the math placement portion, and organized staffing to accommodate the workshops. Although rocky at first, Accuplacer resulted in fewer students placed into remediation. Their performance in math courses needs to continue to be studied. Ongoing collaboration with Admissions is essential because it supports timely communication to students about their test prep and testing needs and keeps the phase calendar as up-to-date as possible.
AY 2018-2019 Priorities	• Assess how the phasing out of skills placement in Fall 19 will affect ASAP student selection and enrollment.