### 3-Year Assessment Schedule

**Unit:** Financial Aid Office  
**AY 2015/16 through 2017/18**

**Instructions:** from left to right in the table: 1) List unit outcomes down the left-hand column. 2) List the program(s)/service(s) that align with each unit outcome. 3) Describe how you will assess each unit outcome. 4) Indicate the academic year and quarter you will assess the unit outcome.

| Unit Outcome 1: | Where will you assess the outcome? (List the program(s)/service(s) align with each unit outcome.) | How will you measure the achievement of each outcome? | When will you assess the outcomes? (Indicate the academic year and quarter.) | Who is responsible for disseminating the assessment  
**How & When** will it be received/ returned |
| --- | --- | --- | --- | --- |
| Students will articulate the quality and the impact of the student’s service received from the Financial Aid Office staff | Internal Activities and Outreach  
1. Yield Events  
2. Triton Day  
3. Transfer Triton Day  
4. Office Visits  
5. Phone Calls  
6. Emails | • Web-based & mobile surveys  
○ (Email and iPod Touch)  
• Observation & Listening  
• Secret Shopper  
• Student Satisfaction Survey | Academic years 2015-16 thru 2017-18 | Office Staff, Assistant and Associate Directors, Assessment Team, and Student Assistants |

**Learning Domain(s): Communicate Effectively**

| Unit Outcome 2: | Where will you assess the outcome? (List the program(s)/service(s) align with each unit outcome.) | How will you measure the achievement of each outcome? | When will you assess the outcomes? (Indicate the academic year and quarter.) | Who is responsible for disseminating the assessment  
**How & When** will it be received/ returned |
| --- | --- | --- | --- | --- |
| Students will have greater knowledge and awareness of Financial Literacy, identifying expenses, income and developing a budget | Financial Literacy Budget Workshops held by:  
1. On-campus Student Groups and other organizations  
2. College Workshops  
3. Financial Aid Office | • Interactive exercises  
○ creating a budget  
• Providing assignments in CashCourse  
• Pre and Post Quizzes  
• Checklists | Spring Quarter 2016  
Academic year 2015-16 | Assessment Team |

**Learning Domain(s): Think Critically and Solve Problems; Engage in a Healthy Lifestyle; Advance Personal, Academic, and Professional Success**

| Unit Outcome 3: | Where will you assess the outcome? (List the program(s)/service(s) align with each unit outcome.) | How will you measure the achievement of each outcome? | When will you assess the outcomes? (Indicate the academic year and quarter.) | Who is responsible for disseminating the assessment  
**How & When** will it be received/ returned |
| --- | --- | --- | --- | --- |
| Students will identify and articulate areas for improvement, problem solutions, and suggestions for financial aid process in TritonLink | Interactive Focus Group held in a campus computer lab | Qualitative research using a focus group:  
• Structured focus groups  
• Written notes  
○ jotting down thoughts  
○ questions  
○ observations  
○ opinions  
• Checklists | Winter Quarter 2017  
Academic year 2016-17 | Assistant and Associate Directors and Assessment Team |
<table>
<thead>
<tr>
<th>Unit Outcome 4: Students will articulate better ways to receive effective communication of key deadline dates, student requirements and actions needed in the financial aid process</th>
<th>1. Email sent to students</th>
<th>Survey link at bottom of email</th>
<th>Fall Quarter 2016 Academic years 16-17 thru 17-18</th>
<th>Assessment Team and Assigned Assistant Director</th>
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<tbody>
<tr>
<td>Learning Domain(s): Communicate Effectively</td>
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| Unit Outcome 5: Determine the number of students completing a SAP Appeal Course Plan and then graduating | 1. Financial Aid Office Research | Quantitative research: Develop cohort group:  
   - Review all SAP Appeals submitted between Fall 2014 and Fall 2015 | Fall Quarter 2014 Academic years 2014-15 thru 2017-18 | Assessment Team and Satisfactory Academic Progress (SAP) Assistant Director |
| Learning Domain(s): Advance Personal, Academic, and Professional Success; Engage in a Healthy Lifestyle | | | | |
| Unit Outcome 6: Determine a correlation between the number of students dropping out of school who have a hold on their accounts due to outstanding balances and are near graduating | 1. Financial Aid Office and possibly other Departments | • Internal systems (e.g. ISIS, SAM, Data Warehouse, etc.)  
   • Reports and queries  
   • Surveys  
   • Structured interviews | Spring Quarter 2016 Academic year 2015-16 | Director and Assessment Team |
| Learning Domain(s): Engage in a Healthy Lifestyle; Advance Personal, Academic, and Professional Success | | | | |