

The Year One Promise Program is a replication of CUNY's Accelerated Study in Associate Programs (ASAP). Established in 2007 and now nationally recognized, ASAP committed to graduating students within 3-years through a comprehensive redesign of the student experience. College of San Mateo has adopted the ASAP model and integrated program components into the Year One Promise Program. CSM's Year One Promise cohort started Fall 2018, with 500 first-year students.

CUNY: ASAP Model	College of San Mateo: Year One Promise
Requirements and Messages	
<ul style="list-style-type: none"> ➤ Full-time enrollment required. ➤ Taking developmental courses early: encouraged consistently and strongly. ➤ Graduating within 3 years: encouraged consistently/strongly. 	<ul style="list-style-type: none"> ➤ Full time enrollment required. ➤ Multiple Measures and Taking development courses early: Encouraged consistently and strongly. ➤ Priority Enrollment: Ensuring access to first-year coursework. ➤ Graduating within 3 years: Encouraged consistently /strongly.
Student Services	
<ul style="list-style-type: none"> ➤ Advising: Students required to visit adviser twice per month in first semester and as directed based on need after that. Caseloads of no more than 150. ➤ Career services: Students required to participate in an activity with an ASAP career specialist or an approved event through career services once per semester. ➤ Tutoring: students required to attend tutoring if taking developmental courses, if identified as struggling by faculty/advisor, or if on academic probation. 	<ul style="list-style-type: none"> ➤ Counseling: Students required four contacts with Year One Promise Counselor first semester and as directed based on need after that. Caseloads of no more than 150. ➤ Career Services: Students required to participate in an activity with a career counselor or an approved event through career services once per semester. ➤ Tutoring: Imbedded supplemental Instruction for Math courses; dedicated Math tutoring center. Dedicated support center for English with direct faculty support. Formal tutoring program for other courses.
Financial Support	
<ul style="list-style-type: none"> ➤ Tuition Waiver: For those who qualify for TAP and Pell, any difference between financial aid and tuition and fees is waived. Students who do not qualify for federal and state aid may still participate in ASAP program, but do not receive tuition waivers. ➤ Monthly incentive: Monthly unlimited-ride MetroCard contingent on participation. ➤ Textbook assistance: Voucher to cover textbooks costs through the campus bookstore. 	<ul style="list-style-type: none"> ➤ Fee waiver: Any difference between financial aid and fees is waived. Student must complete FAFSA or DREAM application prior to the start of the program. Waiver will be applied to all students with California residency and/or who are eligible for AB540 exemption. ➤ Monthly incentive: A monthly incentive will be available for active Year One Promise Program participation ➤ Textbook assistance: Voucher to cover textbook costs through the campus bookstore.
Course Enrollment	
<ul style="list-style-type: none"> ➤ Blocked courses and consolidated schedules: Course sections reserved and seats held in specific sections of general or developmental education courses. Early registration for ASAP students. ➤ ASAP seminar/ASAP group sessions: Students attend student success seminar or group advising sessions. 	<ul style="list-style-type: none"> ➤ Cohort Classes: Specific courses suggested for Year One Promise Program students based on enrollment needs and career goals, including summer coursework and College 1. ➤ College 1: Students are strongly encouraged to enroll in College 1, a comprehensive course designed to help students transition into college, build skills and community.
Program Management	
<ul style="list-style-type: none"> ➤ Program Management: CUNY Academic Affairs provides overall administration and evaluation and supports college programs, which delivers direct student services. ➤ Dedicated staffing: Full ASAP-dedicated staff led by a director who reports to the college's chief academic officer. 	<ul style="list-style-type: none"> ➤ Program management: Managed within College of San Mateo, with periodic convening and data sharing among the San Mateo County Community College District. ➤ Dedicated staffing: Year One Promise Program staffing consists of: Director of High School Relations; Full-time Year One Coordinator, Full-time Retention Specialist; Full-time counselor; 2 part-time adjunct counselors.

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- There are large and significant differences between ASAP and comparison group students in terms of retention, movement through developmental course work, credit accumulation, and graduation rates. ASAP's current cross-cohort three-year graduation rate is 51% vs. 22% for comparison group students.
- Students from underrepresented groups appear to see even greater benefits from ASAP than other students.
- When graduation and transfer are considered together, 63 out of every 100 students who began ASAP three years earlier have either graduated, transferred to a baccalaureate program, or both—versus 44 out of every 100 comparison group students.
- Most importantly, ASAP students graduate at more than double the rates of non-ASAP students.

(<http://www1.cuny.edu/sites/asap/evaluation/#1485896758384-38213ace-5ac5>)

Summary Profile of ASAP and CUNY Community College Students

		ASAP Students (Fall 2007 – Fall 2013)	CUNY Community College Students (Fall 2013) ²
Total Enrollment	N	6,389	97,751
Female	%	58.1	56.9
Ethnicity			
American Indian/ Native Alaskan	%	0.4	0.3
Asian/Pacific Islander	%	11.5	15.9
Black	%	32.0	28.1
Hispanic	%	42.6	39.0
White	%	13.6	16.6
Age Group			
Under 20	%	62.6	35.6
20 to 22	%	17.1	27.8
23 to 29	%	12.2	23.0
30 or older	%	8.1	13.7
First-time Freshmen	%	66.6	71.5

CHARACTERISTICS OF ASAP'S NEEDS-BASED ADVISEMENT GROUPS

High Needs

- ▶ All new students (first semester)
- ▶ On academic probation
- ▶ Has difficulty with self assessment
- ▶ Has difficulty articulating academic and personal goals
- ▶ Has personal circumstances that may impede academic progress

Medium Needs

- ▶ GPA on cusp of academic probation
- ▶ Has academic and professional goals, but needs guidance
- ▶ Responds to program requirements, but needs coaching
- ▶ Has unstable family situation or is in a transition period

Low Needs

- ▶ Is in good academic standing
- ▶ Has clearly defined academic and personal goals
- ▶ Responds to program requirements with little encouragement
- ▶ Seeks opportunities to be engaged in ASAP and college communities

Average Graduation Rates of ASAP and Comparison Group Students: Fall 2007-Fall 2012 Cohorts

