



# GAVILAN COLLEGE

*Research, Planning, and  
Institutional Effectiveness*

## Program Integrated Planning and Review

### Administrative and Student Services

<b>Program Name:</b>	Business Services
<b>Academic Year:</b>	2018-19

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# Gavilan College

## Administrative and Student Services Program

### Planning and Review

#### Academic Year 2018-19

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# Purpose, Standards and Resources

## Purpose

The general purpose of this self-study and three-year program strategic plan is to provide each program with a roadmap for focusing on and improving student success and completion.

Specifically, program review facilitates:

- Create a three-year plan for each program
- Institutional & program improvement through the comprehensive self-study, peer review, and planning process
- Develop of a three-year budget request plan, including data to support annual budget requests
- Create a living document that provides all basic information and forward planning for each program; can be referenced by stakeholders via public website
- Provide program leadership continuity of expertise (e.g., a department chair change)
- Establish a baseline for the integrated planning process and cycle
- Program viability assessment
- Accreditation compliance; board policy / administrative procedure compliance (c.f. [BP/AP 4020](#))

## Definitions and Terms:

- Program Integrated Plan and Review (PIPR)
- All data should be based on three-year history and trends
- **Retention** – Students who stayed through the end of the term
- **Success** – Students who complete with a C or above

## Resources:

You will find information to complete this report in the following locations:

- [Gavilan Course Catalog](#)
  - Gavilan College Website
    - a) [Educational Master Plan](#)
    - b) [Gavilan College ILOs](#)
    - c) [Mission Statement](#)
    - d) [Strategic Plan](#)
  - [PIPR Website](#)
    - a) [Previous Planning and Review Report](#)
    - b) [Previous Annual Plans](#)
  - [Gavilan Intranet](#)
    - a) SLO Website
    - b) GavData :
      - (Equity Tab) Complete Program Review Data Sheet
      - Other GavData (paths listed in the document)
- 4) [CCCCO Scorecard](#)

## Program Plan and Review Timeline

When	Description	Participation
Oct	<p>Program Lead training, including website 'tour', GavData and other data site overview. PIPR support team is assigned to each Peer Review team (October 11<sup>th</sup>).</p> <p>Program Lead provides budget codes to PIPR for submission to Business Office (October 12<sup>th</sup>).</p> <p>Program Lead recruits and assembles Peer Review Team members by Week 9; submits Member List to PIPR (October 26<sup>th</sup> )</p> <p>Program Leads meet with Peer Review Team to parse out 'assignments' as needed by November 2<sup>nd</sup>.</p>	<p>PIPR Chair</p> <p>All program Leads in Review Cycle</p> <p>Peer Review Team</p>
Oct - Dec	<p>Program Lead seeks assistance from support team, faculty, supervising administrator, others to gather information for report (on-going, as needed). Inform team of data review and report suggestion deadlines.</p> <p>Write Program Report draft (Oct. 11<sup>th</sup> - December 7<sup>th</sup>).</p>	<p>Program Lead</p> <p>Peer Review Team</p>
Dec	<p>Initial draft due to peer review team to read (December 7<sup>th</sup>).</p> <p>Program lead meets with peer review team to review report, make suggestions, and identify areas of improvement (December 14<sup>th</sup>).</p> <p>First Draft revision begins (December 17<sup>th</sup>).</p>	<p>Program Lead</p> <p>Peer Review Team</p>
Jan	<p>2nd draft due to Supervising Admin to review, request additions/ clarifications (Jan. 18<sup>th</sup>).</p> <p>Report sent to Peer Review team for signature (Jan. 18<sup>th</sup>)</p>	<p>Program Lead</p> <p>Peer Review Team</p> <p>Supervising Admin</p>
Feb	<p>Supervising Admin-reviewed document returned to Program Lead with revision and planning recommendations, if needed. If report is complete and approved, Supervising Admin signs and forwards completed report to PIPR (Feb 1<sup>st</sup> )</p>	<p>Program Lead</p> <p>PIPR</p> <p>Supervising Admin</p>
Feb - March	<p><b>If needed</b>, Program Lead makes edits as needed to report (Feb. 4<sup>th</sup> – March 1<sup>st</sup>).</p> <p>Final report sent to Supervising Admin for approval and signature (March 8<sup>th</sup>).</p> <p>Supervising Admin forwards approved document to PIPR (March 18<sup>th</sup>).</p>	<p>Program Lead</p> <p>Supervising Admin</p>
Feb - May	<p>PIPR reviews final documents. Approves final report (weeks February 4<sup>th</sup> – May 24<sup>th</sup>).</p>	<p>PIPR</p>
June	<p>PIPR Chair presents annual report to Board</p>	<p>PIPR Chair, Board</p>
June-Aug	<p>Final reports submitted to Dean's Council and President's Cabinet as information item.</p>	<p>Deans Council,</p> <p>Cabinet</p>
Sept	<p>Final documents to Academic Senate and ASGC as information item.</p>	<p>Academic Senate,</p> <p>ASGC</p>

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## Executive Summary

Please provide a brief (500-600 word) executive summary regarding program trends and highlights that surfaced in the writing of this report. Summarize, using narrative, your program goals for your next three years. Your audience will be your Peer Review Team, the PIPR Committee, President's Council, Budget Committee and Board of Trustees.

In going through this process, it has become abundantly clear that the Business office is unable to operate without being fully staffed. Over the past few years, the Business Office has inherited a variety of new assignments, most notably, in-house payroll. As the District has grown, so have all the financial aspects, including increased contracts, the addition of JPA faculty, and the oversight of increased grant funding. The increases in student services mandates, new accounts, and reporting, and various facilities' needs, all trickle down to Business Services. Increased procurement of goods and services, increased number of employees, increased number of grants and grant requirements, all must be managed in the Business Office. The increases in the number of subgroup budgets require building, and then the increased number of transactions must be accounted for and reported out in an accurate and timely manner. Over the past few years, we have had more detailed audits that require months of follow up, also requiring Business Office support. The result is a need for additional, well trained staff to help account for every transaction. If appropriate levels of staffing are not maintained, overworked staff are not retained. They leave and are not easily replaced. At the minimum we must maintain the budgeted positions in the Business Office to keep financial information flowing in a timely fashion. Not only is this a best practice, but it is a public relations and community concern when payments and processes are not completed on time, or the audit yields a negative result.

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## Program Mission and Accomplishments

### Gavilan College Mission Statement

*Through innovative practices, Gavilan College cultivates learning and personal growth and prepares students of all backgrounds and abilities for success.*

Provide a brief overview of the program and how it contributes to accomplishing the mission of Gavilan College. In addition to a basic overview of your program's structure and services, be specific in connecting your program's services to elements of the mission statement.

The Business Office provides the essential fiscal oversight and financial services for the District, and supports all programs serving students in both traditional and emerging learning environments.

### Response and follow-up to previous program reviews

On the [PIPR website](#), locate and review your previous program plan and review (self-study) and subsequent program plan updates. After studying, please complete the following questions:

Briefly describe the activities and accomplishments of the program with respect to

- a) PIPR recommendations; and
- b) Each goal since the last program plan and review.

Have the services of your program changed over the past three years? Feel free to include additional program accomplishments/ milestones that were not a part of your previous plan here.

New goals are set up.



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# Student and Program Outcomes

## College Goal for Student Achievement

### *Increase Scorecard Completion Rate for Degree and Transfer*

The College has a primary aspirational goal of increasing the Completion rate from 46% to 53.5% on the **CCCCO Scorecard Completion Rate for Degree and Transfer [\[view\]](#) by 2022**. The completion rates in the Scorecard refers to the percentage of degree, certificate and/or transfer-seeking students tracked for six years who completed a **degree, certificate, or transfer-related outcomes (60 transfer units)**.

As you answer the questions below, please consider how your program is helping the college complete this aspirational goal of increasing the Gavilan College Degree, Certificate, and Transfer Completion rate by 7.5 percentage points on the CCCCCO Scorecard by 2022.

## Success

The following questions refer to data regarding student achievement. **If your area does not regularly interface with or provide direct services to students, skip to question 3.**

Use [GavData's Student Outcomes Milestone](#) pages for overall Gavilan College rates of success.

**Path -from link above: Gavilan Fact Book → Student Outcomes → Milestone Tracking Summary. Now, explore data.**

1. If your area regularly interfaces with or provides direct services to students, please answer the following question:

Given the data, what is your set goal for success? If your program does not have set goals, please determine this now. Do you meet your goal?

n/a

2. What percent of students does your area serve? How did they perform in comparison to those that did not use your services, if applicable? Given this information, how has your service or area supported student success and retention over the past three years?

- For comparison data information, supply student ID numbers to RPIE. **Plan Ahead:** Please allow one month for comparison analysis results.

We serve all students indirectly.

3. Refer to your [previous three-year plan](#) for your stated outcomes and initiatives that were evaluated. Using your previous plan, consider and comment on the following questions.

- What were the measured outcomes of specific initiatives over the past three years?
- What groups are you measuring? Is there a comparison group—for example, against the college average or students who do not participate in your activity?
- What indicators are you measuring?

The stated outcomes in the previous program plan and initiatives were general in nature. Most of the indicators we were measuring were related to timing of information being distributed to subgroups.

4. The following question pertains only to the following programs: EOPS, AEC, CalWORKs, MESA, TRiO, Puente, and VRC:

Using the GavDATA Milestone Tracking Summary, compare your program's results to the college-wide average. Are your success rates what you expected? Where are the opportunities for improvement? Explain identified gaps in detail.

n/a

**For All:** Given the preceding sections, what goals need to be set and what initiatives need to be developed to support success and retention? Address these initiatives in your Three-Year Program Plan at the end of this document.

## Equity

Gavilan College has identified the following populations as experiencing disproportionate outcomes: Males, African American, Native American, Students with Disabilities and Foster Youth.

**Path: GavData→Program Review/ Equity→Disproportionate Impact with Margin of Error by Year→locate your program→Filter by Year**

1. For EOPS, AEC, CalWORKs, MESA, TRiO, Puente, and VRC: Using the path above, locate your program in GavData. Examine your equity results over the last three years. If there are differences in success across groups, identify achievement gaps. Contact your support team for any needed assistance in using GavDATA.

For all other areas, comment on the college-wide disproportionate impact report. Contact your support team for any needed assistance in interpreting these data.

n/a

2. [BP 3420](#) (Equal Employment Opportunity) states:

The Board supports the intent set forth by the California Legislature to assure that effort is made to build a community in which opportunity is equalized, and community colleges foster a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds. It agrees that diversity in the academic environment fosters cultural awareness, mutual understanding and respect, harmony and respect, and suitable role models for all students. The Board therefore commits itself to promote the total realization of equal employment through a continuing equal employment opportunity program.

How do you meet the District's Equal Opportunity goals?

The Business Office has a very diverse staff. We follow the Districts Equal Employment Opportunity guidelines and address areas of diversity with the assistance of Human Resource Department. All staff that serves on recruitment committees goes through bias training before screening and interviews.

**How do you plan on addressing issues of student and employee equity? In other words, how do you plan on closing achievement gaps across student populations? How do you plan to address EEO outcomes in your employee hires? Address this in your Three-Year Program Plan at the end of this document.**

## curriQunet

1. Are your SAOs mapped in curriQunet? (Skip this question; pending update in 2019)

Yes:  No:

2. Are your SAOs up to date in curriQunet AND on the reporting website?

Yes:  No:

3. Are your SAOs results reports up to date?

Yes:  No:

4. Have you reviewed all of your SAOs to ensure that they remain relevant for evaluating the performance of your area?

Yes:  No:

## SAOs/ ILOs

### Services Area Outcomes (SAO)

1. What is your set goal for SAOs success for each SAO?

The goal of Business Services is to meet or exceed the service area outcomes. Over the last several years the Business Office has taken on many additional areas of service to the college community. We will be assessing the SAO's in meeting our goals on a much more structured review process.

### Institutional Learning Outcomes (ILO)

1. How do your SAOs support the [college ILOs](#)? Be specific.

The Business Office SAO's support all four Institutional Learning Outcomes. Our SAO's are the financial foundation of Gavilan College. We need to continue to evaluate and improve our SAO's to allow all the different stakeholders at the college to meet their goals and SLO's. We need to think critically and creatively about the budget and financial stability of the District. In order to do this we serve all groups on campus and practice social responsibility. Although we continue to improve, we must communicate effectively. When we have met our goals we do help cultivate well-being on all campuses. The Business Office is essential to the campus community.

### Gap Analysis

1. Are you meeting your SAO success goals? What patterns stand out in your results?

Although not recently assessed, the Business Office has been meeting their SAO success goals. We have received unqualified financial statement opinions every year. We have produced all financial information for reporting purposes to the state chancellor's office and the Board of Trustees. Budgets have been communicated to the different service areas in a timely manner in conjunction with the published Budget Calendar. We have also increased efficiencies in procurement of goods and services. This procurement process was automated in last two years, resulting in much quicker turnaround timelines. Purchasing has definitely been a stand out improvement.

**If your LO results are lower than your goals, what are your plans to improve them? Address this in your Three-Year Program Plan at the end of this document.**

# Program and Resource Analysis

## Program Personnel

1. Please list the number of Full and Part Time faculty, staff and/ or managers/ administrators in this program over the past three years. Focus on your individual program.

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

Additional comments or narrative can be added below, such as faculty with reassigned time, projected retirements and sabbaticals in the next three years.

Academic Year	F = Faculty S = Staff M= Manager/ Administrator	Full Time	Part time	Percentage Full to Part-time
2016-17	F S M	None 9 3	None None None	n/a 100% 100%
2017-18	F S M	None 8 3	None None None	n/a 100% 100%
2018-19	F S M	None 7 3	None None None	n/a 100% 100%

The Business Office is currently down four budgeted positions. One position is currently in the hiring process. The other three are frozen positions. However, the additional workload has only increased in the last three years for example taking on payroll in house, A&R cashing function, Foundation accounting, additional grant work, cash collections at events, and now a 248 million bond passage.

## Program Productivity Measurements

1. Determine the number of students you assist annually. Using the data provided by the business office, calculate your average cost effectiveness per student. **If you do not have student contact, please fill out columns 1, 3 and 4.**

Academic Year	Total Number of student contacts	Total allocated budget	Total spending	Total cost per student (Student Contact/ Total Spending)
Ex: 1999	715	\$15,000	\$14,500	\$20.28 per student
2016-17		\$2,746,585	\$2,746,585	
2017-18		\$3,060,641	\$3,060,641	
2018-19		\$3,224,668	\$3,224,668	

Comment on your overall trends in efficiency and cost, anomalies and unexpected results.

The Business Office budget unlike all other budgets includes general operational items of the District like, insurance, utilities, telephones, and other basic District costs of operation. These costs are increasing between 5 to 11 percent every year. In general the Business Office does not have direct student contact; we work behind the lines as support to the front line student contact groups. We do collect money directly from students now in the cashing functions.

## Evaluation of Resource Allocations

1. List the resource allocations from all sources (e.g., annual college budget request appropriations, Guided Pathways funds, grant funds, etc.) received in the last three years. For annual college budget request appropriations, reference your previous three-year plan and annual updates.

Please evaluate the effectiveness of the resources utilized for your program. How did these resources help student success and completion? For college budget request appropriations, list the result of the evaluation strategy outlined in your previous three-year plan and annual updates. For all other sources of funding, list the results of the evaluation strategy contained within the program or grant plan.

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

Resource Allocated	Academic Year	Evaluation/ Measured Effectiveness (Limit to 2 sentences each line)
annual college budget request appropriations	2016-17	Evaluation strategy outlined in your previous three-year plan and annual updates were met.
annual college budget request appropriations	2017-18	Evaluation strategy outlined in your previous three-year plan and annual updates were met.
annual college budget request appropriations	2018-19	Evaluation strategy outlined in your previous three-year plan and annual updates were met.

## Integrated Planning and Initiatives

What other areas is your unit partnering with in new ventures to improve student success at Gavilan College? What is the focus of this collaboration?

Working with Admissions and Records in cashiering functions. Working with Financial Aid with distribution of Pell and Promise Grants. Providing accounting services to categoricals for reporting purposes and better management of student services. Bringing payroll in house to provide better service to faculty, staff, and students. Collaborating with IT, cashiering and Admissions on the process for collection of outstanding fees.

**What are the program and your Integrated Planning/ Guided Pathways partners' plans for the next three years? Address this in your Three-Year Program Plan at the end of this document.**

## Trends:

Provide any additional information that has not been mentioned elsewhere in this program plan and review, such as environmental scans from the [Educational Master Plan](#) for opportunities or threats to your program, or an analysis of important subgroups of the college population you serve.

The Business Office serves every subgroup of the college population. We are unique in that way from other groups. Our biggest threat is maintaining a well trained staff consistently over a period of time. If we cannot maintain this ongoing knowledge we will not serve subgroups well.

Taking into account the trends within this program and the college, describe what you realistically believe your program will look like in three to five years, including such things as staffing, facilities, etc.

As the District continues to grow and expand educational sites, the Business Office staff must grow to maintain stability in financial matters. Efficiencies in procedures can only cover for the lack of staff for a short period of time, before you see financial information flow disrupted.

**What are the program plans for the next three years? Address this in your Three-Year Program Plan at the end of this document.**

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## Appendix

### Optional Questions

Please consider providing answers to the following questions. While these are optional, they provide crucial information about your equity efforts, training, classified professional support, and recruitment.

Does your division (or program) provide any training/mentoring for faculty and/ or classified professionals regarding professional development?

The Business Office does provide professional development for our classified and managerial staff.

If there is a need for more faculty and/ or classified professional support in your area, please provide data to justify request. Indicate how it would support the college mission and college goals for success and completion.

The Business Office does not need additional staff currently, just that the budgeted positions that are vacant to be filled. We are currently down four positions, with only one in the interview process.

What, if anything, is your program doing to assist the District in attracting and retaining faculty and classified professionals who are sensitive to, and knowledgeable of, the needs of our continually changing constituencies, and reflect the make-up of our student body?

We provide current staff with the opportunity to advance their positions in the Business Office to senior positions with more responsibility and higher rates of pay. We try to provide a fun and informed team setting for everyone to work in.

### Review Process Feedback

Please share any recommendations for improvements in the Program Integrated Plan and Review process, analysis, and questions. Your comments will be helpful to the PIPR Committee and will become part of the permanent review record.

An example of a completed package would have been a nice reference guide, since this is the first time going through this specific process. The section regarding SAO's and ILO's was a little unclear on what exactly you were looking for. Sydney was great help though!



## Example Program and Collaboration Three-Year Program Plan Goal Setting Worksheet

E  
X  
A  
M  
P  
L  
E  
S

<p style="text-align: center;"><b>Goal</b></p> <p style="text-align: center;">One sentence limit.</p>	<p style="text-align: center;">Connection of Goal to Mission Statement, <a href="#">Strategic Plan</a> and SAO Results.</p> <p style="text-align: center;">Use one sentence for each item.</p>	<p style="text-align: center;">Proposed Activity to Achieve Goal</p> <p style="text-align: center;">One sentence limit.</p>	<p style="text-align: center;">Responsible Party</p> <p style="text-align: center;">One sentence limit.</p>	<p style="text-align: center;">Fund amount requested.</p> <p style="text-align: center;">If a collaboration, what % required from each partner?</p> <p style="text-align: center;">If applicable, list each budget partner / source separately</p>	<p style="text-align: center;">Timeline to Completion</p> <p style="text-align: center;">Month / Year</p>	<p style="text-align: center;">How Will You Evaluate Whether You Achieved Your Goal</p> <p style="text-align: center;">Two sentence limit.</p>
<p>Increase proportion of EOPS students completing degrees by five percentage points</p>	<p>Mission statement: works to prepare students from all backgrounds. Strategic Plan: Strategy 2, Goal 1 SAO Results: Outcome 1; 76% of students completed 3 counseling visits</p>	<p>Increase counseling touch points from three times per semester to five times per semester by restructuring appointment and communication schedule</p>	<p>Associate Dean of EOPS and CalWORKs</p>	<p>None</p>	<p>December 2020</p>	<p>In three years, compare EOPS student graduation rates from before the touchpoint increase to graduation rates after the increase</p>
<p>Decrease average response time for IT requests from three days to two days</p>	<p>Mission statement: Supports innovate practices Strategic Plan: No direct connection SAO Results: Outcome 3: End-user problems will be responded to in a timely manner and resolved effectively by MIS staff. No results yet.</p>	<p>Implement new workflow management software</p>	<p>Director of Information Technology</p>	<p>\$7,500 for software package</p>	<p>September 2019</p>	<p>Compare average response times from one year before software implementation to one year after implementation</p>

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# Program and Collaboration Three-Year Program Plan Goal Setting Worksheet

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

**Program:** [Click here to enter text.](#)

<p style="text-align: center;"><b>Goal</b></p> <p style="text-align: center;">One sentence limit.</p>	<p style="text-align: center;">Connection of Goal to Mission Statement, <a href="#">Strategic Plan</a> and SAO Results.</p> <p style="text-align: center;">Use one sentence for each item.</p>	<p style="text-align: center;">Proposed Activity to Achieve Goal</p> <p style="text-align: center;">One sentence limit.</p>	<p style="text-align: center;">Responsible Party</p> <p style="text-align: center;">One sentence limit.</p>	<p style="text-align: center;">Fund amount requested.</p> <p style="text-align: center;">If a collaboration, what % required from each partner?</p> <p style="text-align: center;">If applicable, list each budget partner / source separately</p>	<p style="text-align: center;">Timeline to Completion</p> <p style="text-align: center;">Month / Year</p>	<p style="text-align: center;">How Will You Evaluate Whether You Achieved Your Goal</p> <p style="text-align: center;">Two sentence limit.</p>
<p>To develop a Gavilan Education Foundation accounting system that is accurate, timely, and can turn around scholarship checks in three days.</p>	<p>Mission statement: Provide service to students from all backgrounds. Strategic Plan: Strategy 2, Goal 4 SAO Results: Outcome: Provide Scholarship checks in 3 days</p>	<p>Defined process with Financial aid and migrate financial records for foundation into District ERP system (Banner).</p>	<p>Associate Vice President of Business Services &amp; Security</p>	<p>None</p>	<p>June 30<sup>th</sup>, 2020</p>	<p>We will have the Foundation's financials live in Banner. We will track when check information is received to when checks are issued.</p>
<p>To give Business Office staff the opportunity for professional staff development so that we can better serve our students and staff.</p>	<p>Mission statement: Provide support services directly to students, departments, and programs. Strategic Plan: Strategy 4, Goal 2 SAO Results: Provide information in a timely manner</p>	<p>Will cross-train Business office staff, as well and offer them internal and external professional development opportunities.</p>	<p>Associate Vice President of Business Services &amp; Security</p>	<p>None</p>	<p>June 30<sup>th</sup>, 2020</p>	<p>Each staff will have attended at least one professional development opportunity.</p>

<p style="text-align: center;"><b>Goal</b></p> <p>One sentence limit.</p>	<p>Connection of Goal to Mission Statement, <a href="#">Strategic Plan</a> and SAO Results.</p> <p>Use one sentence for each item.</p>	<p>Proposed Activity to Achieve Goal</p> <p>One sentence limit.</p>	<p>Responsible Party</p> <p>One sentence limit.</p>	<p>Fund amount requested.</p> <p>If a collaboration, what % required from each partner?</p> <p>If applicable, list each budget partner / source separately</p>	<p>Timeline to Completion</p> <p>Month / Year</p>	<p>How Will You Evaluate Whether You Achieved Your Goal</p> <p>Two sentence limit.</p>
<p>Streamline Business Office processes and improve accessibility of information.</p>	<p>Mission statement: Provide support services directly to students, departments, and programs. Strategic Plan: Strategy #5, Goal #3</p>	<p>Implement "work flow" for every day activities, such as Online Budget transfers, and work with programs to create reports that will provide meaningful information to them.</p>	<p>Associate Vice President of Business Services &amp; Security</p>	<p>No funds requested. Would need to collaborate with IT (50%) to implement and make this information accessible to all staff.</p>	<p>June 30<sup>th</sup>, 2019</p>	<p>We will have implemented Online and budget transfers and created a payroll detail report that staff can access on their own.</p>

## Program Goal Setting Worksheet

Program being reviewed: [Click here to enter text.](#)

Date: [Click here to enter text.](#)

### Use this form twice:

1. Team member list due to PIPR no later than Fall - Week 5

2. Team Member sign off after final review  
(Peer Reviewers: Spring Week 9; Dean: Spring Week 10)

Role	Name	Assignments/ research assigned, if any	Date and Initial upon <b>final</b> review
Team Lead/ Chair			
Supervising Admin			<i>Frederick E. Harris</i> March 13, 2019
Faculty Peer Reviewer			
Faculty Peer Reviewer			
Student			
PIPR Support Team			
PIPR Support Team			