



2014-15 Service Area Program Review

DEPARTMENT/PROGRAM	Financial Aid
DESCRIPTION/PURPOSE	The Financial Aid Office at Imperial Valley College is comprised of a team of dedicated professionals committed to supporting student success by providing assistance with educational expenses to all eligible students. We strive to provide students and their families with courteous and efficient service while complying with all federal and state regulations as well as college policies. We encourage teamwork, cooperation, and innovation as well as continual professional development.
SUBMITTED BY:	Lisa Seals
AREA DEAN/DIRECTOR	Sergio Lopez
AREA VICE PRESIDENT	Todd Finnell

I. INSTITUTIONAL GOALS

INSTITUTIONAL GOAL 1	INSTITUTIONAL GOAL 2	INSTITUTIONAL GOAL 3	INSTITUTIONAL GOAL 4
<p>INSTITUTIONAL MISSION AND EFFECTIVENESS – The College will maintain programs and services that focus on the mission of the College supported by data-driven assessments to measure student learning and student success.</p> <p>1.1 Develop systems and procedures that establish the mission of the college as the central mechanism for planning and decision making.</p> <p>1.2 Develop an institutional score card to assess student learning that drives integrated planning and resource allocation.</p> <p>1.3 Develop systems and procedures to ensure that the college maintains a collegial and self-reflective dialogue that improves effectiveness.</p> <p>1.4 Develop systems that are inclusive, cyclical, and understood by all stakeholders.</p>	<p>STUDENT LEARNING PROGRAMS AND SERVICES – The College will maintain instructional programs and services which support student success and the attainment of student educational goals.</p> <p>2.1 Ensure that all instructional programs, regardless of location or means of delivery, address and meet the current and future needs of students.</p> <p>2.2 Review program learning outcomes annually (or biennially) to assure currency, improve teaching and learning strategies, and raise student success rates.</p> <p>2.3 Ensure that all Student Services programs, regardless of location or means of delivery, address and meet the current and future needs of students.</p> <p>2.4 Ensure that all Student Services programs engage in a process of sustainable continuous quality improvement by annual review of Service Area Outcomes, and annual Program Review.</p> <p>2.5 Ensure that the Library meets as closely as possible that “Standards of Practice for California Community College Library Faculty and Programs” of the Academic Senate for California Community Colleges.</p> <p>2.6 Ensure that instructional labs continue to collaborate in sharing financial and human resources, thus maintaining continuous quality improvement.</p>	<p>RESOURCES – The College will develop and manage human, technological, physical, and financial resources to effectively support the College mission and the campus learning environment.</p> <p>3.1 Develop and implement a resource allocation plan that leads to fiscal stability.</p> <p>3.2 Implement a robust technological infrastructure and the enterprise software to support the college process.</p> <p>3.3 Build new facilities and modernize existing ones as prioritized in the facility master plan.</p> <p>3.4 Design and commit to a long-term professional development plan.</p> <p>3.5 Raise the health awareness of faculty, staff, and students.</p>	<p>LEADERSHIP AND GOVERNANCE – The Board of Trustees and the Superintendent/President will establish policies that assure the quality, integrity, and effectiveness of student learning programs and services, and the financial stability of the institution.</p> <p>4.1 Review all Board policies annually to ensure that they are consistent with the College mission statement, that they address the quality, integrity, and effectiveness of student learning programs and services, and that they guard the financial stability of the institution.</p> <p>4.2 Maintain a clearly defined Code of Ethics that includes appropriate responses to unprofessional behavior.</p> <p>4.3 Ensure that the Board of Trustees is informed and involved in the accreditation process.</p> <p>4.4 Ensure that processes for the evaluation of the Board of Trustees and the Superintendent/President are clearly defined, implemented, and publicized.</p> <p>4.5 Establish a governance structure, processes, and practices that guarantee that the governing board, administration, faculty, staff, and students will be involved in the decision making process.</p>

II. PROGRAM GOALS

A. PAST – EVALUATION OF PREVIOUS CYCLE OBJECTIVES/PROGRAM GOALS (SET IN PREVIOUS YEAR)

List your previous objectives/goals and associated Institutional Goals. All program goals must address at least one of the institutional goals.

1	PAST PROGRAM GOAL #1	INSTITUTIONAL GOAL(S) <small>(Select one primary goal.)</small>
<p>Identify Program Goal and Budget request, if any, from the Program Review completed in 2013-2014 (Section II C): Auto-packaging of Financial Aid Awards</p>		<input type="checkbox"/> 1 Mission & Effectiveness <input type="checkbox"/> 1.1 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.4
<p><input checked="" type="checkbox"/> Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met</p> <p>Describe how this program goal increased student achievement and/or program effectiveness in 2014-2015: The auto-packaging process was implemented this Spring in time for the 2014/15 award year. Processing time for financial aid files was greatly reduced and the number of files packaged prior to the beginning of semester was significantly higher than in years past (see Auto Packaging Comparisons Table). Faster processing can only contribute to student success if students are able to access their funds earlier in the semester when they need them for educational expenses. So in addition to implementation of auto-packaging, disbursement dates were moved up and students were paid their initial disbursement prior to the start of the term. Second and third disbursements were moved as well to ensure all funds are paid out midway through the semester instead of at the end. Funding availability earlier in the year should contribute to fewer drops and stress on students due to financial problems.</p>		<input type="checkbox"/> 2 Student Learning Outcomes <input type="checkbox"/> 2.1 <input type="checkbox"/> 2.4 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.5 <input checked="" type="checkbox"/> 2.3 <input type="checkbox"/> 2.6 <input type="checkbox"/> 3 Resources <input type="checkbox"/> 3.1 <input type="checkbox"/> 3.4 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3.3 <input type="checkbox"/> 4 Leadership & Governance <input type="checkbox"/> 4.1 <input type="checkbox"/> 4.4 <input type="checkbox"/> 4.2 <input type="checkbox"/> 4.5 <input type="checkbox"/> 4.3

2	PAST PROGRAM GOAL #2	INSTITUTIONAL GOAL(S) (Select one primary goal.)
Identify Program Goal and Budget request, if any, from the Program Review completed in 2013-2014 (Section II C): Banner SAP Calculations		<input type="checkbox"/> 1 Mission & Effectiveness <input type="checkbox"/> 1.1 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.4
<input checked="" type="checkbox"/> Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met		<input type="checkbox"/> 2 Student Learning Outcomes
Describe how this program goal increased student achievement and/or program effectiveness in 2014-2015: Auto-packaging would not have been effective without setting up Banner to automatically calculate Satisfactory Academic Progress which had been a largely manual process. Financial Aid and IT staff met with SIG consultants to set up Banner to properly evaluate student academic history against IVC established SAP standards in order to determine eligibility for financial aid. Once Spring grades were posted, we ran the new SAP process and were then able to run the packaging process of all files completed to that point. We were able to package over 3000 files by the first week in June where it would normally take us until mid-August to get to that point.		<input type="checkbox"/> 2.1 <input type="checkbox"/> 2.4 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.5 <input checked="" type="checkbox"/> 2.3 <input type="checkbox"/> 2.6 <input type="checkbox"/> 3 Resources <input type="checkbox"/> 3.1 <input type="checkbox"/> 3.4 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3.3 <input type="checkbox"/> 4 Leadership & Governance <input type="checkbox"/> 4.1 <input type="checkbox"/> 4.4 <input type="checkbox"/> 4.2 <input type="checkbox"/> 4.5 <input type="checkbox"/> 4.3

3	PAST PROGRAM GOAL #3	INSTITUTIONAL GOAL(S) <small>(Select one primary goal.)</small>
Identify Program Goal and Budget request, if any, from the Program Review completed in 2013-2014 (Section II C): Student Employment move to HR Department		<input type="checkbox"/> 1 Mission & Effectiveness <input type="checkbox"/> 1.1 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.4
<input checked="" type="checkbox"/> Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met		<input type="checkbox"/> 2 Student Learning Outcomes <input type="checkbox"/> 2.1 <input type="checkbox"/> 2.4 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.5 <input checked="" type="checkbox"/> 2.3 <input type="checkbox"/> 2.6
Describe how this program goal increased student achievement and/or program effectiveness in 2014-2015: Moving the Student Employment Program to a more appropriate department allowed for more resources to the processing of student financial aid. Workstudy Coordinators, who are also Financial Aid Technicians, used to spend a significant amount of time administering the Student Employment program in addition to the Workstudy Program. During peak processing, they were unable to contribute to general financial aid processing. This year, they were able to work on general financial aid processing earlier in the award year which contributed to faster processing times and more timely delivery of funds to students.		<input type="checkbox"/> 3 Resources <input type="checkbox"/> 3.1 <input type="checkbox"/> 3.4 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3.3
		<input type="checkbox"/> 4 Leadership & Governance <input type="checkbox"/> 4.1 <input type="checkbox"/> 4.4 <input type="checkbox"/> 4.2 <input type="checkbox"/> 4.5 <input type="checkbox"/> 4.3

B. PRESENT – DATA ANALYSIS AND PROGRAM HEALTH – ACCREDITATION

1. Use data pertinent to your program/department. Include qualitative and quantitative data. Use survey-evaluation results and other relevant data to assess program/department effectiveness. Evaluate the strengths, weaknesses, challenges and opportunities, providing thorough interpretation of data. Narrative only. **Attach electronic excel file with graphs or trend data, do not include them in the narrative below.**

- a. **Strengths**

Discuss what you do well in your program/department.

We have an experienced staff with many years of service in the financial aid program. The staff performs as a collaborative team, able to problem solve and open to developing new processes to best serve students and contribute to departmental and institutional goals. The department has a great working relationship with IT and benefits greatly from support and guidance from Dean and VP. The staff is dedicated to serving students and participates in various outreach programs with high school counselors, administrators, parents and the community in general.

- b. **Weaknesses**

Discuss areas in your program/department that need improvement.

Although we have made great strides in the automation of manual processes, there are more that need to be addressed such as Cal Grant reporting, verification processing and paper file handling. Student self-service requires improvement with respect to “ease of use” and also electronic submission of documents. Students continue to lack understanding of the requirements to maintain financial aid, specifically in the area of Satisfactory Academic Progress standards. Disbursement services require improvement in terms of “ease of use”, reduced fees and increased access to funding.

- c. **Opportunities**

Discuss opportunities for program improvement.

Dedicated IT support or consulting services to further improve automation of manual processes such as Cal Grant reporting, verification processing and paper file handling. Improve Student Self-Service. Now that many manual processes have been automated, the time saved can be used to improve outreach and student education efforts to inform them of information necessary to complete their file, how to maintain financial aid, and how to manage their funding to pay for educational expenses. Change third party servicer disbursement servicers to streamline delivery of funds to students, reduce fees and provide greater access.

d. **Challenges**

Discuss obstacles/barriers that may influence program improvement.

BOG Fee Waivers will decline once academic progress limitations are imposed which will in turn reduce BFAP funding. These limitations will also lead to reductions in student enrollment. Contract issues with current third party disbursement servicer may delay necessary changes for service improvement with respect to financial aid disbursement services.

e. **Program changes**

What program changes, if any, do you expect to have a positive effect on students?

Auto-packaging, Auto-SAP calculations and earlier disbursements have all been recently implemented and we expect that these changes will have a positive effect on student enrollment. We expect that fewer students will need to drop due to financial issues. Improvement in outreach and student education efforts should increase the number of students who are eligible for disbursement and contribute to student retention. Changes in disbursement services will streamline access and reduce fees for students.

2. Summarize revisions, additions, deletions, and alternate delivery methods to your program based on the last program review.

Auto-packaging and Auto-SAP calculations have contributed to faster processing times and reduction in processing back-logs, see the see Auto Packaging Comparisons Table. Funds were disbursed to students earlier in the semester, see the Disbursement Comparisons Table.

C. FUTURE – LIST OF “SMART” (SPECIFIC MEASURABLE ATTAINABLE RELEVANT TIME-LIMITED) PROGRAM OBJECTIVES FOR NEXT ACADEMIC YEAR TO ADDRESS PROGRAM IMPROVEMENT, GROWTH, OR UNMET NEEDS/GOALS. ALL PROGRAM GOALS MUST ADDRESS AT LEAST ONE OF THE INSTITUTIONAL GOALS.

FUTURE PROGRAM GOALS (Describe future program goals. List in order of budget priority.) You are not required to list 3 goals. Only list/identify goals that are viable in one year’s time or can be carried over a number of program cycles. Objectives should either: 1. Increase work efficiency; 2. Reduce costs; or 3. Contribute to student enrollment and/or success.		INSTITUTIONAL GOAL(S) (Select one primary institutional goal)
1	2015-2016 PROGRAM GOAL #1 Budget Priority #1	INSTITUTIONAL GOAL(S)
Identify Future Global Goal: Maintain Financial Aid Secretary Position		<input type="checkbox"/> 1 Mission & Effectiveness <input type="checkbox"/> 1.1 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.4 <input type="checkbox"/> 2 Student Learning Outcomes <input type="checkbox"/> 2.1 <input type="checkbox"/> 2.4 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.5 <input checked="" type="checkbox"/> 2.3 <input type="checkbox"/> 2.6 <input type="checkbox"/> 3 Resources <input type="checkbox"/> 3.1 <input type="checkbox"/> 3.4 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3.3 <input type="checkbox"/> 4 Leadership & Governance <input type="checkbox"/> 4.1 <input type="checkbox"/> 4.4 <input type="checkbox"/> 4.2 <input type="checkbox"/> 4.5 <input type="checkbox"/> 4.3
Objective: To maintain work efficiency and services to students by retaining the Financial Aid Secretary position and eliminating compliance issue with respect to BFAP funds. Financial Aid was able to fill this crucial position with categorical BFAP funds which could be considered supplanting as this position has been filled with district funds in the past. The elimination of one FA Officer position will provide funds to meet this request and eliminate a liability.		
RESOURCE PLAN (Check all that apply.)		
Task(s)		
A. Describe task and select the resource committee that will review your enhanced budget request (if applicable) Utilize savings from Financial Aid Officer position toward the Financial Aid Secretary position. No net increase in district spending. <input type="checkbox"/> Facilities <input type="checkbox"/> Marketing <input type="checkbox"/> Technology <input type="checkbox"/> Professional Development <input type="checkbox"/> Staffing		
Timeline: July 1, 2015		
Expense Type	Funding Type	Budget Request

<input type="checkbox"/> One-Time <input type="checkbox"/> Recurring	<input type="checkbox"/> General District <input type="checkbox"/> Categorical (Specify)	\$ _____
<p>B. Describe task and select the resource committee that will review your enhanced budget request (if applicable)</p> <p> <input type="checkbox"/> Facilities <input type="checkbox"/> Marketing <input type="checkbox"/> Technology <input type="checkbox"/> Professional Development <input type="checkbox"/> Staffing </p>		
<p>Timeline:</p>		
Expense Type	Funding Type	Budget Request
<input type="checkbox"/> One-Time <input type="checkbox"/> Recurring	<input type="checkbox"/> General District <input type="checkbox"/> Categorical (Specify)	\$ _____
<p>C. Describe task and select the resource committee that will review your enhanced budget request (if applicable)</p> <p> <input type="checkbox"/> Facilities <input type="checkbox"/> Marketing <input type="checkbox"/> Technology <input type="checkbox"/> Professional Development <input type="checkbox"/> Staffing </p>		
<p>Timeline:</p>		
Expense Type	Funding Type	Budget Request
<input type="checkbox"/> One-Time <input type="checkbox"/> Recurring	<input type="checkbox"/> General District <input type="checkbox"/> Categorical (Specify)	\$ _____
<p>How will this objective be measured? No elimination of services to students</p>		
<p>How will the completion of tasks identified improve work efficiency, reduce costs, or improve student success? Secretarial support is crucial as it is our secretary that updates and maintains our website and forms, manages all electronic communication with students, and provides several other support functions to staff and students.</p>		
<p>Who are the responsible party(ies) and assigned user(s)? Financial Aid and Finance.</p>		

FUTURE PROGRAM GOALS (Describe future program goals. List in order of budget priority.) You are not required to list 3 goals. Only list/identify goals that are viable in one year's time or can be carried over a number of program cycles.		INSTITUTIONAL GOAL(S) (Select one primary institutional goal)	
2	2015-2016 PROGRAM GOAL #2 Budget Priority #1	INSTITUTIONAL GOAL(S)	
Identify Future Global Goal: Increase outreach and student education efforts to inform them of information necessary to complete their file and how to maintain financial aid.		<input type="checkbox"/> 1 Mission & Effectiveness <input type="checkbox"/> 1.1 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.4 <input type="checkbox"/> 2 Student Learning Outcomes <input type="checkbox"/> 2.1 <input type="checkbox"/> 2.4 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.5 <input checked="" type="checkbox"/> 2.3 <input type="checkbox"/> 2.6 <input type="checkbox"/> 3 Resources <input type="checkbox"/> 3.1 <input type="checkbox"/> 3.4 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3.3 <input type="checkbox"/> 4 Leadership & Governance <input type="checkbox"/> 4.1 <input type="checkbox"/> 4.4 <input type="checkbox"/> 4.2 <input type="checkbox"/> 4.5 <input type="checkbox"/> 4.3	
Objective: To increase student retention and success.			
RESOURCE PLAN (Check all that apply.)			
<input type="checkbox"/> Facilities <input type="checkbox"/> Marketing <input type="checkbox"/> Technology <input type="checkbox"/> Professional Development <input type="checkbox"/> Staffing			
Task(s)			
A. Describe task and select the resource committee that will review your enhanced budget request (if applicable) Develop outreach and student education plan			
<input type="checkbox"/> Facilities <input type="checkbox"/> Marketing <input type="checkbox"/> Technology <input type="checkbox"/> Professional Development <input type="checkbox"/> Staffing			
Timeline: End of Fall 2014			
Expense Type <input type="checkbox"/> One-Time <input type="checkbox"/> Recurring	Funding Type <input type="checkbox"/> General District <input type="checkbox"/> Categorical (Specify)		Budget Request \$ _____
B. Describe task and select the resource committee that will review your enhanced budget request (if applicable) Implement outreach and education plan			
<input type="checkbox"/> Facilities <input type="checkbox"/> Marketing <input type="checkbox"/> Technology <input type="checkbox"/> Professional Development <input type="checkbox"/> Staffing			
Timeline: Spring 2015			

Expense Type		Funding Type		Budget Request		
<input type="checkbox"/> One-Time <input type="checkbox"/> Recurring		<input type="checkbox"/> General District <input type="checkbox"/> Categorical (Specify)		\$ _____		
<p>C. Describe task and select the resource committee that will review your enhanced budget request (if applicable)</p> <p> <input type="checkbox"/> Facilities <input type="checkbox"/> Marketing <input type="checkbox"/> Technology <input type="checkbox"/> Professional Development <input type="checkbox"/> Staffing </p>						
Timeline:						
Expense Type		Funding Type		Budget Request		
<input type="checkbox"/> One-Time <input type="checkbox"/> Recurring		<input type="checkbox"/> General District <input type="checkbox"/> Categorical (Specify)		\$ _____		
<p>How will this objective be measured? Increase in number of students paid at first disbursement by 10% and reduce number of students disqualified due to SAP issues one year after implementation by 5%.</p> <p>How will the completion of tasks identified improve work efficiency, reduce costs, or improve student success? If students are made aware of the requirements necessary to complete their file and how to satisfy those requirements, they will be more likely to complete the file in a timely manner and be eligible for disbursement earlier in the semester. If students are aware of the standards they must meet to maintain financial aid and the consequences of not meeting standards, they are more likely to plan their schedules or make better decisions</p> <p>Who are the responsible party(ies) and assigned user(s)? Responsible party: Director of Financial Aid. Assigned users: financial aid staff.</p>						
FUTURE PROGRAM GOALS (Describe future program goals. List in order of budget priority.) You are not required to list 3 goals. Only list/identify goals that are viable in one year's time or can be carried over a number of program cycles.						INSTITUTIONAL GOAL(S) (Select one primary institutional goal)
3	2015-2016 PROGRAM GOAL #3 Budget Priority #1					INSTITUTIONAL GOAL(S)
Identify Future Global Goal: Improve financial aid disbursement services to students						<input type="checkbox"/> 1 Mission & Effectiveness

Objective: To increase work efficiency, reduce staff time with current identification process and improve delivery of funds to students.			<input type="checkbox"/> 1.1 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.4 <input type="checkbox"/> 2 Student Learning Outcomes <input type="checkbox"/> 2.1 <input type="checkbox"/> 2.4 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.5 <input checked="" type="checkbox"/> 2.3 <input type="checkbox"/> 2.6 <input type="checkbox"/> 3 Resources <input type="checkbox"/> 3.1 <input type="checkbox"/> 3.4 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3.3 <input type="checkbox"/> 4 Leadership & Governance <input type="checkbox"/> 4.1 <input type="checkbox"/> 4.4 <input type="checkbox"/> 4.2 <input type="checkbox"/> 4.5 <input type="checkbox"/> 4.3
RESOURCE PLAN (Check all that apply.)			
<input type="checkbox"/> Facilities <input type="checkbox"/> Marketing <input type="checkbox"/> Technology <input type="checkbox"/> Professional Development <input type="checkbox"/> Staffing			
Task(s)			
A. Describe task and select the resource committee that will review your enhanced budget request (if applicable) Contract to be signed by Finance			
<input type="checkbox"/> Facilities <input type="checkbox"/> Marketing <input type="checkbox"/> Technology <input type="checkbox"/> Professional Development <input type="checkbox"/> Staffing			
Timeline: By end of Fall 2014 pending contract issues with existing third-party servicer.			
Expense Type	Funding Type	Budget Request	
<input type="checkbox"/> One-Time <input type="checkbox"/> Recurring	<input type="checkbox"/> General District <input type="checkbox"/> Categorical (Specify)	\$ _____	
B. Describe task and select the resource committee that will review your enhanced budget request (if applicable) Develop implementation plan for Summer 2015 (possibly Summer 2016 depending on contract status)			
<input type="checkbox"/> Facilities <input type="checkbox"/> Marketing <input type="checkbox"/> Technology <input type="checkbox"/> Professional Development <input type="checkbox"/> Staffing			
Timeline: Spring 2015 (pending contract status)			
Expense Type	Funding Type	Budget Request	
<input type="checkbox"/> One-Time <input type="checkbox"/> Recurring	<input type="checkbox"/> General District <input type="checkbox"/> Categorical (Specify)	\$ _____	

<p>C. Describe task and select the resource committee that will review your enhanced budget request (if applicable) Transition to new disbursement servicer Summer 2015 (pending contract status)</p> <p> <input type="checkbox"/> Facilities <input type="checkbox"/> Marketing <input type="checkbox"/> Technology <input type="checkbox"/> Professional Development <input type="checkbox"/> Staffing </p> <p>Timeline: Summer 2015 (pending contract status)</p> <table border="1"> <thead> <tr> <th>Expense Type</th> <th>Funding Type</th> <th>Budget Request</th> </tr> </thead> <tbody> <tr> <td> <input type="checkbox"/> One-Time <input type="checkbox"/> Recurring </td> <td> <input type="checkbox"/> General District <input type="checkbox"/> Categorical (Specify) </td> <td>\$ _____</td> </tr> </tbody> </table> <p>How will this objective be measured? Increase in “excellent” survey ratings regarding IVC Debit card refund process in year following implementation by 10%.</p> <p>How will the completion of tasks identified improve work efficiency, reduce costs, or improve student success? Students will not need to go through cumbersome identification process which can cause a delay in access to funding. Funds will be more easily accessible with lower fees.</p> <p>Who are the responsible party(ies) and assigned user(s)? Responsible Parties: Director of Financial Aid and VP of Finance Assigned users: business office and financial aid staff</p>			Expense Type	Funding Type	Budget Request	<input type="checkbox"/> One-Time <input type="checkbox"/> Recurring	<input type="checkbox"/> General District <input type="checkbox"/> Categorical (Specify)	\$ _____
Expense Type	Funding Type	Budget Request						
<input type="checkbox"/> One-Time <input type="checkbox"/> Recurring	<input type="checkbox"/> General District <input type="checkbox"/> Categorical (Specify)	\$ _____						