

CHARTER
STUDENT AID AWARENESS IPT
STUDENT PROFILE SUB-TEAM

TEAM NAME-

STUDENT PROFILE

SHARED AND MEANINGFUL PURPOSE-

PURPOSE-

To develop an understanding of, and definition of, the audience for SFA programs and to make meaningful and useful distinctions among the segments of that audience so that tailored communication efforts can be developed that suit the information needs of these segments. This will enable our audiences to start the postsecondary education planning process earlier and make better-informed decisions about financial aid possibilities.

WHY NOW?-

The ability to identify markets and develop, execute, and evaluate targeted communication campaigns is one of the foundations of a Student Aid Awareness core business process within SFA. The findings developed by this group will guide the information development efforts of the rest of the Student Aid Awareness group.

VISION OF SUCCESS-

GUIDING PRINCIPLES FOR THE YEAR 2000-

- Must contribute to the fulfillment of the performance goals of the SFA 5-year performance plan, the modernization plan, and the customer-service task force
- Must end in September of 2000 with concrete recommendations for a 2-year follow on IPT with objectives and activities
- Must do a stakeholder analysis, listing key stakeholders and their interests and needs
- The analysis of customer relationships must focus on needs, wants, emotions, and stereotypes
- Serving America's students
- Building the foundation for the future
- Working cross-functionally and collaboratively between SFA Channels and other ED offices
- Initiating and building partnerships with other organizations that can expand in the future
- Constantly communicating with others and inviting others to communicate with us about new and on-going efforts in the Student Aid Awareness arena.
- Continually enrolling people who are involved in individual efforts
- Looking for opportunities to develop and stretch people—both ourselves and others

SPECIFIC AND CHALLENGING GOALS-

TOPIC	PERFORMANCE INDICATOR	GOALS	FUTURE PURPOSE
	<ul style="list-style-type: none"> • Existence of a working inventory of our most significant data base resources and what is in them • Degree to which we know the most important trends that will influence our targets for the future 	<ul style="list-style-type: none"> • Agreement on the major, significant internal and external data bases or resources we will rely on and an inventory of data included in each • Listing of trends in the profile of student characteristics–e.g. <ul style="list-style-type: none"> • Type of programs attending–independent, non-traditional, traditional... • Average wage of college graduates versus non-graduates • Percent of traditional students going on to college • Rate of minority attendance –groups that are underserved • 30-40 year olds • Cost of post-secondary school • Patterns of aid for college • Profiling by segmentation • How the profile has changed • Agreement on the top ten interesting facts discovered in the trends • Display/wall charts of top ten facts and trends 	<ul style="list-style-type: none"> • Understanding of who we are and are not serving, using the most current data available • To use the most significant data to help us see where we need to target our efforts and why on a continuing basis

SPECIAL CONDITIONS, CONSTRAINTS, OR REQUIREMENTS-

- Sub-team updates Student Aid Awareness Leadership Team bi-weekly

CLEAR ROLES -

Sponsor	<ul style="list-style-type: none"> • Linda Hall
Team Leader	<ul style="list-style-type: none"> • Bill Ryan

Core Team Members	<ul style="list-style-type: none"> • Representation from Analysis • Representation from OERI/ National Center for Education Statistics (NCES)—e.g. Greg Henschel • Representation from OPE • Representation from students channel • Representative from Think College Early • Someone who can formulate in depth qualitative questions to obtain data to understand the most important trends that impact our work—typically someone with research background
Advisory Members	<ul style="list-style-type: none"> • A student or student association representative—USSA & USPIRG • Academic researcher • Department of Labor
Recorder/Documenter	
Facilitator	
DECISION-MAKING-	
<ul style="list-style-type: none"> • In general 	<ul style="list-style-type: none"> • Consensus with fallback to Linda Hall
<ul style="list-style-type: none"> • Funding 	<ul style="list-style-type: none"> • Sub-team makes requests of SAA Leadership Team for approval
<p><u>A COMMON AND COLLABORATIVE APPROACH-</u> AN AGREED UPON PROCESS MAP AND WORK PLAN-</p> <p>OPERATING AGREEMENTS AND PRINCIPLES- how we want to work together-</p> <ul style="list-style-type: none"> • Agree to move on • Work cooperatively • Interject ideas at appropriate time • Team defends a position to sponsor and others—speak with one voice • Open, honest discussions • Reach consensus on decisions, not majority vote • Ask input from all members on each topic • Think outside box • Have fun—enjoy it • Volunteer for assignments • Respect others’ opinions • Be accountable 	

-
- HOW OFTEN THE CORE TEAM WILL MEET AND OTHER KEY AGREEMENTS-**
- Team commits to regularly scheduled weekly meetings.

COMPLEMENTARY SKILLS AND RESOURCES -

KEY STAKEHOLDERS AND THEIR INTERESTS AND NEEDS-

-
- COMPETENCY REQUIREMENTS FOR THE TEAM-**

- Someone who knows how to navigate information throughout the department

RESOURCE REQUIREMENTS- (time, people, money, materials)

- Market researcher/firm
- \$10,000 for travel, materials, printing costs, other contingencies...

OTHER

- There is a government manual that outlines everything that every operation in government does