In this report, Hanover examines Key Performance Indicators (KPIs) used by a variety of U.S. universities to measure the performance of non-academic, administrative support units. In particular, we cover metrics used for Finance, Human Resources, Student Administration/Student Services, and Facilities units.
Introduction

Key performance indicators (KPIs) are traditionally developed as part of an institution’s strategic planning process in conjunction with goals, which are conceived on an institutional level and refined by respective departments. KPI development is therefore most often spearheaded by the committee responsible for strategic planning and/or accreditation efforts with the support of subcommittees that focus on specific issues and cull input from department heads, faculty, and staff members over an extended period of time. Recommendations of each subcommittee may be used to define strategic goals based on past accomplishments, new challenges, and consideration of mission statements and institutional goals.

During this process, administrators develop KPIs which reflect various components of the institution’s strategic goals and are essentially what will be used to monitor the institution’s progress and determine its success. KPIs may also serve as the basis for subsequent action plans. The appropriateness of each measure is commonly determined by a committee and may depend largely on what data are already available.

KPI development is not an overly complex art, but rather a straightforward way to quantify and qualify strategic goals as efficiently as possible. KPIs are liable to vary among institutions and change over time as priorities rise and fall, which makes it difficult to rely too heavily on the efforts of other institutions. Nonetheless, it can be insightful to see what types of indicators various institutions use, as well as review common trends in this area.

In this report, Hanover examines KPIs used by U.S. universities to assess the performance of administrative support units including Finance, Human Resources, Student Administration/Student Services, and Facilities. The report is organized as follows: In the first section, we present examples of two institutions – Pennsylvania State University and University of North Texas – that have provided detailed guidance on the development of KPIs, as well as examples of specific metrics they use to measure the performance of their Facilities (in the case of Penn State) and Human Resources (in the case of North Texas) units. In the second section, we provide examples of indicators for Finance, Human Resources, Student Administration/Student Services, and Facilities units used by six additional U.S. universities.
Developing Key Performance Indicators for Administrative Units

In this section, we present information from two institutions – Pennsylvania State University and University of North Texas – that systematically measure the performance of their administrative support units. The institutions offer detailed guidance on how to develop performance indicators, as well as information on specific metrics they use.

Pennsylvania State University

In a document titled, “Developing Strategic Performance Indicators,” the Office of Planning and Institutional Assessment at Pennsylvania State University (Penn State) offers a helpful guide to developing metrics for academic or administrative support units. The advice offered in the document is applicable to the University overall, as well as its component units.

The document begins by defining various aspects of the strategic planning process. For example, the institution will need to begin by defining its mission and vision. The mission explains “why [the institution] exists” while the vision outlines “where it wants to be in the future or how it wants to be viewed.” Goals articulate how the institution will achieve its vision and measures of performance will provide an indication of the progress the institution is making towards reaching those goals. As this member’s request focused on measures of performance, we only discuss goals in this report to the extent that they relate to the use of specific metrics.

The Office of Planning and Institutional Assessment advises that “the key to selecting measures and indicators is asking thoughtful questions about how important accomplishments can be measured in an understandable manner with data that can be collected using a reasonable amount of resources.”

Penn State further refined this practical guidance when developing the following criteria in 1999 for the selection of institution-level strategic indicators. The criteria were used again when the institution updated the indicators in 2006. The office notes that though these have been developed from an institutional perspective, “they can be customized to fit an individual unit.” The following were drawn directly from the Office of Planning and Institutional Assessment document.

- Does the measure reflect an important University-wide performance dimension?
- Are data on this measure likely to lead to improvement?

2 Ibid., p. 1.
3 Ibid.
4 Ibid.
- Does the measure reflect Penn State’s stakeholders’ needs?
- Do key stakeholders view the measure as credible?
- Can the measure be communicated to and understood by a wide audience?
- Is the direction clear? That is, would an increase be clearly desirable or undesirable?
- Is the cost/benefit relationship sensible (in terms of data availability or resources needed to collect data versus value)?
- Can units accountable for providing the data be identified?
- Will the measure be sustainable over a period of years?5

Beyond these criteria, the Office of Planning and Institutional Assessment further emphasizes that while goals should be aligned across the institution, the performance measures and strategies articulated by a specific unit will depend on where the unit is located within the University. The office provides the table below to illustrate this point.

<table>
<thead>
<tr>
<th>Goals, Indicators, Measures, and Strategies Across Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>Goal</td>
</tr>
<tr>
<td>Strategic Performance Indicator</td>
</tr>
<tr>
<td>Measures of Performance</td>
</tr>
<tr>
<td>Strategies, Processes, Actions, Targets</td>
</tr>
</tbody>
</table>

Source: Pennsylvania State University.6

As the table above displays, each level is pursuing the same goal of enhancing academic excellence. However, different levels within the institution have distinct roles to play in accomplishing this overarching goal. With different roles come different indicators. The University can affect the accomplishment of this goal with its admissions and enrollment practices, so a performance indicator that tracks the quality of incoming students is appropriate. While individual colleges in many cases may not be directly involved in setting university-wide standards for admissions, they can affect another aspect of academic quality – faculty. Publications in selected journals therefore appear as a helpful measure. Finally, the individual departments focus on student learning outcomes as a facet of enhancing academic excellence. Improving the quality of an academic program, and measuring progress

5 Ibid.
6 Ibid.
towards this goal through higher scores on certification exams, is appropriate for this level.

Providing an example of how higher level goals can be translated to the administrative unit level, we briefly examine Penn State’s Finance & Business Division and the Office of Physical Plant, a unit within that division. First, we present the mission, vision, and key initiatives of the division, drawn from its most recent strategic plan. The division explains that its key initiatives, in particular, are “organization-wide goals and have been powerful in enabling F&B to successfully target important practices across all units.” In addition to Physical Plant, the division includes Auxiliary & Business Services, Commonwealth Operations, Office of the Corporate Controller, Office of Human Resources, Office of Internal Audit, Office of Investment Management, University Budget Office, and University Police. The strategic plan offers direction to all of these units.

### Mission, Vision, and Key Initiatives, Finance & Business

<table>
<thead>
<tr>
<th>Mission</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finance &amp; Business is a service organization that supports Penn State students, faculty, staff, and the public. We are responsible for the planning, management, and stewardship of the University’s human, financial, physical, and environmental resources.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vision</th>
</tr>
</thead>
<tbody>
<tr>
<td>F&amp;B’s vision is to make Penn State better for future generations by focusing on excellence and quality in our people, service, and stewardship</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Creating a Safer and More Secure University – identify and implement proactive, forward-looking strategies designed to create a safer and more secure environment for all members of the University community</td>
</tr>
<tr>
<td>• Enterprise Risk Management – provide University-wide leadership on the important issue of focusing on potential risks and to assist in preparing for them</td>
</tr>
<tr>
<td>• Environmental Stewardship – bring academic, research, student, and administrative initiatives and thinking together to reduce waste and more effectively use resources</td>
</tr>
<tr>
<td>• Focus on People – explore areas related to recruiting and retaining a dedicated and diverse workforce</td>
</tr>
<tr>
<td>• Fostering Diversity – enhance the diversity of F&amp;B</td>
</tr>
<tr>
<td>• Information Technology – look at F&amp;B-wide processes and support to ensure that the division has efficient, stable, and highly-functioning systems</td>
</tr>
<tr>
<td>• Providing Great Service – ensure that F&amp;B continues to provide exceptional service in the most efficient way possible.</td>
</tr>
</tbody>
</table>

Source: Pennsylvania State University.

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Next, the Office of Physical Plant (OPP), a unit within Finance & Business, indicates that it updated its own strategic plan in late 2008 and early 2009 in order to “ensure alignment with the new Finance and Business Strategic Plan.” In particular, the plan highlights the following unit-level goals. Division-level “key initiatives” related to these goals are indicated in parentheses.

- Improve customer service and relationships (Providing great service)
- Improve recruitment, engagement, and retention for OPP employees (Focus on people)
- Ensure a safe and secure University community (Creating a safer and more secure University)
- Improve the University’s physical plant and environment (Environmental stewardship)

In terms of unit-level measures, the office states, “Our results measures are intended to be a balanced approach to measuring the success of the Strategic Plan. Results measures will range from the very broad to specific.” Unfortunately, the unit's strategic plan does not provide a list of measures aligned with each goal, instead stating that specific staff members will identify the appropriate metrics. Despite this lack of measures in the planning document, a separate page on the OPP website offers a list of “Organizational Key Performance Measures.” Based on an examination of these performance measures, it appears that they are most applicable to the goals focusing on improving customer service relationships and improving the University’s physical plant and environment. The table below displays these measures along with a set of descriptions regarding how each measure is calculated.

<table>
<thead>
<tr>
<th>Key Performance Measure</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergency Calls and Service Calls</td>
<td></td>
</tr>
<tr>
<td>Received and Completed</td>
<td>Number of calls received and completed each month</td>
</tr>
<tr>
<td>Response Time</td>
<td>Average response time for calls completed each month. Response time is calculated by subtracting the date of the first time card from the start date of the work order</td>
</tr>
<tr>
<td>Average Hours Charged</td>
<td>Average hours charged for calls each month. Average hours charged are calculated by dividing the total hours charged to completed emergency calls per month by the number of completed emergency calls per month</td>
</tr>
</tbody>
</table>

12 Ibid., p. 2.
<table>
<thead>
<tr>
<th>Key Performance Measure</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turnaround Time</td>
<td>Average length of time it takes to complete calls. Turnaround time is measured from the reported-by date to the completion date.</td>
</tr>
<tr>
<td>Too Hot/Too Cold Calls</td>
<td>Number of “too hot” and “too cold” calls received each month.</td>
</tr>
<tr>
<td>% Building Maintenance Hours Proactive</td>
<td>Hours of proactive maintenance performed as a percentage of all preventive, corrective, and emergency maintenance labor hours worked and funded by building maintenance. Proactive work is defined as all preventive maintenance hours and corrective maintenance hours performed on repairs found and reported through the PM activity.</td>
</tr>
<tr>
<td>% of PM Work Completed</td>
<td>Percentage of PM work orders planned and completed each month.</td>
</tr>
<tr>
<td>Estimate Versus Actual Job Plan Performance</td>
<td>Accuracy of PM job plan hour estimates.</td>
</tr>
<tr>
<td>Work Order Planned Start Date Compliance</td>
<td>Average compliance to planned target start dates for PM work orders completed each month. Average compliance is calculated by summing the difference between the first time card date and planned target start date for each PM work order and dividing the result by the total number of work orders in the population.</td>
</tr>
<tr>
<td>Planning and Estimating</td>
<td></td>
</tr>
<tr>
<td>Minor Projects Backlog</td>
<td>Backlog of minor projects needing in-house planning and estimating work by OPP estimators for in-house accomplishment. Backlog is calculated by summing all minor project estimates not completed on a monthly basis and is reflected as a rolling backlog.</td>
</tr>
<tr>
<td>Major Projects Backlog</td>
<td>Backlog of major projects needing in-house planning and estimating work. Backlog is calculated by summing all major project estimates not completed on a monthly basis and is reflected as a rolling backlog.</td>
</tr>
<tr>
<td>Scheduling</td>
<td></td>
</tr>
<tr>
<td>Hours Worked Minor and Major Projects</td>
<td>Scheduling of minor and major projects and effectiveness of estimates. Hours scheduled versus hours worked for minor and major projects.</td>
</tr>
<tr>
<td>Minor and Major Construction Projects</td>
<td></td>
</tr>
<tr>
<td>Received</td>
<td>Number of minor and major construction projects received each month.</td>
</tr>
<tr>
<td>Inactive Stage</td>
<td>Number of minor and major construction projects in the inactive stage each month.</td>
</tr>
<tr>
<td>Completed</td>
<td>Number of minor and major projects completed each month.</td>
</tr>
<tr>
<td>Design Projects</td>
<td></td>
</tr>
<tr>
<td>Open at Month-End</td>
<td>Number of design projects open at month-end for each month. Design projects are broken down by project type (monetary value) and campus.</td>
</tr>
<tr>
<td>Received with No Estimate</td>
<td>Number of design projects that have been received for each month without an accompanying estimate.</td>
</tr>
</tbody>
</table>
### Key Performance Measure

<table>
<thead>
<tr>
<th>Key Performance Measure</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turnaround</td>
<td>Average length of time it takes to complete design projects. Turnaround is measured from the date a project enters the design phase until the day it moves to a different phase, which is an indication the design work has been completed.</td>
</tr>
</tbody>
</table>

Note that data for service vs. emergency calls and minor vs. major projects are reported separately. Source: Pennsylvania State University.14

It is interesting to note that the data required for these metrics should be fairly straightforward to collect, satisfying Penn State’s earlier condition that the cost/benefit ratio of the resources required for gathering the data and the value of resulting metrics is sensible. Further, the measures appear to reflect core functions of the unit, providing a clear picture of its progress in serving the University.

The office provides graphs illustrating the unit’s progress on these measures on its website. This information appears to be updated on a regular basis.15

### University of North Texas

The University of North Texas (UNT) provides another example of an institution that tracks the performance of administrative support areas using established performance indicators. What makes the institution particularly interesting in this regard is its use of TracDat, an “enterprise assessment management” product that aids colleges and universities in managing the assessment process across the entire institution, from the university-level to the unit-level.16 The UNT Office of Institutional Research and Effectiveness notes that the product allows the University to measure and assess student learning outcomes (SLOs) and administrative outcomes within a single interface and to generate reports that will support decision making at the University.

On its website, the office provides a link to a presentation on support unit evaluation.17 The presentation begins by laying out six steps for assessment: **mission statements; objectives or outcomes; assessment methods; criteria for success; data collection and analysis;** and **closing the loop/taking action.** Of greatest relevance to our task at hand, the office explains that once the unit has developed a mission statement that describes its key services and processes and places them within the context of the institution’s goals and priorities, the unit must select outcomes to measure. The office recommends that in doing this, the unit should develop a list of “what we do” and then identify the key functions and services within

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14 Ibid.
15 Ibid.
that list. Potential outcomes suggested by the office include accuracy, effectiveness, customer satisfaction, quality, compliance, or efficiency.\textsuperscript{18}

In a separate document designed to explain how to enter data into the TracDat system, UNT provides a helpful list of questions regarding the selection of outcomes for administrative units:

- Is the outcome under the control of the unit?
- Is the outcome stated in terms of what the unit will accomplish or what its clients should “think, know or do” after receiving a service?
- Will the outcome lead to improved service?
- Is the outcome linked to a service described in the unit’s mission statement?\textsuperscript{19}

Moving back to the original assessment document, UNT provides an example outcome for its institutional research department that could be characterized as falling under customer satisfaction, effectiveness, or quality: “The Institutional Research Department will provide a website that is informative and useful to its various audiences.”\textsuperscript{20} The outcome is largely under the control of the unit; is stated in terms of what clients should know based on the service; will lead to improved service; and appears to be closely related to a core function of the unit.\textsuperscript{21}

Upon selecting a set of outcomes, the unit will next determine a means of assessment. The office counsels that the means by which the assessment will be carried out should be directly related to the outcome and should consider all aspects of the outcome statement. In other words, the unit should make sure that its selected means of assessment can provide an accurate picture of progress towards the outcome. The selection process should also take into account what type of data would need to be collected, how it would be collected, and how it would be analyzed. Further, it may be helpful for the unit to select multiple assessment methods, enabling it to evaluate progress from a variety of perspectives. The table below provides examples of potential types of assessment a unit may choose.

\begin{table}[h]
\centering
\begin{tabular}{|c|c|}
\hline
\textbf{Administrative Outcomes Assessment} & \textbf{Common Assessment Methods} \\
\hline
Use of Service (Tracking) & Satisfaction Surveys \\
\hline
Enrollment Rates & Graduating Student Survey \\
\hline
Retention Rates & Graduation Rates \\
\hline
Program Participation & Focus Groups \\
\hline
\end{tabular}
\end{table}

\textsuperscript{18} Ibid., p. 6.
\textsuperscript{20} Harrington and Hobbs, p. 6.
\textsuperscript{21} Note that in the example, Harrington and Hobbs do not provide a mission statement for Institutional Research. However, it is likely that provision of a useful and informative website for its clients is a core function of the unit.
Common Assessment Methods

<table>
<thead>
<tr>
<th>National Survey Data (NSSE, SRI, Noel Levitz)</th>
<th>Number of Complaints</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turn-around Time for Requests (Efficiency)</td>
<td>Employment Rates for Graduates</td>
</tr>
</tbody>
</table>

Source: University of North Texas.22

Referring back to its earlier example, UNT notes that its outcome of maintaining a website that is useful to various audiences could be measured by a survey consisting of 12 questions regarding the information that should be easy to access on its website. Five staff members from outside the unit would act as evaluators, tasked with answering the 12 questions and then indicating the length of time it took them to find the answers and whether anything on the website was confusing.23 As we will see later in this report, units commonly use survey results to track their progress toward specific goals.

Finally, after determining an assessment method, the unit will create “criteria for success.”24 These are standards by which the unit will know whether it is making positive progress toward an outcome and will help set a context for future data analysis. UNT recommends that these criteria should be specific. For example, a unit could state that a certain percentage of survey answers will be “satisfied” or “very satisfied” rather than, indicating that “most” or the “majority of” answers will reflect these choices. Once again, as we will see later in the report, the level of specificity taken by the units we reviewed varies considerably. Beyond this, similar to the other steps of assessment, the selected criteria should be directly related to the outcome and the assessment method.

For its hypothetical institutional research example, UNT states that for each question, four out of the five evaluators (at a minimum) will be able to locate the answer; each question will take less than two minutes to complete; and all answers will be correct.25

Turning to actual performance measures at UNT, while the TracDat portal on the UNT website is password-protected, the University does provide copies of unit-level assessment reports that had been generated as part of its accreditation process in 2004. These assessment reports appear to have been produced before TracDat was implemented but employ the same concepts and use similar language as the TracDat documentation discussed above. Below, we present a brief overview of how the UNT Human Resources Department measures its progress.

The table below provides a sample of the initiatives, outcomes, and assessment methods included in the HR assessment document. Note that the performance

22 Ibid., p. 15.
23 Harrington and Hobbs, p. 8-9.
24 Ibid., p. 10.
25 Ibid.
measures specified include customer feedback, counts of programs offered, and utilization rates of services offered, among others.\(^{26}\)

## Initiatives, Outcomes and Assessment Methods, Human Resources

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Outcome</th>
<th>Assessment Method</th>
</tr>
</thead>
</table>
| Monitor HR policies and procedures and revise and update when appropriate to maximize effectiveness and efficiency in all areas | HR policies reviewed and updated with accurate information every four years in accordance with schedule established by the administration or as changes in laws and regulations occur | - Updated policies submitted in accordance with four-year schedule adopted by the University Planning Office or as needed  
- Number of policies reviewed and/or revised |
| Increase skills, productivity, and sense of service by continuing and expanding training opportunities with programs | Improve customer service by staff members. Greater awareness and appreciation of diversity; skill development for building effective relationships within a diverse community; meet compliance requirements | - Number of programs/requests  
- Number of program participants  
- Program evaluations  
- Focus groups  
- Participation on relevant university committees (e.g., Compliance) |
| Continue and expand the number and scope of UNT diversity leaders, presentations for classes, etc. Continue to offer and support additional diversity related programs and initiatives for compliance training | Improve customer service by staff members who have a greater awareness of the benefit of a diverse community and the skill necessary to build such a community. Satisfy compliance requirements. | - Number of presentations/requests  
- Number of program participants  
- Number of trained leaders  
- Evaluation comments  
- Meetings with top level administrators  
- Surveys |
| Continue to provide efficient compensation and classification services, i.e., new position job evaluation and classification assignments, reclassification of current positions, salary surveys, staff development (evaluation) process, monitoring payroll authorizations, etc. | - New staff position classification and reclassification requests processed by established payroll deadlines.  
- Payroll authorizations processed by established payroll deadlines.  
- Percentage of delinquent staff development evaluations less than 10 percent. | - Number of staff position classification requests; Periodic review of processing issues; Feedback from departments expressing concern about requests not getting processed on time  
- Number of payroll authorizations processed; Periodic review of processing issues from departments expressing concern about authorizations not being processed by payroll deadlines  
- Monthly and quarterly report of delinquent staff development evaluations |
| Conduct periodic salary surveys as needed and make recommendations regarding salary levels of classifications and adjustments to the classified salary schedule | Salary surveys completed as needed and results used to make recommendations. | - Salary surveys  
- Number of classifications and/or job groups upgraded  
- Amount/percentage of pay plan adjusted |
<table>
<thead>
<tr>
<th>Initiative</th>
<th>Outcome</th>
<th>Assessment Method</th>
</tr>
</thead>
</table>
| Improve resources for faculty and staff by allowing greater and easier accessibility to HR information via the web, and by keeping the HR network systems current to respond to changing needs of the University and its customers | ❖ Information on HR web pages is accurate, up-to-date, and easily accessible  
❖ Improved and more efficient HR document processing via the web  
❖ HR network available to HR users | ❖ Feedback received from the “Your Opinion Matters” web page – mini survey for respondent to provide feedback on the usefulness of the content on web pages, ease of navigation, and any enhancements suggestions  
❖ Questions from “Ask HR” page – free-text online form. A response is provided within one day. |
| Maintain an Employee Assistance Program (EAP) as a self-referral resource for faculty and staff and their dependents to address and deal with personal concerns and problems | Employees will use the EAP at the same or better than the national utilization rate. Employees will be satisfied with the program and it will prove useful in contributing to a positive work environment and improved job performance. Cases assigned to EAP short-term counseling result in cost savings for mental health benefits and cost savings to the individual | ❖ Number of individuals who use services (utilization rate examined quarterly)  
❖ Survey of users of program and their supervisors  
❖ Survey of employees |
| Encourage the use of the Alternative Dispute Resolution program; continue to train individuals to serve as neutrals | Adequate number of well-trained neutrals to serve as mediators. Program will be utilized and with satisfactory results. | ❖ Number of trained mediators/neutrals  
❖ Number of mediations conducted  
❖ Questionnaire given to each party and the neutral following mediation  
❖ Faculty and staff surveys |

Source: University of North Texas.²⁷

²⁷ Ibid.
Key Performance Indicators from Selected Institutions

In this section, we provide examples of performance indicators used by six U.S. universities. Reviewed institutions include:

- University of Minnesota
- Lock Haven University
- The Ohio State University
- California State University, Sacramento
- North Carolina State University
- University of Central Florida

For each of the administrative support units identified by this member (Facilities, Student Administration/Student Services, Finance, and Human Resources), we provide descriptions of performance metrics used by two of the institutions listed above. Depending on the information available from the university, we offer a description of the goal/objective the metric is used to monitor, a definition of the metric, and a statement regarding expected performance. Further, a handful of institutions provided brief commentary regarding how their measures were developed, timeline for their assessments, etc. We include such information when available.

The table below presents a summary of the types of metrics used by the various units examined in this report.

### Summary of Types of Metrics by Unit

<table>
<thead>
<tr>
<th>Unit</th>
<th>Type of Metrics</th>
</tr>
</thead>
</table>
| Facilities            | ❖ Project completion/turnaround times  
                      ❖ Work backlogs  
                      ❖ Remaining within budget                                                  |
| Student Administration/Student Services | ❖ Customer satisfaction surveys  
                      ❖ Counts of services/programs/workshops offered  
                      ❖ Utilization rates (number of clients served)  
                      ❖ Multiple choice tests of program participant knowledge |
| Human Resources       | ❖ Percentage of work completed accurately and on time  
                      ❖ Customer satisfaction surveys |
| Finance               | ❖ Audit results  
                      ❖ Customer satisfaction surveys  
                      ❖ Percentage of work completed accurately and on time |

Source: Hanover Research.

Please note that while we sought to present examples from a wide variety of institutions, the University of Central Florida and North Carolina State University are both used to illustrate assessment measures for Human Resources and Finance. The
University of Central Florida’s “Assessment Archives” of its academic programs and administrative units\textsuperscript{28} and North Carolina State University’s collection of assessment plans for support units organized under its Office of Finance & Business\textsuperscript{29} offer numerous illustrations of performance metrics. For additional information regarding specific performance metrics used at U.S. universities, these two sources are recommended for further review.

**Facilities**

*University of Minnesota*

The Facilities Management unit at the University of Minnesota established a set of performance indicators as a part of a “transformation project,” beginning in 2006. The primary goals of the project were to increase the unit’s focus on customer preferences and create a “culture of accountability.”\textsuperscript{30} The project was carried out in two phases: the Visioning phase and the Implementation phase. During the Visioning phase, the unit developed a series of action plans, one of which focused on the establishment of performance measures and reporting processes. The plan was composed of the following initiatives.

- Define what data is essential for Facilities Management to manage/support our strategic course and tactical operations and create a plan to consistently, enter, access, and review data
- Create clear performance parameters that reflect our baseline service and can be scaled in response to customer requests
- Create financial and activity based reports that will allow us to measure our performance against ourselves and others
- Create reports the organization and our customers can easily use and identify a plan for using the information\textsuperscript{31}

With regard to the second and third initiative above, the unit proposed an initial set of performance indicators, identifying users who would most need the information and defining how the indicators could be used. The unit compared these proposed indicators with industry standards, benchmarks and best practices, in order to determine if additional indicators should be added. After finalizing the list of


indicators, the unit determined how they would be systematically reported on an ongoing basis.\textsuperscript{32}

Today \textbf{Facilities Management generates a monthly scorecard that illustrates the unit’s progress on 16 performance indicators.} The scorecard is evaluated by the unit’s leadership during a monthly operating review and the data are released to stakeholders via email and the Facilities Management website.\textsuperscript{33}

The following table provides a list of the 16 measures, as well as descriptions and data sources. Note that similar to Penn State’s Office of Physical Plant, the majority of these indicators focus on \textit{customer service/relationships and improvement of the university’s facilities}. Interesting additions to this list are the \textit{lost time due to injuries} and \textit{safety meeting participation} – measures both of employee well-being and unit efficiency.

<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>Definition</th>
<th>Calculation</th>
<th>Data Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lost Time Injuries</td>
<td>Quantity of injuries where an employee was absent one or more days of work due to injury</td>
<td>Occupational Safety and Health Administration (OSHA) reportable time lost injuries</td>
<td>Safety Department</td>
</tr>
<tr>
<td>Safety Meeting Participation</td>
<td>Employee participation in the departmental required monthly safety meeting</td>
<td>Meetings completed divided by meetings required</td>
<td>Safety Department</td>
</tr>
<tr>
<td>Time Lost Sick</td>
<td>Employee sick time usage as a percentage of total work time</td>
<td>Sick hours divided by total work hours</td>
<td>University Services Payroll Department</td>
</tr>
<tr>
<td>Actionable Alarms</td>
<td>Quantity of alarms on monitored equipment that required immediate communication</td>
<td>Records in Building System Automation Center Log</td>
<td>Building System Automation Center (BSAC)</td>
</tr>
<tr>
<td>Budget vs. Actual</td>
<td>Percentage of variance between actual and budgeted expenses</td>
<td>Actual minus Budget divided by Budget</td>
<td>University Services Finance</td>
</tr>
<tr>
<td>Preventative Maintenance - FLS</td>
<td>Percentage of preventative maintenance work orders for Fire, Life, or Safety (FLS) equipment completed by the scheduled date</td>
<td>Completed as scheduled divided by total scheduled</td>
<td>Zone Maintenance Departments</td>
</tr>
</tbody>
</table>

\textsuperscript{32} Ibid.

<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>Definition</th>
<th>Calculation</th>
<th>Data Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preventative Maintenance – Non-FLS</td>
<td>Percentage of preventative maintenance work orders for Non-FLS equipment completed by the scheduled date</td>
<td>Completed as scheduled divided by total scheduled</td>
<td>Zone Maintenance Departments</td>
</tr>
<tr>
<td>INFORM – Completed by Due Date</td>
<td>Percentage of customer work orders completed by the final communicated due date</td>
<td>Completed as scheduled divided by total scheduled</td>
<td>Information &amp; Process Management (IPM)</td>
</tr>
<tr>
<td>INFORM – Completed without Changes</td>
<td>Percentage of customer work orders completed by the original due date</td>
<td>Completed as scheduled divided by total scheduled</td>
<td>Information &amp; Process Management (IPM)</td>
</tr>
<tr>
<td>Custodial Project Maintenance</td>
<td>Percentage of project maintenance work orders completed by the scheduled date</td>
<td>PM’s completed as scheduled divided by total scheduled</td>
<td>Information &amp; Process Management (IPM)</td>
</tr>
<tr>
<td>CCC Quantity</td>
<td>Quantity of Customer Custodial Concerns (CCC) brought to FM’s attention where published standards were not met</td>
<td>Total CCC service requests received</td>
<td>Information &amp; Process Management (IPM)</td>
</tr>
<tr>
<td>CCC Compliance</td>
<td>Percentage of CCC work orders corrected and communicated within one business day</td>
<td>CCC’s corrected divided by total received</td>
<td>Information &amp; Process Management (IPM)</td>
</tr>
<tr>
<td>Quality Inspections</td>
<td>Percentage of custodial staff inspections completed. Goal is one per employee per month</td>
<td>Inspections completed divided by total staff</td>
<td>Zone Departments</td>
</tr>
<tr>
<td>Utility Outages</td>
<td>Quantity of major steam or electric outages</td>
<td>Quantity reported</td>
<td>Utilities Department</td>
</tr>
<tr>
<td>Utility Preventative Maintenance</td>
<td>Percentage of preventative maintenance work orders acted on during the scheduled month</td>
<td>PM’s acted on divided by total scheduled</td>
<td>Utilities Department</td>
</tr>
</tbody>
</table>

Source: University of Minnesota.\(^{34}\)

**Lock Haven University**

In 2004-05, the Office of Planning and Assessment at Lock Haven University directed its primary administrative units to complete an assessment report.\(^{35}\) Each unit was required to provide a list of goals, the timeline for monitoring and evaluating

http://www.facm.umn.edu/prod/groups/userservices/@pub/@userservices/@fm/documents/content/userservices_content_199545.pdf

\(^{35}\) “Summary of Administrative and Support Program Assessment.” Lock Haven University.  
http://www.lhup.edu/planning-and-assessment/assessment/reports/AdminAssessment.htm
these goals, and a statement of expected performance. Below we provide a summary of this information for the institution’s Facilities Planning unit. Performance measures focus primarily on **efficiency and improvement of the University’s facilities**.

### Goals, Monitoring and Evaluation, Performance Expectations, Facilities Planning

<table>
<thead>
<tr>
<th>Goal</th>
<th>Where, When, and How Monitored</th>
<th>Expectation for Satisfactory Performance</th>
</tr>
</thead>
</table>
| Keep existing facilities operating efficiently and effectively      | Director of Facilities Planning reviews work order backlog on monthly basis                      |  ❖ Reduce monthly the number of work orders exceeding the A (30 days), B (60 days), and C (120 days) limits for completion  
  ❖ Keep backlog within 500-700 range during academic year and 500-1200 range during the summer |
| Exercise budget control                                              | Director of Facilities Planning reviews the budget and overtime hours monthly and annually       |  ❖ Keep within the dollar budget  
  ❖ Keep the running 12-month average at 5 percent for labor overtime hours |
| Meet the scope, timeline, and budget for planned projects            | Director of Facilities Planning monitors the implementation of the Facilities Plan                |  ❖ Attain 100 percent completion of planned projects within budget, scope, and schedule  
  ❖ Increase the number of projects accomplished within total budget |
| Maintain buildings and grounds at acceptable conditions              | Director of Facilities Planning monitors expectations and overtime monthly                       |  ❖ Reduce the number of expectations missed  
  ❖ Keep the running 12-month average at 5 percent for labor overtime hours  
  ❖ Attain level one custodial care                                    |
| Reduce energy usage                                                 | Director of Facilities Planning monitors annually                                             |  ❖ Reduce energy density as compared to previous years  
  ❖ Keep energy density below System Median                           |

Source: Lock Haven University.36

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### Student Administration/Student Services

*The Ohio State University*

The Ohio State University Office of Student Life provides links to assessment plans for all of its departments. Below we provide examples of outcomes and performance indicators contained in plans for departments related to career services, counseling, diversity, disability services, and health services. Common measures include counts of workshops/presentations offered, utilization rates (number of clients served), and customer satisfaction as measured by surveys.

### Outcomes and Indicators, Student Services Units

<table>
<thead>
<tr>
<th>Unit</th>
<th>Outcome</th>
<th>Performance Indicator</th>
</tr>
</thead>
</table>

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<table>
<thead>
<tr>
<th>Unit</th>
<th>Outcome</th>
<th>Performance Indicator</th>
</tr>
</thead>
</table>
| Career Connection             | As a result of career services, students’ career needs will be met through one-on-one, groups, walk-ins, workshops, outreaches, job fairs, and consultations | - Total number of student clients served through one-on-one, walk-ins, groups, email, and phone consultations  
- Total number of sessions offered to student clients  
- Levels of satisfaction of student clients with direct service  
- Levels of confidence (pre- and post-session)  
- Levels of decidedness (pre- and post-session)  
- Total number of guest lectures, workshops, outreaches and job fairs offered  
- Levels of satisfaction of students with guest lectures, workshops, outreaches, and job fairs |
| Career Connection             | OSU student clients will report change in career-related skills and competencies | - Student client perception of the extent Career Connection has helped them meet their needs regarding a particular career-related skill (scale of 1 through 9)  
- Counselors’ perceptions of the extent Career Connection has helped students (check list-counselor perception) |
| Career Connection             | Career Connection will increase visibility and promote its mission through the use and development of new and established professional relationships and partnerships | - Total number of consultations provided to Career Connection partners across campus  
- Total number of programs offered in response to Career Connection partner requests |
| Counseling and Consultation Service (CCS) | As a result of psychotherapy services, CCS clients will exhibit a reduction in clinical symptoms associated with presenting concerns. Through individual and/or group therapy sessions, CCS clients will demonstrate an increase in their own ability to manage stress, build resilience and self-efficacy skills | - Number of students seen  
- Number of individual sessions conducted  
- Number of groups offered  
- Client change as measured by CCAPS-34 (instrument designed to assess mental health in college students) administered at the 4th and 7th counseling session  
- Client satisfaction |
| Counseling and Consultation Service (CCS) | CCS staff members will provide intake/triage appointments for clients within 10 business days of initial contact. The waitlist for individual counseling after initial intake/triage appointment will be no more than 10 business days. Group therapy is available to all eligible students until individual group participant limitations have been reached. | - Number of triage/intakes  
- Wait time for intake  
- Client diversity  
- Client satisfaction |
| Multicultural Center (MCC)    | As a result of participation in MCC efforts to serve as a center for dialogue, learning, and community, students will experience the MCC as a safe and welcoming space | - Diversity of participants  
- Cost per participant  
- Range of topics covered  
- Number of program participants (new participants vs. return participants)  
- Student employee opinions  
- Count of unique user visits per month |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Outcome</th>
<th>Performance Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multicultural Center (MCC)</td>
<td>As a result of participation in collaborative initiatives students will be connected to other people through community service, social engagement, cultural celebration, and shared understanding</td>
<td>✗ Programming presence (number of programs and participants’ evaluation of programmatic goals) at transition and orientation events  &lt;br&gt; ✗ Number of collaborations, new and ongoing programs, involved students from historically underserved constituencies and majority students</td>
</tr>
<tr>
<td>Multicultural Center (MCC)</td>
<td>MCC staff will collaborate with academic units as well as facilitate and teach concepts around privilege, oppression, and intra-/inter-group relations that result in the implementation of curricular and co-curricular programs that foster the Ohio State University community’s ability to think critically and develop or increase appreciation for diversity and capacity for complex decision making</td>
<td>✗ Number of collaborations with Academic Affairs/Departments  &lt;br&gt; ✗ Number of programs and presentations related to First Year Experience programming  &lt;br&gt; ✗ Number of participants in First Year Experience programming  &lt;br&gt; ✗ Number of co-curricular courses and number of participants in these courses  &lt;br&gt; ✗ Number of on- and off-campus presentations and number of participants</td>
</tr>
<tr>
<td>Office for Disability Services (ODS)</td>
<td>Students with disabilities will demonstrate their knowledge about disability services and accommodations as a result of their intake appointments, by utilizing accommodations and services and/or by attending a one-on-one follow up meeting with ODS staff.</td>
<td>✗ Number of students registered with the Office for Disability Services  &lt;br&gt; ✗ Number of intakes completed  &lt;br&gt; ✗ Number of exams proctored  &lt;br&gt; ✗ Number of textbooks and course materials converted to alternative media  &lt;br&gt; ✗ Hours of interpreting and transcription services provided to students  &lt;br&gt; ✗ Total number of student appointments conducted at the Office for Disability Services</td>
</tr>
<tr>
<td>Office for Disability Services (ODS)</td>
<td>Students with disabilities will demonstrate a need and knowledge of assistive technology through continued use of these facilities and technologies</td>
<td>✗ Number of students trained on assistive technology  &lt;br&gt; ✗ Number of students who utilize the Assistive Technology Training Center</td>
</tr>
<tr>
<td>Office for Disability Services (ODS)</td>
<td>Faculty and staff will effectively provide accessible information through web sites and online courses to students with disabilities</td>
<td>✗ Number of web access workshops/trainings for faculty, staff and students (and number of attendees)  &lt;br&gt; ✗ Number of formal web site/application evaluations  &lt;br&gt; ✗ Number of web site/application/resource consultations  &lt;br&gt; ✗ Description of campus committee/initiative involvement  &lt;br&gt; ✗ Description of state committee/initiative involvement</td>
</tr>
<tr>
<td>Student Health Services (SHS)</td>
<td>As a result of SHS expanded hours, students will have increased access to ambulatory medical care on evenings and Saturdays</td>
<td>✗ Number of evening visits  &lt;br&gt; ✗ Number of Saturday visits</td>
</tr>
<tr>
<td>Student Health Services (SHS)</td>
<td>As a result of SHS scheduling system, “same day” appointments are made available for students with acute health care needs every day</td>
<td>✗ Number of appointments scheduled on same day</td>
</tr>
</tbody>
</table>
### Objectives and Performance Measures, Division of Student Affairs

<table>
<thead>
<tr>
<th>Department</th>
<th>Objective</th>
<th>Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**California State University, Sacramento**

The Division of Student Affairs at Sacramento State (CSU, Sacramento) is composed of 24 departments, including Academic Advising, Career Center, Financial Aid, Health Center, Admissions and Outreach, Registrar, and Housing and Residential Life. The division maintains a “coordinated Student Affairs Assessment Program,” representing a collaboration between each of the division’s departments, as well as the Office of Institutional Research and the Office of the Vice President of Student Affairs. As part of the program, each department is expected to develop an assessment plan comprised of a mission statement, planning goals, program objectives/student learning outcomes, measures, and results. The assessment plans of each department are then compiled into a single report by the division’s vice president.

Below we provide examples of objectives and measures established by selected departments within the Division of Student Affairs. This information was drawn from the most recent available division assessment report (2008-09). Common measures include surveys and multiple choice quizzes examining the amount of information students retain from various programs offered by the departments. Other measures include retention rates and enrollment information.

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38 “Departments and Programs,” Division of Student Affairs, California State University, Sacramento. http://saweb.csus.edu/students/departments.aspx

<table>
<thead>
<tr>
<th>Department</th>
<th>Objective</th>
<th>Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions and Outreach</td>
<td>Increase the number of non-resident Sacramento State students by 5%. Specific activities include targeting recruitment areas within adjacent states and recruiting through the Western University Exchange Program.</td>
<td>Results will be monitored at three points along the enrollment funnel for out-of-state students (application, admit, and enrollment).</td>
</tr>
<tr>
<td>Career Center</td>
<td>First-time freshmen participating in New Student Interactive Tours will exhibit increased knowledge of the services the Career Center provides. Services include: career fairs, resume workshops and Career Connection (an online database for jobs, internships and volunteer opportunities).</td>
<td>First, Career Center staff ask students to complete a pre-test measuring their initial knowledge of the career counseling process, career center events and online career services. The test is composed of six multiple choice questions. Then, immediately after completing the interactive tour, students complete a post-test to measure knowledge gained during the tour.</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>Students who are placed on financial aid probation because of unsatisfactory academic performance and/or a low course completion rate will demonstrate basic understanding of the Satisfactory Academic Progress (SAP) policy and the requirements that must be met to retain their financial aid eligibility.</td>
<td>In 2008/09, the office required students on financial aid probation to complete a short online tutorial regarding SAP requirements. At the end of the tutorial, students are required to complete a “SAP Quiz” correctly answering at least 80% of questions within three attempts.</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>Increase the number of students who file financial aid applications by the March 2nd priority deadline and complete the specific actions required to ensure that their financial aid is disbursed early in the fall semester.</td>
<td>During the Spring 2009 semester, Financial Aid staff hosted the 2nd Annual Financial Aid Awareness Campaign. The goal of this campaign was to increase the number of financial aid applications filed prior to March 2nd, 2009. The director evaluated the success of this program by measuring the change in the number of FAFSA applications completed between January and March of 2009 compared to the same time period in Spring 2008.</td>
</tr>
<tr>
<td>Department</td>
<td>Objective</td>
<td>Measure</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Academic Advising</td>
<td>Students will retain key information between Phase I and Phase II of the First Year Advising Program. At the end of Phase II, students will be expected to correctly answer at least 85% of targeted questions that they previously answered at the end of their freshman orientation experience (Phase I)</td>
<td>During Phase I, Orientation Leaders administer a pre-test to a random sampling of students at the beginning of each Orientation day. There are 10 multiple choice questions. Immediately after Orientation, all students are given a post-test to determine whether knowledge has increased during the day by analyzing pre- and post-test results. During October and November, the Academic Advising Center required new freshmen to attend an academic advising session (Phase II). At the end of the session, students completed a post-test which included five of the questions they were asked at the Orientation post-test in addition to five new questions.</td>
</tr>
<tr>
<td>Academic Advising</td>
<td>The first-year retention rate for new freshmen who participate in the First Year Advising Program will be at or above 80%</td>
<td>Retention rates for each cohort are measured after the fall census in early October. Cohort retention rates for students who completed all the phases of the first year advising program will be assessed at that time with previous years to identify any initial changes</td>
</tr>
<tr>
<td>Psychological Counseling Services (PCS)</td>
<td>Over 70% of PCS clients will rate as “good” or “excellent” their perceived ability to obtain an appointment with their therapist in “an acceptable period of time after the initial appointment,” as measured by their response to a question on the PCS Outcome &amp; Satisfaction Survey</td>
<td>The PCS Outcome &amp; Satisfaction Survey is a 40-question survey administered on a PDA using Student Voice technology. The survey is administered throughout the year to PCS psychotherapy clients.</td>
</tr>
<tr>
<td>Psychological Counseling Services (PCS)</td>
<td>Over 80% of PCS clients will rate as “good” or “excellent” the effectiveness of counseling services, as measured by a question on the PCS Outcome &amp; Satisfaction Survey.</td>
<td>See above</td>
</tr>
</tbody>
</table>

Source: California State University, Sacramento.\(^{40}\)

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**Human Resources**

*North Carolina State University*

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\(^{40}\) Ibid.
Units within the Office of Finance and Business at North Carolina State University (NC State) have implemented an ongoing assessment process designed to measure service quality and provide data for planning and decision-making. Each unit develops an assessment plan that includes outcomes and performance measures related to its functions. The units then produce an annual report documenting progress made towards these outcomes and identifying improvements that need to be made within the unit. Below we provide examples of outcomes and performance measures for human resources units, located within the Office of Finance and Business. The unit provides very specific success criteria, as recommended by the University of North Texas in the previous section of this report. For each measure, the unit indicates a target percentage that must be met. Measures focus primarily on the timeliness and accuracy of work completed by the units.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Outcome</th>
<th>Performance Indicators/Success Criteria</th>
</tr>
</thead>
</table>
| Human Resources Information       | Employees’ personnel transactions that are initiated centrally by HRIM are implemented timely and accurately | ☑️ 99% of annual legislative salary adjustments are applied accurately by HRIM by the published date  
                                      | Information Management (HRIM)                                          | ☑️ 95% of longevity payments are applied correctly and in the month earned  
                                      |                                                                      | ☑️ 95% of probationary-to-permanent status conversions are initiated within the correct month  |
|                                  | (a) Campus departments receive the reports that they request from HRIM – using HR System data – timely and in the format requested | ☑️ 95% of all routine/recurring reports are submitted by agreed due dates in the format provided  
                                      |                                                                      | ☑️ 85% of all ad hoc reports are provided to the requestor within four business days  |
|                                  | (b) Outside agencies receive mandatory reports from HRIM – using HR System data – by the agency’s deadline or regular schedule and in the format required |                                                                                                       |
| Payroll                           | Employees will be paid timely, accurately, and in accordance with information entered by their departments | ☑️ 99% of all university payrolls will be paid on the scheduled pay date  
                                      |                                                                      | ☑️ <10% of all manual checks issued will be due to Payroll Office error  
                                      |                                                                      | ☑️ <1% of all overpayments will be due to Payroll Office error  |

42 Note that the Division of Human Resources is listed as a collection of units within the Office of Finance and Business. Human Resources units include Benefits, Classification & Compensation, Employee Relations, Employment Services, Executive Search Service, HR Information Management, Payroll, and Training & Development. See: “Human Resources.” Finance & Business, North Carolina State University. http://www.fis.ncsu.edu/hr/
<table>
<thead>
<tr>
<th>Unit</th>
<th>Outcome</th>
<th>Performance Indicators/Success Criteria</th>
</tr>
</thead>
</table>
| Payroll              | Employee payroll deductions and taxes are remitted to the appropriate vendor/agency accurately and timely                                                                                           | ✷ 99% of benefit deductions will be submitted by Payroll to University Accounting for remittance in accordance with the transmission schedule prescribed by or negotiated with the vendor  
✦ 99% of garnishments and levy payments will be submitted by Payroll to University Accounting for remittance to the appropriate entity within 5 business days following each payroll  
✦ 99% of all tax liabilities will be submitted by Payroll to University Accounting for payment in accordance with the tax entity’s deposit schedule |
| Benefits             | Increase faculty and staff participation and/or contributions in the University’s 403(b)                                                                                                                     | ✷ Increase in enrollments by 15% within the next five years and sustain increase at this level  
✦ Increase in contribution amounts by 25% within the next five years and sustain increase at this level  
✦ Increase in number of enrollments and/or % of increased contribution amounts by workshop participants by 20% within the next 5 years  
✦ 5% of new employees opting to contribute within first six months of employment (within the next five years)                                                                                   |
| Benefits             | Newly hired or newly benefits-eligible employees have the information they need to make appropriate benefits decisions as efficiently and effectively as possible                                                   | ✷ 99% of New Employee Orientation (NEO) sessions are conducted as scheduled  
✦ 95% of employees who register attend NEO as scheduled  
✦ % of NEO attendees requesting one-on-one sessions with a Benefits Counselor decreases by 50% from year 1 within the next 5 years  
✦ 85% of new hires that attend NEO complete required benefit elections (excluding retirement) within 31 days of hire or status change                                                                                                                                       |
| Employment Services  | Campus departments will receive at least two referrals of well qualified candidates for staff (SPA) vacancies within a reasonable recruitment time frame (specific to the occupational area)          | Number of vacancies with at least two well qualified candidate referrals within reasonable time frame (determined by occupational area and specialty area of vacancy). 90% of vacancies with at least two qualified candidates within a reasonable time frame indicates success                                                                                                           |
| Employment Services  | Campus departments receive qualified candidates to meet temporary staffing needs in a timely manner                                                                                                    | ✷ Ratio of requests for temporary employees to placements (ability to fill requests). 95% of temporary staffing requests filled signals success  
✦ Number of requests filled by date requested compared to requests filled after the requested start date. 95% of temporary staffing requests filled by date requested indicates success.                                                                                                                      |
### Classification and Compensation

**Outcomes:**

- Managers and supervisors receive a determination for position action requests in a timely manner

**Performance Indicators/Success Criteria:**

- 90% of reclassification requests and salary adjustment requests based on job change will be completed within the established turnaround time of 10 working days
- 90% of new position actions will be classified and established within the turnaround time of 10 days
- 90% of salary adjustment requests for market, equity, or retention will be completed within an established turnaround time of 5 working days

### Employee Relations

**Outcomes:**

- Employee complaints are resolved timely and effectively without utilizing a formal grievance procedure

**Performance Indicators/Success Criteria:**

- 95% of all employee reported complaints will be resolved avoiding the use of a formal grievance procedure
- 80% of SPA grievances will be resolved at Step 1 (internal to the department) eliminating the need for review by grievance.

Source: North Carolina State University.

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**University of Central Florida**

The University of Central Florida maintains an archive of assessment plans for each of its academic programs and administrative units, organized by year. Below, we provide a list of outcomes and measures identified in the 2005-2006 assessment of the UCF Human Resources Department. While a more recent plan (2009-2010) is available, upon closer review, it appears that the metrics used in 2005-2006 are more likely to be applicable to Human Resources units at other institutions. Measures focus almost exclusively on the results of **customer service surveys**.

### Outcomes and Measures, Human Resources

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>There will be an annual increase in the overall quality of customer service satisfaction with services offered by Human Resources</td>
<td>δ Responses to the Human Resources Customer Service Survey will reflect an increased customer satisfaction rate. The survey is made available to all UCF employees&lt;br&gt;δ Show an increase in the percentage of customer satisfaction rate on the Administration and Finance Survey to the Directors – question #22 “Services offered by the Department of Human Resources are satisfactory.”</td>
</tr>
</tbody>
</table>

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43 SPA personnel are those subject to the State Personnel Act of North Carolina and the state classification and salary grade system. By contrast, EPA personnel are exempt from the personnel act.
46 For example, the 2009-2010 plan focused on the implementation of a new software system by the department.
### Outcome

The HR Liaison Program was designed to improve communications and assist departments with HR processes, procedures, and policies. The HR department will conduct 10 HR Liaison workshops and will obtain an 80% customer service rating.

- **Measures**
  - A survey will be administered to all HR Liaisons to track the usefulness of the information, guides, checklists, and resources provided by HR.
  - Responses to the Human Resources Customer Service Survey will reflect increased customer satisfaction in “Effective communication of personnel policies and procedures.”
  - Show an increase in the percentage of customer satisfaction rate on the Administration and Finance Survey to the Directors – question #23 “Human Resources provides training sessions that are helpful and effective.”
  - Evaluations and surveys following the HR Liaison workshops will be appraised to make changes and improvement as required.

**Human Resources’ goal is to attract, develop and retain the best talent.** The HR Department has a newly formed Recruitment Section. This section will be responsible for working directly with the departments to establish specific advertising and recruiting strategies as it relates to their department needs.

- **Measures**
  - The customer service satisfaction rate with the services of the Recruitment section on the Human Resources Customer Service Survey will be at least 80%.
  - Show an increase in the percentage of customer service rate on the annual Administration and Finance Survey – “Services offered by the Department of Human Resources are satisfactory.”

Source: University of Central Florida.

### Finance

*North Carolina State University*

As mentioned above, units within the Office of Finance & Business at NC State publish annual assessment reports. Below we provide examples of outcomes and metrics used by finance-related units within this office. Common performance measures include the **percentage of work completed accurately and on time, customer service survey results, and audit results.**

#### Outcomes and Indicators, Finance Units

<table>
<thead>
<tr>
<th>Unit</th>
<th>Outcome</th>
<th>Performance Indicators/Success Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Controller’s Office</td>
<td>University accounting and reporting is compliant with published written policies, procedures, and guidelines</td>
<td>Receive an unqualified audit opinion and an audit management letter without any significant findings. This includes analysis of internal and external sources, analysis of information sent to University Accounting for processing, and performance reports on processing of invoices</td>
</tr>
</tbody>
</table>

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47 From the dropdown menu, select “2005-2006” and “Human Resources Department.”
<table>
<thead>
<tr>
<th>Unit</th>
<th>Outcome</th>
<th>Performance Indicators/Success Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Cashier’s Office</td>
<td>Students, parents, and other constituents are able to conduct their financial affairs with the University in an effective and efficient manner.</td>
<td>Customer impact tools are utilized to gauge effectiveness of service delivery. These include web-based surveys, customer satisfaction forms at the front desk, email, student surveys, personal visits/ letters/telephone contacts, and feedback at presentations to student/parent groups.</td>
</tr>
</tbody>
</table>
| University Cashier’s Office        | The transactional cost of delivering student financial services will be optimized as more efficient, less costly delivery methods are implemented and utilized by students                                                                                                                                                                                                                                                                                                          | ✤ Cost of payment made in office compared to payments made by lockbox, credit card, e-check  
 ✤ Cost of customer service support per student  
 ✤ Types of service delivered electronically (results in fewer office visits)                                                                                                                                                                                                                                                                                      |
| University Cashier’s Office        | University funds deposited through the University Cashier’s Office depository services are properly controlled, deposited with an approved depository bank, and accurately recorded in the University’s accounting system                                                                                                                                                                                                                                                                                     | ✤ No findings or management letter comments on either internal audit or state audit reports  
 ✤ 100% accuracy on deposits made with the depository bank – zero notices of difference in deposit  
 ✤ 100% accuracy of balancing with University Accounting with cash deposits certified to State Treasurer’s Office                                                                                                                                                                                                                                                                          |
| University Cashier’s Office        | The range and quality of student financial support services offered by the University Cashier’s Office equal or exceed those offered by peer institutions and other nationally recognized research universities with whom NC State competes for students                                                                                                                                                                                                                                   | Success is measured by evaluating the student financial services offered by NC State compared to other institutions. Goal is to offer those services that are considered desirable for the NC State demographic, and are within the context of University resources and priorities. Comments may also be received from students and/or parents regarding type and quality of services offered.                                                                                                                                 |
| Contracts and Grants               | Sponsors will receive accurate and timely financial reports                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | ✤ No findings as a result of federal, state, and sponsor specific audits  
 ✤ 100% of interim and financial reports submitted within timeframe noted in agreement                                                                                                                                                                                                                                                                                                                         |
| Contracts and Grants               | Maximize cash recovery via invoicing and letter of credit draws for all Contracts and Grants projects                                                                                                                                                                                                                                                                                                                                                                                                              | ✤ Invoicing as frequently as award terms allow  
 ✤ Low negative cash balance on weekly Letter of Credit report  
 ✤ Reduction in aged Accounts Receivable  
 ✤ No findings as a result of federal, state, and sponsor specific audits                                                                                                                                                                                                                                                                                                                                                                               |
<p>| Resource Management (Budget Office)| University Budget Officers are provided the level of support needed to manage State Appropriated Receipts and Trust Fund Budgets                                                                                                                                                                                                                                                                                                                                                                           | Receive at least 85% positive responses (Agree or Strongly Agree) on annual Budget Office survey                                                                                                                                                                                                                                                                                                                                                       |</p>
<table>
<thead>
<tr>
<th>Unit</th>
<th>Outcome</th>
<th>Performance Indicators/Success Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource Management (Budget Office)</td>
<td>Capital projects are not delayed due to processing speed of relevant documents, and contractors and vendors are paid in a timely manner</td>
<td>Budget Office should not receive complaints from Facilities staff or contractors regarding delays caused by Budget Office staff not processing documents in a timely manner</td>
</tr>
<tr>
<td>Resource Management (Budget Office)</td>
<td>Monthly report on appropriations and allotments and monthly report on the budget will be produced accurately and in a timely manner to ensure that NC state information is certified monthly by the tenth working day as required by the Office of State Controller</td>
<td>Date monthly certification is received. Accuracy is determined by the number of times budget issues are found when file is submitted for certification.</td>
</tr>
</tbody>
</table>

Source: North Carolina State University.48

*University of Central Florida*

As noted above, the University of Central Florida allows public access to its archive of annual assessment plans for each of its academic programs and administrative units. Below, we provide a list of outcomes and measures identified in the 2009-2010 assessment plan for Finance & Accounting.49 Similar to NC State, these measures include **audit results** and **satisfaction ratings**.

### Outcomes and Measures, Finance & Accounting

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Performance Measure</th>
</tr>
</thead>
</table>
| To achieve no more than 5 written audit findings in the Auditor General Financial Statements Audit and action taken on the following audit recommendations: Auditor General Federal Fin. Asst audit, Auditor General Operational Audit, University internal audits and ad hoc audits by granting agencies | ✤ Review of Auditor General Financial Statements Audit  
✤ Review of Auditor General Federal Fin. Asst. Audit  
✤ Review of Internal University Audits  
✤ Review of ad hoc audits performed by granting agencies |
| To achieve at least a 90% vendor compliance rating for paying vendors within 30 day allowed time frame | ✤ Review of monthly compliance reports |
| To provide training to faculty and staff on various financial reports provided to departments on a monthly basis | ✤ Review of online training classes with at least 80% having a satisfactory rating or better  
✤ Review of instructor-led training class participant evaluations with at least 80% having satisfactory rating or better |
| To achieve two thirds of student refunds to be issued via direct deposit | ✤ Review of monthly reports of students refunds issued and number sent via direct deposit |

Source: University of Central Florida.\textsuperscript{50}

\textsuperscript{50} From drop-down list, select “2009-2010” and “Finance and Accounting.”
Project Evaluation Form

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