

Unit Assessment Report

Submit to the Institutional Research and Assessment Office by August 1st

The goal of this unit assessment is to inform institutional effectiveness.

Institutional Effectiveness--assessment to determine the extent to which a college or university is achieving its mission. The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results.

Academic/Fiscal Year: 17-18

Date: 1/14/2019

Person submitting report: Rick Tuxhorn

Unit name: Financial Services

Unit mission: The mission of the Financial Services Office at McPherson College is to provide students, faculty, and staff with prompt, reliable financial information and management by providing quality services, innovative business solutions, and support to the scholarship, participation, and service mission of the College.

Unit primary functions and activities: Conduct all business operations

Unit stakeholders: Rick Tuxhorn, Dara Dix, Tammy Gamache, LeAnn Moore, Janelle Magnuson

Outcomes	Outcome Target	Institutional Link
What do you want to accomplish? Please list <u>at least two</u> outcomes your unit will be assessing in the next few years to determine improvement in operational processes or procedures. Sometimes outcomes are listed as tasks. Outcomes are specific and measureable and can be strategic or operational.	What level of achievement do you want obtain for each outcome? The outcome target should be aggressive but attainable.	How does the outcome assist the college in achieving its mission? If outcomes support other identified institutional priorities, attach supporting institutional documentation
Outcome 1: Utilize TMS, our student account payment plan servicer, to a greater extent.	75% -90% of current students with balance on payment plan.	The more we can get students to use TMS, the more we will be able to predict receipt of payments. This will greatly improve our cash flow for payment of expenses and payroll.
Outcome 2: Continue to leverage the use of technology to make the Business Office more efficient.	100% of the Business Office team members attend some type of technology development opportunities during the year.	When processes can be made more automated, it frees up our day making us able to work strategically rather than reactively.
Outcome 3: Prepare a detailed development plan for each member of the Business office. This would include the technology piece, and areas the staff member would like to pursue for personal development.	Each team member will have his/her own development plan.(courses, costs, and reasons for plan)	Staff development – Helps up keep up with new regulations, discover new best practices, gets us out of the office and allows us to become better employees of the college.
Performance Indicators		
What will you do to achieve your outcomes? Identify the performance indicators you will be using to assess achievement of your outcomes. Select your most important indicators. You should have <u>at least two</u> performance indicators for each outcome.		

<p>Outcome 1: Promote TMS to parents of incoming Freshman at Parent Orientation Days. Work more closely with students and parents at the beginning of each semester to encourage use of the payment plan option. Have discussions with parents/students on going throughout the semester to make sure their payment plan is sufficient to cover costs.</p>	<p>Outcome 2: Attend conferences and other gatherings for the opportunity to learn of new processes. Inquire of colleagues from other colleges about their processes and ideas.</p>	<p>Outcome 3: Each team member will design his or her development plan (courses, costs, and reasons for plan).</p>
<p>Assessment Measures</p>		
<p>How and when will you measure your success? Identify <u>at least two</u> ways of measuring each outcome. At least one measure for each outcome should be a direct measure. Direct measures are quantifiable.</p>		
<p>Outcome 1: Direct method: Keep track of those accounts that become delinquent so the office can touch base with them after one missed payment so they do not miss further payments and have their account deactivated. Other methods: Check at the end of the year to see how many TMS accounts are short of payments of more than \$500.</p>	<p>Outcome 2: Direct method: Document what conferences we attend and what procedures colleagues use on their campuses. Other methods: Share with team!</p>	<p>Outcome 3: Direct method: Designed documented plan for each team member. Other methods: Actually attend early in the year, before budgeted funds are gone. Share plan with VP and HR.</p>
<p>Assessment Results/Findings</p>		
<p>Outcome 1</p> <ul style="list-style-type: none"> • Keep track of those accounts that become delinquent so the office can touch base with them after one missed payment so they do not miss further payments and have their account deactivated. <p>Results: -Number of delinquent accounts. -Percent of delinquent accounts that did not miss more than 1 payment.</p> <ul style="list-style-type: none"> • Check at the end of the year to see how many TMS accounts are short of payments of more than \$500. <p>Results: See below</p>	<p>Outcome 2</p> <ul style="list-style-type: none"> • Document what conferences we attend and what procedures colleagues use on their campuses. <p>Results: -List of conferences attended -List of procedures or other evidence of procedures used on other campuses.</p> <ul style="list-style-type: none"> • Share with team! <p>Yes or No? When and how shared.</p>	<p>Outcome 3</p> <ul style="list-style-type: none"> • Designed documented plan for each team member. <p>Results: Please attach plans to report and note which items in the plan were completed or are in progress.</p> <ul style="list-style-type: none"> • Actually attend early in the year, before budgeted funds are gone. Share plan with VP and HR. <p>Results: -Additional attendee names and development if not on plans submitted as above already.</p> <p>-Shared? Yes or No, when and how shared</p>

How does the unit plan to use the results to improve student learning and/or unit effectiveness?

Please describe in detail the action plan, including when, these actions will be implemented?

Outcome 1: In regard to promoting TMS to students and parents of students, we developed and aging with notes (along with the notes penned within the JX module) outlining the status of every student with a TMS balance. When we found that student to be delinquent, LeAnn, Cheryl and Dara would call TMS and find out any details and then the student or parent was called (if we had a FERPA) encouraging the student or parent to remedy the shortage.. This proved to improve unit effectiveness in regard to TMS payments and TMS receivables.

Outcome 2: As stated in outcome 3, we take advantage of all training options that are available for free and selected seminars that are not free. We have attached documented plans for each member of the business office. We are still in the process of locating procedures from other campuses. Because we are such a small office, we are aware of what professional education we take because it is all relevant and we talk about what we learned at our weekly meetings. This outcome improves unit effectiveness because it improves our knowledge of higher education which indirectly affects students.

Outcome 3: As a department, we take advantage of all training options that are available for free. These include Jenzabar webinars, Perkins webinars and KASFAA meetings, TMS update webinars, UAS update webinars, KICA conferences. Dara and Janelle have in the past and continue to attend all of those mentioned. Tammy attends the KICA Conferences and any Jenzabar webinars and training sessions pertaining to payroll or accounts payable. She also has ongoing training with our benefit providers and with Paymerang for accounts payable. Dara will be attending JAM in 2019. There is a substantial cost associated with this as it involves air travel and lodging for multiple days, however the information and networking that results from attending are well worth it. Rick acquires his 80 hours a year of continuing education to renew his CPA license. He also attends KICA conferences and Jenzabar webinars as they come available. All of this training benefits student learning and the student experience.

Are any of the unit outcomes changing for next year? Yes No X

(If you answer yes, the IRA office will send you a new prepopulated template to adjust for the 2018-2019 reporting year).

Assessment committee feedback:

Unit Assessment Timeline	
August 1	Assessment plan due for current fiscal year.
September 1	Assessment committee provides feedback
September 14	Any clarification or changes need to the plan are resubmitted to the assessment committee
Academic Year	Implement the assessment plan.

Assessment Glossary

Direct measure: data—evaluates actual performance, is quantifiable. Examples: number of reported crimes on campus, number of outstanding tuition payments, service will be provided within two days of request, retention data, time, cost, productivity

Indirect measure: evaluates perceived performance, is qualitative, based on feelings or perceptions. Examples: surveys, focus groups, perceived efficiencies

Institutional effectiveness: Assessment to determine the extent to which a college or university is achieving its mission. The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results.

Performance indicator: A means of objectively quantifying results of products, projects, services, or programs.

Strategic outcome: Implementation of initiatives intended to contribute to a strategic goal. There is an impact on goal performance to do that implementation.

Operational outcome: Addresses regular operational or procedural tasks. Generally provide service or product. Direct and indirect effects on stakeholders.

SAMPLE PLAN

Plan for Next Academic/Fiscal Year:

Date: July 28

Person submitting report: Your name

Unit name: Facilities Management

Unit mission: To provide an attractive, clean, and safe environment to learn and work in

Unit primary functions and activities: provide safe, clean, and healthy environments in campus buildings and protect and maintain buildings and building systems to maximize institutional efficiency and effectiveness.

Unit stakeholders: faculty, staff, students, alumni, and campus visitors

Outcomes	Outcome Target	Institutional Link
<p>What do you want to accomplish? Please list <u>at least two</u> outcomes your unit will be assessing in the upcoming year to determine improvement in operational processes or procedures. Sometimes outcomes are listed as tasks. Outcomes are specific and measurable and can be strategic or operational.</p>	<p>What level of achievement do you want obtain for each outcome? The outcome target should be aggressive but attainable.</p>	<p>How does the outcome assist the college in achieving its mission? If outcomes support other identified institutional priorities, attach supporting institutional documentation</p>
<p>Outcome 1: Provide a safe, orderly, clean, and visually appealing exterior environment (grounds) Outcome 2: Protect and maintain buildings and building systems and equipment through preventive and corrective maintenance programs. Additional Outcome(s) (optional): Outcome 3: Reduce maintenance costs while maximizing efficient operations.</p>	<p>Zero negligence reports due to grounds related issues 15% of work orders will be preventive, 10% or less change in volume of total work orders 5% or less increase in cost per square foot compared to last year.</p>	<p>Provides a conducive environment to learn and work safely. Same as Outcome 1 Same as Outcome 1</p>
Performance Indicators		
<p>What will you <u>do</u> to achieve your outcomes? Identify the performance indicators you will be using to assess achievement of your outcomes. Select your most important indicators. Use should have <u>at least two</u> performance indicators for each outcome.</p>		
<p>Outcome 1-Examine academic and athletic scheduling to determine best times to mow, trim, collect trash, etc. with minimal impact to college functioning. Conduct periodic inspections. Prioritize grounds keeping needs and address most pressing needs and non-budget impacting needs first.</p>	<p>Outcome 2-Send periodic campus messages asking to identify any preventative issues, prioritize preventative issues, complete those most likely to interfere with college building functioning.</p>	<p>Additional Outcomes-Outcome 3- monitor budget requests and deny anything but essential work as fiscal year comes to a close, monitor contractual and commodity spending, review processes, procedures, or changes that result in estimated cost savings or efficient operations.</p>
Assessment Measures		
<p>How will you measure your success? Identify <u>at least two</u> ways of measuring each outcome. At least one measure for each outcome should be a direct measure. Direct measures are quantifiable.</p>		
<p>Outcome 1 Direct method: Track and record number of negligence grounds-related reports at the end of each fiscal year to determine total number of reports. Other methods: Track number of complaints each fiscal year related to daily tasks such as mowing, trimming, emptying trash, etc. to determine disruption to institutional functioning.</p>	<p>Outcome 2 Direct method: Compare ratio of completed corrective vs. preventive work orders each fiscal year to the previous year. Other methods: Track each fiscal year, the number of mechanical or electrical failures that result in building or system interruptions</p>	<p>Additional assessment methods: Outcome 3: Direct: Each fiscal year, calculate cost per square foot compared to last year. Indirect: Record each fiscal year changes in processes, procedures to determine estimated cost savings or more efficient operations.</p>