



April 3, 2007

Harold L. Allen  
President  
University of Guam  
UOG Station  
Mangilao, GU 96923

Dear President Allen:

Enclosed is a copy of the final Capacity and Preparatory Review Team Report, based on the visit on January 31-February 2, 2007. The Capacity and Preparatory Review Team Report will be acted on during the June 21-22, 2007, meeting of the Commission at the Fairmont Hotel in San Jose.

The Commission has adopted new procedures for its action on Capacity and Preparatory Review Reports. Since it addresses institutional capacity issues and lays a foundation for the forthcoming educational effectiveness review, the Commission would like to have the opportunity to discuss the team report and plans for the Educational Effectiveness Review with you and others you may designate to participate. We will also invite the chair to participate.

Unless you would prefer to meet directly with the Commission, for the Capacity and Preparatory Review we invite you to participate by conference call, along with the team chair. The University of Guam is scheduled on the agenda of the Commission on June 21. Please return the attached form indicating your intention to participate on a conference call on June 21. In the near future we will confirm the time and the conference number for you to call.

Your institution's report will be heard by a Commission panel. The enclosed pamphlet, "*Commission Meeting Guide*" describes how the Commission conducts its institutional reviews.

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President Allen  
April 3, 2007  
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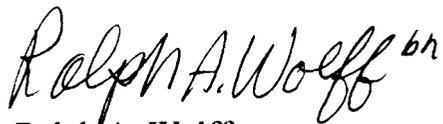
The Commission will appreciate an early written acknowledgment of receipt of this final report, together with your statement of any points on which you wish to comment or with which you disagree. Absent such a statement, I will assume that the institution finds no errors in the final report. If you plan to submit a written statement for the Commission's review, we will need it in this office no later than *April 27, 2007*.

An important aspect of the accreditation process is the use of the team report by the institution. The report should be disseminated within the institution and discussed by those who participated in the development of the institutional presentation. It also may be made public by the institution to the extent you wish. According to Commission policy, the institution should avoid quoting only those portions of the report favorable to itself.

As part of our commitment to make the accrediting process as effective as possible, we evaluate each accreditation visit. We are therefore sending the Accreditation Liaison Officer an evaluation form by email.

We look forward to interacting with you at the June Commission meeting.

Sincerely,

Handwritten signature of Ralph A. Wolff in cursive, with the initials "bn" written at the end.

Ralph A. Wolff  
President and Executive Director

RW/brn

Enclosures

cc: Helen J.D. Whippy



Western Association of Schools and Colleges  
Accrediting Commission for Senior Colleges and Universities

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\_\_\_\_\_ I plan to participate by conference call with the  
Commission meeting on June 21, 2007.

\_\_\_\_\_ I will not be available for conference call.

***Please print:***

Your name:

\_\_\_\_\_

Name & title of other institutional representatives that may participate:

\_\_\_\_\_

\_\_\_\_\_

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**REPORT OF THE WASC VISITING TEAM  
CAPACITY AND PREPARATORY REVIEW**

**To The University of Guam**

**Date**

**January 31 to February 2, 2007**

**In Partial Fulfillment of the Requirements for  
Reaffirmation of Accreditation**

**Team Roster**

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Associate Vice President, Academic Program Development, San Francisco State University**

The evaluation team in conducting its review was able to evaluate the institution according to Commission Standards and the Core Commitment for Institutional Capacity and therefore submits this Report to the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges for action and to the institution for consideration.

## **UNIVERSITY OF GUAM CAPACITY AND PREPARATORY REVIEW TEAM REPORT**

### **SECTION I – OVERVIEW AND CONTEXT**

#### **IA - Description of Institution and Visit**

The University of Guam is a four-year land grant institution, located on the island of Guam in the Western Pacific Ocean. It was founded as the Territorial College of Guam in 1952 and designated a land grant institution by the United States Congress in 1972. The student body of 3,176 is 90% Asian-Pacific islander and nearly 70% are full time students. The full-time faculty of approximately 180 supports 35 undergraduate degree programs and 13 master's degree programs. The University is financed primarily by government of Guam appropriations (which have decreased from 56.5% of revenues in 2001 to 43.8% in 2005), federal restricted grants, and tuition and fees (which accounted for 16.2% of the revenue in 2005).

The accreditation history for the Territorial College of Guam and the subsequent University of Guam has been eventful. The Territorial College of Guam was initially accredited for three years as a junior college in 1959 and reaccredited in 1961, 1963, 1965 and 1968 with an interim report in 1971. The interim report was accepted in 1971. The Commission extended accreditation for one year in 1973 and reaffirmed accreditation with a request for a progress report in three years. In 1976 the Commission reaffirmed accreditation and requested immediate action on institutional integrity and business procedures and requested immediate steps to correct hazards to health and safety. In 1978 the Commission reaffirmed accreditation and scheduled an interim visit in 1981.

In 1981 the Commission issued a warning to correct deficiencies with particular attention to recommendations one through 10. In 1983 the Commission sent a letter to the University

noting concern that the University was not in compliance with Standard 3.A. In 1984 the Commission placed the University on Show Cause status until 6/30/85. In 1985 the Commission removed the Show Cause status and placed the University on probation until 6/30/88. At that time, the University was expected to remedy problems relating to the management of finances; evaluation of faculty; planning of degree programs; maintenance of physical plant; insufficient support for the library, science laboratories, and deferred maintenance; faculty governance, and the provision of adequate remedial and developmental courses to support the University's open admission policy. In 1988 the Commission removed probation, reaffirmed accreditation and commended the University for the progress it had made.

The '90s started well, with the Substantive Change Committee's approval of the initiation of the M.Ed. program in Palau and a reaffirmation of accreditation in 1995. But in 1996 the President of the University resigned, which led the Commission to be concerned that the University would be able to carry out the earlier recommendations of the visiting team. A series of visits in 1997 and 1998 guided the University while it was preparing for the comprehensive visit in 2000.

In 2000 the Commission placed the University on probation and scheduled a focused visit in 2002. In the same year the Substantive Change Committee denied two masters degree proposals. In 2001 the Commission required the President of the University to write a letter to the Commission stating the University's commitment to abide by all of the Standards and Policies of accreditation. The probation visit took place in March, 2002 and the Commission removed probation from the University and reaffirmed accreditation with an interim report due in 2003. At that time it was determined that the University would schedule a Preparatory Review visit in spring of 2007 and the Educational Effectiveness Review visit in spring of 2008.

In 2003 the Interim Report Committee noted that the financial condition of the university continued to be difficult. In 2004 the Interim Report Committee found the financial information confusing and raised additional questions and concerns, noting that little has changed in the financial condition of the University since the previous review in 2003.

In 2005 The Commission received the report of the Special Visit Team and recommended that the University continue with the Capacity and Preparatory Review in spring of 2007 and reschedule the Education Effectiveness Review to fall 2008. The report acknowledged major improvements in leadership and the University's governance system. The Commission action letter had several issues for the University to address. Each of these was addressed by reflective essays that were prepared by the University for the Capacity Review Team.

The first issue was "Sustaining Institutional Capacity and Planning." At the University of Guam this has manifested itself in the past as difficulty in sustaining cash flow. In addition, enrollment planning is in the process of shifting focus from recruiting to one of both recruitment and retention. These issues were addressed in essay two "Student Success, Institutional Visibility, and Enrollment Growth", and essay four "Institutional Efficiency and Effectiveness at UOG."

The second issue was "Establishing a Systematic Institutional Plan for Educational Effectiveness." The University has adopted a system for program reviews which includes a new set of criteria, a new process of review involving reviews by peers and Faculty Senate as well as administration, and appointing a new planning officer with the objective of keeping the University on target. Outcomes and progress were addressed in essay one "Enhancing Academic Quality Through Core Functions."

The third issue was “Defining the University with a Regional Mission.” The University stated that it used needs assessments and a rigorous internal review processes to develop programs that will be self-sustaining. This issue was addressed in essay three “Furthering the University of Guam’s Land grant Mission: university and Community Engagement.”

The fourth issue was “Clarifying Academic Administrative Structures.” Since the last visit, the University has reorganized their administrative structure. This reorganization was evidenced and addressed throughout the report and was addressed in all four reflective essays.

#### **IB - Quality of the Capacity and Preparatory Report and Alignment with the Proposal**

The Institutional Presentation was consistent with the original proposal submitted in November, 2004. Although the actual questions addressed and discussions were modified somewhat, the flavor of the institutional presentation was similar to the reaccreditation proposal. It was clear that there was institutional involvement in the preparation of the C & PR Report. The faculty members involved in the writing teams were interviewed and were enthusiastic regarding not only their involvement but also the faculty commitment as a whole. But actual evidence led the members of the team to conclude that the reflective essays in the C & PR Report were more optimistic in some cases than is warranted by the reality of the campus. This will be discussed further in the body of this report.

#### **IC - Response to Previous Commission Issues**

Between the time the C & PR report was written and the team conducted their visit, the financial condition of the University had seriously deteriorated. The Government of Guam had been releasing funds to the University at the rate of approximately 25% its approved full-year appropriation (or 55% of its scheduled allotment payment to date). This, in turn, forced the University into an austerity program that has seriously hindered its ability to sustain the delivery

of effective education. Each of the issues identified in the previous visits, along with the impact of the current fiscal crisis, will be included in the following section as the team responds to the themes identified by the University in the C & PR report.

## **SECTION II – EVALUATION OF INSTITUTIONAL CAPACITY**

The Standards of Accreditation provide the framework for the team’s review and Commission action. This team report is presented within the context of the four reflective essays in the University’s Capacity and Preparatory Review document. Within the team’s comments will be reference to the WASC Standards. Although much of the discussion in this report is specific and areas of concern and recommendations are also specific, there is a general overriding concern regarding the long term sustainability of the University should the current financial situation continue. Within the next few years, the university, government, and community must agree upon what scope and quality of higher education the territory is willing and able to fund consistently.

The current funding crisis has a much larger and deeper impact on the sustainability of the University than its financial health. The administrators of the University are distracted from their “real” responsibilities while they spend their time on “cash management”. Employees are distracted by worrying that the next pay day may be payless, or that another furlough may be implemented and the impact that would have upon their life. Employees are also distracted by their desire to serve their students well while being authorized very little spending authority. The critical unfilled positions, both inside and outside of the classroom, have dramatically slowed the strategic momentum of the University.

The staff of UOG are committed and vested in the institution's success. UOG has come a long way in terms of staff engagement, but still has a ways to go. They now sit on most committees and feel the power of their voice. However, they don't feel well served by some of the Human Resources processes.

### **Section IIA - Enhancing Academic Quality through Core Functions:**

The first Reflective Essay in the C & PR document was intended, in part, to respond to the Commission Action letter of 2005 which encouraged the University to establish "a Systematic Plan for Institutional Effectiveness" (C & PR Report p.6).

#### **Teaching and learning.**

We found evidence that the University's General Education, undergraduate major, and graduate programs offer learning opportunities for students that are appropriate in content and expectations to their levels, and that there are, in general, an adequate number of qualified faculty for each program (CFR 2.1, 2.2, 3.1).

#### **Graduate programs**

There are 13 master's programs, some of which have historically had very few students, others of which appear to have declined in student numbers. It might be reasonable to combine closely related graduate programs and to terminate others. Presently, there is no graduate division and no graduate dean. At this time graduate programs are the responsibility of the college deans, who must also manage undergraduate programs. Many of the challenges of maintaining quality graduate programs are different from those required for undergraduate programs. It would be appropriate to have an administrator who could evaluate proposals for new programs, oversee program reviews, establish quality control practices, negotiate some

uniformity in level of expectations in student outcomes, and formulate a common policy for student learning assessment (CFR 2.2).

**Recommendation:** Review the quality of the University's graduate programs with special attention to administrative support for graduate education and research.

### **Statements of Student Learning Outcomes**

A review of one of the programs that provide the whole array of courses—remedial, general education, lower- and upper-division major courses, and graduate courses—indicates that the program's student learning objectives are not included in syllabi, nor do most syllabi include course learning outcomes stated in terms of assessable behaviors or knowledge. Based upon evidence provided by the University poster session, it is likely that course syllabi in other programs do refer to program SLOs and appropriately describe course outcomes, but apparently such practices are not yet universal in the institution (CFR 2.3, 2.4).

Moreover, in the same program, it appears that courses offered in multiple sections or intended to be completed in sequence have not articulated core course outcomes or have not made them explicit in syllabi. Thus it is not apparent to students or to other instructors what core skills or knowledge students are expected to have mastered at the end of each course in the sequence, regardless of what sections of the course students had been enrolled in.

Master syllabi or statements of core learning outcomes for each course are most helpful to adjunct faculty as they design and deliver courses. It is especially important that such guidelines be developed promptly because the University has been relying on an increasing number of adjunct faculty to teach courses in the essential skills of writing, mathematics, and computer applications.

**Recommendation:** Programs should complete the process of developing statements of assessable student learning outcomes, linking these to specific courses, assessing student achievement of these outcomes as graduating seniors, and using assessment results for continuous program improvement.

**Recommendation:** Syllabi should include relevant program SLOs as well as course SLOs.

**Recommendation:** Programs should develop core course objectives or master syllabi for multiple section courses and courses in sequence, in particular remedial courses and courses transitioning students from remedial courses to college courses.

### **Remediation**

Remediation in mathematics and English is a major responsibility of the programs in Mathematics and English and Applied Linguistics. Apparently, a substantial number of students enter the University from Guam high schools and as transfer students from other institutions not prepared for college-level math and writing. The departments have been reviewing student performance, examining the validity of their placement testing, and working diligently on articulation with feeder community colleges in Guam and elsewhere in the region. There is a policy, not strictly enforced, that requires students to complete remedial math and English courses before they can enroll in college-level courses.

Among the additional strategies being envisioned by the faculty are a peer tutoring center, a Director of Composition, outreach to the high schools in the area, return of the English Language Institute (now under the vice president for University and community engagement) to the English and Applied Linguistics Program.

**Recommendation:** The institution should consider centralizing management of remediation in essential skills, including articulation with feeder schools, cooperation with high schools to improve preparation for college work, and ensuring that students receive and complete appropriate remediation.

### **Academic Advising**

Academic advising is handled with varying levels of effectiveness by various departments (CFR 2.12). Many students praise the caring, proactive advising and mentoring they receive from their professors. Others never, or rarely, see their advisors. Progress has been made for new students and students who have yet not declared majors: they can receive advising from the office of Enrollment Management and Student Services, where staff can access the online student information system Colleague to view student records and student progress in general education.

In addition, Colleague offers a user-friendly interface Web Advisor that can be accessed by both students and faculty and, if widely used, would enable faculty advisors to guide students even more effectively. Apparently few faculty have learned to use Web Advisor; some faculty have reported that college clerical staff are asked to download and print student reports from Web Advisor and provide them to advisors.

At present, Web Advisor is only accessible to students during working hours, and reportedly no more than 60 users can be accommodated at any one time.

**Recommendation:** All faculty advisors should be trained to use Web Advisor.

**Recommendation:** Advising would be improved substantially if each faculty advisor were trained in Web Advisor.

**Recommendation:** Web Advisor should be accessible to a large number of users, both students and faculty, at any one time, preferably 24/7 or at least from 6 am through midnight five days a week.

### **Assessment**

There is evidence that the University is striving to develop a culture of evidence. In 2004 a comprehensive five-year assessment plan for general education and major programs was developed and a University Assessment Committee appointed; in fall 2006, an acting Director of Institutional Effectiveness was appointed.

The University's January 31 poster session demonstrated that all academic programs are reflecting on their program goals and on their distinctive contributions to the University's mission. Although it appears that the majority of programs have not articulated or published program SLOs, there was evidence of growing understanding across programs of the value of such statements, of integrating assessment into classroom teaching, and of using the capstone course to synthesize and assess learning in the major (CFR 1.2, 2.4, 2.7).

- The School of Nursing uses multiple means of assessment throughout students' progress through the program. In addition to the NCLEX, which has demonstrated consistently that graduates have achieved a high level of career-relevant learning, students are regularly assessed on such measures as professional behavior and clinical performance by faculty, clinical supervisors, and employers. Faculty and others are also evaluated by peers and students.
- The College of Natural and Applied Sciences has developed a template for assessment planning which shows a sound understanding of the purposes of academic assessment and to which all of its programs subscribe.

- The Philosophy program has developed a series of classroom or course assessments and rubrics using the well-known pyramid of knowledge, which can be used in Philosophy courses at all levels.
- The BBA program has developed assessable student learning outcomes for the program, assesses student performance in a number of areas, and is projecting ways of applying the results of these assessments to improve the program.
- The Micronesian Studies graduate program has methodically used the recommendations from their 1999 program review and their 2006 review to make a series of small changes to their curriculum, most recently adding a certificate option that will enable students who can not complete the thesis to earn official recognition for successful course work.

Without the assistance of a professional assessment coordinator or institutional researcher, and assessment funding from the institution, the three college deans and a number of departments have pressed forward in program assessment.

However, to develop meaningful assessment plans and to bring existing plans to fruition, programs will require the guidance of an assessment coordinator well-versed in student learning, assessment planning and strategies, and the services of a professionally trained institutional researcher who can extract, analyze, and interpret data from the campus student information system and other data bases (CFR 2.10, 4.4, 4.5, 4.6, 4.7).

The faculty-administration Assessment Committee apparently has not met for some time, so the movement into an evidence-based culture has been managed college by college and program by program rather than as a campus-wide enterprise. The annual Faculty Development

Day (scheduled for February) is evidence that the University is promoting academic assessment projects and faculty training in assessment.

**Recommendation:** Academic programs urgently require the full-time and committed services of an academic assessment coordinator and an institutional researcher with professional qualifications and substantial experience in these fields. These would report to the Senior Vice President, Academic and Student Affairs, and should be filled as finances allow.

### **Program review**

The faculty undergraduate and graduate program review committees have revised and streamlined program review processes for undergraduate and graduate units, incorporating peer review from faculty outside the program and the Faculty Senate, and review by an off-campus expert scholar, and producing actionable recommendations from the administration. (CFR 2.7, 3.8, 3.11) Despite the occasional inevitable slips and delays, program reviews in the new format are proceeding briskly, and it is anticipated that the last reviews in the current cycle will be completed in 2008. The committees continue to refine guidelines, noting in a meeting with a WASC team member that the student learning assessment requirements could be more rigorous.

**Commendation:** The revised procedures are widely perceived as fair, collegial, rigorous, and meaningful and the self study itself as labor-intensive, but of positive value to the program.

**Recommendation:** Both the undergraduate and graduate program review guidelines should provide clearer and more detailed descriptions of the kinds of student learning assessment and documentation to be provided by departments.

### **Support for faculty development and scholarship**

The institution offers some support for faculty development and research (CFR 2.8, 3.4) These include college funds for faculty to travel to scholarly conferences and seed money for research projects, travel grants from Continental Airlines, and, more modestly, overhead from extramural research grants. Since 2001, 139 travel grants have been distributed. There are also annual awards for faculty who are outstanding in teaching, service, and research; \$1000 awards that can be used for professional purposes. Every seven years, tenure-track and tenured faculty can opt for sabbaticals of one year at two-thirds salary, or one semester/6 months at their regular salary.

The Faculty Senate's Committee on Faculty Excellence promotes faculty development through such grants, faculty mentoring of new and junior faculty, and the New Faculty Orientation Day. The committee also helps to arrange the annual Faculty Development Day, at which faculty share their expertise in instructional technology, assessment, and other professional skills.

The University finds it challenging to recruit qualified people for some key positions primarily as a result of its location. Given this circumstance, the University should consider developing specialized programs which are designed to support young professionals in their growth and place an emphasis upon mentoring and career growth (CFR 3.1).

### **Section IIB -Promoting Student Success, Institutional Visibility, And Enrollment Growth:**

The University of Guam demonstrates its progress toward fulfillment of the core commitments to institutional capacity and educational effectiveness through four strategic initiatives: (1) Enhancing Academic Quality; (2) Supporting Student Success, Enrollment Growth, and Institutional Visibility; (3) Promoting the University's Land Grant Mission and

University Engagement; and (4) Strengthening Institutional Efficiency and Effectiveness. These strategic initiatives have been selected “to strengthen academic quality and support student learning while positioning the institution for enrollment growth; to guide the University in reorganizing and reshaping functions to become more responsive to the needs of the island and its students; and for setting priorities, and budget and resource allocation” (C & PR Report pp.5, 7).

In its self study essay on Student Success, Institutional Visibility, and Enrollment Growth, the University of Guam describes its efforts in attracting, sustaining and graduating students through increased visibility in the communities its serves and more effective student support services. Efforts to strengthen its infrastructure to support student learning are affirmed through its stated goals of: “supporting current students by providing adequate course offerings, and excellent student services; and supporting current students as individuals preparing for rewarding lives; their careers; service to the community; and lifelong learning, by offering excellent academic and career advisement.” The University also “affirms the goal of supporting graduates and alumni in their transitions to work life and continuing education.” (C & PR Report p.17)

The University further states that “it seeks to become an institution recognized for engagement with the communities of Guam, and with communities throughout the Western Pacific (C & PR Report. p.17).

To achieve these goals, the University has engaged in a series of processes and practices to: (1) improve its visibility and stature in the eye of prospective students, their families, and communities as a whole ( p.17); (2) to increase enrollment (pp.18-19); (3) to improve student

access to improved course offerings, facilities and support services (pp.20-22); (4) to improve retention and graduation rates (pp. 22-24) and (5) to track and maintain ties with alumni (p. 24).

For each of these goals, we will address the evidence of progress substantiated during the site visit; relate issues to WASC standards and Criteria for Review if applicable; indicate whether issues highlighted in the previous Commission action letter and major recommendations of the last evaluation team have been addressed; and offer recommendations/suggestions for improvement or future action.

### **Institutional Visibility**

Through interviews with students, legislators, Board of Regents, marketing communications, enrollment management and students services personnel, as well as review of recent publications strategically distributed on campus and throughout the island and regional community, the efforts to become more visible in the community noted in the essay were substantiated. Increased publications, campus activities to bring large numbers of stakeholders and prospective students to campus, declarations of cooperation with regional community colleges, publicized awards to students and grant awards for student support programs and scholarships, faculty research, and student research have contributed to enhancing the image of the University. These outreach efforts also assist in defining the University's place in the higher education community and its relationship to society at large, and contribute to positioning it for enrollment growth. (CFR 1.1, 1.2)

The University is encouraged to continue and to expand its efforts to strengthen its relationships with the communities it serves through increased visibility, community service, collaborative partnerships, and being responsive to their needs.

### **Enrollment Growth**

The University desires to increase its enrollment. To do so, it has consolidated student recruitment under the Enrollment Management and Student Services (EMSS) Division which has begun to implement a comprehensive plan for marketing and enrollment management. Through collaboration with the Director of Integrated Marketing Communication specific steps to achieve enrollment growth have been initiated. (CFR 1.3)

Through interviews with the Dean of Enrollment Management and Student Services and Director of Marketing and Communications, and review of the Strategic Plan for the Enrollment Management and Student Services Division ( May 25,2005), and UOG Strategic Plan, it is evident that significant progress is being made in fulfilling the mission for which the consolidated division was established. It is also evident that the responsibility for growing the enrollment has been delegated to this unit.

The Division includes Admissions and Records, Financial Aid, Career Counseling, Academic Counseling, Student Housing, and Student Life. Its mission is “to recruit and retain students by offering quality services and programs; to assure access; and to help students develop, obtain and achieve their personal, academic and career goals” (EMSS Strategic Plan).(CFR,2.13).

The establishment of the consolidated units of Enrollment Management and Student Services partially addresses an aspect of the recommendation from the Commission action letter and team report of spring 2005. Closer connections among the admissions, financial aid, registrar, and business office to provide better services to students were proposed. A “One Stop” Center was noted by UOG as the ultimate plan. Although these offices and other student services offices are in closer proximity, the “One Stop” Center has yet to be realized.

Recruitment efforts have been expanded to include targeted recruiting visits to public and private high schools on Guam and in Saipan, Tinian and Palau; College Orientation Nights in high schools; early admissions programs, and a summer academy in mathematics and English for high school students. There are current plans to do “Walks Through Villages” as an additional strategy to alert families and potential students to the opportunities at UOG.

An agreement which calls for a seamless transition of credits from regional colleges and UOG, the Pohnpei Accord, has the potential to provide a wider range of options for students transferring from the Federal States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands. This agreement addresses one of the recommendations in the 2005 Special Visit Commission Action letter and team report, as well as WASC Standard 2, CFR 2.14.

Recent evidence of enrollment growth, reversing a downward trend over the past several years, is encouraging. However, the distribution of these increases is primarily in freshmen and undergraduates. Graduate enrollments remain below where they were in 2001. The increase in freshmen is commendable as it is reported that more students from private high schools are choosing to attend UOG than in the past. Furthermore, as reported by the Associate Dean of CLASS, these students appear to be better prepared, as the need for remedial courses has decreased. The addition of these students may have an unanticipated outcome of increasing the freshman-to-sophomore retention rate. EMSS has been surveying students when they withdraw from courses to identify their reasons in order to work on improving student retention. The four reasons stated for withdrawal in descending frequency order are: grades, personal, work, illness, and other.

Another factor which contributes to enrollment growth is persistence to degree and graduation rates. The average time to degree by UOG students is 5.68 years. Most UOG

students work at least part-time while they complete their degrees. In surveys of graduating seniors, Fall 2004, Fall 2005 and Spring 2006, the lack of availability of required courses when needed has been the most frequently requested area for improvement. Closed sections have regularly been reported by students. In response, deans attempt to add sections and redirect students; however, resource limitations have not permitted sufficient responsiveness.

Although the University can determine the average time toward degree, there is insufficient data to identify factors affecting persistence to degree completion. These factors must be identified so that appropriate intervention strategies can be provided. Through grant funding, a Student Success Center is now available to provide mentoring and tutoring support, as well as targeted assistance to students on probation.

EMSS uses available data from the Registrar, supplemented by direct high school telephone contacts by the Director of Integrated Marketing Communication, to inform decisions on which schools to target for recruitment. These data sets are limited due to the lack of staff support for data collection and analysis. It is clear that future efforts to “grow enrollment” could be greatly enhanced through the availability of an institutional researcher to provide the necessary data to inform decision making (CFR 3.1).

**Recommendation:** Hire an institutional researcher to assist in the design, collection and analysis of data on student needs for use in identifying appropriate interventions to support their needs.

The Division of Enrollment Management and Student Services has done an excellent job of attempting to implement a plan for student recruitment and enrollment management. Especially impressive are its efforts to collect satisfaction surveys from new, returning and graduating students, and to use these data to make adjustments in student services. These efforts,

although commendable, should not be the sole responsibility of the Division of Enrollment and Student Services. (CFR, 2.10, 2.11)

As noted earlier, it appears that the responsibility for student recruitment and enrollment management has been primarily left to EMSS. Although EMSS has done a commendable job, the charge of enrollment growth should not lie solely within that division. It is a University-wide responsibility. Enrollment growth requires both enrollment planning and enrollment management. The contributions of representatives from Academic Affairs and Student Affairs, University and Community Engagement, and Administration and Finance are needed to create a strategic enrollment management plan with agreed upon enrollment targets, and program mix aligned to available budgetary resources. Such a University-wide commitment to enrollment growth is suggested in the Student Services reflective essay (C & PR Report p. 20), which states that the University seeks “to maximize the fit between new enrollees’ goals and the resources available at UOG.” A similar recommendation was made by the Commission in its 2005 action letter, “enrollment planning needs to link enrollment growth with a realistic plan for revenue generation.”

**Recommendation:** Engage in University-wide collaboration on enrollment planning and management to address enrollment growth issues, identify a unified vision and strategic direction, and implement a plan of action linked to budgets and resource allocation.

### **Student Support**

Under the leadership of the Division of Enrollment Management and Student Services, a comprehensive plan for student support has been developed and is being effectively implemented. Through administering of student satisfaction surveys, EMSS is monitoring the effectiveness of each of its offices to serve students. These data are regularly summarized and

utilized to improve services. Data on progress toward degree is limited due to the shortage of staff to collect and analyze data as noted earlier. Completion of alumni surveys remains a goal.

Survey results indicate the need for improvements in the scheduling of course offerings; library facilities, classrooms, and bookstore hours. The Bookstore has already responded by adjusting its hours.

Other key facilities noted for improvements were residence halls and parking near classrooms. It is anticipated that the 200 additional parking slots near the new Eugenia and Leon Guerrero Building may address the parking issue. The residence halls remain a concern. Areas for improvement identified include kitchen air conditioning, freezer space, cleanliness of kitchens; computer room space and adequacy of air circulation. The Dean of EMSS has developed a strategic plan for improving residential life. (CFR, 2.3, 3.5)

Interviews with students revealed advising and support from their faculty members as the single most influential factor in their retention and persistence to degree. Through interviews with faculty program advisors and student services personnel, it was reported that advisement of students is well handled for students with declared majors. The remaining 900 are undeclared and advised by EMSS. Those served by EMSS report satisfaction with the advising. The problem is that EMSS has only 3 counselors to advise 900 students. During orientation and advisement periods, approximately 8 to 10 additional faculty from the various colleges assist in providing advisement to undeclared students during orientation and advisement periods. Consideration of alternative strategies to fulfill the needs of undeclared students is recommended. (CFR, 2.3., 2.1

The University of Guam, through its Division of Enrollment Management and Student Services, is making progress in its efforts to increase enrollment and provide support for student

learning. To move these efforts to the next level, the University needs access to a systematic collection of information on student needs, information and assessment results. It is a campus wide responsibility, not the sole responsibility of EMSS.

### **Section IIC –Furthering the University of Guam’s Land Grant Mission: University and Community Engagement**

The connection between the University’s land grant mission and the University’s commitment to community engagement was considered important enough by the University to be the topic of a reflective essay in their C & PR report. This initiative was prioritized by the University based on the following three premises (C & PR Report p.26):

First, as a land grant institution since 1972, UOG has a responsibility to foster strong linkages between UOG and the (broadly defined) community it serves. It also has a responsibility to offer regionally relevant curricular and co-curricular programs and encourage faculty to engage in community outreach. In addition, it is expected to offer regionally relevant curricular and co-curricular programs and encourage faculty to engage in community outreach.

Second, this responsibility extends beyond Guam to Micronesia and the Asia-Pacific region.

Third, implementation of this mission would be well served by following the best practices identified as a “Seven Part Test” in the 1999 Kellogg Commission Report on the Future of State and Land-Grant Universities; Responsiveness, Respect for partners, Academic neutrality, Accessibility, Integration, Coordination, and Resource partnerships.

In order to implement this prioritized initiative, UOG included in its reorganization the creation of a new Vice President for University and Community Engagement (VPUCE) with the responsibility for “identifying best practices in engagement, conducting needs assessment and

planning and implementing University-wide responses to identified needs.” (C & PR Report p. 26)

**RESPONSIVENESS:** *The University acts on the knowledge that community partnerships entail something more than public relations.* (C & PR Report p. 27) Ample evidence was presented regarding regular interactions with the community via conferences, workshops, forums, radio and television programming, etc. Cooperative Extension Services is active in responding to the needs of local industry, public agencies, and community based organizations. The Master of Social Work currently under development is eagerly anticipated. Faculty research addresses regional issues, although some representatives of the local agricultural industry felt that more could be done to resolve the challenges they face. Further, many of the research faculty expressed frustration with inadequate University support (insufficient assistance with grantsmanship, sluggish procurement processes, and neglect of equipment maintenance were specifically cited) as hindering their ability to be effective in delivering their research programs. (CFRs 1.3, 2.8, 3.1, 4.7, 4.8)

**RESPECT FOR PARTNERS:** *The cultivation of partnerships changes the language used to describe the relationships between an institution and its local community.* (C & PR Report p. 28) Evidence presented includes a variety of community based projects (notably by the Center for Excellence in Developmental Disabilities Education, Research and Service (CEDDERS) which demonstrate collaboration with community stakeholders on important projects. In general, feedback from community stakeholders indicates a sense of respectful partnership with UOG. The glaring exception came from two of the four community colleges consulted. Those two expressed a strong perception that UOG is patronizing and unresponsive

to their attempts to improve articulation and transfer and to facilitate student progress. (CFRs 1.5, 2.2, 2.13, 2.14)

**ACADEMIC NEUTRALITY:** *The institution demonstrates the ability to move beyond its own viewpoints in considering issues and ideas within the community itself.* (C & PR Report p. 29) The University cited key projects which demonstrate an objective and unbiased approach to community based survey and experimental research. The only challenge to that assertion came from members of the agricultural community who expressed the feeling that because the agricultural industry is relatively small in Guam, it is ignored in both research and local extension services from UOG. They suggested that UOG should base more research on local farms rather than the UOG experimental farms, that more frequent demonstrations and extension visits are warranted, and that better and more frequent communication (via local media and the mayors' offices) regarding locally relevant advances in agricultural research would reduce their sense of being neglected. (CFRs 2.7, 4.8)

**ACCESSIBILITY:** *Effectively engaged institutions are accessible and view the academy as a public space directly linked to the life of society.* (C & PR Report p. 29) Evidence was cited regarding community based and collaborative projects illustrating engagement of the University in a variety of venues. Especially notable is the Richard F. Taitano Micronesian Area Research Center (MARC), which houses a variety of materials and works closely with the academic program in Micronesian Studies. The University also acknowledges that increasingly it is not the only institution of choice in the region and that it must continue to improve its attractiveness to potential students. A successful distance education project was cited, indicating that UOG views this strategy as an important aspect of accessibility. However, the University also

acknowledges that “the structures necessary for wide scale use of distance education are not yet in place” (self study p. 32), with resource cutbacks the obvious reason. (CFRs 2.3, 2.9, 3.6, 3.7)

**INTEGRATION:** *The institution makes community partnerships an integral part of its broader strategic planning process.* (C & PR Report p. 30) The University cites evidence of regionally relevant and collaborative research programs which attract funding that helps advance UOG’s strategic goals. Further evidence was provided by the Vice President for University and Community Engagement (UCE), who administers units such as the Cooperative Extension Service and the Professional Development and Lifelong Learning Center. These two units in particular are experiencing some success in serving community needs while generating revenue to pay faculty for extra work and also return revenue to the University. There is strong potential for UCE to develop into an entrepreneurial, self support arm of the University which could regularly infuse the Colleges with much needed additional funding. However, the current instability of the reorganized structure, with interim administrators who are under funded and uncertain of their level of control over the funding the University does have, does not lend itself to the trust and collaboration necessary to build such a self support unit. Once this instability is resolved, developing a self support unit shows good potential for alleviating the fiscally austere UOG situation. (CFRs 1.8, 2.9, 3.5, 3.8, 4.2, 4.6)

**COORDINATION:** *The administrative leadership plays a strong public role in advancing programs from talk to implementation and motivating the cultural changes necessary to sustain community partnerships.* (C & PR Report p. 31) The University points to its numerous public interactions with the Legislature, civic organizations, and community partners as evidence of the administrative leadership’s strong public role. The dramatic reorganization of the University infrastructure is further evidence of the willingness of top administrators to

implement change. The high regard in which the President is held by regents, legislators, and the Governor's office indicate his credibility within those arenas. Internally at UOG, the faculty and middle administration voice the same commitment to a culture of collaboration and community outreach. (CFRs 1.3, 2.8, 3.2, 3.10, 3.11)

**RESOURCE PARTNERSHIPS:** *Through a range of behavior changes, an institution signals its understanding that its current and future vitality depends to a considerable degree on that of the city or region of which it is a part.* (C & PR Report p. 31) The University cites a variety of relevant evidence to indicate its appreciation for its interdependence with the region. It acknowledges that the grant funding Guam attracts is based on both UOG's efforts and the unique qualifying characteristics; demographics, labor statistics, etc., of the region. It points to UOG efforts to continue data collection to support the existence of these unique qualifying characteristics as evidence that it realizes its direct ties to the region. (CFRs 2.7, 4.1, 4.3)

**SUMMARY:**

There is strong evidence that UOG faculty are making excellent contributions to the University's land grant mission in its expanded region.

**Recommendation:** To fully accomplish the land grant mission the University should take steps to address the following factors: the perceived paternalistic attitudes and perceived unresponsiveness in its relations with some neighboring community colleges, resistance to regionalization throughout Micronesia, the growing presence of competing four-year and graduate institutions, and the perceived lack of administrative support for research and grant activities.

The creation of a Vice President for University and Community Engagement, housing the productive Cooperative Extension Service and the promising Professional Development and

Lifelong Learning Center, shows potential for developing a self support operation which could improve opportunities for faculty to earn additional pay and generate significant resources for the colleges while at the same time improving community engagement. This potential should be developed collaboratively with the college deans.

**Recommendation:** Develop clarity with regard to the role of the Deans in community engagement and the responsibility for resources should be addressed.

The stated intent to develop a program of distance education still shows promise of providing greater flexibility in meeting UOG's goals of improving quality and achieving its regional mission. However, resource cutbacks have effectively stalled all progress in this direction.

**Recommendation:** The distance education agenda should be revived as soon as possible.

### **Section IID - Demonstrating Institutional Efficiency and Effectiveness**

The reflective essay on Institutional effectiveness was completed before the current fiscal crisis, therefore our remarks will include references to the financial condition of the University as of February 1<sup>st</sup>, 2007, the time of our visit, rather than that which is described in the essay.

### **Governance**

The visiting team found continued improvement in the University's governance. The Board of Regents is working very effectively on behalf of the University. The process of appointment which involves the use of a Regents Nominating Council has resulted in a Board which is deeply committed to the University. The Board undertakes an annual self-evaluation which results in a plan to continue to strengthen the Board. The Board has also just completed a review of the President's performance. (CFRs 1.3, 3.9)

The Faculty Senate continues to serve the University very effectively. This relatively new governance body has worked effectively with the University leadership and the faculty union. It is significant that the recent union contract outlines the role of the Faculty Senate and establishes a clear distinction between the Faculty Senate and the union. The Senate is attempting to get additional faculty members involved and the team supports this effort. (CFR's 1.3, 1.8, 3.11)

### **Administrative Structure**

The University completed a major administrative re-alignment in 2003 which resulted in a senior administrative structure of three Vice-Presidents reporting to the President and the combining of academic programs into three colleges from the previous five colleges. This re-alignment occurred in an effort to make administration more efficient and effective. The Vice-Presidential positions have been filled and the senior leadership appears to be working effectively with the President to provide leadership for the University. (CFRs 3.1, 3.10)

WASC in its 2005 action letter following a special visit to the University indicated that the "different levels of administrative structures within and between the colleges will need careful assessment." The University's 2006 self-study asserts that the University's strategic initiatives and structural realignment of the colleges "have strengthened academic quality, positioned the University for significant enrollment growth, enhanced engagement with our community and region and improved the infrastructure that supports student learning and academic quality."

The team believes that this statement may be an overstatement with regard to the newly formed College of Professional Studies. This College includes the School of Business and Public Administration, the School of Education and the School of Nursing, Social Work and Health Science. The College is headed by an interim Dean and the executive Directors of each school are interim appointments. The lack of permanent leadership has slowed the full implementation

of the re-alignment and it appears that policies and procedures and a clear direction have not been established. Since the College enrolls a large number of majors the team believes that there is a need to bring stability to this new unit or to make appropriate modifications in the plan.

A substantial number of key administrative positions are vacant or filled with interim appointments. As soon as possible it will be important to fill some of these positions; in particular attention should be paid to the organization for graduate education and a determination as to how graduate education should be administered consistent with the direction established for graduate education at the University. The team applauds the University's commitment to fill positions based on merit and urges continued improvement of its practices in this area. (CFR 3.1)

**Recommendations** As soon as possible take steps to appoint permanent leadership in the College of Professional Studies and develop a strategic set of directions for the College.

A method of assessing the intended outcomes of the administrative structure of the College should also be developed.

**Recommendation:** The University's administrative structure is very lean in some areas. It will be important to fill key administrative positions and to address the leadership and organization for Graduate Education as soon as possible.

**Recommendation:** The position of administrative chair which was established in the last collective bargaining contract remains somewhat unclear and confusing. It appears that the institution could benefit by addressing several of the issues identified with regard to the role and responsibility of this position.

## **Finances**

UOG is experiencing a financial crisis, driven by a recent, dramatic fall-off in allotment payments from GovGuam which is associated with its growing deficit. Several senior campus

administrators noted that this maybe the worst financial situation that they have experienced in their many years at UOG. The current state of affairs is a huge disappointment for the campus as it was on the brink of investing in itself and in programs such as information technology support that have long been wanting. Sadly, although UOG seemed to have strong financial support and administrative leadership, GovGuam did not deliver on its financial commitments. One long-time faculty member expressed disappointment and frustration as follows: “we’ve always had to use money to fight fires, not to plan and develop our future.”

UOG finds that its financial situation mirrors the financial situation of the Government of Guam (GovGuam). At the end of FY2006 GovGuam estimates that the accumulated deficit will be over \$510 million (the FY06 audit is still underway). It is growing as a result of a structural FY 07 budget deficit compounded by recent Court decisions mandating sizable back payments for retirees’ cost of living allowances and earned income tax credits. The accumulated deficit is greater than GovGuam’s estimated FY 06 General Fund revenues of \$418 million. GovGuam attempted to finance the court-mandated payments and a portion of the accumulated deficit with a general obligation bond, but the Guam Attorney General challenged that measure with the case currently being reviewed by the Supreme Court. (CFR 3.5)

UOG went into this fiscal year with the commitment for growth in funding (through the appropriations process) from GovGuam, but the cash has not been forthcoming. As of this writing, unpaid allotments (accounts receivable for UOG) total between \$10 and \$11 million. Over \$6 million of this amount is from prior years with the rest from the current fiscal year. It is important to note that the University is negotiating with GovGuam on how much of the \$6 million from prior years will be recognized in the FY 06 financial statement audits. UOG to its credit immediately imposed austerity measures and apprised the broad community of its plight

when allotment payments were delayed. Finance staff, senior administrators, deans and faculty are all focused on paying bills. A payless payday has not yet occurred. The gross payroll is being paid so that employee's withholdings for taxes, insurance, retirement, etc. are preserved. Beyond salaries Deans get a small weekly allocation of purchasing power so that they can meet their highest needs in support of student learning and compliance. Finance staff are managing \$1.4 million in unpaid vendors, paying off the older or most critical bills first. Open positions are carefully reviewed before a search is authorized. These efforts are all consuming for the campus. The stress level is extremely high. We were told by many that island people are unique. Certainly that must be true, but how long can people survive in this environment?

All increments and promotional increases have been paid since 2004 with backdated increments restored in 2005. Many folks recall the difficult post-typhoon times that brought mandatory furloughs for staff and leading to 20% less pay and 32 hour work weeks. For faculty, salaries were reduced by 10%. For administrators, salaries were reduced by 15%. Work hours were not reduced for faculty or administrators. These cuts were for a period of approximately four months. Compensation lost during this period was not restored. Again, this situation mirrors the situation of the government of Guam. However, there is some resentment of UOG by government leaders because UOG salary levels are higher than the government. These budget constraints are wasting huge amounts of intellectual capital that could be better spent solving other problems.

UOG is currently pursuing many of the following options and should proceed on several of them:

Government policy actions The Government of Guam will always be the backbone, the major funding source of UOG. In order for UOG to be successful and sustainable, its primary funding source needs to be stable and predictable at some level of financial commitment. The kinds of questions that need to be explored or continue to be explored include:

- i) Can the government of Guam afford both a 2 year and 4 year system?
- ii) What can the government of Guam afford? UOG has exhibited remarkable flexibility and ability to manage with resources that are available. Probably more important than the amount of funding that is committed is that the government fulfills the commitment it makes.
- iii) What revenue enhancement strategies can the government pursue to enable it to meet its funding commitments?
- iv) Can the government pay all debt service on academic buildings, relieving UOG of that annual cost of some \$2 million?

Extended learning and some professional development programs can be self supporting. Find some seed money to explore, plan and proceed.

Enrollment targets should be set and driven by the government policy conclusions and the estimate of self support operation. There is a problem when you have too much enrollment and can't afford to support it as well as the problem of too little enrollment.

- 4) Determine what programs UOG should offer? What fits in with the University's enrollment target, needs of the community, the government and others? Are any programs too expensive to offer? Which programs should be cut; which should be expanded; and which should be created?
- 5) Explore opportunities to increase the number of international students.

- 6) Explore the possibility of other governments providing financial support for the UOG's regional mission.
- 7) Explore other ideas for revenue enhancements. For example, the auxiliary operations are now holding their own financially and contributing to the bottom line of UOG. What other opportunities exist?
- 8) Explore other partnering opportunities with business, the military, community colleges, governmental agencies, etc.

Each of these initiatives will require all of the intellectual capacity that UOG can muster. Any of the above schemes or others will require thoughtful and thorough analysis. Many will require detailed business plans at the beginning followed by pilot projects to test the concepts. Many will require seed money to proceed. Consider leveraging the efforts and resources of the Foundation and the Alumni groups to support these and other efforts. A Capital Campaign should be considered by the Foundation. The University's alumni are powerful and influential people throughout the region and it appears that they may have the capacity to provide support far beyond what they provide today.

### **Information Technology**

Information Technology (IT) is recognized by the institution as a key component to fulfilling the University's mission. The community has worked hard to develop a master plan for IT. Information Technology resources are always difficult and expensive to obtain in an island community. The existing infrastructure is inadequate to support the depth and breadth of the existing programs. The master plan was to receive some substantial initial funding in the current budget year, but no progress can be made since the government has not met its financial obligations. The University can be commended on the progress on the plan and the broad range

of community support for it. Funding the plan is essential to meeting the University's mission and UOG still has a long way to go. (CFR 3.7)

### **Deferred Maintenance**

UOG has done much to plan for and address its many deferred maintenance needs. It recognizes that leaving some maintenance issues undone creates an even larger problem in the future. Major areas of concern include roofing and air conditioning systems. As in IT, a substantial investment to deal with the historical deferred maintenance problem had been set aside in the current year budget, but cannot be spent because of the failure to receive its governmental allotment. (CFR 3.5)

### **Other Resources**

UOG has a very modest endowment of approximately \$13 million from the Land Grant Fund. This endowment could be utilized for severe emergencies but it should not be utilized for operating costs as occurred in previous years. Attempts are still being made to recover from that practice.

The Foundation has another \$7 million in endowment. However, a significant amount of these funds are restricted for specific purposes. The endowment earnings should not be used for other purposes.

In addition UOG has a major receivable from GovGuam that has been acknowledged by the government and, when paid will provide a huge boost to operations. It has also put many financial controls in place. Most significantly the Finance department is managing a sophisticated daily cash flow analysis. Further, their efforts were recognized by the Office of Public Auditor when it noted that UOG is a good audit risk because of the systems and controls in place. (CFR 3.5)

### **SECTION III – MAJOR FINDINGS AND RECOMMENDATIONS**

#### **Commendations**

1. There is evidence of clarity on, and commitment to, the University's strategic goals
2. There is good institutional progress in beginning to assess student learning, with clear evidence of faculty commitment to the assessment endeavor, evidenced in part by the outstanding poster session on assessment
3. There is good use of data and good progress on student recruitment and enrollment management.
4. There is significant improvement in the stature of the University in the eyes of the Guam community and larger Micronesian region
5. There are excellent contributions by the University faculty, administration, and centers of excellence in research in furthering the University's land-grant mission
6. The productive Cooperative Extension Service and the promising Professional Development and Lifelong Learning Center show potential for developing a self-support operation which could generate significant resources for the colleges while improving community engagement
7. The University is proactive in attempting to offer needed regional programs, especially in the areas of teacher education and educational administration
8. There is a well-functioning governance process both at the faculty level and at the Board level

#### **Recommendations**

1. That there be a comprehensive plan for providing support for academic assessment and institutional research, including the establishment of assessment and institutional research positions integrally tied to the Academic Affairs area.
2. That there be, as soon as practical, a budgetary line item for academic assessment, to include faculty training and development.
3. That there be an examination of the academic programs offered in term of number of majors, number of faculty, and contribution to the University's mission and the meeting of community and regional needs. The goal should be to align the offerings with the needs of the region.
4. That there be a review of the quality of the University's graduate programs and of institutional attention to and administrative support for graduate education and research.
5. That technology and technology support become more closely aligned and integrated with the strategic planning of the University.
6. That there be a University-wide enrollment planning strategy and a University-wide focus on retention of current students and engagement with graduates
7. That the University seeks to be more collegial and responsive in its collaborative relations with the Micronesian region's community colleges to determine and meet regional needs.
8. That the University, in collaboration with its regional partners, assesses and determines the feasibility of advancing its capacity to deliver regionally-based, technology-mediated instruction.
9. That there be more involvement of and collaboration among the colleges in developing self-support operations to improved opportunities for faculty to earn additional pay and for the

colleges themselves to generate additional resources. The University and its units should become more entrepreneurial

10. That there be a review of the University's reorganization endeavors to assure that the organizational structure is optimized and is achieving the goals outlined for the restructuring. Particular attention needs to be given to the College of Professional Studies.

11. That concentrated attention be given to achieving financial stability, including:

- Finding financial balance and planning for alternative financial futures, working in close collaboration with the legislature and the governor;
- Right-sizing the institution in terms of what the budget can afford;
- Leveraging the University's Foundation and alumni capabilities and engaging in more extensive and productive development efforts; and,
- Evaluating other revenue-generating opportunities and creating an analysis and business case for each that will feed into a comprehensive business plan, including infrastructure requirements (facilities, IT, etc.), in light of the University's overall budgetary needs and capabilities

## **SECTION IV - PREPARATIONS FOR THE EDUCATIONAL EFFECTIVENESS**

### **REPORT AND REVIEW**

The financial instability that has dogged the institution since its founding is a primary concern, for it is forcing the institution to postpone services and infrastructure that are essential to quality education in the twenty-first century. Once this central issue is addressed with a

workable plan for long term stability, it is very likely that the institution can give concentrated attention to the second stage of the self study.

We find that the institution has made progress along the paths laid out in the institutional proposal, and that most faculty and administrators have a clear sense of what is needed to document educational effectiveness and promote continuous improvement in student learning. Among these factors are support for professional development and research sufficient to enable faculty to remain productive in their fields; student learning assessment performed by faculty under the guidance of qualified professionals in the field; and instructional technology and expertise adequate to train students in the computer and internet skills required for careers in leadership and the professions. However, these have not been provided at the levels or with the consistency needed to sustain faculty morale and the project of assessing and documenting educational effectiveness.

In preparing the Educational Effectiveness report, the institution should consider using its accreditation website as an institutional portfolio, where the University community, the public, and the site team can easily find links to such useful documents as the current Strategic Plan; the 5-year Assessment Plan; representative syllabi from all programs in all three colleges and at all levels--remedial, lower-division or General Education, major, and graduate; sample student work; program review policy statements and guidelines, completed program review reports with action letters from deans; data tables; statements of stipulated policies; and other documents that the institution believes will make the case for educational effectiveness.

## **Addendum to the WASC Team Report**

### **University of Guam**

Following the Capacity visit of the full team to the University of Guam campus, team member Gail Whitaker met with UOG faculty planning to implement the newly approved bachelors degree in Elementary Education in Pohnpei and masters degrees in Counseling and Educational Administration and Supervision in Saipan. Whitaker then visited both of those islands to review preparations and resources on site.

#### **Bachelor of Elementary Education in Collaboration with the College of Micronesia, Federated States of Micronesia (COM/FSM), Pohnpei:**

UOG and its partner, COM/FSM, provided strong evidence of the capacity to successfully offer the degree program on site in Pohnpei. Specifically, the curriculum articulates with and builds upon the third year certificate program already being offered by COM/FSM. COM/FSM faculty are qualified to join UOG faculty in offering the fourth year of the program. Students in abundance are prepared and eager to complete the program. Logistical plans are in place for the scheduling and delivery of the program, although scheduling details and technology-enhanced course delivery are still in preliminary stages. There is both faculty enthusiasm and administrative support at both partner campuses, and funding is adequate to mount the program.

In order for UOG to demonstrate educational effectiveness over the next two years, several elements will be crucially important. First, the faculty of UOG and COM/FSM must collaborate closely--and with equal voices--so that the students will have an educational

experience which is both academically sound and culturally relevant. Second, the faculty must work together to achieve a balance between content and methodology that will maximize both student performance and ultimate success in the classroom. Third, delivery of the program (informational website, course sequencing and scheduling, use of technology, etc.) must be as responsive as possible to the concerns and needs of the students. Fourth, the faculty must demonstrate that student performance on key assessment measures is comparable to student performance on campus in Guam.

Fourth, although the new bachelor's degree will be offered only on the island of Pohnpei, it will reach out to prospective students on all four of FSM's islands. It is thus crucial that ways be found to provide necessary support for all interested students, and the role and financial assistance of the nation's Department of Health, Education, and Social Services is paramount to success here. There are assurances that support will be forthcoming, but these assurances must become reality.

Finally, the infrastructure needed to provide enrollment services, student records, financial accounting, and related functions must be developed further. UOG's Office of Professional and International Programs and its Professional Development and Lifelong Learning Center have the potential to provide responsive and timely records and accurate, complete reports. However, success in these matters will require close collaboration with the academic units at UOG and COM/FSM. During the next two years, UOG should show evidence of written agreements, policies, and procedures for self-support operations such as the degree program in Pohnpei.

**Master of Arts in Counseling and Master of Educational Administration and Supervision  
in Collaboration with Northern Marianas College (NMC):**

The same evidence of capacity was provided for these programs as for the bachelors degree in Pohnpei. The evidence needed to demonstrate educational effectiveness is the same as well, with the following additional considerations:

First, the Public School System is a strong supporter of the new programs and must be included as an important partner in their implementation. Its teachers are the primary source of students for the UOG programs, and it will play a crucial role in recruiting and communicating with potential students. It will be the primary beneficiary of the program, as graduates will improve the quality of the services it delivers. Further, in the short run at least, it will provide the best equipped video teleconferencing equipment for reaching the islands of Rota and Tinian (see below).

Second, the Commonwealth of the Northern Mariana Islands (CNMI) includes not only Saipan but also Rota and Tinian. CNMI feels strongly that whatever educational opportunities are offered on one island must be equally available to all. Accordingly, UOG must demonstrate that the educational experience it delivers is comparable for all CNMI students.

Third, a major source of student support for these programs is financial aid, both loans and scholarships. This aid requires a three course load each semester. Therefore, in the interest of facilitating student success, UOP should provide a schedule of instruction which includes this full time load.

Fourth, the programs as currently proposed depend on overload assignments of UOG faculty. As a general principle, operating a program on overloads is not considered academically sound. UOG should show evidence of moving toward incorporating the teaching responsibilities

for these programs into normal faculty workloads. Further, UOG efforts to develop clear policies regarding overloads should be continued.

Fifth, since these are graduate programs, library and information services are especially important, and the gap between community college and graduate program information resources is especially acute. UOG and NMC have a plan for tapping a combination of resources to support the programs on all three islands. Evidence of the success of this plan will be an important measure of educational effectiveness.

Finally, the pool of potential students for these graduate programs is smaller than the pool for the undergraduate degree on Pohnpei, and it is anticipated that UOG might need to suspend new admissions periodically. This is not problematic as long as (a) it is clearly communicated and (b) current students are able to complete their degrees without interruption. Clear communication with students and potential students regarding their rights under such contingencies will demonstrate a high priority on meeting student needs.

All three of these programs show the promise of providing models for UOG to expand the implementation of its regional mission. Both FSM and CNMI have significant unmet educational needs, and UOG is a promising resource for meeting those needs. UOG's ability to demonstrate educational effectiveness in these groundbreaking efforts will be eagerly anticipated.