

New Student and Transition Programs	
Mission Statement	Learning Outcomes 2019-2023
Provide essential information and transformative experiences to students moving through educational pathways connected to Fredonia.	<p><i>Students who engage with New Student and Transition Programs will:</i></p> <ol style="list-style-type: none"> 1. Understand what post-secondary educational opportunities align with their personal or professional goals. (P.D.) 2. Acknowledge what next steps are necessary to complete college enrollment. (P.S., I.C.) 3. Identify resources available that support a positive transition to college. (P.D., P.S., I.C., I.G.) 4. Recognize behaviors that can influence their academic success at college. (P.D., P.S., I.C., I.G.)

Learning Outcomes	Strategy Tactic (2019-2020)	Timeline Frequency (when & how often will you implement?)	Measure
Students will understand what post-secondary educational opportunities align with their personal or professional goals. (P.D.)	Pre-College <ul style="list-style-type: none"> ● Distribute pre-college planning timeline to all student guests 8th-12th grade. ● 4th-8th Grade students participate in “Big Plans” activity during a group visit. ● Host a Promising Leaders Conference for 8th-10th Grade students in the region that focuses on career research, leadership skill building, and college exploration 	<ul style="list-style-type: none"> ● Fall & Spring semester; at all pre-college group visits ● Promising Leaders Conference will be hosted each Spring semester 	<ul style="list-style-type: none"> ● Number of pre-college timelines distributed to students grades 4-11 annually ● Percentage of 4-11 grade

Enrollment Services
Learning Outcomes
Strategies, Tactics & Measures
2019-2020
 FINAL

			students who identify at least one post-secondary education opportunity that supports a future career interest
	<p>D2D</p> <ul style="list-style-type: none"> ● Development of a 4-semester academic plan for attending JCC during an initial advising session that explains how it will transfer to Fredonia. ● Required academic advising check-in each semester, reviewing their Degreeworks to discuss next steps to Fredonia. ● Required participation in the Career Development “My Plan” tool as part of the first semester D2D program. 	Fall and spring semester; following an orientation program and each semester advising session.	<ul style="list-style-type: none"> ● Number of D2D students that transition to a 4-year college ● Fall to spring, fall to fall retention rates ● Number of students who are in good academic standing for transfer in major
	New Students	Fall and spring semester; following an onboarding or	<ul style="list-style-type: none"> ● Number of completed course interest

Enrollment Services
Learning Outcomes
Strategies, Tactics & Measures
2019-2020
 FINAL

	<ul style="list-style-type: none"> Communicate the required to complete a course interest survey following acceptance to Fredonia to better understand their personal interests and goals. Require that all new students attend a “Tools for Learning” workshop hosted by Academic Advising at Jump Start or New Student Orientation to understand how to navigate their major and keep track of their degree requirements. 	orientation program	surveys <ul style="list-style-type: none"> Number of students who found the “Transition Guide” in OnCourse
Learning Outcomes	Strategy Tactic (2019-2020)	Timeline Frequency (when & how often will you implement?)	Measure
Students will acknowledge what next steps are necessary to complete college enrollment. (P.S., I.C.)	Pre-College <ul style="list-style-type: none"> Distribute the college planning timeline that includes how to apply to college and pay an enrollment deposit. 	<ul style="list-style-type: none"> Distribution of college planning timeline for 10-11 grade students; special group visits Develop a report that we run every fall that matches pre-college attendees to Clearinghouse data. 	Percentage of students who attended a pre-college visit that applied to college.
	D2D <ul style="list-style-type: none"> Distribute a Next Steps checklist for D2D accepted students. 	Summer and Fall semester; during and following an	Percentage of students who can identify at

**Enrollment Services
Learning Outcomes
Strategies, Tactics & Measures
2019-2020
FINAL**

	<ul style="list-style-type: none"> ● Provide 1-day Jump Start program during summer focusing on completing required financial and academic enrollment items. ● Host regional “Next Steps” Events accepted D2D students. 	onboarding or orientation program.	least one item they have completed and one item they still need to complete on their incoming student checklist
	<p>New Students</p> <ul style="list-style-type: none"> ● Distribute Incoming Student Checklist to all new students at multiple touchpoints (Accepted student reception, target email, “Class of” Facebook page, Jump Start, and New Student Orientation). ● Provide a 1-day Jump Start Program on campus focused on completing financial and academic enrollment items. ● Enrolled in an online group in OnCourse that serves as a “Transition guide” and provides tips and links to critical campus resources. 	Ongoing each semester; host Jump Start in Summer	<ul style="list-style-type: none"> ● Percentage of students who attend an onboarding or orientation program ● Percentage of students who can identify at least one item they have completed and one item they still need to complete on their incoming student checklist. ● Percentage of students who have submitted

Enrollment Services
Learning Outcomes
Strategies, Tactics & Measures
2019-2020
 FINAL

			a paid their deposit, immunization records, final transcript, registered and attended a Jump Start, and accepted their financial aid.
Learning Outcomes	Strategy Tactic (2019-2020)	Timeline Frequency (when & how often will you implement?)	Measure
Students will identify resources available that support a positive transition to college. (P.D., P.S., I.C., I.G.)	Pre-College <ul style="list-style-type: none"> • Distribute pre-college planning timeline to all student guests 8th-12th grade. • 4th-8th Grade students participate in “Big Plans” activity during a group visit. 	Fall and spring semester; at pre-college visits special activities	Percentage of students able to articulate a place they visited on campus that would influence their experience at college.
	D2D <ul style="list-style-type: none"> • Host monthly “engagement” workshops on campus, featuring a campus resource. • Provide a Jump Start summer orientation and onboarding experience with workshops that address academic and self-management expectations. 	Fall and spring semester; formative assessment during an onboarding program and a survey question following attending an orientation program	Percentage of students able to identify at least two campus support services that might be helpful to them

	<ul style="list-style-type: none"> Engage with a D2D student mentor during their first semester in the program. 		
	<p>New Students</p> <ul style="list-style-type: none"> Require students to participate in a comprehensive New Student Orientation program 3-days prior to classes beginning each semester. Required participation in an Inclusive Conversations workshop developed by the Intercultural Center, the Library, and Counseling Services at New Student Orientation. Distribute a digital newsletter written by previous first-year students that feature campus support resources, tips, special events, and tools to navigate challenges in their first year at Fredonia. Require critical support departments to present workshops at Jump Start and New Student Orientation (Financial Aid, Student Accounts, Residence Life, Student Conduct, Campus Life, Academic Advising, FSA, IC, Health Center, Counseling Center) 	<ul style="list-style-type: none"> Fall and spring semester; formative assessment question during an onboarding program and a survey question following attending an orientation program Fall and spring semester; create “poll” question in FREDmail and view log-in data from OnCourse. Fall semester; report generation from swipe counts through Blue News and formative assessment at 	<ul style="list-style-type: none"> Percentage of students able to identify at least two campus support services that might be helpful to them. Percentage of students able to navigate the following items: Respond to a survey in their Fredonia email, find and log into the New Student Oncourse Transition Guide

Enrollment Services
Learning Outcomes
Strategies, Tactics & Measures
2019-2020
 FINAL

		events	<ul style="list-style-type: none"> Percentage of students who checked into the IC, STEPS, and Library workshops at New Student Orientation
Learning Outcomes	Strategy Tactic (2019-2020)	Timeline Frequency (when & how often will you implement?)	Measure
Students will recognize behaviors that can influence their academic success at college. (P.D., P.S., I.C., I.G.)	Pre-College <ul style="list-style-type: none"> Distribute pre-college planning timeline to all student guests 8th-12th grade. 4th-8th Grade students participate in “Big Plans” activity during a group visit. 	<ul style="list-style-type: none"> Fall & Spring semester; special activity at pre-college group visits 	Percentage of students able to articulate a personal skill or activity they are currently involved in that positively supports their future interests.
	D2D <ul style="list-style-type: none"> Require monthly one-on-one transition coaching sessions. Require monthly academic advising sessions. Host workshop and tour of academic support services during D2D orientation. 	Fall and spring semester; report generations from JCC team.	Percentage of D2D students Administratively Withdrawn from courses at the 6-week check-in due to attendance or academic progress

	<p>New Students</p> <ul style="list-style-type: none"> • Distribute a digital newsletter written by previous first-year students that feature campus support resources, tips, special events, and tools to navigate challenges in their first year at Fredonia. • Offer extended orientation workshops during the semester that provide information about advising services, tutoring, communicating with faculty, and ways to get engaged with student organizations connected to their major. 	<ul style="list-style-type: none"> • Fall semester; report generation from smore online newsletter app. • Fall and spring semester; report generation from Blue News swipes at identified events 	<ul style="list-style-type: none"> • Number of students who view the new student newsletter • Percentage of students who participate in the special community service project during the first-year.
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Office of Admissions	
Mission Statement	Learning Outcomes 2019-2023
<p>The Office of Admissions seeks to recruit, admit, and enroll students who are academically excellent, accomplished in extracurricular endeavors, and broadly diverse; that will grow educationally and personally making contributions to the University community, the State of New</p>	<p><i>Prospective and Incoming Undergraduate Students who engage with the Office of Admissions will:</i></p> <ol style="list-style-type: none"> 1. Be able to navigate the college application process from the time of interest through enrollment. (P.S., P.D., I.C.) 2. Understand how Fredonia’s educational opportunities align with their personal and professional goals. (P.D., P.S. I.G.) 3. Recognize student services offices and academic supports that are committed to student success at Fredonia (P.D., I.G.)

Enrollment Services
Learning Outcomes
Strategies, Tactics & Measures
2019-2020
 FINAL

York, and society.	4. Feel valued and connected to Fredonia students and the university. (I.C.)
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Learning Outcomes	Strategy Tactic (2019-2020)	Timeline Frequency (when & how often will you implement?)	Measure
Prospective and Incoming Undergraduate Students who engage with the Office of Admissions will be able to navigate the college application process from the time of interest through enrollment. (P.S., P.D., I.C.)	<ul style="list-style-type: none"> ● Daily Information Session and Campus Tour ● Visits to High Schools and prior Colleges ● On-Campus Accepted Student Reception (Go Big Blue Day) ● Off-Campus Regional Receptions for Accepted Students ● Office of Admissions communication plan managed in Slate 	<ul style="list-style-type: none"> ● Weekly ● Fall and Spring Semesters ● Spring Semester ● Spring Semester ● All Year 	<ul style="list-style-type: none"> ● The number of inquiries who complete an application. ● The number of complete applications that can have a decision made. ● Percentage of Applicant pool that enrolled in a postsecondary opportunity after high school. ● The number of students that melt (students who pay an application

**Enrollment Services
Learning Outcomes
Strategies, Tactics & Measures
2019-2020
FINAL**

			<p>deposit and don't enroll.</p> <ul style="list-style-type: none"> ● Percentage of student we get the final transcript from HS or College (in conjunction with jump Start). Also, the date we received it.
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Learning Outcomes	Strategy Tactic (2019-2020)	Timeline Frequency (when & how often will you implement?)	Measure
Prospective and Incoming Undergraduate Students who engage with the Office of Admissions will understand how Fredonia's educational	<ul style="list-style-type: none"> ● Daily Information Session and Campus Tour ● Visits to High Schools and prior Colleges ● College Exploration Day ● Signature Saturdays ● Shared campus brag points ● Custom Online College Viewbook ● Office of Admissions communication plan managed in Slate 	<ul style="list-style-type: none"> ● Weekly ● Fall and Spring Semesters. ● Fall Semester ● Fall and Spring Semesters ● Late Summer ● Year Round ● Year Round 	<ul style="list-style-type: none"> ● Survey question after interaction with Fredonia Admissions. ● Survey question on the Admitted Student Survey (Administered after in summer)

Enrollment Services
Learning Outcomes
Strategies, Tactics & Measures
2019-2020
 FINAL

opportunities align with their personal and professional goals. (P.D., P.S. I.G.)			after they have been admitted). <ul style="list-style-type: none"> ● The number of campus visitors that apply to Fredonia. ● The number of students who request the Custom College Viewbook.
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Learning Outcomes	Strategy Tactic (2019-2020)	Timeline Frequency (when & how often will you implement?)	Measure
Prospective and Incoming Undergraduate Students who engage with the Office of Admissions will recognize student services	<ul style="list-style-type: none"> ● Daily Information Session and Campus Tour. ● Visits to High Schools and prior Colleges. ● On-Campus Accepted Student Reception (Go Big Blue Day). ● Off-Campus Regional Receptions. ● Multicultural Weekend (MCW). 	<ul style="list-style-type: none"> ● Weekly ● Fall and Spring Semester ● Spring Semester ● Spring Semester ● Spring Semester 	<ul style="list-style-type: none"> ● Survey questions after a visit. ● The number of campus visitors that enroll at Fredonia. ● The number of students who request the

Enrollment Services
Learning Outcomes
Strategies, Tactics & Measures
2019-2020
 FINAL

offices and academic supports that are committed to student success at Fredonia (P.D., I.G.)			Custom College Viewbook.
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Learning Outcomes	Strategy Tactic (2019-2020)	Timeline Frequency (when & how often will you implement?)	Measure
Prospective and Incoming Undergraduate Students who engage with the Office of Admissions will feel valued and connected to Fredonia students and the university. (I.C.)	<ul style="list-style-type: none"> ● Campus Host ● Multicultural Weekend ● Peer Recruitment ● On-Campus Accepted Student Reception (Go Big Blue Day) ● Office of Admissions communication plan managed in Slate ● Departmental outreach coordinated by Admissions 	<ul style="list-style-type: none"> ● Spring Semester ● Spring Semester ● Fall and Spring Semesters ● Spring Semester ● Year Round 	<ul style="list-style-type: none"> ● Survey question on the Admitted Student Survey. ● The number of students who Pay an admissions deposit or confirm their non-attendance. ● The number of deposited students who

			end up enrolling at Fredonia (decrease in melt).
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Financial Aid Office	
Mission Statement	Learning Outcomes 2019-2023
<p>The Financial Aid Office will strive to provide guided pathways for students to pursue their education by reducing financial aid related barriers while empowering students to develop as leaders, embrace diversity, and become life-long contributors in a global society.</p>	<p><i>Students and their families who engage with the Financial Aid Office will:</i></p> <ol style="list-style-type: none"> 1. Understand their financial commitment to the university (I.C., P.D.) 2. Navigate the financial aid processes related to their enrollment. (P.D., P.S.) 3. Obtain knowledge and develop skills that support personal financial wellness. (I.C., I. G.)

Learning Outcomes	Strategy Tactic (2019-2020)	Timeline Frequency (when & how often will you implement?)	Measure
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Enrollment Services
Learning Outcomes
Strategies, Tactics & Measures
2019-2020
FINAL

<p><i>Students and their families who engage with the Financial Aid Office will understand their financial commitment to the university (I.C., P.D.)</i></p>	<ul style="list-style-type: none"> ● MCW Financial Aid Workshops <ul style="list-style-type: none"> ○ Individualized consultations during these workshops ● Big Blue Day Financial Aid Workshops <ul style="list-style-type: none"> ○ Individualized consultations during these workshops ● Money Matters workshops during Jump Start <ul style="list-style-type: none"> ○ Walk-in hours available during these sessions 	<ul style="list-style-type: none"> ● All year ● Summer ● Fall ● Spring 	<ul style="list-style-type: none"> ● Percentage of those who attend a workshop and complete their aid requirements prior to the first semester bill due date ● Track percentage of disbursed aid compared to historical data.
<p><i>Students and their families who engage with the Financial Aid Office will Navigate the financial aid processes related to their enrollment. (P.D., P.S.)</i></p>	<ul style="list-style-type: none"> ● Communication plan (ie, verification emails, loan emails, Excelsior emails, scholarship renewal reminder) ● Financial Aid workshops hosted in the residence halls ● Excelsior Working Group identifies students who are at risk of not meeting the academic requirements. 	<ul style="list-style-type: none"> ● All year ● Fall ● Spring 	<ul style="list-style-type: none"> ● Number of FAFSAs loaded during New Year Start-Up. ● Bi-weekly verification report ● Percentage of Excelsior students who remain eligible
<p><i>Students and their families who engage with the Financial Aid Office will Obtain knowledge and</i></p>	<ul style="list-style-type: none"> ● In-person Exit Counseling interviews ● Promoting SUNY Smart Track financial literacy modules ● Outreach via telephone for those who have outstanding balances 	<ul style="list-style-type: none"> ● Fall ● Spring 	<ul style="list-style-type: none"> ● Default Cohort Rates percentages ● Track the completion of SUNY Smart Track modules

**Enrollment Services
Learning Outcomes
Strategies, Tactics & Measures
2019-2020
FINAL**

develop skills that support personal financial wellness. (I.C., I. G.)			<ul style="list-style-type: none"> Track the percentage of balances sent to collections before and after outreach each semester
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ESS Learning Domains	ESS Learning Outcomes
Personal Development (P.D.)	Students who engage in ESS programs, activities, and services will develop a better sense of identity and self-awareness.
Practical Problem Solving (P.S.)	Students who engage in ESS programs, activities, and services will acquire practical skills that will enable them to provide solutions to problems they will encounter.
Interpersonal Competence (I.C.)	Students who engage in ESS programs, activities, and services will develop effective skills to have productive, meaningful relationships with others.
Intercultural and Global Understanding (I.G.)	Students who engage in ESS programs, activities, and services will acquire skills and knowledge necessary to work in a diverse, global environment.