



Barstow Community College NON-INSTRUCTIONAL PROGRAM REVIEW

(Refer to the [Program Review Handbook](#) when completing this form)

SERVICE AREA/
ADMINISTRATIVE UNIT:

Academic Year: FULL PROGRAM REVIEW Date Submitted:

Academic Year: ANNUAL UPDATE #1 Date Submitted:

Academic Year: ANNUAL UPDATE #2 Date Submitted:

By:

Lead:

Members:

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1. Mission and Vision

A. Service Area/Administrative Unit Mission

Student Services advocates for students; enhances educational experiences through provided services; fosters success; and promotes growth and development through partnerships within the college and in the community.

B. Service Area/Administrative Unit Vision *(Where would you like the Program to be three years from now?)*

The vision of enrollment services is to promote excellence in education through efficient, effective, friendly customer service.

C. Describe how mission and vision align with and contribute to the College's Mission and Vision

Enrollment services directly supports the College's Mission and Vision by providing quality customer service to students, the community, and military population. Admissions and Records is the direct line of contact for incoming students and Financial Aid provides monetary support to students to ensure they are successful.

2. Service Area/Administrative Unit Description and Overview

Assume the reader does not know anything about the Service Area or Administrative Unit. Describe the unit, including—but not limited to—the following:

A. Organization, including staffing and structure

The Director of Enrollment Services is responsible for overseeing Admissions and Records and Financial Aid and all staff listed below report to her.

Staffing from the Barstow campus

Admissions and Records:

Admissions and Records Coordinator and two Admissions and Records Technician II

Financial Aid:

Financial Aid Technician III (formerly Officer), Financial Aid Technician II (formerly Technician), and two Financial Aid Technician I (formerly Clerks)

B. Who do you service (including demographics)?

Admissions and Records (A&R) serves all BCC students, including prospective students, concurrent (K-12) and international students, as well as continuing and returning students. In addition, A&R provides support to instructors.

Financial Aid (FA) provides support to all students applying for and receiving financial aid, including area high school seniors. In addition, FA provides Veterans Administration benefits assistance to veterans and their dependents. The Financial Aid Technician II is the designated School Certifying Official, Foster Youth Liaison and the designated point of contact for Homeless students as well.

C. What kind of services does your unit provide?

Admissions and Records assists students with the application process, makes residency determinations, and conducts registration. A&R also processes all academic exceptions, such as late withdrawal petitions, repeat petitions, reinstatement after dismissal, etc. A&R processes degree petitions and diplomas and issues transcripts and enrollment verifications. A&R is often the first line of contact for new, returning, and continuing students when they need assistance. A&R also acts as an information depot, providing

information about the campus and services available to students; contact information to students for staff and instructors; resetting personal information numbers (PIN) for students for login purposes; etc.

Financial Aid provides assistance to students applying for scholarship, veteran benefits, state and federal financial aid. FA staff also conducts outreach both on campus and off; collects paperwork and verifies required financial aid information; awards and disburses financial aid; certifies veterans for benefits; certifies foster youth for Chafee Grant, conducts reconciliation for grants, etc. Financial aid reviews and processes work study applications for student eligibility as well as allocates positions to requesting departments. The Financial Aid Tech II certifies veterans for their GI Bill benefits, coordinates activities in the Veteran Resource Center, and collaborates with outside agencies including the Department of Veterans Affairs to ensure the needs of veterans are met. . Utilizes the VA Once, GI Bill Navigator, and WEAMS systems to determine eligibility, certify payments, report probation and graduation information, as well as review/apply for school and program approvals. Completes annual application for approval of veterans programs with the State Approving Agency.

Additionally, the FA Technician II works with community partners to build a network of resources for current and former foster youth, potentially homeless youth, and other disproportionately impacted groups. Uses Webgrants system to certify foster youth for the Chafee Grant as well as helps them to complete applications for FAFSA, CalGrant, Chafee Grant, scholarships, and work study opportunities. Works with Department of Social Services to help verify youth's time in foster care, guardianship, or juvenile justice system. Collaborates with Unified School District liaison and San Bernardino County Educational liaison to identify, outreach, and engage with foster youth in local area and county. The FA staff participates in off campus outreach efforts including the local high schools, military installations and community events.

The Director of Enrollment Services provides many services to the all constituent groups on campus, including data as requested; ensuring compliance with state and federal laws as they govern Admission and Records, Financial Aid, and Student Success; working towards data integrity across the campus; providing leadership for technology acquisitions in Student Services, such as SARS (program to track student traffic); Open CCCapply (new online Chancellor's Office sponsored admissions application); ComEvo (new online orientation software); AwardSpring (online scholarship system); Argos (reporting software); and Starfish (program to monitor early alerts and a degree audit/education planning system). She also ensures that Student Services data is entered into Banner correctly and reviews MIS reporting, ensuring necessary corrections are made and conducts reporting to the National Student Loan Database (NSLDS) through the National Student Clearinghouse as required by federal regulations for enrollment, degree completion, and Gainful Employment.

D. How do you provide them?

Services are provided in person, both on and off campus depending on the nature of the service. Services are also provided online, through the student self- service and by email and/or phone.

3. Data

A. SERVICE AREA/ADMINISTRATIVE UNIT OUTCOMES

1) List the Service Area Outcomes (SAOs) or Administrative Unit Outcomes (AUOs) for your unit:

Previous Area Outcomes:
Admissions and Records:

Students will be able to utilize web technology to enhance their computer skills by applying, registering, and accessing their records online; ordering transcripts online; and accessing enrollment and degree verifications online.

Financial Aid:

Students will demonstrate their understanding of the financial aid process, including application for the BOG Waiver, Pell Grant, SAP requirements, Cal Grant, Chafee Grant, Veterans GI Bill benefits, and scholarship opportunities.

New Service Areas Outcomes:

Admissions and Records:

Increase the number of admitted students who register for classes during their priority registration tier.

Financial Aid:

Increase the percentage of students who complete the financial aid application process to ensure students are awarded and disbursed aid.

2) Summarize the progress your unit has made on SAO/AUO measures since the last program review:

We were advised by SLOAC that our previous outcomes did not meet the requirements/definitions of Service Area Outcomes so we have redesigned our Service Areas Outcomes moving forward.

Admissions and Records:

	1516	1617
Admitted	7474	8611
Registered Total	3696	3934
	49.45%	45.69%

In the 2015-16 academic year 7,474 unduplicated students submitted an application 50.55% of those students never registered for any classes during the academic year. For the 2016-17 academic year 8,611 unduplicated students were admitted and 54.31% did not register. This is an opportunity for us to increase our enrollment and a group of students that we have not been outreaching to in the past.

Financial Aid:

	2015-16	2016-17
Unduplicated Headcount	4753	4653
Unduplicated Awards	3662	3777
BOG Awards	3495	3633
Grant Awards	2169	2186

Financial aid increased the number of students who were awarded financial aid from 77% from 2015-16 to 81% for 2016-17.

3) Describe any improvements made by your unit as a result of the outcomes assessment process:

a. What did you learn from your evaluation of these measures?

Admissions and Records:

It is evident that BCC needs to begin monitoring the students who apply but never enroll as this could result in a significant increase in our student population.

Financial Aid:

Our student population is low income and in need of assistance to attend college but 33% of students in 2015-16 and 29% of students in 2016-17 either did not submit an application or did not complete the application process.

b. What improvements have you implemented as a result of your analysis of these measures?

Admissions and Records:

Beginning with fall 2017, students who were admitted but had not registered were contacted in efforts to increase the number of students enrolling for the second nine weeks.

Financial Aid:

Financial Aid made a more concerted effort in late spring 2017 to contact students who submitted a financial aid application and successfully completed classes but were missing required documents to finalize their financial aid award. Additional emails and phone calls were made to these students than were previously made. Financial Aid intends to continue this practice. In addition, an additional email has been created and is sent to students who are still missing requirements after each check run to notify students that they had missed the completed check run and to encourage them to submit required documents before the next deadline.

c. What improvements do you plan* to implement as a result of your analysis of these measures?

(*List any resources required for planned implementation in #10: Resources.)

Admissions and Records:

Plans are in place to contact admitted but not enrolled students during the priority registration period to increase the number of admitted students who actually enroll.

Financial Aid:

Financial Aid plans to work more closely with the student population receiving Cal Grants to try to increase the number of students who are completing their financial aid package to ensure that we have a 100% Cal Grant award rate.

B. OTHER ASSESSMENT DATA

1) List all OTHER quantitative and/or qualitative measures that you have chosen to gauge the effectiveness of your unit.

Both Admissions & Records and Financial Aid have the ability to use SARS to track the amount of time spent on individual students. SARS is used to track student contacts in person and via email and phone.

A&R also uses SARS to track enrollment verifications and transcript evaluations. A&R had 764 drop ins (phone, walk-in, email ,etc.) for the month of October 2016 with an average wait time of 6 minutes. With this information we are able to look at peak times and assess when additional staff is necessary. August 2016 – 1,363 drop ins and average wait time of 10 minutes.

Financial Aid served 2914 (unduplicated) students for the 2016-17 year. The number is probably much higher considering this is an unduplicated count. Most students tend to contact the Financial Aid Office multiple times sometimes several times within the same day. Below is a screenshot of the numbers from SARS:

Unduplicated Count of Students Report

7/1/2016 - 6/30/2017

Short Name: All

- Marked Yes Not Marked
 Marked No Cancellations

Unduplicated Count	
Drop-Ins Only	2914
Appointments Only	14
Total Unduplicated Contacts	2914

Increase number of students receiving Chafee by outreaching to them and informing them of opportunity; Increase opportunities for veterans to meet, study and decompress in a Veterans Resource Center while also providing them with the tools, supplies, resources and support network to be successful.

2) Summarize the results of these measures.

Chafee recipients increased from 5 recipients in the 2015/16 school year for a total of \$19,841 awarded funds to 14 recipients in the 2016/17 school year with a total of \$55,046 in awarded funds.

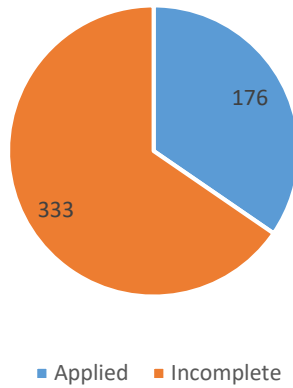
Moved Veterans Resource Center to new location and outfitted with new furniture, computers, textbook library, printing, school supplies, and daily snacks. Completed MOU with Department of VA to have a Vocational Rehabilitation Counselor on campus for easy access. Partnered with High Desert Vet Center to provide direction and assistance to veterans regarding other available benefits (besides education).

We had 229 students complete the scholarship application for 2017. This was an increase from the 176 that we had apply in 2016. We believe the increase was due to the removal of the recommendation letters which had prevented some students from applying in the past.

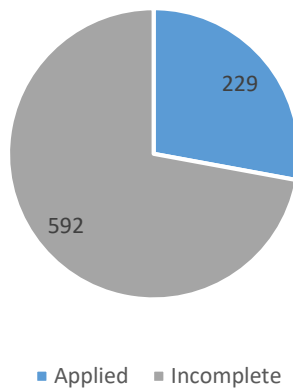
Unfortunately, we are still seeing a high number of students begin but not finish the scholarship application. We had 592 incomplete scholarship applications in 2017 which is an increase from the 333 incomplete applications we had in 2016. Outreach efforts were made in the form of emails and phone calls during the application period to assist the students with completing the application, but we still ended up with a lot of incomplete applications.

One reason for this may be due to the unofficial transcript requirement. We were made aware that some students were having difficulties with this part of the application. The Scholarship Committee wants to keep the transcript as a requirement so in order to address this issue the Financial Aid Office plans on holding more Scholarship Workshops during the application period and possibly extending the application period giving the students more time to apply.

Applied vs. Incomplete Scholarship Applications 2016



Applied vs. Incomplete Scholarship Applications 2017



3) Describe any improvements made by your unit as a result of other assessment data listed in #1:

a. What did you learn from your evaluation of these measures?

FA: Many students, especially current and former foster youth, are unaware of the additional financial aid funds that are available to them. By outreaching to them and informing them of the financial opportunities they can receive, we are able to award more financial aid funds to students who need it.

b. What improvements have you implemented as a result of your analysis of these measures?

A&R: Have split duties of A&R Techs so that all staff members have specific roles.

FA: Monitoring the Chafee roster on a weekly basis and outreaching to any student who comes up on it. Following up on email leads sent when a student completes their CCC Apply application and indicates they are a foster youth. Implementation of John Burton Book Fund.

c. What improvements do you plan* to implement as a result of your analysis of these measures?

(*List any resources required for planned implementation in #10: Resources.)

FA: Build a more robust program that outreaches to certain populations and close the equity gap which exists by providing additional funds, direct aid, school supplies, life skills workshops and counseling, as well as employment opportunities.

4. Policies & Processes

A. What recent changes in policies, procedures and processes have impacted or will impact your Service Area or Administrative Unit? (BCC BP/AP; Federal, State & local regulations; departmental guidelines)

Admissions and Records:

Assembly Bill 1018

Financial Aid:

Completion Grant

DACA Grant

Disbursing based on program of study

Mandatory Year-Round Disbursing

SB12, Forever GI Bill

Both Departments:

Guided Pathways

Starfish Implementation

Online Education Initiative – Consortium

B. Describe the effect the changes or updates in policies and processes in 4.A have had on the unit.

Admissions and Records:

Assembly Bill 1018 – Requires that we collect gender identity and sexual orientation from the admissions application to ensure that we are able to conduct disproportionate impact studies for Equity.

Financial Aid:

Completion Grant – A new grant for full time Cal Grant students who meet stringent enrollment and completion guidelines. This program will require that we have a concerted outreach effort for all Cal Grant students. It will also increase monitoring of students who receive the grant to ensure that they are continuing to make progress on their goal.

DACA Grant – Additional funding for this underserved population; which will require additional outreach efforts.

Both Departments:

Guided Pathways – Complete change to how students identified their program of study; this will require system set up for both Admissions and Financial Aid

Starfish Implementation – Degree audit system which will require a person who can create and monitor program of study based on what is approved through curriculum; also will require staff to evaluate and post incoming transfer work as early as possible once the student is admitted to BCC to ensure that all completed coursework is accounted for in the degree audit system. In addition, the system will be utilized

to meet the federal requirement that financial aid should only be disbursed to students for courses which meet program of study requirements.

C. In addition to (or in response to) those listed in 4.A, what in-house policies, procedures, and processes need to be updated, created, or deleted?

Priority registration
Concurrent Enrollment
Transfer Articulation
Maximum Allowed Units – Increase Athletes to 24 units for 18 week semesters
Review of Residency AP
Priority Registration for Homeless Students
Student Email Policy

5. Internal Factors (see Handbook for additional information)

A. Strengths: *Current aspects of the program or department that serve it and its future well. These aspects include what it does well, what it's known for, what it takes pride in, and so forth. Strengths represent competencies or characteristics that the department or program may wish to enhance or preserve actively, even aggressively.*

Both Admissions & Records and Financial Aid have a 24 hour turnaround time for returning emails and voice messages. However, 24 hours is not feasible during peak times. During peak times the turnaround time can be more than 48 hours.

A caring and diverse staff who is dedicated to student success.

B. Weaknesses: *The program or department's internal vulnerabilities. These are areas that, if not addressed, could become liabilities, or could contribute to an erosion of the department's capacities and future growth. They represent areas where the organization needs to improve if it is to be successful for the long term.*

Admissions and Records:
Evaluation of transfer coursework

Financial Aid:
Outreach
Workshops
Access to needed school supplies and aid for target populations

Both:
Customer service during peak times
Better relationship with local school districts

6. External Factors (see Handbook for additional information)

A. Opportunities: *Current trends and events occurring outside the department that, if taken advantage of, are likely to have a positive effect on its long-term success. Examples may include: realistic training opportunities; industry trends; revenue-generation opportunities; development of new tools or technology to help manage workload.*

Guided Pathways
Starfish Implementation
Student usage of Office 365

B. Threats: *Current trends and events occurring outside the department or program that could jeopardize its success represent potential threats. Examples may include: state, regional, or institutional economic/budget climate; loss of support services; seasonal fluctuations in workload.*

Turnover of Administration
Limited resources in community for student referrals
The state of the Country in general (i.e. active shootings, future of DACA, safety for LGBTQ students)

7. Continuing Education/Professional Development

A. What continuing education and/or professional development activities have program/unit members attended during the current cycle?

Financial Aid Staff Education:
FA Technician III: Finished Master's Degree in Higher Education in fall 2016
FA Technician II: Pursuing Master's Degree in Psychology & Life Coaching
FA Technician I: Both currently pursuing a Bachelor's Degree

All Directors Training
Region IX Meetings
The Role of Curriculum in Institutional Financial Aid Eligibility – IEPI Workshop
Financial Wellness – IEPI Workshop
OEI Consortium Meetings/Webinars
WAVES
John Burton Book Fund Webinar & Training
Blueprint Conference
Men of Color Microaggressions Online Training
Mental Health First Aid Certification
Mandatory Reporter Training
Regional FYSI Meeting
CalFresh Enrollment Training
Office 365 Training
Hobsons University 2017 – Starfish/Early Alert
CACCR AO 2017 Annual Conference
CACCR AO Regional Workshops

B. How did this benefit your department and the College?

Keep up to date and or certified in local, state, and federal regulations pertaining to residency, admissions, records, financial aid, veterans, foster youth, homeless youth and other at-risk populations. Certified to assist with mental health/suicide crisis intervention as well as refer students to appropriate agencies. Stay connected to other professionals, law makers, and area experts to build, expand, and strengthen campus supports for these student groups.

C. What are the plans for continuing education and/or professional development in the upcoming cycle?

All Directors Training/CCCSFAAA Annual Conference
Region IX Meetings
Further OEI Consortium Trainings
WAVES
VA Summit
Guided Pathways – IEPI Workshop
Serving our Formerly Incarcerated Students Workshop
Blueprint Conference (Foster Youth)
FYSI Connect
CACCR AO
Further Starfish training

8. Prior Goals/Objectives

Briefly summarize the progress your program/unit has made in meeting the goals and objectives identified in the most recent Program Review or Annual Update. *(Include measurements of progress or assessment methods.)*

If the department does not have prior goals and objectives, please explain.

Goal 1

Objective 1: Improve customer service through reducing demand for same day services by introducing a fee for immediate services. – Completed fall 2016

Objective 2: Increase customer satisfaction with response time to phone calls and emails – this objective is ongoing especially during peak seasons; we need automated assistance through a more robust college phone system and additional staff support during peak times.

Goal 2:

Objective 1: Reduce time to process diplomas through the implementation of a degree audit system – this objective is ongoing as Starfish has not yet been implemented.

Objective 2: Reduce time to process applications with issues through the implementation of Open CCCApply – objective complete

9. Goals/Objectives/Actions (ACTION PLAN)

- A. GOALS:** Formulate Goals to maintain or enhance unit strengths, or to address identified weaknesses.
- B. ALIGNMENT:** Indicate how each Goal is aligned with the College’s Strategic Priorities.
- C. OBJECTIVES:** Define Objectives for reaching each Goal.
- D. ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE:** Create a coherent set of specific steps (Actions/Tasks) that must be taken to achieve each Objective.
- E. OUTCOMES:** State intended Outcomes and list appropriate measures and assessment methods for each Outcome.
- F. ADDITIONAL INFORMATION:** This provides space for the additional communication of information necessary to further “close the loop” on the goal or action plan, as it relates to Institutional Planning. This may include references to other institutional documents, such as governing or compliance documents (i.e. Board Policy, Administrative Procedures, Title V), institutional planning documents (i.e. Strategic Plan, Educational Master Plan, Facilities Plan, Technology Plan), or Board, Presidential, Supervisory or Departmental recommendations or goals, etc. (See Handbook for additional examples.)

Complete the following table with your Program’s **ACTION PLAN**, which must include a **minimum of 3 goals**:

ACTION PLAN						
GOAL		ALIGNMENT WITH BCC STRATEGIC PRIORITIES	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT	
#1	Improve Customer Service	<i>List all that apply:</i>	#1	Increase customer satisfaction with response time to phone calls and emails	Ensure that all phone calls and emails are returned within 24 hours	Implement student satisfaction survey that can be sent to students as we complete assisting them
			#2	Shorten the time frame from submission of verification documentation to financial aid awarded	Need additional staffing to assist with this	Shortened time frame from document submission to award
			#3			
	<i>Additional Information:</i>					
#2	Successfully implement automation to increase efficiency	<i>List all that apply:</i>	#1	Reduce time to process diplomas	Implement Starfish and then create an online graduation petition process	The length of time to process diplomas will be decreased
			#2	Automate Outreach	Implement a process for automated phone calls and/or text messages to remind students of requirements in addition to emails	Number of students submitting required documentation before deadlines will increase
			#3			
	<i>Additional Information:</i>					
#3		<i>List all that apply:</i>	#1			
			#2			
			#3			
	<i>Additional Information:</i>					

10. Resources Required

List all significant resources needed to achieve the objectives shown in the table above, including personnel, training, technology, information, equipment, supplies, and space. Every request for additional resources must support at least one objective.

Also list any resources required to implement planned improvements noted in 3.A.3)c.

IMPORTANT: A [BUDGET ALLOCATION PROPOSAL](#) must be completed and submitted for **EACH** new resource requested. *(Click the link to access the form.)*

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source

Annual Update #1	Academic Year: <input style="width: 90%;" type="text"/>
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1. Progress on Service Area/Administrative Unit Outcomes (SAOs/AUOs) *(from #3A of full PR)*

A) List the Service Area Outcomes (SAOs) or Administrative Unit Outcomes (AUOs) for your unit:

B) Summarize the progress your unit has made on SAO/AUO measures since the last program review:

C) Describe any improvements made by your unit as a result of the outcomes assessment process:

1. What did you learn from your evaluation of these measures?

2. What improvements have you implemented as a result of your analysis of these measures?

3. What improvements do you plan to implement as a result of your analysis of these measures?*
*(*List any resources required for planned implementation in #3: Resources.)*

2. GOALS AND OBJECTIVES *(Taken From #9--Action Plan--of FULL Program Review)*

	GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1	Improve Customer Service	#1	Increase customer satisfaction with response time to phone calls and emails	Ensure that all phone calls and emails are returned within 24 hours	Implement student satisfaction survey that can be sent to students as we complete assisting them
		#2	Shorten the time frame from submission of verification documentation to financial aid awarded		
		#3			

Goal #1 Annual Update: (Assess progress made toward goal attainment)

(Type the update for Goal #1 in this box)

	GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#2	Successfully implement automation to increase efficiency	#1	Reduce time to process diplomas	Implement Starfish and then create an online graduation petition process	The length of time to process diplomas will be decreased
		#2	Automate Outreach	Implement a process for automated phone calls and/or text messages to remind students of financial aid requirements in addition to emails	

		#3		
Goal #2 Annual Update: (Assess progress made toward goal attainment)				
<i>(Type the update for Goal #2 in this box)</i>				

	GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#3		#1			
		#2			
		#3			
Goal #3 Annual Update: (Assess progress made toward goal attainment)					
<i>(Type the update for Goal #3 in this box)</i>					

3. Resources Required

List all significant resources needed to achieve the objectives shown in your action plan, including personnel, training, technology, information, equipment, supplies, and space. Every request for additional resources must support at least one objective.

Also list any resources required to implement planned improvements.

IMPORTANT: A BUDGET ALLOCATION PROPOSAL must be completed and submitted for **EACH** new resource requested.

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source

Annual Update #2	Academic Year: <input style="width: 90%;" type="text"/>
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1. Progress on Service Area/Administrative Unit Outcomes (SAOs/AUOs) *(from #3A of full PR)*

A) List the Service Area Outcomes (SAOs) or Administrative Unit Outcomes (AUOs) for your unit:

B) Summarize the progress your unit has made on SAO/AUO measures since the last program review:

C) Describe any improvements made by your unit as a result of the outcomes assessment process:

1. What did you learn from your evaluation of these measures?

2. What improvements have you implemented as a result of your analysis of these measures?

3. What improvements do you plan to implement as a result of your analysis of these measures?*

*(*List any resources required for planned implementation in #3: Resources.)*

2. GOALS AND OBJECTIVES (Taken From #9--Action Plan--of FULL Program Review)

	GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1	Improve Customer Service	#1	Increase customer satisfaction with response time to phone calls and emails	Ensure that all phone calls and emails are returned within 24 hours	Implement student satisfaction survey that can be sent to students as we complete assisting them
		#2	Shorten the time frame from submission of verification documentation to financial aid awarded		
		#3			

Goal #1 Annual Update: (Assess progress made toward goal attainment)

(Type the update for Goal #1 in this box)

	GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#2	Successfully implement automation to increase efficiency	#1	Reduce time to process diplomas	Implement Starfish and then create an online graduation petition process	The length of time to process diplomas will be decreased
		#2	Automate Outreach	Implement a process for automated phone calls and/or text messages to remind students of financial aid requirements in addition to emails	

		#3		
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Goal #2 Annual Update: (Assess progress made toward goal attainment)

(Type the update for Goal #2 in this box)

	GOAL	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#3		#1		
		#2		
		#3		

Goal #3 Annual Update: (Assess progress made toward goal attainment)

(Type the update for Goal #3 in this box)

3. Resources Required

List all significant resources needed to achieve the objectives shown in your action plan, including personnel, training, technology, information, equipment, supplies, and space. Every request for additional resources must support at least one objective.

Also list any resources required to implement planned improvements.

IMPORTANT: A **BUDGET ALLOCATION PROPOSAL** must be completed and submitted for **EACH** new resource requested.

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source