



Fidelity-to-Model Assessment

College:		Program Name:	
PROGRAM ELEMENT	Implementation Score 0 = Not in Place 1 = Partially in Place 2 = In Place	Documentation of Element Shared with CUNY ASAP	Comments
1. Program Management			
1.1 Program Staff: Program Director A program director is in place. This position manages all program operations and is full-time, with all responsibilities and hours dedicated to the program.	In Place	Job description with text that states director position is full-time with 100% of hours dedicated to the program	
1.2 Program Staff: Program Advisor(s) Advisors who report to the program director are in place. Advisors are full-time, with all responsibilities and hours dedicated to the program , and have caseloads of no more than 150 students. This role provides "Enhanced, Comprehensive, Personalized Advising" to program students, as outlined in this section below.	In Place	Job description with text that states advisor position(s) is full-time with 100% of hours dedicated to the program	
1.3 Program Staff: Evaluation Specialist An evaluation specialist who supports program data needs is in place. This role can be played by a staff person at the college whose time is at least partially dedicated to the program. The evaluation specialist attends program staff meetings and technical assistance (TA) check-ins. This role supports the use of data in the program, as outlined in the "Data Use" section below.	Partially in Place	Job description and posting indicating percentage of time devoted to program	this is a collaborative effort
1.4 Program Staff: Career Specialist A career specialist who serves program students is in place. This role can be played by career services staff at the college whose time is at least partially dedicated to serving program students. The career specialist attends program staff meetings and TA check-ins. This role supports the career development of program students, as outlined in the "Career Development Services" section below.	Partially in Place	Job description and posting indicating percentage of time devoted to program	still bulding out with career services and SWP teams



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1.5 Program Integration with other College Offices: A relationship building process for program integration across college units is in place. The program has a dedicated partner/contact in all key units, including academic departments, admissions & enrollment management, registrar, bursar, bookstore, financial aid, learning center, academic advisement, and other student support offices.	In Place	Completed Critical Connections grid	
1.6 Program Policy Memo: Program policies in all areas (i.e. those documented as program elements in this assessment) are clear and documented. The Program Policy Memo is a living document, to be edited every year as needed and distributed to key administrative stakeholders.	Partially in Place	Program Policy Memo or similar document	
1.7 Program Resources/Materials for Students: Documents are in place and accessible for prospective and current students regarding enrollment requirements, program policies, contracts or commitment agreements, incentives, benefits, and responsibilities.	In Place	Examples include: <ul style="list-style-type: none"> •Program website •Student application confirmation email •Student commitment form •Marketing materials •Program acceptance offer •Instructions for students on how they can pick up their incentives/textbooks •Instructions on benefits distribution and program requirements •Information session slides 	
1.8 Program Administrative Calendar: A yearly calendar is prepared in advance of the start of each academic year to promote transparency and accountability. This calendar documents deadlines for data input and reporting, meetings, and other important elements of program administration. The format of this calendar is flexible and should meet the needs of the college.	Partially in Place	Program Administrative Calendar	



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Program Management Total Score (88 Possible Points)			
2. Recruitment and Intake			
2.1 Eligibility Criteria: Eligibility criteria for the program have been established and are clearly messaged. Eligibility criteria include full-time enrollment (enrollment in minimum of 12 credits, preferably 15 credits/semester) and enrollment in eligible majors.	In Place	<ul style="list-style-type: none"> •Program website •Student application form •Student commitment form •Statistical profile of target population in most recent cohort 	
2.2 Program Branding & Identity: The name and logo of the program have been identified, and usage has been determined. Students receive a clear message that they are part of the program.	In Place	<ul style="list-style-type: none"> •Program website •Student commitment form 	
2.3 Program Website: The program website clearly defines the program, including eligibility criteria, program benefits, and how to apply. The website is also user-friendly, eye-catching, and easy to locate on the general college website.	In Place	Program website	
2.4 Recruitment Strategy: A comprehensive recruitment plan that identifies strategies to target both new and continuing students is in place.	In Place	<ul style="list-style-type: none"> •Program recruitment plan and/or relevant meeting agendas/notes •Sample recruitment materials 	
2.5 Early Engagement Pre-ASAP enrollment programming (e.g. The Summer Institute) has been planned, offering program students an orientation to the program and college, an introduction to key staff, and the beginning of cohort community building. Note that this event is distinct from the college's general orientation.	Partially in Place	<ul style="list-style-type: none"> •Early engagement plan •Program Institute agenda 	Could expand institute on boarding
2.6 Intake: The structure of individual intake meetings has been planned to ensure a first assessment of student needs, strengths, challenges, and potential barriers to success.	In Place	Intake form	
Recruitment & Intake Total Score (58 Possible Points)			



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3. Student Services			
3.1 Enhanced, Comprehensive, Personalized Advising: Advisors have been trained in the ASAP Advisement Model to provide academic and personal support to students. In this model, Advisors are assigned to students from the time they enter the program to graduation, and there is a triage system in place in which advisors select appropriate support levels for their students on a semesterly basis. Advisors may also consider offering group advisement sessions, especially during the first year, to that addresses topics that include academic success, personal growth, long-term goal setting, and career planning to engage students early and build community. See also the "Program Staff: Program Advisor(s)" section above.	In Place	<ul style="list-style-type: none"> •Documentation that program tracks the percentage of students meeting engagement requirements against benchmarks (see "Data Use") •No decline in pre- and post-knowledge check scores specific to the training and TA (up to that point) •Policy memo 	
3.2 ASAP Community Building: Program offers regular community building activities for program students. These may take the form of community service projects or attendance at conferences, focused beyond the first year, to build community among program students and staff.	In Place	List of community building activities held and planned	
3.3 Tutoring/Academic Supports: Requirements for attending tutoring and/or academic supports, including the frequency of attendance, are clearly defined and communicated to students and staff. Tutors have been hired and/or arrangements have been made with the learning center to support program students to meet their requirements.	Partially in Place	<ul style="list-style-type: none"> •Documentation that program tracks the percentage of students meeting tutoring requirements against benchmarks (see "Data Use") •Tutoring policy 	
3.4 Career Development Services: The career development portion of your program focuses on a set of mandatory career outcomes/competencies and portfolio items to be completed by the time students graduate. See also the "Program Staff: Career Specialist" section above.	Partially in Place		
Student Services Total Score (56 Possible Points)			
4. Financial Supports			



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4.1 Tuition Gap Support: A system is in place to confirm program students' financial aid awards and scholarships, and to cover the gap between students' financial aid and their tuition and fees. This can be done by leveraging alternative sources of funding, such as state promise scholarships.	In Place	<ul style="list-style-type: none"> •Documentation that program tracks the percentage of students receiving tuition gap support against benchmarks (see "Data Use") •Policy Memo •Completed Critical Connections grid 	
4.2 Textbook Assistance: Assistance to cover most if not all out-of-pocket expenses for course materials, including textbooks, is provided to all program students. There is a clear and workable process in place to administer this assistance.	In Place	<ul style="list-style-type: none"> •Documentation that program tracks the percentage of students receiving textbook assistance against benchmarks (see "Data Use") •Policy Memo •Completed Completed Critical Connections grid •Instructions for students on how they can pick up their textbooks 	
4.3 Monthly Incentive: Your program provides a high-value monthly incentive to all students. This incentive may take the form of a gas and/or grocery card and should help students overcome a financial barrier to full-time enrollment. The incentive is used as an accountability measure and is tied to students fulfilling certain program requirements, including meeting with an advisor, attending any required tutoring, and meeting all other engagement expectations. There is a clear and workable incentive distribution process in place.	In Place	<ul style="list-style-type: none"> •Documentation that program tracks the percentage of students receiving monthly incentive against benchmarks (see "Data Use") •Policy Memo •Completed Critical Connections grid •Instructions for students on how they can pick up their incentives/textbooks 	
Financial Supports Total Score (60 Possible Points)			
5. Academic Momentum and Course Enrollment			



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<p>5.1 Graduation within 3 Years: Students receive a clear and consistent message that they will graduate in three years or less. All majors served by the program have academic plans in place to ensure students have a pathway to graduation within three years (Five Semester Plans are recommended).</p>	In Place	<ul style="list-style-type: none"> •Documentation that program tracks the percentage of students who graduate within three years against benchmarks (see "Data Use") •Sample five or six semester plans for approved majors including pre-req and sequencing requirements •Student commitment form •Program website •Sample recruitment materials 	
<p>5.2 Immediate and Continuous Developmental Supports: Students complete their developmental supports immediately and continuously, beginning in the summer preceding program start when possible.</p>	In Place	<ul style="list-style-type: none"> •Documentation that program tracks the percentage of students with developmental supports who enroll in and fulfill developmental requirements against benchmarks (see "Data Use") •Semester academic plans 	
<p>5.3 Intersession Enrollment: Students receive a clear and consistent message to enroll in intersessions (e.g. summer and winter, if available), supported financially to the extent that the program budget allows. Incoming freshmen with two developmental needs should have the opportunity to enroll in and complete summer developmental offerings prior to the start of fall classes. Students should be encouraged to enroll in summer offerings as part of the registration process during recruitment.</p>	In Place	<p>Examples include:</p> <ul style="list-style-type: none"> •Program website •Student application form •Student commitment form 	



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5.4 Block-scheduled Courses: Specific sections (or reserved seats) of both developmental and gateway credit classes have been set aside for program students only, with the goal that program students enroll in three blocked courses in their first year. These blocked courses have been mapped out as part of convenient and condensed sample schedules.	In Place	<ul style="list-style-type: none"> •Documentation that program tracks number of blocked courses offered, blocked courses per student and/or the percentage of students taking a block course against benchmarks (see "Data Use") •List of blocked courses that have a minimum of 8 reserved seats in a class section of 25-30 students 	
5.5 Faculty Engagement: A system for communicating with faculty in academic departments is in place. There is a process for collecting feedback from faculty about students' course performance, and opportunities for the further development of relationships between faculty, program staff, and students.	Partially in Place	Description of early alert process or faculty feedback form	
Academic Momentum and Course Enrollment Total Score (50 Possible Points)			
6. Data Use			



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<p>6.1 Set Benchmarks for the Program: Benchmarks have been established for key student outcomes and minimum thresholds for delivery of program services. Benchmarks should include:</p> <ul style="list-style-type: none"> -Academic benchmarks - Retention by semester - Cumulative credits earned each semester - Enrollment in developmental education or co-requisite classes - Skills proficiency (or completion of dev ed requirements) - Graduation at 2 and 3 years - Student engagement benchmarks - Monthly and semester advisement contacts - Career milestone completion - Tutoring participation - Financial benefits distribution - Program survey completion 	<p>In Place</p>	<p>List of benchmarks, may be reflected in Data Management plan and/or Policy Memo</p>	



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<p>6.2 Establish a Data System to Collect and Review Student-Level Data: A data system is in place which can track student-level data like the variables below and can be modified according to program needs. Student-level data is updated regularly, on a monthly basis at a minimum, and can be accessed by program sirector and/or advisor(s)</p> <ul style="list-style-type: none"> - College application data - Demographic data - Student identifiers (e.g. an ID number) - Student groups (e.g. recruitment codes) & service indicators (e.g. holds) - Program status - Program cohort - Program advisor - Advisement support level - Advisement contacts - Projected and actual graduation - Starting term - Academic data at the semester and course level - Developmental education course enrollment - Financial aid data - Program financial benefits data - Tutoring participation - Career milestone completion 	<p>In Place</p>	<ul style="list-style-type: none"> •Data system demo •Completed program data template with one semester of monthly and semester data •Data Management Plan •Data system staff training materials 	



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6.3 Prepare and Review Aggregate Data: A system is in place to prepare and review on a regular basis, monthly at a minimum, program-specific aggregate data and reports on the datapoints in 6.2. This may be satisfied through the development of a program-specific data system or if the program is able to receive timely reports from information technology (IT) or institutional research (IR) on program students. There is a process for sharing, discussing, and monitoring against set benchmarks (see 6.1), aggregate program data amongst program staff, IT/IR, and/or college leadership.	In Place	<ul style="list-style-type: none"> •Data system demo •Completed program data template with one semester of monthly and semester data •Data Management Plan including examples of queries and plans and ongoing support for changes to meet program needs and efficiency if not reported in data management plan •Data system staff training materials 	
Data Use Total Score (48 Possible Points)			

Total Fidelity Score

323

Out of Total 360 Points

90%

REPORT