



Our students: College Now aims to serve 'middle-range' high school students – those who are meeting general graduation requirements but who may struggle academically in college.

CUNY COLLEGE NOW: EXTENDING THE REACH

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<http://collegenow.cuny.edu>

Our partnerships: 17 undergraduate campuses work closely with staff in nearly 400 DOE high schools. Activities are offered either on the college campus or in the HS before or after the school day and in summer. In 2009-10, 63% of enrollments were on HS campuses.

1. Participation & Outcomes Data

2009-2010 College Now Enrollments (N = 28,762)

Program Component

College Credit	21,304
College Non-Credit	2,054
Pre-College Activities	5,404

Gender

Male	11,033	38.40%
Female	17,729	61.60%

Race/Ethnicity

Am. Indian	79	0.30%
Asian / PI	7,051	24.50%
Black	7,983	27.80%
Hispanic	8,095	28.10%
White	5,489	19.10%
Other/Unknown	65	0.20%

College Outcomes for NYC Public High School Graduates who entered CUNY as First-time Freshmen in Fall 2008: HS GRADS WITH CN EXPERIENCE IN RELATION TO PEERS WITHOUT CN

	Difference in:	First Semester GPA	First Semester Credits Earned (FT Students Only)	Persistence to Third Semester (FT Students Only)
	N	Average	Average	% of FT Students
Total Students	6,928 CN	+0.32	+2.20	+9.50
Female	4,309	+0.31	+2.16	+8.90
Male	2,619	+0.32	+2.19	+10.20
Am. Indian / Alaskan Native	20	+0.50	+2.52	+17.50
Asian / Pacific Islander	1,655	+0.12	+1.35	+3.40
Black	1,839	+0.39	+2.17	+11.80
Hispanic	1,984	+0.32	+2.28	+8.10
White	1,430	+0.26	+1.66	+8.40
Below 75 ELA Regents Exam	2,159	+0.23	+1.49	+7.10
75 to 84 ELA Score	2,626	+0.24	+1.24	+7.90
85 and Above ELA Score	2,030	+0.15	+0.71	+4.50
Associate Degree	3,291	+0.28	+1.78	+8.80
Baccalaureate Degree	3,622	+0.13	+0.65	+4.10
Full-time Enrollment (FT)	6,636	+0.32	+2.20	+9.50

A simple descriptive analysis of CUNY postsecondary outcomes comparing students with College Now experience to other NYC public high school graduates without College Now experience shows positive differences across every category of disaggregation. The table reveals the positive differences for College Now participants across multiple categories. For example, CN participants who scored below a 75 on the high school ELA Regents exam earned, on average, a first-semester GPA of 2.25, which is 0.23 points higher than the average GPA for NYC public high school graduates who did not participate in College Now (GPA of 2.02). Likewise, Hispanic College Now alumni earned, on average, 9.42 credits in the first semester compared to 7.14 credits for Hispanic students who did not participate in College Now. *Note: This analysis illustrates differences in CUNY outcomes within subgroups of similar students; results are descriptive in nature and do not control for differences among students within these subgroups that may lead to selection into the program.*

2: Research & Evaluation

In a review of 2,303 graduates from NYC Vocational High Schools in 2001 and 2002 who participated in CUNY's College Now program and subsequently enrolled in CUNY, researchers found:

CN participants are more likely than their peers to pursue a bachelor's degree. Participants were 9.7% more likely than their peers to pursue a bachelor's degree as opposed to an associate degree.

CN participation positively related to students' first-semester grade point averages. Participants had first-term grade point averages 0.13 points higher than those of non-participants.

Over the 3.5 years of postsecondary experience that was examined, the dual enrollment students earned 10.6 more credits than their non-dual enrollment counterparts.

--Karp, Calcagno, Hughes, Jeong, & Bailey (2007) of CCRC at Columbia University

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A recent regression analysis conducted by Collaborative Programs Research & Evaluation (Dadgar & Allen, pending) confirms positive outcomes associated with College Now. Controlling for student characteristics (demographics, SES), prior academic achievement, and high school fixed effects, preliminary results show College Now participation is associated with:

Significantly higher credits earned during the first semester:

- Fall 2009 Entering CUNY Cohort (22,310 observations): 0.76 more credits (p<0.01)

Significantly higher first semester GPA:

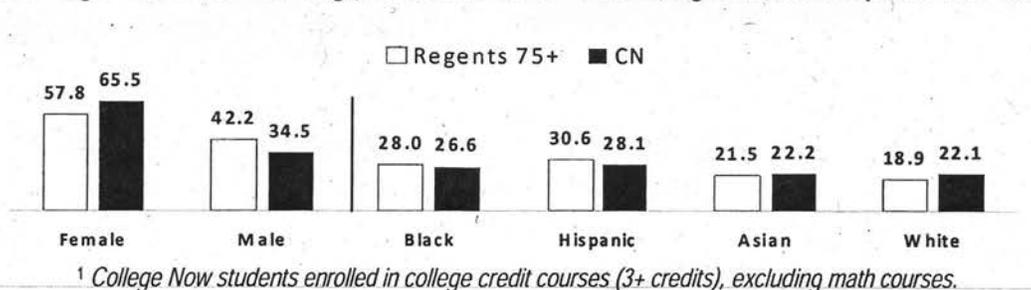
- Fall 2009 Entering CUNY Cohort (21,071 observations): 0.15 points higher (p<0.01)

Significantly higher 3rd semester retention rates:

- Fall 2007 Entering CUNY Cohort (19,222 observations): 5.0% increased likelihood (p<0.01)

3: Extending the Reach of Dual Enrollment

Comparison of Demographic Distribution of All NYC Students in Grades 11 and 12: Percentage who Have ELA Regents Scores of 75+ and College Now Participants¹ in Fall 2009



CUNY AT HOME IN COLLEGE (AHC)

AHC supports students from NYC public high schools and CUNY GED programs who are on-track to graduate but who have not met traditional benchmarks of college readiness (e.g. Regents or SAT scores.) AHC's immediate goals are to decrease the need for remediation and increase the college enrollment and third semester retention rates of these student populations, which support the long-term goal of increased college graduation rates. Initial outcomes have been promising:

- *Pass Rates on the CUNY Placement Exam:* Pass rates continue to be at least 10 to 20 percentage points higher for students who participate in At Home in College, thus reducing the amount of developmental course-taking and increasing the likelihood of graduation for participating students who enroll in CUNY community colleges.
- *Enrollment in College:* Of the high school students who enrolled in the pilot cohort of AHC and graduated, 75 percent enrolled in a postsecondary institution, which is significantly higher than the citywide enrollment rate of 58 percent. Enrollment rates for African-American and Latino students (73.5 and 75 percent respectively) exceeded national averages, as well.
- *3rd Semester Persistence:* The third semester retention rate for students enrolled full-time in associate degree programs which include At Home in College advisement is 7.1 percentage points higher than the CUNY-wide fall 2008 institutional retention rate for students enrolled fulltime in associate degree programs.