



Unit End of Year Report

Report includes: <ul style="list-style-type: none"> • 2019-2020 Annual Goals • 2019-2020 Assessment Plan • Key Performance Indicators • 2019-2020 Points of Pride • 2020-2021 Annual Goals • 2020-2021 Assessment Plan 	Unit: Financial Aid Director: Dr. Kimberley Willis C/O Directors for 19/20: Nora Bell-Owens and Dr. Craig Ross
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UNIT OVERVIEW

Unit Mission

The Financial Aid Office at The College at Brockport assists potential students, current students, and their families in obtaining the necessary financial resources to attend The College at Brockport. This includes the proper financial advisement of students and their families, processing and facilitating the financial aid application process and providing sound strategies in budgeting, alternative aid sources and debt management both during and after college. The ultimate goal for the Financial Aid Office is to minimize the financial concerns of our students so that they may concentrate on and maximize their opportunities for success.

Functional Goals and Division/College Mapping

Unit Functional Goals	Division Goal Mapping	College Goal Mapping
Effectively communicate with students about financial aid requirements processes and provide excellent customer service in order to expedite the awarding process and reduce barriers to access and continued enrollment.	1, 2, 3, 5	1.7, 4.8
Implement the future award year process and notify students of their awards prior to the close of the current calendar year, in order to enhance the admissions process and retention of existing students.	1, 3, 5	1.1, 1.7, 4.8
Complete financial aid self-assessment tools to evaluate the institution's administration of the financial aid programs, ensuring compliance with federal laws and regulations.	1, 3, 4, 5	1.1, 1.7, 3.7, 4.8

SECTION ONE: 2019-2020 UNIT ANNUAL GOALS

Unit Annual Goals	Outcome/Status
Begin reviewing the CAS study for Financial Aid	Goal Partially Met (self-assessment due in 2021-2022)
Continue to improve customer service to students and strengthen campus partnerships	Goal Partially Met
Be one of the first SUNY institutions to release their award letters and include the estimates for Excelsior Scholarship and Excelsior Tuition Credit in the award letter.	Goal Met
Increase staff participation in professional development courses as it relates to equity, diversity and inclusion	Goal Not Met

SECTION TWO: 2019-2020 Assessment Plan

Unit Goal	College Mission Alignment: how does this goal support the College's Mission?
Be one of the first SUNY institutions to release their award letters and include the estimates for Excelsior Scholarship and Excelsior Tuition Credit in the award letter.	Providing accurate and timely information to students can assist in making informed decisions regarding higher education. For incoming freshman and transfers, it can help them decide on the institution they will attend in the fall and for continuing students it provides critical funding information necessary to cover educational expenses.

Outcomes and Criteria:	Data Sources and Methods:	Assessment Data:
Update and train staff with any processing/FAFSA changes and updates Be one of the first SUNY institutions to distribute award letters for the 2020-21 award year Include the Excelsior Scholarship and Excelsior Tuition Credit on the award letters	Update all Financial Aid Office forms and procedures Create 2020-2021 Cost of Attendance and packaging philosophy Review all comment codes to ensure no new codes need to be added to the database and verification documents requested Provide updates to the Administrative Aid to ensure all programming for the 2020-21 academic year are completed Banner Reporting	Goal Met The Financial Aid Office (FAO) successfully implemented new year start-up for the 2020-2021 academic year. Students were able to file the FAFSA for the 2020-2021 academic year beginning October 1, 2019. The first award letters were sent on 12/17/2019, a month earlier than the 2019-20 academic year. In conjunction with the earlier release of award letters, FAO was able to include an estimated Excelsior Scholarship and Excelsior Tuition Credit award. The Financial Aid Office has experienced no backlogs in document management or file processing for the 2019-2020 and 2020-2021 academic years. As of May 1, 2020 the following number of notifications have been processed: <ul style="list-style-type: none"> • 7703 Tracking (missing information) letters • 1227 Estimated award letters • 2800 New Student award letters • 2350 Continuing Student award letters • 8049 FAFSA records received Based on information obtained from other SUNY schools, Brockport was one of the first institutions to distribute award letters to students.

CLOSING THE LOOP

Resources Used:

Human resources from both the Financial Aid Office and LITS were needed to accomplish this goal.

Key Findings:

The College at Brockport successfully implemented the new year start up for 2020-21, with award letters being sent out on December 17, 2019. These award letters included estimated NYS Excelsior Scholarship and Excelsior Tuition Credits.

Dissemination/Discussion of Key Findings:

The results of this goal were shared with the Vice President of Enrollment Management and Student Affairs.

Summary Sentence for EMSA Briefing Book:

The Financial Aid Office successfully implemented the 2020-2021 processing cycle with the first award letters being sent to students on December 17, 2019.

SECTION TWO: 2019-2020 Assessment Plan

Unit Goal	College Mission Alignment: how does this goal support the College's Mission?
Continue to improve customer service to students and strengthen campus partnerships	The Financial Aid office is a key component in students' education. Strong campus partnerships and positive customer service enhances the experience for the student and will lead to an increasing number of positive outcomes related to retention and persistence.

Outcomes and Criteria:	Data Sources and Methods:	Assessment Data:
Telephone call queuing reports will be collected and analyzed so that baseline key performance indicators can be established. Investigating customer support management software i.e., Slate, Starfish, Team Dynamix, Campus Logic Establish baseline customer service metrics.	Cisco call queuing reporting tool Visit SUNY and local private peer and aspirational Financial Aid offices to identify innovative solutions and enhance best practices Create a customer satisfaction survey Utilize monthly SQUAD (senior staff in student services) meetings to enhance collegiality and collaboration with campus partners to increase student customer service satisfaction	Goal partially met Data for the number of incoming phone calls was collected from July 1, 2017 to May 2020. This data can be utilized to inform staffing levels and hours of telephone operation for the office. In 2020-21 the telephone reporting can be expanded to include data such as dropped calls, which is an indication of hold times. In addition, more data mining can be done to determine trends in busy hours that will assist in staffing the phone queue to reduce wait times. RIT and MCC were visited in the fall and winter to review their customer service processes. More campuses may have been visited in the spring, but plans were cut short by the pandemic. These two campus visits were valuable in that they demonstrated models for customer service. The Eagle Success kiosk was implemented in our office in January and data was collected on walk-in wait times and average time that a student spent meeting with an advisor. The data was cut short when the pandemic shifted the office to remote operations. A customer service satisfaction survey was created and sent to students who called the office for financial aid support. Unfortunately, the rate of participation was very low, and was not sufficient for reporting purposes. In 2020-21 the survey could be

		<p>extended to students who email the office which may increase participation.</p> <p>In addition, in the fall semester, the Interim Director of Financial Aid Communications and Initiatives held two student open sessions in order to obtain feedback about our office's customer service. These open sessions were not well attended by students, so the process did not yield information regarding negative experiences that were the direct result of poor customer service. Feedback was primarily attributed to more process related financial aid programs that are not directly controlled by the Financial Aid office.</p> <p>The SQUAD met regularly but was not consistently attended by partners outside of EMSA. Those who did attend were able to discuss pressing issues and find solutions.</p> <p>Several campus partnerships were enhanced this past year. For example:</p> <ul style="list-style-type: none"> • the office collaborated with Residential Life to identify and communicate with students with holds. • Student accounts placed a special notification to student regarding holds. • Partnered with slate • Updating banner for state issues • Collaborated with Admissions to resolve Social Security number discrepancies with the FAFSA.
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CLOSING THE LOOP

Resources Used:

The main resource that was used was the Academic Success Center for the support in implementing the Eagle Success Kiosk.

Key Findings:

In the 2020 spring semester the volume of inbound phone calls dropped by 64 percent from the spring of 2018. Partnerships with other campus partners were strengthened and improved customer service practices were implemented.

Dissemination/Discussion of Key Findings:

The key findings were discussed with the incoming Director of Financial Aid so that she may use this data and additional data to enhance customer satisfaction.

Summary Sentence for EMSA Briefing Book:

The Eagle Success Kiosk system was implemented in the Financial Aid office in order to measure customer service levels through the collection of key performance indicators such as wait times and duration of student/advisor meetings. In addition, speed notes were developed in order to track common reasons for why students call or walk-in to our office.

SECTION TWO: 2019-2020 Assessment Plan

Unit Goal	College Mission Alignment:
Begin reviewing the CAS study for Financial Aid	Self- assessment is important for office operations because it provides an opportunity for an office to reflect on current processes, evaluate and determine possible areas of improvement. The CAS review helps offices to ensure that they are operating at a standard that is to be expected in higher education.

Outcomes and Criteria:	Data Sources and Methods:	Assessment Data:
Organize the CAS review process for FAO Establish CAS Review timeline for FAO Create a singular space for collaboration and data collection	Microsoft Teams Financial Aid Staff LITS Staff	Goal in Progress Our CAS review cycle is set to begin in 2021-2022. In an effort to provide enough time to facilitate this review, we began preparing a timeline of the review process. A Teams group has been established to provide a singular area to collaborate with the financial aid office assessment team. Each part of the CAS review is represented with its own folder. Tasks will be assigned within this group to keep the assessment team on task and accountable for deadlines and work.

CLOSING THE LOOP**Resources Used:**

LITS and financial aid staff were utilized to create the CAS group in Microsoft Teams. The organization of the folders and tasks within Teams was done by FAO staff, and the timeline was created by FAO staff using recommend timeline information provided at prior EAT meetings.

Key Findings:

This GOAL is still in progress. Additional findings and feedback will be more substantial in the 2020-21 annual review cycle. Goal is still on-going.

Dissemination/Discussion of Key Findings:

Goal is still in progress – currently there are not key findings to share

Summary Sentence for EMSA Briefing Book:

The Financial Aid Office has proactively begun to organize the process in preparation for their CAS review cycle which is due in 2021-2022. Given the human resources this process will require, and the annual work-cycle within the Financial Aid Office, organizing, preparing and starting earlier will further help the office to successfully complete the CAS review by the required deadline.

SECTION TWO: 2019-2020 Assessment Plan

Unit Goal	College Mission Alignment:
Increase staff participation in professional development courses as it relates to equity, diversity and inclusion	Self- assessment is important for office operations because it provides an opportunity for an office to reflect on current processes, evaluate and determine possible areas of improvement. The CAS review helps offices to ensure that they are operating at a standard that is to be expected in higher education.

Outcomes and Criteria:	Data Sources and Methods:	Assessment Data:
Increase staff participation in EDI related professional development	Financial Aid Staff	Goal not met

CLOSING THE LOOP

Resources Used:

Resources that will be used to complete this goal moving forward will be FA staff, EDI staff and other EDI resources through our state and national organizations.

Key Findings:

Goal not met- not key findings to report.

Dissemination/Discussion of Key Findings:

Goal not met- no current key finding to report. The Financial Aid Office will work to build upon and complete this goal in the 2020-2021 cycle

Summary Sentence for EMSA Briefing Book:

The Financial Aid Office is committed to growing our knowledge and participation in equity, diversity and inclusion practices and policies.

SECTION FOUR: STUDENT LEARNING OUTCOMES

Institutional Student Learning Outcomes

- | | |
|-----------------------------------|---|
| 1. Written and Oral Communication | 4. Critical Thinking and Information Literacy |
| 2. Quantitative Reasoning | 5. Civic Engagement |
| 3. Intercultural Competence | |

Departmental Learning Outcomes	Institutional Learning Outcomes					Assessment Year
	1	2	3	4	5	
1. Train student Peer Advisors on Federal financial aid regulations, customer service techniques, and policies and procedures to allow them to be able to disseminate financial aid information to student and parents in a professional manner either on the phone, at the front desk, via emails or campus sponsored events.				X	X	2019-2020 Postponed to 2020-2021 (no new Peer Advisors were hired in 2019-2020)
2. Students receiving scholarships through the Extraordinary Academic Scholarship Program will comprehend the policies and requirements of the terms of award and integrate them with their personal planning and actions during their college career.				X		2018-2019 Baseline Year 2019-2020 Assess and Compare
3. Through information provided by the Financial Aid Office from various printed and electronic communications, the prospective student and their family will understand the types, sources and amounts of financial aid available, the applications required and deadline dates.				X	X	2020-2021
4. Students who take out loans will be able to recognize and understand the requirements, rights and responsibilities and repayment obligations associated with acquiring a federal student loan.				X	X	2018-2019

Departmental Learning Outcome Measured in 2019-2020:

Students receiving scholarships through the Extraordinary Academic Scholarship Program will comprehend the policies and requirements of the terms of award and integrate them with their personal planning and actions during their college career.

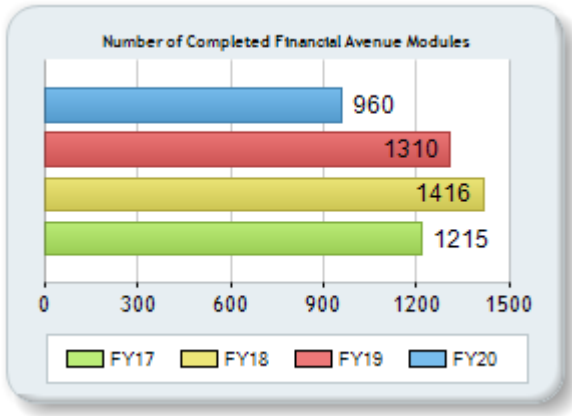
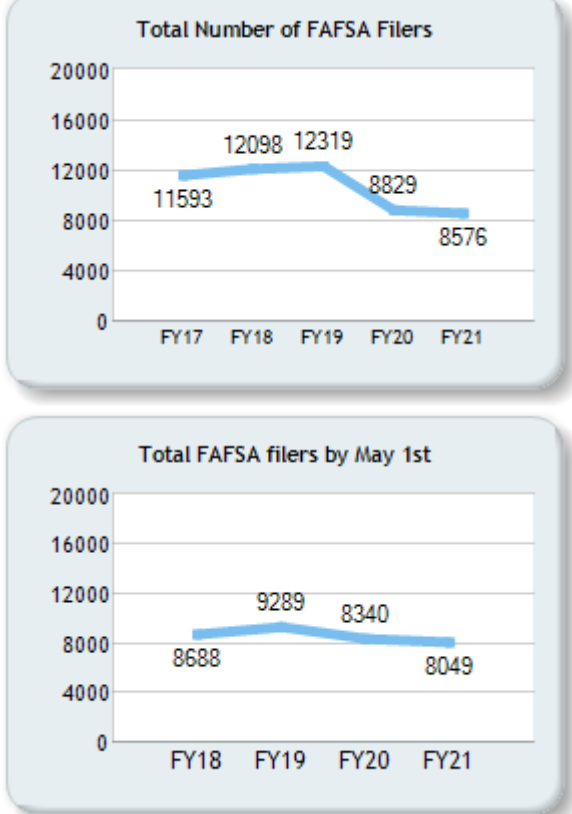
Strategies/Programs	Assessment Tools/Data Sources	Results
<p>All new Extraordinary Academic Scholars are required to attend one of the six Scholarship Orientation Sessions that are offered during the Golden Eagle Orientation or the Online make-up program.</p> <p>Review of the “Terms of Award” takes place during the orientation session so that scholars are familiar with the academic and residential requirements for award renewal.</p>	<p>Attendance records for scholarship sessions</p> <p>In person sessions and online sessions</p> <p>Renewal report (at year end) to determine scholars who did/did not meet renewal criteria.</p>	<p>2018-2019 is the baseline year. The 2019-2020 data to compare to the 2018-2019 data is listed below.</p> <p>240 New Scholars for the 1920 year</p> <p>141 New Scholars attended in-person Scholarship Orientation sessions</p> <p>78- New Scholars attended online Scholarship Orientation</p> <p>69- Not renewed (3 for less than GPA requirement- 44– less than 30 credits, 22- less than GPA requirement and less than 30 credits)</p> <p>Of the 69 not renewed- 56 attended the scholarship orientation, while 13 did not</p> <p>The non-renewal rate (students who did not get their scholarships renewed from one year to the next), dropped, resulting in more students retaining their academic awards.</p>

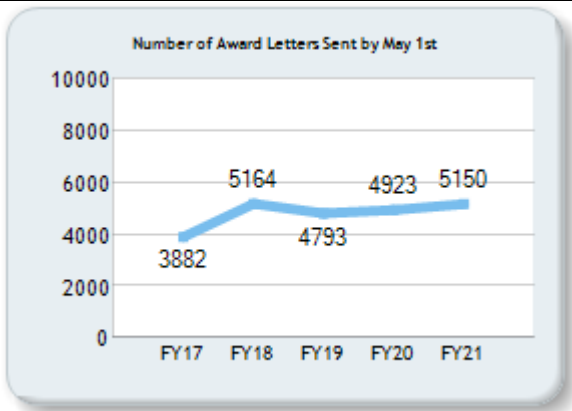
Summary of Findings and Next Steps:

Compared to the baseline year of 2018-2019, where there were 100 out of 240 new scholars not renewed, leading to a non-renewal rate of 41.66%, in the 2019-2020 academic year that rate dropped to a 28.75% non-renewal rate for new scholars. (240 new 19/20 scholars/69 not renewed)

In the 2019-2020 year, in addition to the 6 orientation sessions for scholars, we created a virtual mach-form version for students who needed to still complete the orientation session. The addition of this outreach and platform may have contributed to the drop in the non-renewal rate. It is evident that adding additional strategies for outreach and providing various methods allows us to reach and engage with a broader scholar base. We will continue to implement new strategies and improve upon the outreach to scholars to further reduce the non-renewal rate.

SECTION FIVE: UNIT KEY PERFORMANCE INDICATORS

Key Performance Indicators and Benchmarks	Analysis																						
 <p>Number of Completed Financial Avenue Modules</p> <table border="1"> <thead> <tr> <th>Fiscal Year</th> <th>Number of Completed Modules</th> </tr> </thead> <tbody> <tr> <td>FY17</td> <td>1215</td> </tr> <tr> <td>FY18</td> <td>1416</td> </tr> <tr> <td>FY19</td> <td>1310</td> </tr> <tr> <td>FY20</td> <td>960</td> </tr> </tbody> </table>	Fiscal Year	Number of Completed Modules	FY17	1215	FY18	1416	FY19	1310	FY20	960	<p>The number of SUNY SMART TRACK Financial Avenue modules completed are down from the previous year (FY19), due to the cancellation of our spring financial literacy activities. The cancellations were a result of COVID-19 and the campus transitioning to distance education.</p> <p>During the month of April (Financial Literacy Month) the Financial Aid Office (FAO) would strongly encourage students to utilize SUNY SMART TRACK and provide campus activities to support that mission. However, during spring 2020, students were trying to adapt to remote learning and other issues related to the campus disruption. FAO did not want to add to the stress students were experiencing by appearing to add additional requirements.</p> <p>Our team has already started to work with other areas on campus and the SUNY Financial Literacy Task Force to increase usage for the 20-21 academic year. There will also be a strong push during the summer to get students to register with SUNY SMART TRACK and begin to complete courses before returning to campus.</p>												
Fiscal Year	Number of Completed Modules																						
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 <p>Total Number of FAFSA Filers</p> <table border="1"> <thead> <tr> <th>Fiscal Year</th> <th>Total Number of Filers</th> </tr> </thead> <tbody> <tr> <td>FY17</td> <td>11593</td> </tr> <tr> <td>FY18</td> <td>12098</td> </tr> <tr> <td>FY19</td> <td>12319</td> </tr> <tr> <td>FY20</td> <td>8829</td> </tr> <tr> <td>FY21</td> <td>8576</td> </tr> </tbody> </table> <p>Total FAFSA filers by May 1st</p> <table border="1"> <thead> <tr> <th>Fiscal Year</th> <th>Total Filers by May 1st</th> </tr> </thead> <tbody> <tr> <td>FY18</td> <td>8688</td> </tr> <tr> <td>FY19</td> <td>9289</td> </tr> <tr> <td>FY20</td> <td>8340</td> </tr> <tr> <td>FY21</td> <td>8049</td> </tr> </tbody> </table>	Fiscal Year	Total Number of Filers	FY17	11593	FY18	12098	FY19	12319	FY20	8829	FY21	8576	Fiscal Year	Total Filers by May 1st	FY18	8688	FY19	9289	FY20	8340	FY21	8049	<p>The Financial Aid Office continued to provide training to new staff members throughout 2019-2020. This allowed individuals to take on a greater role in processing. As a result, the office has not experienced backlogs in document imaging or file processing. In FY20, 59% of the total students who completed a FAFSA had award letters sent by May 1st compared to 64% in FY21.</p> <p>The Financial Aid Office collaborated with the Admissions Office to send messages through SLATE to students selected for verification, regarding the importance of completing and submitting their required documents for the 2020-2021 academic year. Also continued to send text messages to students. This is an effort to get students to submit necessary documents in order to finish processing award package prior to the beginning of the fall semester. The Financial Aid Office has begun implementation of the Campus Logic Platform. Utilizing this platform will allow for further automation of the financial aid process by directing students to complete forms and submit the documents electronically with e-signatures. Campus Logic will also allow for more personalized outreach to students through tailored emails and text messaging.</p>
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The total number of FAFSA filers dropped from the previous year, this could partially attributed to a few factors; drop in enrollment and smaller incoming classes over the last two years in conjunction with the pandemic this past spring semester

SECTION SIX: 2019-2020 POINTS OF PRIDE AND ACCOMPLISHMENTS

Point of Pride/Accomplishment	College Mission and Priorities Alignment
Hired 3 new financial aid staff members	To be a Great College at which to Work To be a Great College at which to Learn
Sponsored a FAFSA completion day in conjunction with Rochester College Access Network at the REOC and assisted 20 families with completing their FAFSA and TAP applications	To be a Great College at which to Work To be a College Engaged with its Community
Thomas Hickey participated in a weeklong EOP program in NYC	To be a Great College at which to Work To be a Great College at which to Learn
For the 2020-21 Award Letter cycle, Excelsior estimates were successfully added to these award letters for eligible students	To be a Great College at which to Learn To be a Great College at which to Work
Implemented Starfish kiosk check-in process to improve customer service	To be a Great College at which to Learn To be a Great College at which to Work
Implemented a secure electronic drop box for students to submit signed documents	To be a Great College at which to Learn To be a Great College at which to Work
Successfully transitioned the office and staff to a remote work environment within a few days in response to COVID-19	To be a Great College at which to Work To be a Great College at which to Learn

SECTION SEVEN: 2020-2021 UNIT STRATEGIC GOALS

Annual Goals	Divisional Goal Mapping	Strategic Plan Operational Objective(s)	Action Plan	Timeline
Train three new professional staff members to provide more timely aid processing and improved customer service and workflow.	1, 2, 3, 5	1.1, 1.7, 1.10, 3.7, 4.1	Train employee(s) with Federal and State Financial regulations and policies Train employee(s) with SUNY Brockport Financial Aid Office policies and procedure	May 2020-May 2021
Successfully implement CampusLogic's StudentForms platform for student and financial aid office staff use	1, 2, 3, 5	1.1, 1.10, 3.5, 4.2	Create and update the StudentForms platform for SUNY Brockport Financial Aid Offices use (to meet the operational requirements of our office) Integrate StudentForms with Banner Train Staff Successfully launch a Mid-Year Onboarding process Go LIVE with StudentForms	June 2020-August 2020
Provide cross training for Financial Aid Office staff	1, 2, 3, 5	1.1, 1.7, 1.10, 3.7, 4.1	Implement training plan Train employees	July 2020-July 2021
Facilitate regular FA staff attendance at EDI trainings	1, 2, 3, 4, 6	1.1, 1.7, 1.8, 4.4, 4.5	Create a schedule to offer training throughout academic year Schedule trainings Provide information to staff to sign up for trainings they are interested in	July 2020-July 2021

SECTION EIGHT: 2020-2021 Assessment Plan

Unit Annual Goal:		
Train three new staff members (professional) to provide more timely aid processing and improved customer service and workflow.		
Outcomes and Criteria:	Data Sources and Methods:	Resources Needed and Individual(s) Responsible:
Train newly acquired staff in all areas of financial aid All staff fully functioning Improved customer service	Utilize New York Financial Aid Administrators Association and the National Association of Aid Administrators webinars and training resources Staff members will train in their areas of expertise utilizing questions and answers and quizzes to access new staff knowledge base. FSA Coach – used to review financial aid programs and policies.	Staff resources to train newly hired staff. Staff coverage to allow for inter-office training

Action Plan:

- Provide training to allow staff to be able to meet the needs of the office and function productively in their area.

Goal Rationale:

Additional trained staff is needed for the Financial Aid Office to function at an optimal level in all areas (i.e. customer service, packaging). The office does not currently have enough trained staff to meet administrative redistribute for greater efficiency. Additional staff is needed in order to provide excellent service.

Unit Annual Goal:		
Facilitate regular FA staff attendance at EDI trainings		
Outcomes and Criteria:	Data Sources and Methods:	Resources Needed and Individual(s) Responsible:
Continual trainings and professional development Provide training opportunities to staff that are in-line with the College's EDI goals	Certificate of achievement and/or participation Staff feedback forms at conclusion of trainings	Senior staff to develop training schedule and to coordinate trainings Equity, Diversity and Inclusion Office Brockport campus community members certified to provide approved campus EDI trainings New York Association of Financial Aid Administrators Association and the National Association of Student Financial Aid Administrators

Action Plan: describe strategies that will be used to reach the outcomes and goal, including timeline
Senior staff will work together to develop a calendar for the 2020-21 academic year where we are able to incorporate opportunities for EDI training for the staff. A member of Senior Staff will work to coordinate scheduling of these trainings with the Office of Equity, Diversity and Inclusion. The FAO will also utilize EDI materials and resources available through our affiliated state and national financial aid organizations.

Goal Rationale:

To be more in line with the College's EDI goals and strategic plan, it is important that these trainings are offered to the staff. These trainings also reinforce the suggestion that came from our self-assessment of our CAS assessment on EDI.