

Assessment Report for Finance and Administration

January, 2006

Minnesota State University, Mankato promotes learning through effective undergraduate and graduate teaching, scholarship, and research in service to the state, the region and the global community.

The Finance & Administration Division will be an inspired, innovative and collaborative team that provides exemplary financial, administrative, and facility service in support of the University's mission.

The Finance & Administration Division Service Objectives can be found on the following website: <http://mnsu.edu/finadm/service/index.html>

Outcome 1: Provide excellent customer service to faculty, staff, students, and external Customers.

1. By maintaining and beautifying campus buildings and grounds and improving the campus environment

- A campus survey was conducted in early May, 2005 among 1,345 MSU faculty and staff to gauge their satisfaction with several areas related to Building Services, Planning & Construction, Facilities Services, Environment, Health, Safety and Risk Management, and the Physical Plant. Over 223 (16.6 %) faculty and staff returned the survey instrument. Overall, faculty and staff rated being satisfied with all areas of Facilities Management. The OSS and Postal Service's mass mailing services were rated by faculty and staff the highest in satisfaction while work environment air temperature was rated the lowest. Treatment of faculty and staff with respect and friendliness, MSU's recycling of paper, plastics, metals, etc., and the exterior of the campus looks, including grounds, flower beds, etc. were all areas rated higher than others in the survey.

Facilities Satisfaction Survey (Results can be found at the following website:

<http://mnsu.edu/acadaf/pra/Finance/F&Aindex.html>. This survey is completed every two years in the fall.

- The Noel-Levitz Survey Method of Assessment: The Noel-Levitz Student Satisfaction Inventory measured the satisfaction and the importance of campus issues to MSU students in the spring 2004. Over 1,700 student rates 89 items in the inventory by the importance of specific expectations as well as their satisfaction with how well those expectations were being met. Listed below are the results of the survey from fall 2004 indicating the importance level of importance of a well maintained campus, well-lit parking lots and comfortable residence hall living conditions.

Item	MSU Importance Level*	MSU Satisfaction Level**	MSU Performance Gap***
On the whole, the campus is well-maintained.	6.32	5.44	0.88
Parking lots are well-lighted and secure.	6.25	4.56	1.69
Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)	6.14	4.05	2.09

*(Importance Scale: 1=not important at all, 2 = not very important,3= somewhat unimportant, 4=neutral, 5=somewhat important, 6=important, 7=very important) **(Satisfaction Scale: 1-not satisfied at all, 2-not very satisfied, 3-somewhat dissatisfied, 4-neutral, 5-somewhat satisfied, 6-satisfied, 7-very satisfied) ***Performance Gap: Higher gaps reflect incongruence in level of importance and satisfaction.

2. By Providing students with complete and clear information regarding student financial aid, billing, and collection processes

- **Method of Assessment: Noel Levitz Survey results from 2004 show that the financial aid process is of high importance and their satisfaction at MSU is above average. Of the highest satisfaction was the helpfulness of the Financial Aid Counselors.**
- **Steps taken as a result of the survey included the following:**
 - **a checklist was developed with the award letter sent to student which contains step by step information as well as all loan options;**
 - **the website has been updated and includes forms, links, and bookmarks for high school student resource websites.**
 - **a partnering with students and other campus departments to identify potential areas of improvement with student financial service delivery**
 - **utilizing the latest technology where possible to improve ease of use for students accessing financial services**
- **Student Financial Services unit also provides information at orientation and other outreach presentations, through official university publications, handbooks, etc. written correspondence to individual students or groups of students and additional email communications related to a specific financial process which would be for targeted groups of students.**

Item	MSU Importance Level*	MSU Satisfaction Level**	MSU Performance Gap***
The financial aid process is clearly explained.	6.32	4.41	1.91
Financial aid counselors are helpful.	6.18	4.55	1.63

*(Importance Scale: 1=not important at all, 2 = not very important,3= somewhat unimportant, 4=neutral, 5=somewhat important, 6=important, 7=very important) **(Satisfaction Scale: 1-not satisfied at all, 2-not very satisfied, 3-somewhat dissatisfied, 4-neutral, 5-somewhat satisfied, 6-satisfied, 7-very satisfied) ***Performance Gap: Higher gaps reflect incongruence in level of importance and satisfaction.

- **The Noel-Levitz Priority Survey For Online Learners measured the satisfaction and the importance of campus issues to Minnesota State University online students in the fall, 2005. One hundred eighty-two students out of a possible 562 (32% response rate) rated 26 items in the inventory by the importance of specific expectations as well as their satisfaction with how well those expectations were being met. Rated highest for satisfaction on the survey was for the convenience of the billing and payment procedures.**

PSOL Item	Importance	Satisfaction	Performance Gap
Adequate financial aid is available.	5.89	4.90	0.91
14. I receive timely information on the availability of financial aid.	5.83	4.93	0.90
18. Registration for online courses is convenient.	6.39	5.86	0.53
23. Billing and payment procedures are convenient for me.	6.25	5.87	0.38

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- **A change made was to provide opportunities for students to apply on-line for financial assistance. The effort to increase on-line applications started back in 1999-00, at which time we were well below the 50% mark. With increased promotion of the process, we have successfully increased this percent from 80.6% in FY05 to 91.8% in FY06. The 91.8% for MSU is also higher than the percentage of all students from Minnesota who file online at 87%. The comparison below indicates how MSU compares to the other MnSCU universities.**

2005-2006 FAFSA on the Web Applicant Statistics as of 9/25/05

Minnesota State Colleges for 2005-2006:

MSU, Moorhead:	87.5%
Bemidji State:	90.4%
St. Cloud State:	90.4%
Winona State:	90.5%
Southwest MN State:	91.8%
Metro State:	94.5%

3. Providing convenient one-stop services through the Campus Hub

- **Method of Assessment: Noel Levitz Survey which was completed in spring 2004 and will be completed again in spring 2006. The results indicate that rated highest for MSU satisfaction was the convenience for most students and the one-stop service at the Campus Hub.**
- **Based on the results of the survey, the Campus Hub has taken additional steps to ensure customer satisfaction including:**
 - a weekly sheet called "Service Matters" to update employees on any new information;
 - additional training for Campus Hub staff;
 - customer service training;
 - opportunities for seminars and workshops;
 - joint unit meetings for distribution of information

Item	MSU Importance Level*	MSU Satisfaction Level	MSU Performance Gap
I seldom get the "run-around" when seeking information on this campus.	6.28	4.14	2.14
Billing policies are reasonable.	6.19	4.56	1.63
The Campus Access Hub is convenient for most students and the one-stop service is helpful.	6.19	5.47	0.72
I am aware of and use all the services available through my MavCard (ATM/debit card, vending, ID card, entrance to athletic events, library card).	5.68	5.15	0.53

(Importance Scale: 1=not important at all, 2 = not very important,3= somewhat unimportant, 4=neutral, 5=somewhat important, 6=important, 7=very important) *(Satisfaction Scale: 1-not satisfied at all, 2-not very satisfied, 3-somewhat dissatisfied, 4-neutral, 5-somewhat satisfied, 6-satisfied, 7-very satisfied) ***Performance Gap: Higher gaps reflect incongruence in level of importance and satisfaction.*

Outcome 2: Continually work on process improvement – We will create efficient and effective processes for delivering services to our customers

1. Work study assignment process improvement

- **Method of Assessment: Student and staff surveys distributed every two years in the fall**
- **A survey was conducted in the fall of 2003 and also in 2005 and sent to students who had received work study assignments and to the staff who had students assigned to their office**
- **Before the second survey was given, a focus group reviewed the work study process and offered several suggestions for an improved process including better communication with the campus community, earlier work study assignments, assignments made according to routing ID, and a better distribution of the work study students to the units based on knowledge/experience in desired field of study.**
- **Questions were added to the second survey to respond to these changes and results listed below indicate a very high level of satisfaction with these improvements for both students and staff.**
- **Other findings between the two surveys indicate students had an increased positive response to the online process being user friendly. Staff members rated a higher level of satisfaction with the work study assignment process as well as the online process for requesting work study students.**

Work-Study Survey Results FY04 vs. FY06

Student Results

Description	FY04	FY06
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Grade Classification		
Freshman	39%	21%
Sophomore	24%	24%
Junior	24%	25%
Senior	13%	30%

Do you feel the 15 hour per week work-study award is:		
Just Right	79%	73%
Too Few	15%	21%
Too Many	6%	6%

Level of satisfaction with current work-study assignment		
Very Satisfied	68%	64%
Neutral	5%	27%
Low Satisfaction	27%	9%

Was the online work-study acceptance process user friendly?		
Yes	77%	87%
No	8%	9%
Used paper questionnaire	15%	4%

Was the notification of your assignment made in a timely fashion?		
Yes		92%
No		8%

Do you feel you are given enough work/hours at your job to earn your full award?		
Yes		81%
No		19%

Do you feel that your work-study position is giving you a worthwhile experience that may assist you in gaining knowledge/experience in your desired field of study or professional ambitions?		
Yes		69%
No		31%

Department Results		
Description	FY04	FY06
Rate your level of satisfaction with the work-study assignment process:		
Very Satisfied	42%	58%
Neutral	49%	39%
Low level of satisfaction	9%	3%
Instead of the current assignment process, would you be interested in recruiting, interviewing and hiring your work-study students directly?		
No	67%	68%
Yes	33%	32%
Has your department had problems with your student employees leaving the position?		
No	77%	74%
Yes	23%	26%
Did you find the online process for departments to request work-study student employees user friendly?		
Yes	88%	91%
No	12%	9%
Rate your level of satisfaction with the change this year to assign according to routing id:		
Very Satisfied		57%
Neutral		40%
Low level of satisfaction		3%
Rate your level of satisfaction with the change this year to make assignments two weeks earlier than past years:		
Very satisfied		87%
Neutral		13%

2. Providing Financial Aid packaging in a timely manner to all students

- **Method of Assessment:** Comparison of Student Financial Services Office data which is done each semester and also tracked yearly.
- The data indicates that each year there have been improvements in the documents needed from students for the timely processing of financial aid packaging. This comparison relates directly to the university's enrollment and federal requirements in place for a particular year.
- Also tracked is the cohort default rate for our student loan program over the last 10 years. This rate is determined by the Department of Education and reported to the institution annually. Institutions with cohort rates that get to or above 25% are in danger of losing their funding and/or have several additional regulations to follow when offering loans to students. The national average rate has always been higher than our rates. Results indicate that defaults for MSU students are down and continue to not be in danger of losing funding.

These statistics are continually being monitored to maintain the low default rate.

- **Steps that have been taken to ensure continued improvement are:**
 - review of federal and state regulations to ensure compliance
 - working with funding agencies for maximum usage of electronic funds transfer technology

**Minnesota State University, Mankato
Cohort Default Rate History**

Fiscal Year	Defaults	Repayments	Rate
2003	53	2,489	2.1
2002	65	2,439	2.6
2001	45	2,390	1.8
2000	46	2,489	1.8
1999	56	2,581	2.1
1998	82	2,560	3.2
1997	111	2,533	4.3
1996	109	2,406	4.5
1995	172	2,666	6.4
1994	157	2,561	6.1
1993	94	2,502	3.7

3. Continuing to make refinements to the TMA software system in order to improve work order tracking, material purchase and project management

- **Method of Assessment:** A customer feedback e-mail is provided to each customer after completion of a job order. This allows them to assess the work completed. Also, semi-annually, the campus wide survey of all services provided by the Facilities department is conducted.
- Survey results indicated that most customers were satisfied with the process. The results can be found at the following website: <http://mnsu.edu/acadaf/prafinance/F&Aindex.html>

4. Processing all contracts and/or leases in a timely manner to the university community and to outside contractors

- **Method of Assessment:** Data is collected on the number of requests for contracts; the date request is received up to the date the contract has been fully processed. The data is reviewed yearly
- The data confirmed an increase in the number of contracts and the completion of contracts in a timely manner over the last year because of the following changes:
 - Additional training sessions with university departments
 - A database for tracking the progress of contract completion was initiated this past year after reviewing the following issues: contracts not being routed and signed by an authorized university official and the number of violations of contract work beginning before receiving a fully signed contract.

Outcome III: Provide excellence in professional development and establish high morale by providing opportunities for all division employees to succeed.

- **Method of Assessment:** Division survey; Meetings with staff in small groups at least 3 times a year to solicit their assessment of how things are going and what needs to be improved. These meetings are completed in the Facilities operations and feedback is used in making changes.
- Survey will be completed once a year with the first survey completed January 2006.

- This survey will be reviewed by the division to assist in the planning of future professional development opportunities for the employees.
- The results indicate most employees are interested in future seminars dealing with interpersonal skills and technical job related skills, and of those responding, 75% were satisfied or very satisfied with the workshops they had attended. The analysis of this survey is currently underway to determine what, if any, changes in current offerings needs to be made.

January 2006 Professional Development Survey		Number of Responses
Number of workshops/seminars attended		
None		4
1-2		31
3-4		24
5-6		8
7 or more		6
Challenges to participating in professional learning activities		
Cost		16
Location		20
Inconvenient		13
Activity not engaging/did not hold interest		7
Lack of relevance to my professional learning		8
Lack of follow-up by professional learning		7
Can't get release time and/or approval		15
Outside commitments (e.g. family, second job)		7
Other		19
Overall satisfaction with workshops/seminars		
Very Satisfied		15
Satisfied		40
Somewhat Satisfied		12
Somewhat Dissatisfied		2
Dissatisfied		0
Very Dissatisfied		0
Future workshops/seminars should deal with		
Interpersonal skills (Communicating, working)		39
Technical job related skills		55
Other		15
Workshops/seminars dealt with learning/improving		
Interpersonal skills (Communicating, working)		35
Technical job related skills		55
Other		25

Outcome IV: Maintain data for budget analyses and provide responsible resource management to the university community

- **Method of Assessment:** Finance Division's Exception Reporting completed quarterly
- The results monitor current year actual revenue and expenditures compared to current year budget by operating fund. They also measure net budgetary operating revenue over a two year period. Personnel costs as a percentage of total expenditures are compared to the prior three year time period. First Quarter results indicated MSU was in compliance with all measures.
- The FY2006 first quarter results can be found on the Finance Division's Exception Reporting budget website: <http://www.finance.mnscu.edu/>

- **Budget documents and peer institution comparisons and analyses can be found the MSU budget website: <http://www.mnsu.edu/finadm/budgetoffice/>. These documents are used in providing information in making budget distribution decisions and in use in discussions for student consultation and Budget Sub Meet & Confer to provide timely information to the university community.**