



## D. AN ANALYSIS OF INSTITUTIONAL EFFECTIVENESS AND EFFICIENCY

### Introduction

This essay presents an analysis of the University's institutional efficiency and effectiveness in support of student learning. It updates the 2006 CPR Self-Study, which considered institutional effectiveness and efficiency in the context of the University's mission and WASC standards, and the March 2008 Interim Financial Report. These reports and WASC's 2007 Commission Action Letter and 2008 Interim Financial Report Committee Letter guide the analysis. This essay addresses CFRs 2.1, 2.3, 2.4, 2.7, 2.8, 2.9, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, and 4.8.

The essay begins by considering how the University has defined and institutionalized its measures of performance. The second section reviews key issues identified by WASC, and evidence of the progress in resolving them. The third contains a reflective analysis of evidence as it pertains to the University's effectiveness as an organization devoted to learning. The essay concludes with reflections on relevant commentary from faculty focus groups. The essay demonstrates that in the two years since the CPR Self-Study the University has strengthened its institutional effectiveness and efficiency.

### Measures of Performance in Practice

The University uses performance measures to assess and allocate its academic, research, and service resources in support of student learning. This section summarizes how these measures are defined and used, and includes examples.

#### *How does the University measure institutional performance in support of student learning?*

The University measures its performance using institutional data, trends, key performance indicators (KPIs), best practice comparisons and benchmarks. Data and information are gathered internally from the Colleague software system, and externally from sources that include the Integrated Postsecondary Data System (IPEDS); the National Association of College and University Business Officers (NACUBO); the College and University Professional Association for Human Resources (CUPA-HR); the Association of Governing Boards (AGB); and others. Table D1 provides an overview of key performance measures and their sources. The cases that follow demonstrate that the Board, administrators, faculty, staff and students monitor and use institutional, financial and administrative data from the various reports.

*Table D1* EXAMPLES OF KEY PERFORMANCE MEASURES IN SUPPORT OF STUDENT LEARNING

Examples	Where Found
<b>Institutional Measures</b>	
Institutional performance related to mission and strategic initiatives	UOG Annual Report
Profile of faculty, staff, enrollment, institutional characteristics	UOG Fact Book, IPEDS
Comparative University performance	KPIs Among Peer Institutions
Land Grant research and outreach outcomes	WPTRC Impact Report, CES Newsletter
Program Reviews	Faculty Senate reports
Faculty research, teaching, service allocations and evaluation	CFES reports
<b>Financial Measures</b>	
Monthly, quarterly and annual financial performance	Reports to mgmt. and Legislature, UOG website
Financial results (including grants/contracts / compliance)	Financial Audit



Status and benchmarks for government allotments<sup>1</sup> and cash  
Financial position, key ratios and results of activities  
Investment portfolio performance and benchmarks  
Major financial transactions

Allotment Schedule, Cash Position and Forecast  
Audit's Mgmt. Discussion and Analysis  
Quarterly investment reports, NACUBO studies  
Collections, Procurements and Contracts Reports

**Administrative and Infrastructure Support Measures**

Board policy development and updates  
Presidential monthly status reports  
Business policy and processing benchmarks  
Staffing, salary scales, recruitment and performance  
  
IT capacity  
Campus safety  
Facility CIPs, renovation, deferred maintenance, work orders  
Business plan tracking for revenue-generating units

Policy manuals, UOG website  
Board meeting minutes, UOG website  
External studies and benchmarks  
UOG website; faculty evaluations of administrators; reports to management, Legislature and Public Auditor  
IT Master Plan and assessments  
US DOE Campus Crime Survey, UOG website  
Management reports and budgets  
Unit business plans and reports

***How does the University use its performance measures to improve effectiveness and efficiency?***

The following cases demonstrate the University's data driven, analytical, transparent and comparative approach to assessments and decision making.

- *CASE 1.* The University uses performance measures to anticipate and respond to revenue shortfalls. Learning from its history of allotment holdbacks and payment delays, the University revitalized data collection, improved reporting and monitoring systems, and developed allotment status and cash management reports. Daily cash flow analysis and quarterly forecasts, identified in *Table D1 Financial Measures*, are a result of this revitalized process. Other benefits include improved financial information sharing with the government, and benchmarking of revenue targets. The Board and administrators use these tools to make resource allocation decisions.
- *CASE 2.* The growth in grants and contracts highlighted the need for attention to the financial management and reports supporting these programs. Using findings from external audits and business policy and process benchmarks, as noted in the financial measures section of *Table D1*, the University identified and resolved lapses in control and compliance. The Federal government recognized the improvements by designating the University as a low risk auditee for Federal grants for the third consecutive year.
- *CASE 3.* Until recently the University had not identified the most important institutional performance indicators, nor drawn comparisons to peer institutions. As noted in *Table D1*, the Institutional Researcher recently published a set of institutional KPIs, conducting comparative studies on key criteria: student enrollment, expenditures per student for instruction and student services, the number of full-time tenured and tenure track faculty, and faculty research productivity. (EEF II.2 Peer List Rankings) These data are used to review programs, monitor the effects of interventions for improve student enrollment and retention improvement, and evaluate progress in obtaining grant funding.
- *CASE 4.* The University invited the USDA to review its Land Grant programs. Recommendations included improving administrative efficiency and effectiveness by consolidating two federally funded programs: the Agriculture Experiment Station and the Cooperative Extension Service. The Administration supported this recommendation, the faculty voted in favor, and the two units have

<sup>1</sup> The Guam Legislature appropriates funds in annual budget laws signed by the Governor. The Bureau of Budget and Management Research (BBMR) releases allotments as revenues realized. The Department of Administration (DOA) makes allotment payments as cash balances allow.



combined into a single faculty unit: the Division of Agriculture and Life Sciences. This has eliminated a division chair position, and provided the potential for better coordination in the Agriculture program: exemplifying the University's commitment to improving administrative performance in support of student learning.

- *CASE 5.* The University has had many different committees over the years to address the important issue of IT. With the establishment of the University Technology Advisory Committee (UTAC) in 2003, systematic progress has been made through the use of data, analysis, benchmarking and best practice comparisons. UTAC has used data from academic units, the computer center, academic institutions and the industry to assess the state of IT and to identify program and institutional priorities. The resultant, first IT Master Plan, IT Policy, and institutional IT budget priorities and initiatives have led to a more transparent, effective and collaborative approach to IT. Additional IT resources, while insufficient to cover the needs, have been specifically funded in the general operations budget since FY06.

***What else has the University done to measure and improve effectiveness and efficiency?***

Academic and administrative units use assessment and analyses to address specific issues and for continuous improvement. Examples follow:

- In order to achieve sustainability within academic programs, the Senior Vice President requested analyses of key quantitative data on student demand and of qualitative information from programs' self-assessments (cf. the essay on academic quality). This review, now underway, demonstrates that data and evidence inform the University's decisions concerning strategic changes.
- The library analyzed online periodical subscriptions to identify overlaps in coverage, as well as in individual print subscriptions. Nearly 200 redundant periodical titles were discovered and eliminated, saving \$120,000. This cost reduction allowed for the purchase of additional databases, resulting in an increase in the number of accessible journal titles, from 20,000 to 24,000. This example shows how an analysis of evidence led to reduced costs and an expansion of services.
- The University solicited four external reviews and several internal business process studies of key academic support units: 1) a study of the Human Resources Office (HRO) by HRM faculty and Guam's SHRM consultant; 2) an administration and finance study by a team from the University of Hawaii System; 3) plant and facilities studies by SODEXO and an energy consultant; and 4) a study of the Financial Aid Office (FAO) by an external reviewer. The findings and reports identify best practices, areas for improvement and recommended actions. The University has implemented recommendations emerging from these studies, and reallocated budgets accordingly.

Table D2 provides examples from other units that measured and analyzed performance to strengthen efficiency and effectiveness and meet WASC standards.

*Table D2* EXAMPLES OF MANAGEMENT STUDIES AND RESULTING ACTIONS

UNIT	STUDY	RESULTING ACTIONS <i>(u = underway)</i>
Administration/Finance	Fiduciary role of Investment Committee	Land Grant and quasi-endowment spending policies established; Investment Policy aligned with global Fiduciary Standards of Excellence
	Administration and Finance planning	Administrative goals and action plans in support of strategic initiatives and educational effectiveness
Alumni Affairs	Charter, organization	New officers elected; new approach for membership, regional outreach, fundraising



Board of Regents	Self-assessment	Board Orientation Handbook revised and orientation expanded.
	AGB standards	Best practices for presidential search resulted in hire of 10 <sup>th</sup> President in 2008, BOR training cycle implemented.
Bookstore	Pricing policy	Policy and practice changes for provision of affordable textbooks (u)
CLASS	ISLA Center for the Arts	Self-sustaining revenue generation incorporated into budget
CNAS	Hatchery business plan	Redirection of business plan to address investment needs and market realities (u)
Comptroller's Office	Collections review	Collections policy and practices, collections revenue improvement
	Financial reporting	Improved high-level reporting with comparative data, variance analysis, ratios, trends and forecasts to management and Board
Computer Center and UTAC	IT infrastructure	Assessment of IT and network infrastructure, student computer labs and help desk (u); IT budget approved
Endowment Foundation	Corporate structure and Board composition	Board reconstituted and dialog increased with UOG President for fundraising, capital campaign (u)
Faculty Salary Committee	Faculty salary benchmarks	Hard to hire faculty pay grades approved and three phased faculty salary adjustments (two implemented, final one awaits funding source)
Human Resources	Business process redesign study	Processes for personnel actions and procurement actions revised; use of electronic formats for forms available on website; workflow automation plan (u)
	Classified PRR update and position study	Staff personnel policies updated and review of position duties for government-wide planned classified pay study (u)
Institutional Safety Committee	Disaster planning	Crisis and disaster management plan (u)
MARC	Business Plan	Entrepreneurial opportunities for military buildup (u)
Plant & Facilities	Energy management	Investment projects and maintenance plan for energy efficiency
	Land, plant and facility inventory	Compilation of land and plant assets, deferred maintenance, renovation and new construction, in support of plans, budgets, grant funding
	Typhoon preparedness	Typhoon and campus shutdown guidelines
President's Office	Fundraising analysis	Endowment Foundation trends, organization and approach to capital campaign (u)
	CIP priorities review	Consensus on CIP priorities for capital campaign and Physical Master Plan update
	RRPM update	Updated, web-based policy manual (u)
Professional and International Programs	Business review	Saipan Center closed; partnerships for professional development expanded; educational tourism increased
SBPA	LG Bldg capital budget	Funding for Leon Guerrero SBPA debt amortization and building maintenance
SOE	Graduate and Certification Programs	Fast track teacher certification program in high demand and specialized areas (counseling, special ed, secondary ed)
SNHS	Take-Care	Revenue for nurse training program and faculty development
Student Government	Leadership Development	Leadership participation, training and networking, Student Leadership Conference and certification of student leaders.

***How does the University communicate and share information about performance?***

The University shares information among stakeholders for purposes of planning, developing consensus, joint decisions, and image building. EEF III.D.1 provides an inventory of communication resources. This inventory, while thorough, does not exhaust the many fine examples that demonstrate faculty members' efforts to profile and support research, service and teaching. Communication continues to showcase the University's contribution to the island's continued economic development and growth. The redesign of the website has led to more postings and more updates directly by the colleges, schools and administrative units. The increase in usage and visits by students and others has been astounding.



### Measures of Performance: A Report of Progress on Key Issues

The prior section provided a summary of what the University measures in order to manage its performance, and how the University uses and communicates the results. This section provides a report of progress on key issues, with a summary of evidence and findings focusing on changes since the 2006 CPR Self Study.

#### *What progress has the University made in strengthening institutional efficiency and effectiveness and addressing WASC issues for educational effectiveness?*

##### *Financial Stability and Sustainability: Evidence and Action*

- Securing consistent resource appropriations from the government of Guam remains a challenge. The FY09 appropriation is \$2.1 million (7%) below what the University requested for continued baseline operations, and 4% less than the FY08 appropriation. The FY09 appropriation did not include funding for growth. As a result of the cutbacks, the President and VPs met with students, faculty, staff and administrators to hear recommendations and discuss options for reapportioning the FY09 budget to live within the legislative appropriation and reallocate the base to support consensus-based priorities. Following these meetings, and following a review by the University Planning and Budget Advisory Committee, the Board approved a reapportioned base budget with reordered priorities, restructured operations, new revenues, cost savings and infrastructure cost sharing. These changes improve long-term financial stability and viability, establishing a new University baseline to sustain educational effectiveness in an environment of scarce resources. Highest priority strategic initiatives were funded, in full or in part, to provide some growth capacity. A number of new policies and processes were developed to support these changes. Nevertheless, the changes will affect program capacity in several high demand areas, availability of course offerings, the time it takes students to graduate, and capacity for additional outreach.
- The cash position has improved. Balances were at two days cash in FY06, have averaged 14 days since the Interim Financial Report, and now stand at nine days. The government of Guam met its prior commitments, as FY05-07 allotments have been paid. At FY08 end, allotment payments were 87% of requests, the second best performance in six years. The government recognized unpaid allotments in its FY08 financial statements and communicated a payment plan. Nevertheless, the cash position remains a continuing challenge given the government's deficit and obligations.
- Financial management is focused on best practice and living within our means. There have been five consecutive years of net asset surpluses through FY07. However, a FY08 deficit of \$3.9 million is projected (preliminary, unaudited), due to \$2.8 million of investment losses associated with the impact of the credit market crisis and a \$1.4 million (5%) allotment holdback (note: equity losses primarily unrealized, as investments are not drawdown for operational purposes). Other indicators have remained strong over this period: the unrestricted current account has shown a surplus since FY02 and the account balance has been in surplus since FY03; there have been five consecutive years without questioned costs and three consecutive years as a low risk federal auditee; prior to FY08, trends in key financial ratios have been positive or stable; and financial KPIs benchmark well to peer institutions. Given the regularity of allotment holdbacks in five of the last six years, a University Stability Reserve was established by Board policy and funded as a contingency during times of financial crisis. The goal is to maintain an operational reserve of approximately 3% of the most recent general operations appropriation in a segregated cash reserve account. Other reserves were established for capital equipment and facilities. A plan is under development to fund the reserves over a multi-year period.



- Updated policies and processes, and changes now underway, have improved financial stability by addressing fiscal reserves and their funding, business planning and oversight, reallocation of indirect funds and University-generated revenue sharing to infrastructure support, endowment spending and fiduciary responsibility, carry-forward balances, better financial management reporting and budgeting for sustainable base operations and growth. Planning with the government of Guam has become more regular both for the short term (cash planning) and the longer term (Civilian Military Task Force). Processes have been introduced to integrate programs, plans and budgets using strategic assumptions and program needs.

### ***New Revenue Generation: Evidence and Action***

- University-generated revenues, excluding investments, have grown an average 11% p.a. from FY01 to FY08 (note: FY08 figures are preliminary, unaudited). They grew from \$28 million (46% of gross revenues) in FY01 to \$49 million (61%) in FY08, a record level that leverages the local appropriation 1.54 times. Grants and contracts increased an average 15% p.a. to \$27 million; tuition and fee revenues increased by an average 10% p.a. to \$16 million due to increased enrollment and an annual rate increase. Course fees have been instituted and other fees brought closer to market. Auxiliary and enterprise funds earn surpluses after years of deficit and subsidy.
- Entrepreneurial efforts increased in Professional and International Programs (PIP) and in the colleges, schools and research institutes.
  - PIP has consolidated several entrepreneurial units for administrative efficiency and business planning and oversight and implemented Internet-based professional development and training, corporate English language training, and courses in educational tourism. PIP and SBPA now offer a certificate in entrepreneurship.
  - MARC offers cultural resource management for military and private development projects.
  - SBPA has been particularly innovative and entrepreneurial. Using the University's status as a minority institution, SBPA teamed with Parsons (a major engineering and construction firm) and MARC to obtain up to 5% of the \$100 million U.S. Navy's facilities project management award. This project draws upon faculty expertise and collaborations across the University. SBPA has tapped into the needs of the Departments of Defense and Commerce for business support of military procurement training and planning for economic development.
  - WERI continues contracting water and energy related projects, utilizing its research niche.
  - CNAS undertook a partnership to market pathogen-free shrimp to Asia, drawing upon their research and hatchery. After setbacks, the College is reassessing its business plan and investment needs.
- The Board and President require that all business ventures have business and financial plans, and PIP provides a centralized resource for these efforts, as well as for oversight. All auxiliary units and entrepreneurial ventures now have business and financial plans, although several are rudimentary. Fiscal notes are now required for new activities. Oversight may include sunset provisions. The Saipan Center venture has been closed, and SOE is reviewing the educational programs in Saipan and elsewhere in Micronesia for sustainability.

### ***Leveraging the Endowment Foundation and Alumni Association for Fundraising: Evidence and Action***

- The Endowment Foundation has increased donations, including several large and many small gifts. The Tan Sui-Lin family donated \$1 million for the library. The Camacho family and Personal



Finance Center donated \$125,000 for the Leon Guerrero School of Business and Public Administration Building. Mobil Oil Guam gave \$100,000 for the Leon Guerrero Building and library. The Ji family donated additional scholarships, for a total (with prior donations) of \$500,000. In 2007, the Foundation raised \$164,000 from 373 new individual donors, and \$933,000 from 65 new corporate donors.

- The Foundation's financial performance improved with clean and timely audits. A surplus has been achieved since FY05. FY07 contributions and net revenues are the highest in four years. The payout ratio is increasing. The Foundation is fulfilling its pledge of \$200,000 annually as support for the Leon Guerrero Building's debt service.
- The Foundation's organization and focus are changing. A new Executive Director is being recruited for the Foundation. The Foundation Board added new officers and members to its fundraising network. The President and University Regents have identified fundraising as one of the highest priorities. The Foundation and University are jointly preparing a capital campaign. The University submitted its consensus priorities and projected funding needs for capital projects. The Board approved a building naming policy.
- The Alumni Association is restructuring under newly-elected leaders, who met with the President to align goals, priorities and fundraising. The Association implemented a membership drive, which included the formation of new regional chapters, with initial recruiting and fundraising efforts. The first Alumni Week is planned to coincide with spring 2009 graduation ceremonies. Still, Alumni Affairs remains a focus of management attention, and further efforts are underway.

#### ***Governance and Administrative Structure: Evidence and Action***

- Autonomy is well developed. All current regents have been chosen through the Regent Nominating Council. The Board and its committees actively represent the University's interests in the community, developing policy and providing oversight. The Faculty Senate's Palulap Award brings recognition to citizens who have acted to preserve the University's autonomy and integrity. An transparent and AGB guidelines-compliant process led to the hire of a widely respected president.
- Institutional governance is well developed. The new President has continued the current strategic initiatives, while building enthusiasm and momentum with additional strategic themes and policies. Updates of strategic plans are underway. The Student Government Association (SGA) is more involved than ever, actively participating in institutional and Board committees. A new, four-year Board-Faculty Union Agreement was negotiated within three days in January 2008.
- The University improved its administrative structure. Acting both on concerns expressed in the WASC Commission's Action Letter and on recommendations of the Institutional Improvement and Sustainability Task Force, the University reorganized and reinvigorated its college structure. The College of Professional Studies was closed and three autonomous professional schools were constituted. SBPA and SOE are led by school deans and SNHS by a Nursing Director. An Assessment Coordinator/ Institutional Researcher and EEO/ ADA Compliance Officer contribute support for academic programs. Board – Faculty Union negotiations restored the positions of division chairs, with newly clarified roles. The newly-formed University Excellence Team and other project teams are working on current issues and three broad themes: UOG as the Natural Choice, UOG Green, and Leading Change. Key councils and a committee structure are in place with clearly identified roles and functions. An Assistant Vice President for Graduate Studies, Research and Sponsored Programs has been hired and her office will be staffed with a dedicated administrative officer, grants accountant and IT support.



- Broadly-based stakeholder committees and task forces are widely convened for consensus building and decision-making advice. Schools and programs have community advisory groups. Institutional committees and task forces address sustainability, planning and budgeting, technology, employee development, institutional safety and entrepreneurial oversight. Committee recommendations have led to policy changes and new program development.

### ***Sustained Educational Effectiveness Using Scarce Resources: Evidence and Action***

- As noted, the University has stepped up its measuring and monitoring of effectiveness and efficiency through a comprehensive set of performance measures. The administration systematically closes the loop on assessment data-based recommendations emerging from reviews of academic programs (cf. this self-study's essay on academic quality.) An ad hoc committee composed of administrators and the Faculty Senate has addressed the demand for and sustainability of undergraduate programs, and made recommendations to academic administrators.
- A collaborative planning and budgeting approach is used to allocate scarce financial resources based upon consensus-based priorities. Administrators closely monitor financial resources, and manage conservatively, according to specific financial management plans. A strategic financial plan has been developed. Historical data, strategic assumptions and scenarios guide the development of plans and budgets for all areas and funds. Consolidated budgets for IT, capital outlay, deferred maintenance and academic capital have been instituted. The budget process now integrates these needs into the appropriate general operations base budget, growth initiatives, non-appropriated funds budgets, IT budgets and capital budgets, with even greater transparency than before. Priority needs receive funding within the available resources.
- The Board, President and VPs systematically communicate plans and needs to external policy makers and the government of Guam. They meet as needed with the Governor's office and the legislature. Finance administrators meet on an ongoing basis with the GovGuam finance team. The University chairs the educational sub-committee of the Governor's Civilian Military Task Force, and participates in others to forecast educational infrastructure needs and investments.
- These approaches have produced results. Two faculty salary scale adjustments totaling 7% were implemented in January 2007 and 2008. Further phased increases are planned, but on hold, subject to funds availability. Resources for infrastructural support of student learning have increased. The 57,000 square foot Leon Guerrero SBPA Building is operational. The Governor has provided over \$1.4 million in Federal funds for CIP, ADA compliance, deferred maintenance and the conceptual design for a new Student Center. Another \$1 million is pending. A new science and math classroom building with distance education capabilities is complete. Eight aging HVAC systems in classroom and student buildings have been replaced. Renovations and expansions of nursing facilities are funded. IT equipment, technical assistants, wireless networks, student labs and web-based utilities support student learning and faculty. After an at-risk period, IT infrastructure is sounder with a new generator, and FY09 funding for air conditioning, power supply and backup. Still, substantial IT needs remain.
- Support services—including a new website and web-based services for faculty and students—are continually improving. IT policy and master plan efforts have resulted in line items for IT tied to institutional and program needs. The University established and is funding Capital Equipment Reserves for cyclical IT and library purchases; a Capital Facilities Reserve for renovation; and a Campus Maintenance Fund for deferred maintenance. HRO improvement plans are underway or scheduled. Streamlined procurement regulations and procedures include higher small purchase



thresholds (particularly for research materials); automated requisitions; and a purchase card program for procurement of Internet and off-island research materials.

**Measures of Performance: Analysis**

The prior section provides a progress report that tracks actions and outcomes in support of student learning. This section provides an analysis of how these and other accomplishments have strengthened institutional effectiveness and efficiency, and addressed the issues identified by WASC: resulting in enhanced educational effectiveness.

***Is the University financially stable?***

Yes, the University has demonstrated its resilience, and its ability to find revenues and financial balance. The University continues to accomplish its mission—delivering programs of high academic quality—during persistently turbulent times, in an environment of scarce resources. The financial position has improved in five of the last six years. The Board and administrators have established policies, systems, plans, practices and indicators, and utilize them effectively. The University is poised for growth, but requires more capacity to do so. Although the government of Guam’s deficit, revenue shortfalls and allotment holdbacks have continued over many years, constraining progress on plans, systematic consultation and coordination with the government help to mitigate the impact of the government’s financial situation on the University. While there has been sufficient funding for mission delivery and academic quality, important, unmet needs remain in the academic and support units. Once again lacking a fully funded appropriations request in FY09, the University made reallocations for a balanced base budget and to fund priorities. While challenges abound, public feedback provides a measure of the University’s stability and effectiveness:

*In fiscal year (FY) 2007, the University of Guam (UOG) continued to improve its overall financial condition... For the third year, UOG qualified as a low-risk auditee. In addition, there were no current or prior year questioned costs. There were also no current or prior year unresolved audit findings. UOG should be applauded for this achievement.*

*Source: Public Auditor in University of Guam FY 2007 Financial Highlights. June 20, 2008*

*I congratulated the University of Guam. They prepared a budget that they could justify looking at what their present needs are and what their needs are for growth and increasing enrollment. This is how a budget should be presented. ....they have command of their finances.*

*Source: Senator Edward Calvo, Chair, Subcommittee on Finance 29<sup>th</sup> Guam Legislature, The Morning Show, KUAM Radio. June 19, 2008.*

***Have new revenues been generated?***

Yes. With the exception of GovGuam appropriations, revenues have substantially increased across the board, and revenue sources are more diversified. The University is competitive in bringing grant funding to bear on community needs. Tuition revenues have increased substantially and affordably: with both enrollment and tuition rates growing over a multi-year period. Auxiliary and enterprise funds are net revenue generators. High-potential, collaborative entrepreneurial ventures associated with the military buildup, University-advantaged niches and partnering opportunities, are underway at institutional and academic unit levels. Business planning and oversight will facilitate the closure of non-performing ventures.

***Are the UOG Endowment Foundation and Alumni Association being leveraged?***

This action is developing. The President has focused on fundraising through the Foundation and Alumni Association. Preparations for a capital campaign and annual giving, major donor and alumni fundraising activities are underway, but these have yet to be organized. The Foundation Board has been



restructured and its capacities increased. A new Executive Director will be hired. The Foundation's fundraising and financial results are revenue positive. The Alumni Association has not yet realized its potential as a financial contributor to the University.

### ***Are governance and administrative structures effective?***

Yes, the University has delivered its mission and has demonstrated autonomy, shared governance and high priority outcomes. Converting the College of Professional Studies to three professional schools, and hiring the Institutional Researcher and the Assistant Vice President of Graduate Studies and Sponsored Programs and Research filled organizational gaps. Using a consultative process in which administrators and faculty compare outcomes with resources, the University is making optimal use of data and discussion to effect the right-sizing of academic programs. Research units have become increasingly productive in generating grants; and the University has budgeted for greater administrative and infrastructure support. Improved policies and processes assured that transitions in leadership proceeded smoothly, and as the outcomes of merit-based searches. Councils and committees have been broadly representative, active and effective. The new IT policy from UTAC provides one example. Support units such as Business Office, HRO, and Plant and Facilities have shown continuous improvement in their processes, in training sessions with academic units, and in their use of automation. They will require additional skilled staff, and workflow automation that is timelier and more efficient. Overall, IT and deferred maintenance spending is higher, but below what is projected to meet technology changes and campus needs.

### ***Can the University sustain educational effectiveness in an environment of scarce resources?***

Yes, the University has demonstrated that it can and has. Outcome assessments and decisions based on analysis of data provide evidence of student learning, academic quality, and faculty commitment. Academic and curricular processes are collaborative and exhibit shared governance. Program reviews are qualitatively and quantitatively reflective and are shared at all academic levels. Institutional planning, budgeting and allocations of resources reflect program priorities. Indicators of institutional effectiveness are in place, widely disseminated and utilized. Faculty, students, staff, administrators and the Board are committed to strengthening institutional efficiency, sustaining educational effectiveness and addressing WASC recommendations. They enact this commitment in their policies, practices, priorities and decisions on resource allocations.

## **Concluding Reflections**

This essay began in May 2007 with the formation of the WASC IEE Essay Writing Team, and ended with focus groups of continuing participants, and review by the Board. In all, a campus-wide total of approximately forty persons—representing the Board, faculty, staff and administrators—participated in the development of this essay.

Because of their participation, this essay has undergone improvements from its earlier versions, when sections were evolving from idea to draft. The essay has also benefited from the team's study of issues that many colleges and universities face in an era of diminishing public investments in higher education. Asking what the University knows about its effectiveness; how it communicates what it knows; and how it changes and continues to learn, has helped to frame this essay.

A faculty focus group participant summed it up this way, "While we have financial challenges, our team is talented and expert at knowing how to manage in difficult times." This was a statement of confidence: one tempered by other remarks calling attention to persistent inefficiencies in daily operations. The focus groups served as reminders that while the University has made significant progress in its overall



operational design and management, these gains alone are not enough. It is the *not enough* which concludes this essay. The focus group and essay team noted several key issues that remain.

- *IT Support of Student Learning.* Baseline resources must be identified for additional investment in IT technology and real time information: especially for IT infrastructure support; more on-line student services; technology-enhanced learning / distance education; and 24x7 access to course and advisement information.
- *Integrating Program Reviews with Resource Allocation Processes.* Many faculty consider the current system for program review burdensome and time-consuming. In 2007, faculty raised questions about whether the reviews lead to timely implementations, and whether they contribute to allocations of resources. The administration has since disseminated more information about how and when the University "closes the loop" on recommendations from program reviews, tying programs' needs to budgetary decisions, and is also beginning an overhaul of the program review process. Both efforts will need time to demonstrate their effectiveness.
- *Sponsored Research in an Era of Greater Accountability.* Research faculty question how well business processes support the development of competitive grants and contracts, and their management. The Office of Research and Graduate Programs, opening in January 2009, and led by an Assistant Vice President with dedicated administrative staff, will be tasked with improving research administration and support.
- *Assurance of Transparency through Improved Communication.* Several in our focus groups asked how they could become better informed. They noted that reports do not always reach them, and that committee representatives may not always report actions and findings. This highlights the fact that participation does not assure transparency. Participants recommended greater use of the website to disseminate budgetary and other administrative reports.
- *Enhanced operational efficiency with better administrative processes and increased staff training.* Business and administrative processes have improved, but fall short of being efficient. To boost efficiency substantially, the University must allocate additional resources to current efforts to train administrative staff in financial, human resource and procurement regulations and best practices; to update personnel and administrative policies and procedures and make them readily accessible and searchable on the website; to invest in workflow automation; and to partner with skilled service providers.
- *Capacity and Growth.* As Guam prepares for the social and economic changes associated with the military buildup, the island has acknowledged the University's potential as a key agent and driver of change. However, publicly voiced concerns contend that public policy-makers' decisions on funding shortsightedly withheld the means to build the University's capacity to effect this change. The University must do its part, but must also more effectively engage the support of others.

#### IV. INTEGRATIVE COMPONENT

This section synthesizes and integrates the elements of the self study process to address the following questions: What common themes or issues emerged? What did the University learn from the process, and