



<b>Unit/Office 2014-2015 Goals &amp; Assessment Plan</b>  2014-2015 Closing the Loop Summary  2015-2016 Goals & Assessment Plan	<b>Unit: Financial Aid Office</b>  <b>Director: Scott Atkinson</b> <b>EAT Liaison: Nora Bell</b>
<b>Unit Mission:</b> 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	

# 2014-15 Assessment Plan

This section summarizes the unit plans for progress toward strategic goals.

<b>Strategic Plan Construct</b> (also include Strategic Priority & Goal if applicable)	<b>Divisional Priority/Objective(s)</b>	<b>Unit Goal</b>	<b>Assessment Objective</b> ( <i>what did you measure?</i> )	<b>Assessment Results</b> ( <i>how do we know we were successful?</i> )	<b>Resources Used</b>	<b>Outcome/Status</b> ( <i>Where does this goal stand currently?</i> )
Co-Curricular Programming and Support Services	Retention of Students Healthy Campus 2020	Participate in Ideas 42	Analysis of student economic behavior and its effects on students maintaining Satisfactory Academic Progress Standards	Survey data revealed that those students in the Complete Treatment group which means they completed all aspects of the SAP project (27.0%) missed fewer classes in a four day period than those in the control group (37.1%). Students in the complete treatment group (10.81) studied longer over a four day period than those student in the control group (8.86). More of the students in the complete treatment group (5.08) on a scale where 4.0 was equal to the same and 5.4 was considered much better felt their grades were	<ul style="list-style-type: none"> <li>Staff members from various departments in the Enrollment Management and Student Affairs division met with Ideas 42 regarding initiating and implementing the project.</li> <li>Students who were deemed most likely of becoming out of compliance for SAP standards. These would include transfer students whose first semester was spring 2015, currently enrolled students who received a mid-</li> </ul>	The IDEAS42 study of the SAP project concluded at the end of the spring 2015 semester. Final results were provided to SUNY Brockport on July 8, 2015. Meeting were held with the IDEAS42 staff and various members of the Enrollment Management and Student Affairs staff as well as Michael Fox and Eileen Daniels. The purpose of the meeting was to go over preliminary results and to possibly

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				improving as compared to the control group (4.65). Studies also revealed that those students in the treatment group were less likely to get a SAP violation (13.3%) relative to those in the control group (14.5%). The intervention was particularly effective for minority students. 17.2% of minority students in the IDEAS42 intervention received a violation versus 24.7% in the control group.	semester warning, and students with a GPA below 2.5 <ul style="list-style-type: none"> <li>• Workshops were held twice during the semester</li> <li>• Communication to students via: emails, text messages, and mailings</li> <li>• Surveys</li> <li>• Monetary incentives provided by IDEAS42</li> </ul>	determine how to proceed with the program. Data has proved that the project was successful, however the Campus has decided not to pursue the project with all new and transfer students. We are still waiting on direction on whether we can continue with the project as it currently stands.
Co-Curricular Programming and Support Services	Retention of Students	Implement a Customer Satisfaction Survey for the Financial Aid Office	Measure the satisfaction students, parents, and campus constituents feel about the services they receive from the financial aid staff	N/A		This goal was not completed as the Financial Aid Office had to reprioritize its responsibilities and tasks.

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Co-Curricular Programming and Support Services	Retention of Students Healthy Campus 2020	Increase campus commitment to Financial Literacy	Integration of Financial Literacy activities into the campus culture.	<p>There were 621 students that registered for financial avenue (Smart Track) for FY14. During the same period, 877 modules were completed.</p> <p>This is a decrease of 20.48% registered students from 13-14 and a decrease of 15.1% of the number of modules completed.</p>	<ul style="list-style-type: none"> <li>• D05 – The Appeal for Consideration for an Increase in the Standard Cost of Attendance.</li> <li>• Financial Aid Advisors to review the appeal forms and counsel students</li> <li>• SUNY SMART Track budgeting module</li> </ul>	Although we have had no campus-wide commitment to increasing financial literacy, the Financial Aid Office has experienced a decrease in the number of students required to complete the SUNY Smart Financial Literacy modules, but an increase in the type of student required to complete the budgeting modules. The Financial Aid Office requires students to submit the D05-

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						Appeal for Consideration for an Increase in the Standard Cost of Attendance and supporting documentation for any off-campus student who indicates that their off-campus living expenses exceeded those of the normal off-campus student. This is a procedure that will continue for the 15-16 academic year. The reason for the decrease in the total number of modules completed is due to the fact that students are only

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						required to complete a module once while attending the college, so if a student completed the module once as a freshman applying for an Alternative Educational loan, they are not required to complete a module each year they take out the loan.

### **Creating a Culture of Evidence & Continuous Improvement**

The College at Brockport is committed to improving program effectiveness and the quality of the student experience through assessment data. The use of assessment data will contribute to the culture of evidence within each unit and the overall campus community. This section allows units to report administrative assessment data that might not necessarily be tied to a specific goal, but illustrates program or unit effectiveness.

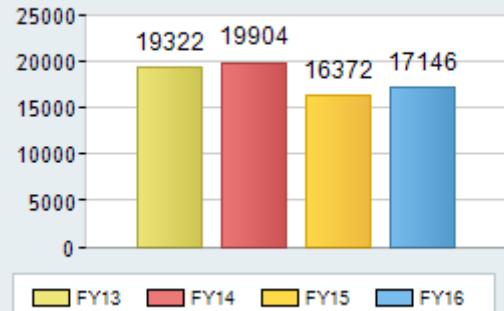
<b>Assessment Objective</b> (What did you measure?)	<b>KPIs/Benchmark</b> (What data points exist that will allow you to measure progress?)	<b>Outcome/Results</b> (How did you do?)	<b>Analysis</b> (What do you make of the results? What future steps will be taken?)
Increase the number of FAFSA filers that complete the IRS Data Retrieval Process. This results in greater data accuracy and a decrease in the number of documents required for verification.	<ul style="list-style-type: none"> <li>Number of FAFSA filers</li> <li>Number of students and parents completing the IRS Data Retrieval</li> <li>Number of federal tax return requests cancelled</li> </ul>	<p>The Financial Aid Office continues to see an increase in the number of FAFSA filers that are utilizing the IRS Data Retrieval Process:</p> <p>14-15 5,444 66.6% 13-14 4,684 39.27% 12-13 3,886 30.6%</p> <p>Total number of FAFSA filers were: 14-15 12,231 13-14 11,946 12-13 12,659</p> <p>The total number of federal tax return requests cancelled due to the IRS Data Retrieval for 2014-15 equal 689</p>	<p>There was a positive increase in the number of FAFSA filers that completed the IRS Data Retrieval process.</p> <p>Student and families are becoming more aware of this process by attending College Nights, High School Counselors and by speaking with Financial Aid Advisors either in person or on the telephone.</p> <p>The Financial Aid Office has not had an opportunity to actively promote the IRS Data Retrieval process other than through office publications and the website but many filers are more aware and this knowledge has benefitted both the office and the student greatly.</p>

<b>Assessment Objective</b> <i>(What did you measure?)</i>	<b>KPIs/Benchmark</b> <i>(What data points exist that will allow you to measure progress?)</i>	<b>Outcome/Results</b> <i>(How did you do?)</i>	<b>Analysis</b> <i>(What do you make of the results? What future steps will be taken?)</i>
<p>The impact of the reduction in the Cost of Attendance (COA) on student indebtedness</p>	<ul style="list-style-type: none"> <li>• The annual Cost of Attendance</li> <li>• Total federal loans paid to students</li> <li>• Total Alternative loans paid to students</li> <li>• Number of students completing the Appeal for Consideration for an Increase in the Standard Cost of Attendance</li> </ul>	<p>There has been a decrease of 7.3% in the total amount of loans borrowed in the 2014-15 aid year as compared to 2013-14.</p> <p>Costs increased by 2.2% from 2013-14 to 2014-15.</p> <p>53 students submitted the Appeal for Consideration for an Increase in the Standard Cost of Attendance.</p>	<p>In 2013-14 the Financial Aid Office conducted the COA survey. The student survey resulted in a significantly lower COA than in previous years. As a result of using this lower COA, we did receive some backlash from both students and faculty. Many felt that the lower costs would not allow students to be able to afford their off campus living expenses. In an effort to address those students whose living situations may indeed exceed the average amounts used by the Financial Aid Office, we developed the Appeal for Consideration for an Increase in the Standard Cost of Attendance. The appeal required students to take part in the SUNY Smart Track Financial Literacy Program by completing the budgeting module. In this module, the student must create and submit a budget of their expenses with supporting documentation. This again helps the student to construct an accurate budget and eliminate unnecessary borrowing.</p>
<p>Impact of students receiving a SAP violation after completing the IDEAS42 SAP project</p>	<ul style="list-style-type: none"> <li>• Number of students receiving the SAP mid-semester warning</li> <li>• Number of students out of SAP compliance at the end of the spring 2015 semester</li> </ul>	<p>Studies revealed that those students in the treatment group were less likely to get a SAP violation (13.3%) relative to those in the control group (14.5%). The intervention was particularly effective for minority students as 17.2% of minority student in the IDEAS42 intervention got a SAP violation versus 24.7% in the control group.</p>	<p>The results revealed that the Eagle Success Program administered during the spring 2015 semester has been very effective. Students that participated in some aspect of the program appeared to perform better in terms of their study habits, GPA and the number receiving the SAP violations than those that had no participation.</p> <p>We would recommend that this program continue as it benefits our most at-risk students. Recommendations have been made to the Administration regarding this.</p>

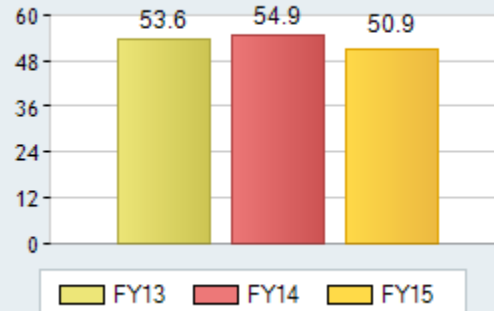


## Key Performance Indicator Charts

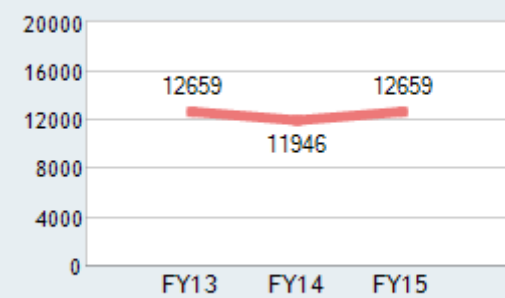
SUNY Brockport Off-Campus Cost of Attendance



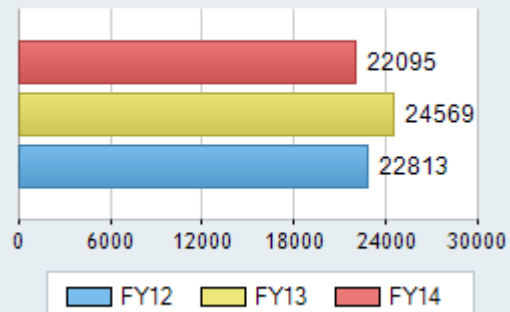
Total Student Loan Indebtedness (millions)



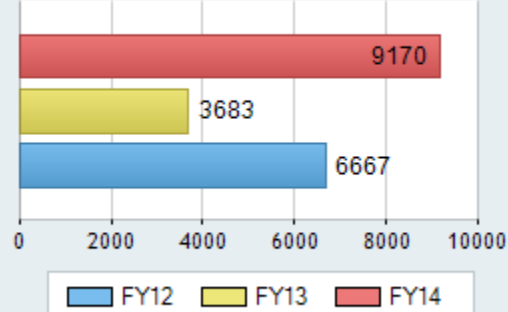
Total Number of FAFSA Filers



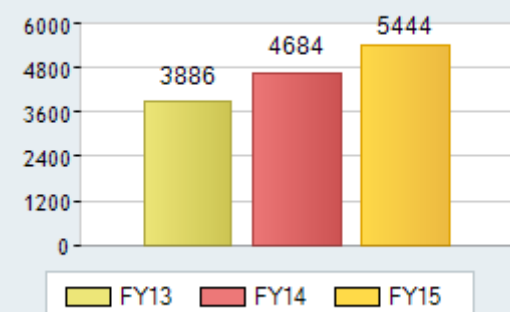
FAO Telephone Inquires Answered



Financial Aid Total Abandoned Telephone Calls



IRS Data Retrieval Completions



## **2014-2015 Closing the Loop Summary Report**

The following report outlines the assessment tools used and data compiled in regard to **no more than three** unit/office goals from 2014-2015. It will also highlight the proposed action items and recommendations for the next year. Please note that this information will be included in the EMSA Briefing Book.

**2014-2015 Goal:** The impact of the reduction in the Cost of Attendance (COA) on student indebtedness

**Tool Used:** The annual Cost of Attendance for academic years 2013-14 and 2014-15. Total federal loans paid to students and total Alternative Educational loans paid to students for the 13-14 and 14-15 academic years

**Data/Results:** Analysis of the data revealed that costs increased by 2.2% and student loan indebtedness decreased by 7.3% between the 13-14 and 14-15 academic years.

**Summary/Conclusions:** The result of this analysis was not what one would normally expect when looking at data such as this. As costs continue to rise, the Cost of Attendance Survey resulted in such a significant decrease in what off campus students indicated their expenses for the year to be. As a result, these students borrowed less in federal and Alternative Educational Loans.

**Recommendations/Action Items for next year:** Continue to monitor the loan indebtedness for students and brainstorm ideas/processes that we hope would allow student loan indebtedness to decrease even further. We will be completing another Cost of Attendance survey in November of 2015 and we will analyze that data to see how those results compare to the last survey.

**Methods for disseminating results (how the loop was closed):** The Cost of Attendance for the 14-15 academic year was noted on our website as well as provided in our new student award letters. Students were quite responsive to this change as they felt the COA did not realistically reflect their situation. This caused us to create the Appeal for Consideration for an Increase in the Standard Cost of Attendance. We could have done a better job of publicizing the lower cost of attendance to students to eliminate the numerous phone calls and emails regarding the significant reduction in their financial aid. The decreased loan indebtedness has been communicated to the Assistant Vice President for Enrollment Management, Associate Vice President for Enrollment Management and Student Affairs and the Vice President for Enrollment Management and Student Affairs.

**Sentence to be included in EMSA Briefing Book:** The lower cost of off-campus living and increased financial literacy efforts resulted in a decrease in annual student loan indebtedness by 7.3%.

**2014-2015 Goal:** Increase the number of FAFSA filers that complete the IRS Data Retrieval Process

**Tool Used:** The FAO retrieved information electronically on the number of students that completed the FAFSA and the number of students and parents that completed the IRS Data Retrieval. This information is submitted to us via the FAFSA

**Data/Results:** The number of students and parents completing the IRS Data Retrieval process increased 16% in the 14-15 award year and the number of FAFSA filers increased by 2.38%.

**Summary/Conclusions:** The number of FAFSA filers and those using the IRS Data Retrieval process has been steadily increasing with each year. Parents and students are becoming familiar with this process and its simplicity. This may be by telephone calls made to the office, talking to high school counselors and/or paying more attention to the FAFSA instructions.

**Recommendations/Action Items for next year:** It is our goal to actively promote the IRS Data Retrieval to student and parents

**Methods for disseminating results (how the loop was closed):** The information has been shared with the Financial Aid Office staff. During staff meetings we will discuss how we can promote the use of the IRS Data Retrieval process as this reduces the number of verification documents requested by our office. This is particularly important as the number of telephone calls and inquiries continue to increase and staffing proves to be difficult.

**Sentence to be included in EMSA Briefing Book:** The Financial Aid Office has succeeded in increasing the number of students and families that complete the IRS Data Retrieval process by 16% which has improved accuracy in the data and reduced the number of verification document requests.

## 2015-2016 Assessment Plan

This section summarizes the unit's future plans for progress toward strategic goals.

<b>Strategic Plan Construct</b> <i>(also include Strategic Priority &amp; Goal # as applicable)</i>	<b>Divisional Priority/ Objective(s)</b>	<b>Unit Goal</b>	<b>Assessment Objective</b> <i>(What will you measure?)</i>	<b>Assessment Measures</b> <i>(How will you know if you are successful?)</i>	<b>Resources Needed</b>	<b>Action Plan</b>	<b>Person(s) Responsible</b>
Co-Curricular Programming and Support Services	Retention of Students	Obtain a greater response rate for those students that complete and submit the COA Survey	Number of students residing: Off-campus On-campus Commuters  Average costs spent on <ul style="list-style-type: none"> <li>• Board costs</li> <li>• Personal expenses</li> <li>• Living expenses</li> </ul>	We will compare the number of students that completed the survey with those that completed the survey in the 13-14 academic year	<ul style="list-style-type: none"> <li>• Campus Labs Baseline to distribute and analyze the survey results.</li> <li>• Students to complete the survey</li> <li>• Resources to review the data</li> </ul>	Early November prepare the COA survey for distribution Mid-November distribute to students and analyze results in early December	Nora Bell
Co-Curricular Programming and Support Services	Retention of Students	Investigate the use of prior, prior year income in the implementation of the EOP admission process	<ul style="list-style-type: none"> <li>• Narrow the number of students that we request information from.</li> <li>• Getting EOP class in earlier</li> </ul>	We will have fewer students with outstanding documentation once the EOP Summer Program begins.	<ul style="list-style-type: none"> <li>• Retraining</li> <li>• Staff to review EOP files</li> </ul>	Investigate use of prior, prior year. Develop policy and procedure for implementation, July 2015.  Implement new policy, November 2015.	Nora Bell  Scott Atkinson  Thomas Hickey

<b>Strategic Plan Construct</b> <i>(also include Strategic Priority &amp; Goal # as applicable)</i>	<b>Divisional Priority/ Objective(s)</b>	<b>Unit Goal</b>	<b>Assessment Objective</b> <i>(What will you measure?)</i>	<b>Assessment Measures</b> <i>(How will you know if you are successful?)</i>	<b>Resources Needed</b>	<b>Action Plan</b>	<b>Person(s) Responsible</b>
Co-Curricular Programming and Support Services	Retention of Students	Continue to increase the number of FAFSA filers utilizing the IRS Data Retrieval Process	<p>The number of FAFSA filers.</p> <p>The number of FAFSA filers who utilize the IRS Data Retrieval.</p> <p>The number of documents cancelled due to the use of the IRS Data Retrieval Process.</p>	We will compare the numbers utilizing the IRS Data Retrieval Process against those that used the IRS Data Retrieval process last year.	<ul style="list-style-type: none"> <li>• Staff to analyze data.</li> <li>• Staff to promote the use of the IRS Data Retrieval Process</li> </ul>	<p>Revise publications and website to promote the IRS Data Retrieval Process.</p> <p>Create presentation materials to strongly emphasize the IRS Data Retrieval Process.</p>	<p>Nora Bell</p> <p>Karen Millspaugh</p> <p>Heather Atkinson</p> <p>Heather Allen</p>

### Points of Pride & Accomplishments

This section allows for you to identify points of pride and accomplishments throughout the 2014-2015 year. These points of pride may align with The College at Brockport's Strategic Plans Constructs (Academic Quality & Engagement, Co-curricular & Support Programs, Learning Environment & Quality of Place, Culture of Philanthropy & Alumni Connectedness), College Priorities, College Goals; Divisional Priorities; and Unit Goals. Also, note if the point of pride aligns with a unit goal.

<b>Point of Pride/Accomplishment (include data/results as applicable)</b>	<b>Applicable Strategic Construct/ College Priority/College Goal/ Divisional Priority/Unit Goal</b>	<b>Additional Notes</b>
Kristen Hartway, Financial Aid Advisor has been elected to the SUNYFAP Executive Board representing the four year sector of SUNY Institutions	Co-curricular Programming & Support Services	
Scott Atkinson, Director of Enrollment Services received the Presidential Citation from SUNYFAP for his commitment and dedication to the organization in the area of advocacy for the Reform of the NYS TAP and preservation of the Perkins Loan program	Co-curricular Programming & Support Services	
Participated in SUNY Financial Aid Day	Co-curricular Programming & Support Services	
Reduction in total student borrowing	Healthy Campus 2020 Retention of Students	
Successful completion of the SAP Project with IDEAS 42	Retention of Students	
Tom Hickey received the 2015 Supervisor of the Year award	Co-curricular Programming & Support Services	