August 4, 2023

WASC Senior College and University Commission
1080 Marina Village Parkway
Suite 500
Alameda, CA 94501

     Re: CFR 1.8 Evidence - Adherence to WSCUC Expectations

Dear Commission Officers:

This letter which accompanies our 2023 Institutional Report (IR) serves as evidence of the University of Guam's compliance with CFR 1.8:

> *The institution is committed to honest and open communication with the Accrediting Commission; to undertaking the accreditation review process with seriousness and candor; to informing the Commission promptly of any matter that could materially affect the accreditation status of the institution; and to abiding by Commission policies and procedures, including all substantive change policies.*

We trust that you will find a wealth of comprehensive information in the IR demonstrating our compliance with the WSCUC standards and adherence to Commission policies and procedures. We look forward to the next steps with the off-site review and the evaluation team's visit to the campus for the reaffirmation of accreditation process.

As always, we will inform the Commission promptly should any matter arise that could materially affect our accreditation status.

Sincerely,
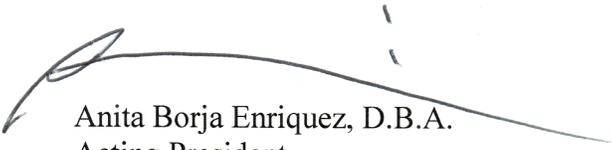
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The University of Guam is a U.S. Land Grant and Sea Grant Institution accredited by the WASC Senior College and University Commission. UOG is an Equal Opportunity Provider and Employer committed to diversity, equity, and inclusion through island wisdom values of inadahi yan inagofli'e: respect, compassion, and community.

UNIVERSITY OF GUAM
UNIBETSEDÅT GUÅHAN

University of Guam Institutional Report

Submitted to WASC Senior College and University Commission

AUGUST 2023

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CONTACT

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COMPONENT 1
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Institutional Context; Response to Previous Commission Actions

(CFRs 1.1, 1.4, 1.5, 1.8, 2.7, 2.10, 2.13, 3.2, 3.7, 3.8, 3.9, 3.10, 4.2, 4.6)

I. History and Overview (CFRs 1.1, 1.4, 1.5)

Institutional Context

The university was founded in 1952 as the *Territorial College of Guam*, primarily as a two-year teacher training school. By 1968, the college was renamed the *University of Guam* (UOG); student enrollment had grown to 1,800[1], and staff and faculty totaled more than 130.

UOG PROFILE, AY2021-2022

- 3,105 students, 71% full-time
- 45% Pacific Islanders, 47% Asian; 59% female
- Academic structure: College of Liberal Arts and Social Sciences, College of Natural and Applied Sciences, School of Business and Public Administration, School of Education, School of Engineering, and School of Health
- 777 employees: 180 full time faculty, 126 part time faculty, 310 full time staff, 125 part time staff, and 36 administrators
- $115 million in consolidated revenues

Today, UOG's 19,000+ graduates serve as the professional and leadership backbone for Guam and the Micronesian region. UOG is a public, open admissions, Land Grant and Sea Grant institution that offers 25 bachelor's programs[2] and 16 master's programs[3] to approximately 3,100 students, drawn primarily from Guam (the southernmost island in the Mariana Islands chain), the Commonwealth of the Northern Mariana Islands, and Micronesia[4] annually. Over 700 full-time and part-time faculty and staff work at the Mangilao campus, which includes residence halls, a library, research centers, a marine lab, an ROTC program, student health services, athletic facilities, and an under-construction student center that will place most student services under

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[1] Based on Fanuchanan 2021 headcount data in AY2021 Factbook
[2] Including numerous online and hybrid undergraduate courses
[3] Including four fully online master's programs (Accountancy, Reading, PMBA, and TESOL)
[4] Including the U.S. territory of the Commonwealth of the Northern Mariana Islands and the independent but U.S.-associated nations of the Federated States of Micronesia, the Republic of the Marshall Islands, and the Republic of Palau

one roof. A nine-member [board of regents](#) (BOR) governs the university with a strong administrative team, [Faculty Senate](#), Staff Council, and [Student Government Association](#) (SGA) who formulate, review, and execute decisions in compliance with BOR policy, Guam law, and federal statutes.

While based and evaluated on the standards and traditions of the American higher education system, UOG's character has been shaped by its sense of place and commitment to the distinct needs of the island societies it serves. Situated at the crossroads of Asia and the Pacific, these island societies face powerful forces that are changing their traditional way of life, shaping their geopolitical relationships, and offering new economic pathways. Within this context, UOG has dedicated itself to promoting the social, economic, and cultural health of the region. Of equal importance, UOG engages in research on regional social, economic, and scientific issues and addresses regional challenges such as health disparities, climate change, sustainability, coral reefs, and economic development primarily via its research units and centers of excellence. The university provides the venue for forums, lectures, conferences, and community conversations that focus on key island issues on campus, on island, in all parts of the region, and in cyberspace.

COVID-19

When affected by the COVID-19 pandemic in March 2020[5], UOG pivoted quickly to assure continuity of operations and deployed a series of actions, coined "[UOG CARES](#)", that focused on strengthening online teaching capacity and wraparound support services for students. UOG distributed CARES funding to students; waived semester-based fees; instituted alternate grade options for students; extended the deadline to complete an incomplete grade; provided faculty with professional development for online course development; added that student

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[5] The public health emergency in Guam was declared March 2020 and remained in effect until January 2023.

evaluations of teaching would not negatively impact a faculty member's evaluation or tenure/promotion applications; made available "Green Zones" (internet accessible rooms) or computers and MiFi to assist students in attending classes online. UOG's response also led to long-term solutions such as an Online Training Resources (OTR) center and I Meyeng, the Online Certified Teacher Program which provides full-time and part-time faculty opportunities to advance their competencies in online teaching and learning.

Diversity, Equity, and Inclusion (DEI)

UOG, already a multicultural community, has become intentional in its DEI approach. Since 2019, SGA has hosted "Tritons Out Loud", an annual event celebrating culture, individuality, and self-expression, and drawing awareness of DEI issues. Responding to the 2020 murder of George Floyd, UOG began examining the campus environment from the lenses of equity and inclusion. Through critical conversations, UOG became more cognizant of ways in which people from different island communities perceived the institution, prompting the Senior Administration to stand up a Diversity, Equity, and Inclusion Council (later named Inadahi yan Inagofli'e DEI Council) to address issues that arose and to ensure that all people feel safe and welcome at UOG.

Determining UOG's approach should be grounded in the Micronesian sense of community, the council created a DEI statement based on culturally meaningful concepts and values embedded in Inadahi ("taking care of myself, others and the environment around me") and Inagofli'e ("a harmonious way to proceed, operate, and live together"). In 2022, the BOR adopted "Inadahi yan Inagofli'e: a Statement on Respect, Compassion, and Community".

In the spirit of *Inadahi yan Inagofli'e yan bendision ginen I manmo'fo'na*, the University of Guam promotes values of respect, compassion, and community rooted in Micronesia and her

history to foster equitable access, thriving engagement, robust scholarship, and innovative solutions meeting local, regional, and global needs. These Micronesian values strengthen the intellectual, emotional, and spiritual well-being of individuals respecting the dignity of our peoples and all humanity ([Resolution 22-24](#)). In this spirit and in recognizing the value of student voices in the development of campus support services, SGA and Inadahi yan Inagofli'e DEI Council plan to build an implementation strategy that incorporates UOG's vision for DEI with student-identified needs during AY2023-2024.

II. Mission and Strategic Plan (CFRs 1.1, 1.5, 3.7, 4.6)

"*Ina, Deskubre, Setbe*: The University of Guam empowers the region by uniting island wisdom with universal sources of enlightenment to support exceptional education, discovery, and service that respect and benefit local and global communities."

As the mission statement proclaims its role and sets forth its commitments, UOG offers open, affordable access to quality higher education for a diverse mix of students, many of whom are first generation learners, come from school systems with a variety of standards, and most of whom require financial assistance. These academically and financially challenged students are brought together with the expectation that they will succeed. To foster success, UOG must remain creative and responsive to both rigorous standards of quality and to its island and regional clientele, developing flexibility in, and experimenting with, various approaches and programs consistent with the regionally based research agenda, accredited degree programs, and engagement responsibilities expected of a Land Grant and Sea Grant institution.

The [Para Hulo' ("Excelsior" or "Ever Upward") Strategic Plan](#) builds off of the prior

Good-to-Great (G2G) initiative◻6 developing university excellence across academics, partnerships, student success, operations, resources, and infrastructure. Its two hallmark initiatives "Being recognized as a research university centered in island wisdom" and "leading as a partnership university [by] becoming the nexus for partnerships in Guam and all of Micronesia" serve as directional beacons for institutional action and have been conceptualized as "Island Wisdom." Seeking to create more synchronicity between learning, research and community, Island Wisdom sets its vision of UOG community members being able to navigate, and make decisions within the social environments (e.g., cultural, professional, educational) that most UOG students live in, which has UOG developing learning opportunities drawing from both Western and Global education models. UOG engages in intentional collaborations with traditional knowledge bearers and community organizations to build culturally relevant learning opportunities for the region, such as Certificates in Island Wisdom or research that incorporate indigenous and global frameworks. The four remaining Para Hulo' goals guide institution stability and sustainability. Alignment of the objectives of Para Hulo' with WSCUC Standards and CFRs is discussed in the components of this report.

III.   Response to Previous WSCUC Reviews (CFR 1.8)

UOG has continuously been accredited by the Western Senior College and University Commission (WSCUC) since 1959. In 2016 the institution's accreditation was reaffirmed for eight years. The Interim Report was submitted in November 2019; a WSCUC Action Summary was provided in January 2020.

There were three (3) issues specified in the Commission's June 2016 Action Letter that

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[6] Of G2G's 205 tasks, 94 had been completed, implemented, or institutionalized by February 2019 and the remaining 111 items were rolled into Para Hulo' or deemed irrelevant.

were addressed in the [2019 Interim Report](#): (a) Expanding Institutional Research Capacity, (b) Improving Student Success, and (c) Streamlining Program Review. Notwithstanding the COVID pandemic occurring 60 days after the WSCUC Action Summary and Guam remaining in a state of public health emergency until January 2023, UOG continued to make progress on these issues following the 2019 Interim Report:

Institutional Research (CFR 4.2)

UOG continues to build a culture of data-based planning and decision-making, with the [Office of Institutional Effectiveness](#) (OIE) being central to this effort. Since the last report, OIE now coordinates and conducts assessment of the five core competencies, institution-level student learning outcomes, and quality of program reviews (discussed in Components 4 and 6) and has a role in UOG's participation in AASCU's Student Success Equity Intensive (SSEI) in addition to serving as chair of the University Assessment Committee (UAC). OIE collaborates with the Registrar's Office and Office of Institutional Technology (OIT) to trace, via the Student Tracker product in the National Student Clearinghouse system, the number of UOG students that stop out and subsequently transfer to another institution, and then incorporate this statistic annually in the IPEDS Outcome Measures Survey.

OIE experienced the departure of one key staff and the retirement of the Vice Provost-OIE in June 2021 and September 2022 respectively. UOG swiftly filled these vacancies in 2022 and addressing another staff vacancy in June 2023 by initiating an emergency hire while the search for the permanent position is underway. These swift actions minimized the disruption to OIE's operations, signaling the importance of assessment for the university.

UOG has utilized data gathered by OIE to design student success initiatives. Exemplars for Institutional Research's role in institutional excellence include the grants related to student

tracking and the "98 to Graduate" initiative that gave the 98 students still enrolled in the 2016 freshmen cohort with the academic advising and wrap around services they needed to complete their degree. During COVID, OIE conducted pulse surveys with faculty, staff, and students, pivoting to collect data (e.g., online capabilities, demographic data and related homelife information) necessary to make informed decisions about academic planning and whole student systems. All pre-COVID regularized projects and assignments were executed by staff working remotely.

For the first time ever, OIE provided lead and technical support for three grants by (i) participating in a grant to stand up a State Longitudinal Data System in partnership with the Guam Department of Education and Guam Community College funded by USDOE to track student matriculation from K-12 to postsecondary education; (ii) creating a dataset spanning ten years' worth of data and the results of focus groups and online surveys to research and analyze the transfer student experience (sponsored by APIA Scholars); and (iii) creating a dataset of non-academic student holds to research and analyze which holds create barriers to student success (e.g., holds on transcripts, holds on course registration) for the Western Interstate Commission of Higher Education (WICHE)'s "No Holding Back" project.

Student Success (CFRs 2.10, 2.13)

Student success, organizationally, falls within the purview of Enrollment Management and Student Success under the Office of the Senior Vice President & Provost. The Student Success Innovation Team (SSIT) continued its work on the initiatives to improve retention and graduation rates until 2020 when it was absorbed into Para Hulo' to make the initiatives both operational and eligible for funding under the draft Academic Master Plan.

Among the accomplishments is a focus on improving graduation and retention rates:

compared to a six-year graduation rate of 30% reported during the 2016 reaffirmation of accreditation, the current graduation rate increased to 38% (an eight-percentage point increase). It had reached a high of 41% prior to the COVID-19 pandemic. The freshmen cohort fall-to-fall retention rate has remained stable in the upper- to mid- 70% range, above the national average.

A **Strategic Enrollment Management Plan** was developed involving input and collaboration from all EMSS units, all deans, both Vice Provosts and several student and faculty constituencies.

Consultant Dr. Elizabeth Griego conducted a site visit review of the EMSS functions in February 2020, and facilitated focus group conversations with student groups, all EMSS departments, and academic stakeholders. Dr. Griego also evaluated the Strategic Enrollment Management Plan (then in draft form); existing EMSS plans, policies, and procedures; as well as co-curricular assessments under the purview of EMSS. Her final report provided an evaluation of EMSS and recommendations for improving the student experience, including renovation of the Student Center. A brand-new facility that will consolidate student support services is under construction now.

Although UOG has made great strides toward improving student success, efforts are ongoing to approach student success with a wider focus beginning with students before they enter the university to the student experience while they are on their academic journey and finally to student successes beyond the degree either in their careers or other post-graduation endeavors. To move us closer to this goal, UOG is currently involved in three major initiatives to continue to improve student success. The first is the Transfer Student Experience initiative in partnership with APIA Scholars described above. The second is the establishment of the Triton Advising Center (TAC). In 2020, UOG was awarded a US Department of Education Title III

grant to establish the TAC. TAC's objective is to improve student success by providing student support services to increase retention and graduation rates. Programs related to academic, financial and career advisement are part of this initiative. The third initiative in UOG's participation in Cohort 2 of AASCU's SSEI, a three-year project that supports institutions committed to student success and to closing equity gaps for Black, Latinx, Indigenous and low-income students. Since July 2022, UOG has been and continues to work with its campus team to identify gaps in data, policy, and services to achieve more equitable outcomes for specific student populations. TAC and SSEI are discussed in greater detail in Component IV, Sections 3 and 5 respectively.

Program Review (CFR 2.7, 2.11)

The approved *Annual Program Review* (APR), endorsed by the Faculty Senate in 2020, was designed to review five components of each academic and co-curricular program synchronously over a five-year period. This APR, which has enhanced faculty appreciation of the purpose and value of review, will (i) simplify procedures, ensure timeliness, (ii) integrate priorities from Good to Great initiative into review criteria, and (iii) create accountability**.** In September 2019, the Assistant Vice President for Academic Excellence (n.k.a. VP-AEGSOL) began information sessions with every academic division on the APR process, as well as the academic review committees of the Faculty Senate. These information sessions included a sample self-study for one program in the first year of the new reporting cycle, allowing for refinement of the policy, rubrics, and submission protocols. The Faculty Senate endorsed the finalized proposal in January 2020, and it was implemented in AY2021. The proposal that was supposed to be implemented did not fully materialize due to UOG's curriculum efforts under COVID-19, UAC membership turnover, and the resignation of the Vice Provost of Academic

Excellence, Graduate Studies, and Online Learning. UAC, OIE, and Faculty Senate have plans to develop a modified assessment process. Updates regarding program compliance, faculty perceptions about the new model, faculty and administration's perceptions of the sustainability of this model, and outcomes of Year One are presented in extensive detail in Component 6.

IV.   Preparation for the WSCUC 2023 Review (CFRs 1.8, 4.6)

In Summer 2022, a steering committee comprised of a broad representation of internal stakeholders was formed. The Senior Vice President & Provost, Interim Vice Provost for Academic Excellence, Graduate Studies, and Online Learning, and the Vice Provost for Institutional Effectiveness identified administrators, faculty, and student leaders to serve as primary investigators and writers for the self-study. Based on their knowledge and expertise (e.g., student success, faculty, staff), these individuals were divided into different subcommittees that served as writing teams for each Institutional Report component. In most cases, a faculty member and an administrator served as Co-Chairs for each subcommittee. Committee members were provided with a template of the report components, corresponding prompts, Criteria for Review (CFRs), and a schedule of deadlines to guide their investigations and writing. Each committee examined UOG's public platforms, established policies, and internal processes to evaluate the institution's ability to carry out its mission, goals, and the quality of the academic products and services. Their work was reflective, examining in what ways accreditation standards and Para Hulo' priorities and actions were aligned.

An editing team was also identified to compile the subcommittee drafts into a coherent report. Following initial drafting, the report was circulated to the Steering Committee and then shared widely across the campus and in meetings with various stakeholder groups (e.g., Admin Council, Faculty Senate, board of regents, Staff Council, and Student Government Association)

for comments. Throughout the process, component drafts were uploaded in the institution's internal secure portal for subsequent review and comment by all steering committee members. The report was finalized through multiple iterations, taking into consideration the responses of the broad campus community.

Five weeks prior to the June 29, 2023, deadline to submit this report, Guam was hit by Typhoon Mawar, devastating the island, including its island electricity and telecommunications with sustained winds of 140 mph. UOG was left without power, water, internet, and phones for weeks which impacted its operations and ability to provide services and instruction. The university sincerely thanks WSCUC for extending the report deadline by 30 days as we recover from the typhoon.

Following President Krise's announcement that he would be retiring on August 5, 2023, and the subsequent presidential search that was launched for the 12th president of UOG, Dr. Anita Borja Enriquez, current Senior Vice President & Provost and ALO, was selected by the board of regents on June 22, 2023 to become the next president.

This Institutional Report follows the 2013 WSCUC Handbook of Accreditation. Organized in the order of the required components (including an appendix of acronyms), this report describes what UOG has accomplished, the challenges faced, and lessons learned. Embracing the changing landscape of higher education and an increasingly diverse community, UOG shows how it continues to assess programs and promote innovations that result in improved learning opportunities for all students. (CFR 1.8) The University acknowledges and thanks the steering committee and writing teams for all their work to integrate a substantial amount of information, analyze it, and present it in a coherent way to best tell UOG's story.

COMPONENT 2
Compliance with Standards:
Review under the WSCUC Standards and Compliance with Federal
Requirements; Inventory of Educational Effectiveness Indicators

(CFRs 1.1, 1.2, 1.4, 2.1, 2.4, 2.6, 2.8, 2.10, 3.2, 3.3, 3.5, 4.2, 4.3, 4.4, 4.6)

I. Review under the WSCUC Standards and Compliance with Federal Requirements Worksheet (CFR 4.6)

The UOG Component II writing team prepared the self-inventory using the WSCUC

Compliance with Standards Worksheet.   Relative to their campus units, each member was

assigned a WSCUC standard and associated CFRs to review and generated comments and

suggestions for the evidence through multiple rounds of discussion and meetings. The co-chairs

of the writing team then spent many hours and meetings collecting the evidence into a cohesive

set of hyperlinks, documents, and summative narratives. The process to review under the

WSCUC standards and compliance with federal requirements served as an important component

of the reaffirmation process. It allowed the WSCUC committee members to gather information

to identify the strengths and challenges within the University. Feedback and discussion across

committees allowed for synthesis of both insights from people who have been most familiar with

each area of review and observations from people who might not have been central to a process

(e.g., assessment) but observed its implementation and effects. (CFR 4.6)

Click here for the link to the completed Compliance with Standards Worksheet and click

here for the four Federal Compliance Forms.

II. Important Issues That Emerged

First, in the process of updating the institution's Rules, Regulations, and Policy Manual

(RRPM), the university has been working for the past five years on decentralizing the policies

and procedures from one large and comprehensive manual into categorized volumes. This effort

has uncovered the reality that many policies are dated (e.g., Comprehensive Faculty Evaluation System [CFES], administrator evaluation process). UOG would benefit from establishing a regular cycle to review the applicability and necessity of existing policies and update when needed.

Second, appropriate and consistent funding levels from the local government appropriations are imperative for the institution to meet its mission. While UOG's growth via grants and research funding is remarkable, those monies cannot replace the basic operations and personnel (full-time faculty and staff) funding necessary to develop the future leaders and contributors to our community and region.

III. Greatest Opportunities to Improve Student Success and Advance the Mission

UOG has the great opportunity to implement culturally relevant and responsive student success systems, such as:

- Full implementation of the [Inadahi yan Inagofli'e Diversity, Equity, and Inclusion (DEI) Council](): The council is not as far as they would like to be. Shortly before a strategic plan was to be operationalized, SGA explained that students had not had the opportunity to review or contribute ideas. The chairs of the Inadahi yan Inagofli'e Council convened a meeting with SGA and the council members to discuss what needed to be done. Together, they decided to engage in a series of listening sessions with students to discover what DEI issues they felt were important to address and to build a new plan that reflected student and council concerns.

- Expand the [annual syllabi]() review to intentionally seek submissions from graduate programs to insure the inclusion of SLOs, PLOs, and IGLOs. The syllabi review may also seek coherency in the explanation of credit hours and how the course meets those

hours.

- Expand the Triton Advising Center's advisement efforts to support the student from entry to degree completion.

IV. The Institution's Strengths and What are Areas to be Addressed or Improved

Looking overall at the quality and effectiveness of institutional planning, communication, and data analysis, and other systems to support the review process, what are the institution's strengths and what are areas to be addressed or improved?

UOG has a unique but comprehensive means of assessing core competencies. UOG has been very transparent with the community in that the public has access to budget documents and televised budget presentations to the legislature, audited financials, staffing patterns, quarterly financial reports, fact book, and BOR meetings.

The university's Marketing and Communications (MARCOM) office has received numerous awards for its innovative ways of making the campus present in the community.

While UOG has achieved eight years of unqualified independent financial audits and has developed a robust culture of compliance across all units within the institution demonstrating the institution's sound fiscal management practices, the financial situation is of concern (discussed in Component 7).

Finally, the full implementation of the program review process is still pending. While the design, creation of rubrics, and first-year reports were submitted, the distribution of the analysis of the reports is still pending. The call-out for subsequent years is also pending.

COMPONENT 3
Degree Programs:
Meaning, Quality, and Integrity of Degrees

(CFRs 1.1, 1.2, 2.1, 2.2, 2.2a, 2.2b, 2.3, 2.4, 2.6, 2.7, 3.3, 3.5, 4.1, 4.3, 4.4, 4.6)

UOG tracks its meaning, quality, and integrity of degree through student, program, and institutional learning outcomes to ensure the institution is meeting its mission effectively. Additional evidence is collected through its *Annual Assessment Inventory* (AAI) and *Annual Program Review* (APR). Learning outcomes both guide and provide the boundaries of UOG's learning experiences so that students gain the knowledge and skills that will help them actively contribute to the communities that they intend to serve. Faculty participate in the university assessment activities, AAI (see samples here) and APR (see samples of Year One APRs here), to evaluate instructional effectiveness and reflect on program quality, turning these reviews into mechanisms to be used in the periodic refinement of the meaning of a UOG degree.

I. Meaning of the Degree

While an institutional statement articulating the meaning of a UOG degree has not yet been adopted, an operationalized meaning exists in the form of the Institutional Learning Outcomes (ILOs). Also, program prospectuses provide discipline-specific definitions expressed in terms of what actions graduates shall be able to perform or the occupations for which they qualify. The university's governing documents further define meaning. At its root, a UOG degree has always been designed to develop an informed citizen of Guam and the region (1952 Charter; 2015 IR, p. 16), but it is also of high quality, regionally relevant, provides the professional skills "needed by island and regional communities" (1952 Charter); instills foundational knowledge about the region's social, cultural, economic, political, and natural environments (Para Hulo', p. 6); and develops the individual's ability to critically examine community issues in ways that

contribute to a better society (mission statement, UOG's land grant definition). Via these statements, UOG articulates that UOG provides more than a generalized curriculum; instead, it provides a learning experience that is directly aligned with the community context of the region it serves.

While UOG's founding documents provide the conceptual framework for the university's meaning of degree, the institutional competencies and learning outcomes provide academic standards and serve as mechanisms for program and degree assessment. An undergraduate degree is characterized by both breadth and depth of content knowledge, which is obtained through a set of classes curated to engage the student in a broad range of subjects, including courses of regional significance, (explained in "General Education" in this component), an in-depth study of a single subject area, and a capstone project that is designed to integrate and apply the knowledge, skills and abilities students have gained through their course of study. In contrast, a graduate degree is characterized by a narrowly focused course of study and a research or project of scholarly inquiry that explores and extends the knowledge of that discipline or field.

For the evaluation of student mastery of skills and knowledge, UOG employs assessments tied to an interconnected system of learning outcomes. All programs have fully articulated the learning outcomes at the course and program level and have aligned these learning outcomes with the Institutional Learning Outcomes (most as reflected in syllabi and explained more in "Ensuring Quality and Integrity" and in Component 4). Under the Island Wisdom initiative, the university examined how cultural competencies should be incorporated into the meaning of the degree and began the process of revising the institutional learning outcomes at both the undergraduate and graduate levels. The institution will revisit the ILOs to draft a comprehensive statement about the meaning of degree that can be shared with prospective

students and the public.

II. Ensuring Quality & Integrity (CFRs 1.2, 2.2. 2.2a, 2.2b, 2.3, 2.4, 2.6, 2.7, 2.8, & 3.2)

The university uses several interconnected and partially overlapping systems to assess student learning outcomes to ensure the university delivers high quality programs and prepares graduates appropriately to succeed in their chosen field. These interconnected and overlapping systems ensure the quality of instruction and experiences while upholding the integrity of collaborative processes of review. These systems exist to improve instruction by faculty and learning by students through systematic examinations of student performance and course/program expectations.

Baseline standards of performance, such as the minimum number of credit hours and GPA to graduate, are published in the *Undergraduate Catalog* and the *Graduate Bulletin*. Some programs carry gradated standards of performance that are tied into the competencies of the profession. For example, students interested in nursing are admitted as pre-nursing students to complete their GE requirements; pre-nursing students who passed their GE courses and that earned a composite score of 120 overall and no less than the 50th percentile in each section of the National League for Nursing Pre-Admission Examination (PAX) may be admitted into the nursing program, nursing students then take the NCLEX Exam at the end of the degree program[7]. This information is shared with students online or via advisement, making program expectations of performance transparent. Between AY2016 and AY2021, UOG nursing graduates have held a rate of 99% NCLEX pass rate, with four consecutive years of 100% pass rate.

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[7] School of Health. (2022). Revised Nursing Program Manual Bylaws and Policies, Effective April 2022. University of Guam.

When addressing quality and integrity, UOG's evaluation of student learning outcomes and the degree programs occur within a framework of standards, alignment between sets of standards, and periodic review of those standards. As introduced earlier, the standards of performance for each course are set as Student Learning Outcomes (SLOs), which are aligned with the Program Learning Outcomes (PLOs), which are then aligned with the Institutional Learning outcomes (ILOs) for Undergraduate Programs or Institutional Graduate Learning Outcomes (IGLOs) for Graduate Programs. These articulations are stated in syllabi and available as part of assessment reports.

UOG has embedded the Western Association of Schools and Colleges and Universities Commission's (WSCUC) five core competencies in the ILOs and IGLOs. Undergraduate students are officially evaluated on their level of mastery of the five core competencies twice during their degree program— initially after their first class in the core competency and then as a graduating senior. ILO Assessment Reports identify levels of mastery and areas needing improvement. Faculty are expected to use the results to revise their courses and programs to continuously improve the learning experience.

The current strategy for ILO assessment identifies areas needing improvement but does not identify where improvements can be made. To make the instrument more useful, UOG has responded by adding a mid-point assessment at the sophomore and junior levels, so the program knows where to strengthen skills and knowledge.

In the same manner that UOG evaluates student performance to determine that they have achieved the expected knowledge, abilities, and career skills, UOG uses metrics to assess programs and courses to ensure that they continuously uphold the institution's expectation for rigor, quality, and relevance. For example, UOG uses OIE's pre/post assessments of core

competencies as a benchmark assessment of the institution's ability to deliver coursework that develops the student's mastery of that fundamental skill. OIE's tracking of student retention and graduation rates is used as measures of overall student success. The results are posted on the UOG website and provided to all administrators and faculty so that these results can inform "close the loop" improvements.

UAC oversees the institution's ability to deliver courses that align with accreditation standards and institutional expectations via: (i) the annual inventory of syllabi (see dropdown menu "Other Documents & Resources"), (ii) annual inventory of assessment activities within each program (for samples, see folder CFR 2.6 Annual Assessment Inventory Reports), (iii) assessment of the General Education program, and (iv) improving the assessment infrastructure. Data from these assessments are stored in the Nuventive Improve system. These processes serve as the institutional mechanism for academic programs to reflect on course expectations so as to find the gaps in the instructional process and create a plan for improvement.

All these efforts build the assurance that UOG graduates have acquired the knowledge, abilities, and professional skills to become the entrepreneurs, civic leaders, scientists, problem solvers, and artists that sustain our island communities.

III.   General Education

General Education (GE) is a three-tiered scaffolded curricular framework designed to develop a well-rounded student through directed exploration of the liberal arts and the examination of indigenous, local, regional, and global knowledge. Tier I courses introduce the 5 core competencies, setting the foundation for academic learning. Tier II provides the student with the *breadth* of knowledge, skills, and values expected of a bachelor's degree via courses identified as "Diversity Foundation" experiences while "Uniquely UOG" provides the student

with foundational regional knowledge. Also in Tier 2, "Direction Building" courses steer the student towards (and into) their desired major. Tier III—Capstone Experience promotes mastery of the core competencies within the context of disciplinary knowledge.

GE's three tiers scaffold student learning by channeling students to courses that gives them the foundational skills knowledge needed to develop higher order intellectual skills. The focused nature of the GE curriculum provides the student with purposeful exploration without compromising progress towards degree completion.

This framework has been in place for five academic years, so UOG should do a formal review of the framework to determine if it is universally useful in moving the students into the majors or if there are changes that are necessary to make it more useful to programs with specialized standards of performance.

IV. Undergraduate Program Experience

Undergraduate students must complete a minimum of 124 credit hours which are divided between General Education and their major course of study and are expected to declare their undergraduate major program upon earning 30 credits (early in their sophomore year). Hallmark curricular events that connect learning to service to the community include 1) experiential learning activities, such as discipline-related internships, practicums, or fieldwork, and 2) program capstones that also demonstrate mastery of the core competencies and institutional learning outcomes within the context of their chosen discipline. To increase persistence to degree, UOG designs student service activities that help demystify academic processes and that support the whole student. As students move through their degree program, they participate in activities beyond the classroom and university campus. By collaborating with faculty and peers on research projects that benefit the island communities; joining student and professional

organizations, presenting their research at academic and professional conferences, publishing research or creative works in journals, participate in university and community service, or completing internships, students exhibit behaviors, and produce the work and evidence of scholars, and in doing so demonstrate the quality and integrity of a UOG degree.

V. Graduate Experience

Graduate degree programs are comprised of a minimum of 30 credit hours of coursework followed by engagement in a significant research or professional capstone activity that shows mastery of content and process. All graduate students are involved in out-of-class projects, in conjunction with their faculty, with other students, or semi-independently. For example, the Clinical Psychology incorporates clinical training experiences into the core curriculum, where students may serve at UOG's Isa Psychological Services Center, the Violence Against Women Prevention Program, and I Pinengon Campus Suicide Prevention Program.

Research is a key indicator of the quality of a graduate program (2015 Institutional Report). In addition to ensuring graduate faculty maintain robust research and publication records, UOG maximizes graduate student participation in research projects through grants and sponsored projects and encourage co-authored or independently developed publications, presentations, and other research products that are hallmarks of the academic scholar.

The IGLO are recognized outcomes that foster engagement with the literature of the field and the importance of scholarship and/or professional practice. To ensure quality and integrity of the graduate degree and that students achieve expected standards of performance, graduate programs have aligned course-level SLOs with the PLOs; and have aligned the PLOs with the IGLO.

VI. Online Experience

Just prior to the COVID-19 pandemic, UOG had a modest number of courses ready for online or hybrid delivery and an Information Technology Advisory Committee was discussing what online learning at UOG should look like. The pivot to online course delivery in 2020 boosted both faculty interest and student demand for online learning, resulting in UOG taking a greater interest in expanding its catalog of online courses and degree programs.

UOG's Transition to Online Survey[8], conducted April 2020, revealed the biggest barriers to a successful online environment was unstable internet service, competing work/home commitments, and professors ill-equipped to teach online. In response, UOG established the UOG@OTR (UOG's Online Teaching Resources) team and formalized the *Center for Online Learning*. The team developed two institutional resources, 1) a faculty resource hub of suggestions, solutions, resources, and activities suitable for online course delivery; and 2) I Meyeng, UOG-Certified online Teacher program. I Meyeng (meaning "expert") now offers three levels of certification (Foundations, Enhance and Optimize) to help faculty continue to deliver high quality online course instruction. As of November 2022, 452 online teaching certificates have been earned by UOG faculty, student teaching assistants, and staff and 24 faculty have achieved full certification.

Given that the modality, delivery, and activities of most online courses will differ from courses taught in person, it is recommended that UOG articulate guidelines for online course delivery and establish criteria for faculty to earn online teaching certification. The institution's curriculum review process is used to approve online course and degree offerings with an additional review step included, so the adoption of updated online course guidelines will help

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[8] SBPA. (2020). Assessment of COVID-19 Online Transition – Students. University of Guam, May 6, 2020.

ensure the quality of online courses meet are high quality.

VII. Conclusion/Reflection/Actions

There are many actions designed to continue to evaluate, improve, and strengthen the integrity and quality of degrees offered by UOG that are in process or planned. These include (1) improving the tracking of those who graduate from UOG, especially in terms of their post-graduation employment, their preparation for those jobs, and the job skills they would have liked to have developed prior to graduation; (2) increasing the number and scope of workforce needs assessments to reduce outsourcing for local jobs and reduce the "brain-drain" of local talent; (3) renewed commitment to the Program Review Process (which was derailed during Covid); (4) increased assessment of the core competencies, especially tracking individual student progress during their degree program; and (5) continuing to find and apply for grants and develop partnerships which are best suited to our communities and will provide our students with hands-on research and extension experience.

The next three sections (Components 4, 5, and 6) provide much more detail on the quality of the degrees offered at UOG, all the measures taken to improve and ensure student success, and the measures taken to assess and improve the quality of the degrees offered by UOG.

The greatest challenges facing UOG with respect to the meaning of our degrees are financial and technological challenges. Fiscally, the university need to hire more full-time faculty to teach a manageable course load "without overloads" (especially because the skilled adjunct pool is much smaller in the islands), as well as additional staff to support the increased data collection and analysis, necessary reports and assessments, and classroom support. Technological challenges include both the difficulty of obtaining and using the hardware and software in island settings, as well as aging facilities and buildings.

COMPONENT 4
Educational Quality:
Student Learning, Core Competencies, and Standards of Performance at Graduation

(CFRs 1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.8, 2.9, 2.10, 3.3, 3.5, 4.1, 4.3, 4.4)

The University has defined learning outcomes for undergraduate, graduate, and general education programs with key learning outcomes being the WSCUC core competencies as they are articulated in the ILOs for undergraduates and the IGLOs for graduate students. These learning outcomes specify the expected knowledge, skills, abilities, and values students will acquire in a UOG undergraduate or graduate degree program. To ensure students achieve these learning goals and that the faculty deliver high quality instruction to support that learning, the university employs a systematic approach to assessment focused on measuring learning outcomes periodically throughout the student's time at UOG, examining educational quality. Assessment at UOG examines the quality of teaching and learning.

I. Evidence of Program Level Assessment of Student Learning (CFRs 2.2a, 2.2b, 2.3, 2.4, 2.6, 3.5, 4.1, 4.3)

The AAI was developed to address program level assessment and has become a useful tool that informs pedagogical change. To complete this inventory exercise, program faculty examine student performance in the context of the whole course structure (content, instructional delivery, assessment tools).to see if they meet the set benchmark and recommend changes as needed.

The AAI reports archived in the Nuventive Improve portal showed that UOG instructors use these activities to think deeply about their instruction. For example, when analyzing AN415, the Anthropology faculty recognized that majors who lacked anthropological background (e.g. fieldwork) had difficulties in reaching PLO3, ILO1, and ILO6. Rather than require prerequisites,

the faculty decided to include more general information related to history as well as put an e-collection of essential titles in anthropology in Moodle to give students more support.

When Communications faculty assessed "Capstone" in AY2020, they discovered a transfer student did not have the minimum number of required artifacts created as a UOG student. They "closed the loop" by better explaining to students what artifacts were appropriate as evidence. Similarly, when reviewing "Portfolio Evaluation" from the lens of PLO1: "Articulating the theories of perception, interaction and the creation of shared meaning…" the Communication faculty uncovered that students were not selecting appropriate samples. Their "close the loop" action was to prepare a list of potential artifacts that aligned with the PLOs.

Civil Engineering's reports document how the faculty are using the assessment process to build the programs in UOG's newest professional school. For example, in their PLO2, the faculty set the benchmark for student activity of a set of two exams (labeled "Tool 1" and "Tool 2") for CEE306 at "80% or more of students will earn above 70 points based on the faculty developed rubric". In examining "Tool 1", the faculty intimated that, because the course is the first structural design course, students may be struggling to apply theory. They decided to "refine the rubric to be more realistic to get similar to the quality of formats of the FE exams in order to more accurately predict students' performance in the FE exam" while continuing to gather more data for refining the assessment tools.

Faculty collaborating in the AAI process increased the quality of the courses under review by creating equity in the classroom by balancing individual student circumstances (as in the case of the transfer students) and the whole group needs. With all these examples, it is evident that faculty do assessments and engage in reflective practice about student achievement, program learning outcomes, and instructional delivery. What is not clear is how, at the program

level, the core competencies and the ILOs are being reported within the PLOs.

II. University Level Assessment (CFRs 1.2, 2.2, 2.3, 2.5, 2.10, 4.1, 4.3)

The University uses various instruments to assess the outcomes of the 5 core competencies. See the Matrix of Instruments for a list of the instruments and assessment periods. Aside from Oral Communication and Written Communication (which each include at least one human rater), the institutional core competencies are assessed using online external assessment tests. Written communication uses a blended approach in which the student artifact is rated twice, once by computer, the other by a human scorer.

The Collegiate Learning Assessment (CLA+) was adopted in 2014 as the Written Communications ILO's assessment tool because it used a written performance task, required the use of evidence in composing the response, involved human scorers, and externally developed and scored the test. The CLA+ interprets total scores at mastery levels of Emerging, Developing, Proficient, Accomplished, and Advanced. As per the CLA+ tests, UOG students were at a "Basic mastery" level in Spring 2018 and 2020, "Developing" in the Spring 2022, but no values were available for Spring 2019 and 2021(CLA+ reports). UOG is looking to replace CLA+ because the task force deemed the test a poor fit because the product received did not generate reports that would "help UOG target specific writing needs at the college or program level" nor did it "indicate the level of writing or growth" (p. 23-24).

III. General Education Assessment (CFRs 2.2a, 2.3, 2.4, 2.6, 2.10, 4.4)

Reviews and analysis of courses in the GE Framework occur at many levels—within the academic program that hosts each specific course, by the General Education Review Committee (GERC) of the Faculty Senate, by UAC, by OIE (which evaluates and tracks students' growth in the core competencies from first year through graduation) and by the SVP&P office.

The Faculty Senate's Graduate Curriculum Review Committee, the University Graduate Council, and UAC work in concert to develop, refine, review, and disseminate learning outcomes for stakeholder input. This infrastructure assesses student learning at both the program and institutional levels. Student success data measured by retention and graduation rates are also shared annually in the UOG Fact Book.

The institution acknowledges that more improvements are needed to align core competencies with learning outcomes in all academic programs. UAC is charged with developing a plan to address assessment that aligns learning outcomes and core competencies and that does not overburden program faculty.

IV. Efforts to Improve Teaching and Learning through Assessment (CFRs 2.1, 2.5, 2.6, 2.8, 2.9, 2.10, 3.3, 3.5, 4.3, 4.4)

Instructors are encouraged to participate in an assessment cycle in which instructors plan, assess, analyze, re-approach and transform using assessment data to improve their teaching and student learning. Instructors are required annually to upload an assessment plan and report to Nuventive. At the beginning of a semester, instructors choose an activity and assessment component (e.g., a pre-/post-test, a portfolio, etc.), both of which are linked to a course SLO. The report, due every subsequent October, documents the implementation and completion of the assessment as well as information on assessment benchmark (as determined by the instructor) and the assessment results. Most importantly, instructors, through this report, are asked to reflect on the outcome of the assessment and to identify gaps and ways to address the gaps in learning. These "closing the loop" activities are included in this yearly assessment.

While instructors are not required to assess the closing the loop activity from previous reports, there are instructors who follow through on assessing any interventions they propose from previous reports and check on the success. Therefore, instructors can track not only the

proposed activity to improve learning and close gaps, but also whether that activity indeed closes the intended gap (again looking at increasing, decreasing, or flat-lining benchmark rates). One problem noted with this system is that not all instructors use this assessment report to track how their closing loop activities work in subsequent semesters.

V. Conclusion

UOG has implemented a comprehensive and systematic approach to student learning assessment, with a focus on measuring program learning outcomes near or at graduation. The university has defined learning outcomes for undergraduate, graduate, and general education programs, which are linked to the institutional learning outcomes applicable to each program. To ensure that students achieve these learning goals, the university employs a systematic approach to assessment, which involves measuring each of the core competencies using an adopted instrument, collecting the outcomes data, reporting on that data, and housing those reports. Additionally, university programs have capstone courses to measure the core competencies and the AAI to report on those outcomes.

Through this process, the university has gained valuable insights into the effectiveness of its educational programs in addressing short-term and long-term goals. The data collected has been used to inform ongoing improvements in teaching and learning and to develop targeted educational or training programs to enhance students' skills in critical thinking, written and oral communication, and quantitative literacy.

Moving forward, the university will continue to focus on improving students' reasoning skills and use assessment results to guide the development of more targeted educational or training programs. Guided by its UAC, the university will also focus on aligning core competencies with learning outcomes in all academic programs.

Overall, UOG is committed to continuous improvement in its assessment policy and plan, supported by utilizing a Nuventive online assessment management system and forming a faculty-led assessment network. The university will continue to share collectively across the University community to use promulgated assessment practices to further enhance or improve the effectiveness of teaching and learning. The university believes that this approach will enable it to provide its students with a well-rounded education that prepares them for success in their chosen field and life.

COMPONENT 5
Student Success
Student Learning, Retention, and Graduation

(CFRs 1.2, 2.4, 2.7, 2.10, 2.11, 2.13, 4.1)

I. Student Success Defined

"Our strategic intent is to ensure student success through our quality programs and comprehensive student support services, and to expose our students to unique value-added experiences and academic rigor that strengthen the overall meaning and quality of your undergraduate or graduate degree."

~Dr. Anita Borja-Enriquez, Senior Vice President & Provost

UOG's students deserve a holistic, high quality academic and co-curricular experience to grow and succeed in life. The university approaches student success by grounding its programs in (1) an understanding of the social, economic, and cultural backgrounds of the university's student population; (2) a commitment to the principles of compassion and community; and (3) the knowledge that students can thrive when they feel, and are, understood.

Triton Ecosystem of Support

UOG's mindset and approach to student success, colloquially referred to as the "Triton Ecosystem of Support," intentionally and strategically fosters students' personal and professional growth. Grounded in demonstrations of respect, compassion, community, and care for the whole person (actions tied into Inadahi and Inagofli'e') and built upon the Eight Dimensions of Wellbeing, UOG has focused on building an almost immersive environment of programs, academic collaborations, and private-public partnerships that increase students' ability to persist. The Eight Dimensions of Wellbeing matrix shows how the institution shaped these dimensions to reflect the needs and expectations of the university's student population. The intentional

organization of elements allows EMSS, as the lead for assessing student success initiatives, to cohesively track institutional endeavors based on the well-being framework, helping to ensure a well-rounded and holistic support of students, and to assess these endeavors for effectiveness in student support and degree completion. For example, several academic programs (TRIO, Writing Center, Math Tutoring Lab) and student support services have integrated retention strategies.

Low income and first-generation college students face monumental challenges in their pursuit of an undergraduate degree. The combination of UOG's 42% first-generation student population, Guam's high percentage (47.9% or 76,354) of low-income individuals between the ages of 18 to 64-year-olds (Guam Statistical Yearbook, 2018), and a 38% six-year graduation rate (UOG Fact Book 2017) points to major hurdles that UOG must address to increase student achievement and persistence to degree completion. Furthermore, non-cognitive factors like financial literacy, academic under-preparedness, emotional support, an unawareness of college expectations, and diverse cultural backgrounds prohibit many at-risk and vulnerable populations from completing their degree program.

The university is also making intentional efforts to help students maintain their mental and emotional health. A recent student health profile study reported that 18–19-year-olds in Guam were most likely to identify as having higher prevalence of depression (56.1%), anxiety (59.1%) and stress (33.3%). In the study, it revealed that females more likely than males to declare having emotional stress and freshmen and sophomores had a higher prevalence of emotional stress than upper classmen (Health Profile Index). As a result, UOG hired a wellness coordinator in 2022. Initial student discussions show that the dimensions of wellness help them to think about and act in holistic ways that affect their well-being and their ability to persist.

UOG plans to track student perceptions of these programs and services, with the expectation of examining their relation to persistence to degree over the next three years.

Thus, UOG's ecosystem of support is comprised of proactive support programs and wrap-around services, culturally responsive teaching and learning, peer advising and mentorship, expanded college affordability, improved institutional processes and policies, and student leadership development programs so students find themselves to be well-grounded, personally fulfilled, and able to graduate on time.

II. Retention

The university has long recognized that the considerable number of stop outs in second year and third year impedes the institution's ability to place new professionals into the work force and undermines the financial stability of the institution. Under the G2G Plan, UOG established a target goal for the sixth-year graduation rate at 50% by 2025[9]. A key to reaching that goal has been to increase retention rates and the institution is succeeding in these efforts.

First-time, Full-time Freshmen Fall-to-Fall Retention Trends

Fall-to Fall Retention Rates: 1st time, Full-time Freshmen

Year	Rate
2016	72.2%
2017	73.3%
2018	76.5%
2019	75.0%
2020	71.9%
2021	75.7%

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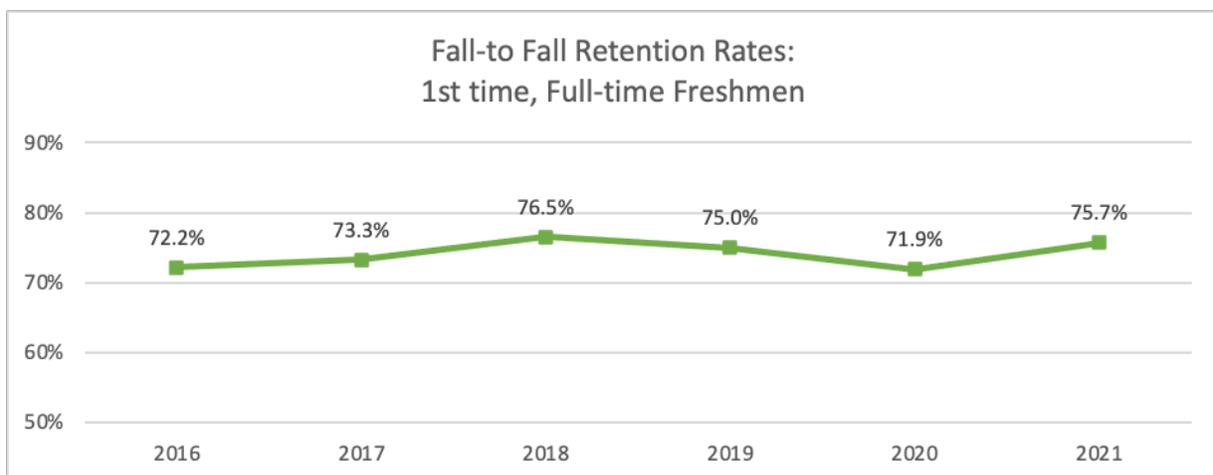
[9] EMSS. (n.d.).Para Hulo' Triton Advising Center: Enhancing Capacity at the University of Guam to Advance Students in Academic, Financial,a nd Career Advising [Title III, Part A Strengthening Institutions Program]. University of Guam, p.2.

Six-year Trend. Fall-to-fall retention rates amongst six (6) different fall cohorts of first-time, full-time, degree seeking freshmen have been consistently above 70%. Starting with the 2016 cohort, retention trends upward through the 2018 cohort. Retention trends downward until the 2020 cohort, and then upward in 2021. Disaggregated data has been useful in uncovering the more detailed nuances about UOG's student population.

Fall-to-Fall Retention Rates by Gender: 1st time, Full-time Freshmen

Year	Female	Male
2016	72.6%	71.7%
2017	79.3%	65.2%
2018	79.3%	72.8%
2019	83.3%	65.7%
2020	75.9%	66.8%
2021	76.9%	73.9%
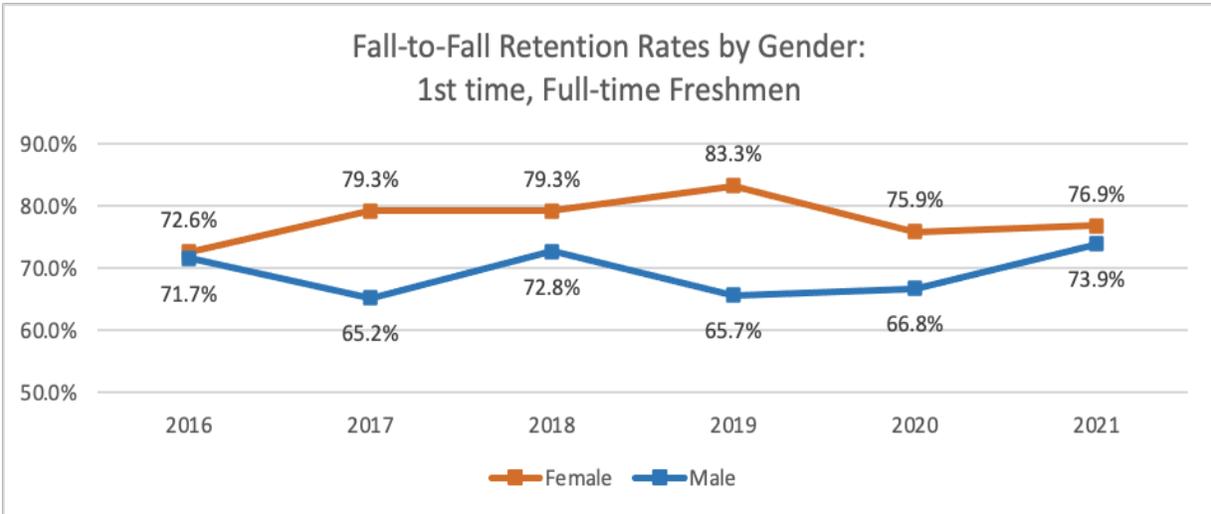
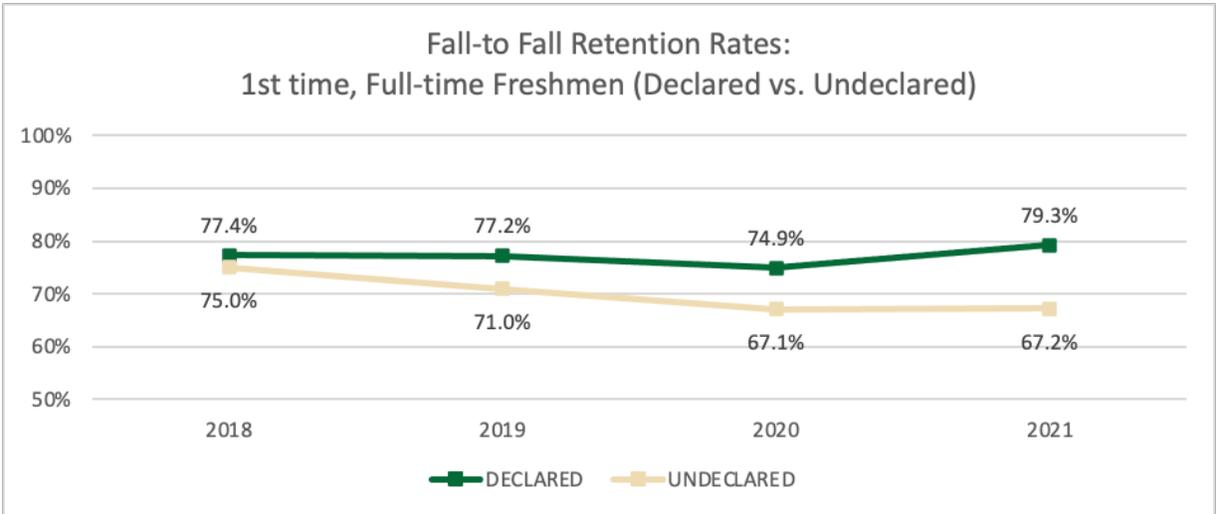**Six-year trend by Gender**. Fall-to-fall retention rates amongst six different fall cohorts of first-time, full-time, degree seeking freshmen disaggregated by gender shows that females remain above 70% across years, with male students declined below 70% in 2017, 2019, and 2020. In AY2019, the VP-AEGSOL commissioned a study of CHamoru male students, one of the highest stop-out categories of students, to gain a better understanding of the struggles and challenges these students face. The author identified "financial constraints, social activities, and lack of self-motivation" were the significant detractors and recommends designing support mechanisms that focus on "creating a balance between work, school, and social life"[10]

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[10] Pangelinan, Perry. (2019). Inadentefikan chinatsaga ni' kumontribubuyi i kinaguan tinaka' siha para i lalåhen CHamoru gi i Unibetsedåt Guåhan: Identifying Hurdles Contributing to Achievement Gaps of CHamoru Males at the University of Guam, report submitted June 14, 2019. University of Guam.

Fall-to Fall Retention Rates:
1st time, Full-time Freshmen (Declared vs. Undeclared)

Four-year trend: Declared vs Undeclared. The graph above shows the Fall-to-Fall Retention rates amongst 4 different Fall cohorts of first time, Full-time, Degree Seeking Freshmen disaggregated by Declared and Undeclared status. First-time, full-time degree seeking freshmen who declare their major have higher retention rates than those who remained undeclared. Starting with the 2018 cohort, there is a significant upward trend in retention rates from the 2020 Declared to the 2021 Declared, with the 2021 Declared achieving the highest retention rate of 79.3%. In contrast, there is only a slight upward trend from the 2020 Undeclared to the 2021 Undeclared. Recognizing that students with a declared major are more likely to register for the next semester, the university makes a concerted effort to get students to declare their major as soon as possible, these efforts include a policy that requires undergraduate students to declare their major after having earned 30 credits and EMSS hosting "dare to declare" recruitment fairs.

While disaggregating retention data, gaps in the advisement process were uncovered, which would require the examination of which students were not being supported because of these gaps. From there, the university designed interventions appropriate to help students who were unintentionally overlooked.

Triton Advising Center. The university opened the Triton Advising Center (TAC), funded by a USDOE Title III grant in 2021, to anchor UOG's ecosystem of support. TAC has focused its programming on addressing three challenges that UOG students have continued to struggle with: academic preparedness, career readiness, and personal financial solvency[11]. TAC set a goal of 85% of undergraduate students being advised at least once about academics, finances, and career options.

In its first two years, TAC has seen the following successes: an average of 700 students accessing the Tritons Career Connect website monthly; 361 active users and 752 activated users (UG, GR, Alumni) signed up on Handshake (online site for college students to find jobs and internship experiences); five students securing internships with the assistance of TAC; facilitated faculty advisor and staff workshops where participants learned more about available student scholarships, Triton Career Connect & Handshake, program evaluations and best practices in advising. A total of 34 advisors attended (SOE=4; CLASS=12; CNAS=8; SBPA=10). A three-day cultural sensitivity training was also conducted and attended by 27 UOG faculty and staff across the campus.

Advising Centers in the Colleges and Schools. When SSIT was formed in 2016, one of its first initiatives was to improve the advisement practices on campus. Colleges and schools started establishing full-time employees who were dedicated to year-round student advisement or to program assessment. In addition to registering them for classes, advisors also engaged students in career, academic, and financial conversations in order to connect them to the services they needed to make college life feasible. The increase in the number of academic advisors and

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[11] EMSS. (n.d.) Triton Advising Center: Enhancing Capacity at the University of Guam to Advance Students in Academic, Financial and Career Advising. University of Guam.

their ability to work in concert with one another through the Academic Advising Committee (AAC) has helped UOG improve its retention and helped students declare their major.

The Bounce Back Program. Launched for students on academic probation, this program provided intrusive advisement, counseling, and mandatory academic success skills building workshops.[12] This program's mission is to empower students to become engaged learners by promoting academic and personal development. Workshop themes focused on academic advising support and campus resources, identifying barriers to academic success, and developing an action plan, academic success tips and strategies and learning practical skills to improve emotional resilience, and stress management. This program contributed to an almost 50% decrease in probation, suspensions, and dismissals between AY2018 to AY2019.

	2017	2018	2019	2020	AUG 2021
PROBATION	207	383	194	180	102
SUSPENSION	55	109	53	42	1
DISMISSAL	20	31	13	10	0

Significant decline in 2021 can be attributed to the Alternative Grade Option implemented during the pandemic.

Triton Summer Academy (summer 2022). With the sunsetting of the Summer Bridge program and its funding source, UOG's Triton Summer Bridge Program (hosted in summers 2016 and 2017) was replaced with the Triton Summer Academy which successfully assisted 112 new incoming first-year students prepare for their first year in college. These students who participated in the program received writing and math refresher lessons, met peers, learned about university life, tested out of developmental math, and built a sense of belonging. As part of the program completion requirements, they also had to complete admissions application, math, and

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[12] The Academic Success Workshops offered included: *What is AP? How do I get back on good academic standing? Goal setting; Time Management; Test Anxiety;* and *Study Skills.*

English placements, and register for classes. Records indicate that the same students who participated in the Triton Summer Academy returned the following semester. From this cohort of 112 students, 109 students enrolled in 2022 Fall, and 102 students (same cohort) enrolled in 2023 Spring. Currently, the university is closely monitoring this group to determine how it impacts the 2022-2023 cohort of first-time full-time students' retention rate.

First Year Seminar (FY101). The "First Year Seminar 101" (FY101), a high impact practice, is taken by all first-year students who enroll at the university. In this course, students develop their 4-year academic plan which demystifies their pathway to graduation. The course integrates a modified common intellectual experience in which students read the Guam-based resiliency memoir *Nihi Ta Hasso: Let Us Remember*, exposing students to understanding the importance of resiliency and perseverance in their academic and personal pursuits. Post assessment results for the *Nihi Ta Hasso* memoir showed that in 17/FA 76% of students and in 18/SP 88% of students said the memoir was beneficial and the themes that resonated with students were resiliency, culture, and family. Subsequent course assessments from 2017 through 2021 ([FY101 Assessments 2017-2021)](), have led to the course being refined. Its current iteration introduces financial solvency, career development, resume writing, mock interviews, and dress-for-success, and strengthening a sense of belonging. Students are presented with financial aid and financial literacy information and career development opportunities through virtual platforms like Tritons Career Connects and Handshake.

III.   Graduation Rate

The average four-year graduation rate for full-time, new freshmen increased from 11.3% for the 2016 cohort to 15.3% for the 2017 cohort. These rates are markedly higher than the preceding seven years (2009–2015) in which the average four-year graduation rate was only

9.8%. There was also a modest increase in the five-year graduation rate of 32.4% to 35.1% for cohort years 2015 and 2016, respectively. This is part of a longer-term trend of increasingly higher six-year graduation rates at UOG over the past decade.

Cohort Year	Head Count	% Cont to 2nd	% Cont to 3rd	% Grad 4Yrs	% Cont to 5th	% Grad 5Yrs	% Cont to 6th	% Grad 6Yrs
2016	432	72.2%	58.6%	11.3%	32.4%	27.8%	19.9%	37.7%
2017	419	73.3%	59.9%	15.3%	35.1%			
2018	477	76.5%	62.7%					
2019	384	75.0%	60.2%					
2020	409	71.9%						

source: AY21-22 factbook

"98-to-Graduate." This initiative was a collaboration between OIE, EMSS, and the schools and colleges to increase the graduation rate for one first-time, full-time cohort. The institution reached its highest six-year graduation rate (41.2%) in 2021 when the 2015 first-time, full-time cohort graduated. UOG discovered that there were 98 students from the 2016 cohort who were still enrolled, and if all 98 graduated, the graduation rate would reach 50%. In an effort to make it happen, OIE collaborated with EMSS and the schools and colleges to reach out to all 98 students and encourage them to finish. With this effort, the institution successfully graduated 41 of the 98-to-graduate students from the 2016 cohort, at a six-year graduation rate of 37.7%. Had UOG not initiated contact with these students, the graduation rate for the year would have been lower. Even though the 50% graduation rate was not realized, the university was reminded that students responded positively to demonstrations of care, such as UOG contacting them and encouraging them to complete their degree and sharing information on support services (e.g., financial aid, academic advising).

Five-Year Graduation Trends of the Top Six Performing Undergraduate Programs

Academic programs at UOG have taken steps to increase student enrollment and improve rates of retention and graduation. Several of the programs were reviewed by external accrediting bodies, while others were reviewed internally with outside college/school reviewers (Program review is discussed in detail in Component 6). The following programs had the highest total number of undergraduate degrees conferred between AY2016-17 and AY2020-21: Business Administration: 508, Criminal Justice: 224, Biology: 155 (additional data can be found in Appendix Component V_5-year trends (top 6 performing undergraduate programs).pdf).

Business Administration Program. The business administration program focuses on proactive advisement to make students feel they are cared about, understand their purpose, and have solid academic and career goals. With this proactive approach, advisors - staff and faculty - assist students in engagement, academic planning, decision-making, and problem resolution. For the first two years, students are assigned a staff academic advisor to guide students during the transition phase. Once they reach junior standing, students are assigned a faculty advisor. These faculty advisors mentor their students based on their field of interest, such as marketing, entrepreneurship, finance and economics, etc. With the guidance of their faculty advisor, students are given the opportunity to participate in service-learning projects, internships, and national/international conferences. The strength of the Business Administration Program stems from faculty advisement. It fosters a close professional relationship with their students by encouraging them to focus on their journey rather than the destination.

Criminal Justice. The criminal justice program focuses on proactive advisement from staff and faculty. Students may participate in internship opportunities, academic forums, and service-learning opportunities. The success of this program stems from the job opportunities

available after graduation. The faculty, full-time and adjunct instructors, have served or are currently serving in the local community, which gives students a direct opportunity to network with them. The program also serves a certain population on the island – the legal studies profession and working professionals. Designed for the working professional, unlike other academic programs, the criminal justice program is set up where students can take classes simultaneously and without pre-requisites, allowing students to graduate in four to five years.

Biology Program. The biology program historically had low enrollment and retention rates, due in part to issues related to advisement and the curricular structure of the program. Over the past decade, however, the program has undergone a remarkable transformation and now graduates approximately 30 students per year. Part of this success can be attributed to hiring an academic advisor at the College of Natural and Applied Sciences to handle advisement for first- and second-year biology majors. In addition, several tracks were created within the program to better tailor curricula to student interests and community needs. These tracks included Integrative, Biomedical, and Applied Biology tracks. The last track was developed to provide training for those who wish to pursue a more technical career in the biological sciences, including working in natural resource agencies as well as teaching STEM at the secondary educational level.

IV. Initiatives to Address the Gaps

Postsecondary Data Partnership (PDP). The PDP initiative is a collaborative data gathering initiative housed at the National Student Clearinghouse. A transformative way for the university to measure and report student progress and success, PDP empowers UOG to access more comprehensive data, easier analysis and insights, centralized reporting, and better visuals through a dashboard to help understand and improve student outcomes. The PDP enables the

university to explore students' experiences, prioritize student success, benchmark with other institutions, identify stakeholders, develop strategic plans, and assess outcomes.

Student Success Equity Intensive. In 2022, the American Association of State Colleges and Universities (AASC&U) [selected UOG](#) to participate in the three-year SSEI. SSEI helps institutions address parity in student outcomes for Black, Latinx, Indigenous, and low-income students. The university is one of 17 institutions participating in the SSEI's second cohort, partnered with AASC&U to create evidence-based process for sustained transformation, leveraging on continuous improvement strategies, and focusing on student experience. SSEI is designed to assist the university in identifying barriers to success and revising institutional practices, policies, and strategies that create these barriers, and to ensure achievement results in equitable student outcomes. Two distinct processes are in place: Institutional Transformation Assessment and Postsecondary Data Partnership. The university benefits from this initiative through tools like the Institutional Transformation Assessment (ITA), a multi-topic self-assessment tool and accompanying process that jumpstarts institutional transformation efforts. ITA is designed to help the university identify strengths and opportunities for improvement across 12 topic areas through reflective conversations on the assessment results. These reflections or "sense-making conversations," and subsequent prioritization set the stage for institutions like UOG to act on the information and help more students succeed.

The university is committed to this three-year program and intends to make this a long-term initiative. For more information on SSEI, see appendices [Appendix Component V SSEI (Student Success Equity Intensive)](#) and [Appendix Component V ITA Insights & Summary Report University of Guam](#).

COMPONENT 6
Quality Assurance and Improvement:
Program Review, Assessment, Use of Data and Evidence

(CFRs 1.2, 2.2, 2.2a, 2.2b, 2.4, 2.6, 2.7, 2.10, 2.11, 3.1, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6)

UOG is committed to the assessment of all the academic and co-curricular programs. Assessment denotes the continuous collection of data concerning the effectiveness of services in achieving their stated short-term and long-term goals. When assessment reveals that goals are not being met or are no longer meeting program objectives, the university can reprioritize efforts and add, revise, or eliminate programs to meet the needs of its stakeholders. This section discusses the various assessment activities at the university including the APR, AAI, core competencies assessment and the Outcomes Survey. Each section provides a description of the assessment activity, challenges faced during the review period, and recommendations for future efforts. This section also evaluates the faculty training on assessment and the university's data infrastructure and technology with current challenges and recommendations for improvement.

I. The University Assessment Committee & Academic and Student Affairs

The UAC operates under the SVP&P office and is supported by the VP-IE who serves as the university's assessment officer and institutional researcher. UAC meets at least once a month during the regular semester. UAC's role is to: 1) systematize assessment on an institutional level through regularizing deadlines for programs and units to report on plans, reports, and "closing the loop" actions; 2) oversee assessment at all levels at the university, including GE; 3) provide opportunities for training and support of faculty in assessment; 4) develop and oversee the assessment of undergraduate and graduate ILOs that should be linked to program and course SLOs; 5) collaborate on the university assessment activities such as program review and make recommendations to the appropriate body; and 6) advise the university on

assessment matters. UAC has one member from each college/school nominated by the Dean/Director –who is trained in assessment or chairs the college/schools' assessment committee, a member from EMSS appointed by the SVP&P, the chair of the Faculty Senate's GERC, and one at-large member appointed by the SVP&P. Ad hoc members may be invited from time-to-time for specific projects and as the need arises.

II. Collaboration and Support of the Assessment

OIE provides support to all programs and the institution in the areas of assessment design, planning, monitoring, and implementation. OIE works with the Registrar's Office, OIT, and the University Planning and Budget Advisory Committee (UPBAC) to provide data analysis to support planning and decision making for both on campus and external reporting. In response to an institutional plan and in cooperation with UOG's administrative offices and academic programs, OIE: 1) administers surveys, collects data, conducts statistical analysis and compliance reporting for IPEDS and other related duties; 2) administers each fanuchånan and fañomnåkan semester standardized assessment at the institutional level of the five core competencies (written communication, oral communication, quantitative reasoning, critical thinking skills, and information literacy) of graduating seniors. Results and trend tables of the assessments are reported to the SVP&P, UAC, and Deans, who in turn share with program faculty. The reports are also posted on the Student Achievement webpage; 3) coordinates the collection and maintenance of an integrated institutional data set, and develops internal and external reports, surveys, and projections; 4) works with the faculty and administration to design appropriate assessment tools for the institution and programs, and oversee the administration, collection, analysis, and reporting of assessment data; and 5) assists the registrar's office, OIT, the Administration and Finance office, and UPBAC with data collection and analysis to support

strategic planning.

III. Annual Program Review

The university's APR serves to ensure that its academic and co-curricular programs maintain high quality, respond to the needs of our students and communities, are sustainable, grounded in our mission, and meet or surpass accreditation standards. Although there have been significant programmatic changes inspired by program review (Summary of Changes in CLASS; Summary of Changes in SOE), UOG has struggled with a Program Review process that is meaningful, responsive, and data driven, especially in the areas of student performance, retention, and graduation. The 2016 WASC Action Letter recommended the university "examine the academic program review process with an eye to clarifying the purpose, strengthening the impact, simplifying the procedures, creating accountability, ensuring timeliness, removing redundancies, and integrating the priorities from G2G into the review criteria." Following this recommendation, UOG identified issues related to program review including a cumbersome process, inconsistent submissions, and low participation rate. While the university underwent this self-reflective process, programs continued to submit self-studies using the existing undergraduate and graduate program review guidelines (UG program review sample; GR program review sample). In addition, UOG did not have a formal process for review of co-curricular programs since Program Review only aligned with practices for academic programs. As of UOG's Interim Report in 2019, the university implemented measures to revise the Program Review procedures. These measures included the creation of a Program Review Sub-Committee by the Faculty Senate to alleviate some of the problems with the external reviews of program self-study reports (Faculty Senate Bylaws Amendment), an expedited Faculty Senate review for all programs with reports more than five years past due ("Inventory and Tracking of

Program Reviews" memo; UG program review; GR program review); and a permanent change in oversight of the program review process from the OIE to the AEGSOL.

Proposed APR Process. Considering the 2016 WASC recommendations and following the program review process from the Good-to-Great (G2G) initiative, the APR procedures were revised to be a review of institutional data and programmatic analysis based on a rubric with specific criteria to assess all academic and co-curricular programs over a five-year cycle with an external review initiated in Year Four. The revised APR procedures were drafted as part of then President Robert Underwood's Leadership Development Program, and the rubrics were created by an education assessment specialist. The revised procedures and rubrics received initial review from the Dean's Council, the chairs of the Faculty Senate's Academic Review Committees and UAC. UOG's community was given an opportunity to provide additional input at a workshop at the 2019 Faculty Development Day. The revised APR procedures and rubrics were reviewed and endorsed by the Faculty Senate and approved by the SVP&P in January 2020. They were subsequently implemented in the fanuchånan (fall) 2020 semester. The approved APR is designed to review five components of each academic and co-curricular program synchronously over a five-year period:

Year One	Program Quality
Year Two	Financial Sustainability & Human Resources
Year Three	The Student Experience
Year Four	Program Demand & Relationships
Year Five	Fit to the UOG Mission & Academic Master Plans

Year One Review – *In Progress*. Year One began fañomnåkan (spring) 2021 with an October 18, 2021, deadline for programs to submit final reports to the Nuventive system. Data for program curriculum, faculty listings, student learning assessment information and co-

curricular and alumni achievements were scheduled to be uploaded for program faculty to review and respond to no later than October 18, 2021. This work was not completed and is discussed in detail in the "APR Challenges" section below. Inputting data for Year One is ongoing. Evaluations of these reports by the college or school's Academic Affairs Committee or Curriculum Committee will begin once inputting the data is complete. (see Year One UG Program Review and GR Program Review) An example of APR Year One submission from the Political Science program is provided here.

Challenges. Three major challenges to the rollout of the revised APR process have been identified. The first was the COVID-19 pandemic. With the need to pivot to online instruction, the review, approval, and implementation of the new procedures took longer than expected. The second is data entry. The revised process attempted to lessen the workload for faculty by changing the way data was gathered as evidence for program quality. Faculty buy-in for the new process was heavily dependent on the premise that the office of the VP-AEGSOL would gather the data and make it available to the programs rather than faculty gathering the data themselves. This task has proven to be too cumbersome for one office to complete. And the third was a change in leadership. In October 2021, the VP-AEGSOL announced that he would retreat to faculty status effective January 2022. Work populating the data for each program in Nuventive was eventually paused during the transition in leadership. And in September 2022, the Vice Provost of Institutional Effectiveness retired. The VP-AEGSOL temporarily oversaw the Office of Institutional Effectiveness to resume the work related to program review.

The new Program Review process identified seven potential benefits. Because we are still in the initial stages of the new Program Review process, an assessment of the potential benefits is premature. It is unclear, at this point, if the five-year calendar for program review will increase

faculty participation and compliance. However, the amount of work related to program review has not changed with the new process. The work was just redistributed. And if the data is not made available to programs, the new process will not work as proposed. The table below identifies the potential benefit and updates on the process.

	Potential Benefit	Update
1	Synchronous evaluations will strengthen the impact of the review and create accountability and ensure timeliness of submissions.	Even with a university-wide review and deadline for submissions, only 71% of programs complied.
2	Redundancy between university-wide initiatives and program review will be eliminated.	N/A
3	Programs will be able to adapt and respond to changes in institutional needs and initiatives.	Year One submissions have not been evaluated. Year 2's review of financial sustainability has not begun.
4	Shorter reports will allow for more rapid evaluation and feedback and reduce the burden on faculty and programs.	Inputting data for programs to review and respond has presented the biggest challenge. In January 2023, the Vice Provost of Institutional Effectiveness was hired. To streamline the work of inputting data for program review, the Office of Institutional Effectiveness assumed responsibility for this task.
5	Comparative data will result in data-driven decisions and prioritization.	Rubric has been refined. Year One submissions have not been evaluated to determine if the comparative data can/will be tied to data-driven decisions and prioritization.
6	Feedback will be available at the college and university levels.	N/A
7	Highest-level programs can be celebrated and shared to enhance quality and currency of all programs.	N/A

Recommendations. As the institution plans for the future of its Program Review process, the following recommendations will be considered:

(1) Revising the rubric. UAC identified the need to refine the rubric. Recommendations for revisions were solicited by the VP-AEGSOL from members of the UAC, the Faculty Senate President, the Chair of the Standing Committee of Institutional Excellence, and the CLASS Dean, Associate Dean, and Curriculum Committee Chairs. On October 18, 2021,the VP-AEGSOL submitted a request to the SVP&P to adopt the [Refined 2021 Scoring Rubric](), which was subsequently approved. These refinements make the entries more accessible, clarify confusions, and eliminate redundancies.

(2) Data infrastructure. The 2016 reaffirmation letter recognized that the expansion of the Office of Academic Assessment and Institutional Research, later renamed OIE, was in the "nascent stage". In the 2019 interim report, the institution was commended for its continued investment of additional staff and resources in the Office. Although OIE was the hub for data collection, the work of program review and assessment remained under the purview of VP-AEGSOL. Since the implementation of the revised program review process, program review oversight has shifted to OIE and the workload for data collection and distribution through OIE has expanded. The university also recognizes the need for a cooperative relationship between programs and OIE for data collecting and reporting; however, further consideration is needed to determine the role of each in this endeavor. The institution also recognizes the need to establish a data warehouse that is centralized at the university level but accessible at the program level.

Given the challenges with program review, the process is not sustainable given UOG's current data infrastructure. It is also apparent that the data infrastructure needs improvement beyond serving the needs of program review. The university, however, needs to determine whether the current process needs revising to ensure that the data is available and to allow programs to play a bigger role in data collecting. Additional staff and resources also need to be

invested to ensure the program review process, in any form, can be completed.

(3) Program compliance. As of October 18, 2021, 71% of academic programs completed their portion of the online submissions for Year One Program Quality. Orientations with the Academic Affairs Committee, the scoring entities for Year One, from each college and school began in early October 2021. The questions remain, however, whether programs will comply and how will the institution get programs that are not in compliance to submit their reports. One recommendation is to link the APR and the AAI and make them due at the same time. This will help faculty understand the role of program assessment at both the academic and structural level. The way that the university does this, however, needs more discussion.

IV. Other Assessment Tools

The university uses additional tools to assess academic quality: AAI, core competencies assessment, and The Outcomes Survey. These tools serve to further systematize assessment on an institutional level by regularizing deadlines for programs and units to report on plans, data, and "closing the loop" actions.

Annual Assessment Inventory

The AAI institutionalizes reporting of assessment of program learning outcomes and allows the institution to track the status of assessment activities annually to improve student success in the academic programs and EMSS units. In part of the institution's AAI process, respective program faculty reflect on the data, outcomes, and continuous improvement aspects of the program – the program assessment plan. These factors of assessment include: 1) the Program Learning Outcome(s) (PLOs) being assessed for the academic year; 2) review of the means of assessment or goals of assessment [i.e., the assessment tool, assessment plan, faculty involvement/collaboration in the assessment process] and benchmarks; 3) results of such

assessment entails denoting the process of who interprets the results; and 4) action steps and follow up means that demonstrate continuous improvement to programmatic components centering on instruction and student learning experiences and other program elements such as revising course and program learning outcomes and curriculum map. Indicating action steps and follow up methods to the AAI process places emphasis on faculty collaboration to interpret the evidence and articulate specific programmatic changes that need to occur.

Closing the Loop. To assess the effectiveness of AAI, Undergraduate and Graduate program coordinators answered the survey questions: How did your program "close the loop"?, What main action or follow up was inspired by your data analysis?, and What data informed this action? Program coordinators identified three areas for follow-up action: changes in teaching practices, class design, and assessment design. Data informing these actions were from formative assessments such as Key Artifact assessments, and summative evaluations such as capstone and exit portfolios. Programmatic changes that have been identified also include the redesign of Program Learning Outcomes (PLO) to overtly connect learning objectives, course sequencing, and methods of assessment ([Survey Response Table](). [MA Counseling AAI 2022](). [UG Anthropology AAI 2021]()).

Challenges. Assessment requirements to meet internal and external demands have proven an arduous task for faculty. Many faculty are experiencing assessment paralysis and/or fatigue resulting in a lack of participation and late or no submissions. The university recognizes that more professional development is needed on assessment. Additional training can also help programs better use the feedback received from the UAC and external reviewers, and added resources can assist faculty with developing assessment plans and creating assessment tools. The Nuventive system has shortcomings in terms of ease of use and access. To improve the

submission process, Nuventive must be populated, regularly updated, and ready for programs to

input and upload the data and reports required to be compliant. The review process once

submissions are made is extensive. As a result, programs do not receive timely feedback and

cannot make improvements before the following year's submissions are due. This often renders

the feedback ineffective.

Recommendations. As the institution plans for the future of AAI, the following

recommendations will be considered: 1) develop follow-up actions with specific benchmarks

where data and evidence will further inform continuous programmatic improvements; 2) provide

program coordinators with feedback earlier so that revisions can be made for the next cycle and

that feedback should be consistent, regular, and meaningful, submit and archive all AAI

documents so that they are easily accessible at all levels; and 3) provide faculty with a database

of good assessment examples.

Assessing Core Competencies

The five Core Competencies comprise Tier I of the GE framework and are assessed at all

three Tiers of general education and at the senior level. In general education, they are assessed

annually in their respective courses. At the senior level, graduating seniors complete an

assessment test for each core competencies. This is introduced in Component 3 and presented in

Component 4. These assessments are used to measure the level at which students achieved the

expected knowledge, abilities and skills at the start and end of their degree programs.

Challenges. The first challenge with assessing core competencies is participation. While

Tier I and Tier II assessment are done in classes, assessment of graduating seniors is done with a

sample of students who are asked to complete the assessments as part of the graduation

requirement but on their time. Getting students to complete the core competency assessments can

often be difficult. Currently, the assessment results at the mastery level are distributed by OIE to administrators who then share it with their faculty. Results of Tier I assessments, on the other hand, are only given to the faculty in the programs that offer the courses but are not shared with all programs. Faculty who teach Tier II courses are required to assess at least two core competencies. Data from Tier II assessments is also not shared with all programs. Without a clear map of the core competencies across the curriculum and the data from Tier I and Tier II assessment, it is difficult to identify gaps and close the loop.

Recommendations. As UOG plans for the future of assessment of core competencies, the following recommendations will be considered: 1) re-evaluate existing assessment tools to determine effectiveness. OIE has already determined that a new critical thinking assessment tool is needed; 2) map the core competencies across the entire degree program and work with programs to identify gaps in meeting the benchmarks for core competency skills. For example, CO210 Fundamentals of Communication meets the learning objectives for oral communication. It is unclear, however, the extent to which major programs place emphasis on further developing oral communication skills; 3) add an additional touch point on the first day (pre-test) of each Tier I course to establish a base level by which skill development can be measured; 4) institutionalize assessment of core competencies at the start of a student's degree program rather than at the course-level; 5) create tests that are place-based and relevant for our mission and community.

The Outcomes Survey

The Outcomes Survey is administered to graduates 12 months after completing their degree. The survey is given to every fañomnåkan (spring) graduating class and asks graduates what they have been doing since graduation. The data from the survey can be disaggregated by gender, ethnicity, degree program and degree earned, graduation year, grade point average, and

full-time or part-time status. The results of the survey are published on the university's [student achievement](#) webpage.

Challenges. The main challenge with the survey is the relatively low response rate. Of the estimated 600 students who graduate every year, less than 100 respond to the survey. Although the survey results are available on UOG's student achievement webpage, they are not distributed regularly to programs. The data from the survey is used to inform university level initiatives. It is unclear, however, if programs use the data and if so, how.

Recommendations. As UOG plans for the future of The Outcomes Survey, the following recommendations will be considered: 1) distribute results widely so programs use it for program planning; 2) require programs to respond to the survey results in the APR; and 3) develop an employer survey that measures how graduates are performing in the workplace.

V. Assessing the Assessments

The institution's two annual assessment activities (AAI and APR) include assessment of the institution's assessments process. Assessing its process ensures that programs are compliant with the requirements of each assessment. The institution recognizes it has made significant strides in assessment during this review period, and that gaps in its processes need to be addressed so assessment is meaningful and valuable for strategic planning purposes.

Assessing Program Review

The [annual program review](#) mirrors the existing vetting process for curriculum review, i.e., from the program through the college or school academic affairs or curriculum committee on through the Dean, the Faculty Senate academic review committees, and then to the full body of the Senate. Final approvals and recommendations are made by the SVP&P. Students and alumni representatives are encouraged to comment on program reviews at any stage of the process. A

rubric is used to rate the various elements of the submission. A calibration session with each review entity is anticipated to be held annually to improve reliability. Programs are also encouraged to self-assess their reports using the rubrics. In the fifth year of the review cycle, the Dean compiles the results of the previous four years and engages a knowledgeable expert from a regionally accredited US university to conduct an external review. For programs that receive external accreditation, this serves as the external review.

The university recognizes that unlike the previous program review, the revised process does not require programs to respond to recommendations from the previous five years. Although a five-year review cycle has not been completed yet, this may be a shortcoming of the new process. The university also recognizes that it should be further along with program review despite the infrastructure challenges and that more effort should have been made to gather data and allow programs to help populate and respond to program-related information. As the institution works to improve the data infrastructure, the university is cognizant that some of the measures included in the revised program review process are now outdated and additional ones are needed. The challenges that have emerged in the implementation of the APR warrant a pause and reflection on how academic quality and student success are measured. One possibility is to revise the APR indicators and rubrics to reflect the 2022 WSCUC Standards of Accreditation by aligning CFRs with the APR components. This will ensure that the benchmarks by which UOG assesses academic quality and student success align with the 2022 Standards and will improve the institution's efforts make data-driven strategic and financial decisions.

Assessing Annual Assessment Inventory

Before 2021, an ad hoc committee made up of UAC members (at least one from the unit and one from outside of the unit) worked in small teams to review and evaluate assessment

reports. UAC then provided scores and feedback to each program. Although this process was efficient, the Academic and Student Affairs office wanted more faculty participation in the review process. The process was revised and instituted in fall 2021. The revised process added an internal review component requiring the unit's curriculum committee or assessment committee to serve as the internal reviewers. AAIs are transmitted to the academic dean for further review and endorsement. UAC receives and reviews AAIs with a cross-discipline team serving as the external reviewers. The VP-AEGSOL and VP-OIE analyze the scores and prepare reports for each program. With the added internal review, more faculty are involved in the process from conducting to reviewing the assessment.

After an initial cycle of the revised review process, UAC members and the VP-AEGSOL determined that the new process was not efficient and was counterproductive in two ways: 1) the internal review process in the academic unit was not conducive or beneficial to faculty who prepared the assessment reports; and 2) the VP-AEGSOL noticed that several external review teams did not reconcile scores, instead members evaluated reports independently and did not calibrate or work together to come to an agreement. This decentralized approach to review has advantages and disadvantages. The advantage was that there were more faculty members who participated in the assessment process. Participation was meant to help faculty members familiarize themselves with the process. The disadvantage was that faculty members from the units did not see the value of their peers in the same department/division serving as internal reviewers for the assessment report. In addition, UAC members shared that the added steps were not an effective use of their time. Additionally, because UAC members change annually, it is a challenge to orient, train, and calibrate new members each academic year. UAC members and the VP-AEGSOL recommend a return to an ad hoc model for institutional review. This

recommendation is expected to follow the traditional review process in consultation with the Deans and the Faculty Senate.

Faculty Training and Continuous *Improvement*

Continuous improvement is the basis for engaging in assessment work and using assessment data to improve teaching and learning processes as an institution of higher learning. As part of the AAI process, faculty representatives from specific colleges and schools have initiated both formal and informal faculty peer training and information sessions on assessment. Two recent examples are 1) SOE UAC faculty representatives held a faculty peer workshop on the aspect of assessment and accessing the Nuventive system in October 2022; and 2) CLASS UAC faculty representatives conducted a faculty workshop on assessment and the Nuventive system in 2021.

As the university strives to accomplish Para Hulo' 2019-2024 strategic initiatives, UOG is cognizant of the importance of collecting and interpreting data and having faculty be an integral part of the assessment process of collecting and using data. This is necessary to grow an institutional culture of evidence for reflection and use that drive meaningful improvement of teaching and learning practices to better serve students.

Furthermore, various assessment training sessions and workshops have been conducted regularly in the past 10 years at UOG. These opportunities for faculty development to incorporate data gathered by the assessment processes or the OIE are tremendous, and that information can further inform individual faculty practice related to course design and teaching as well as curriculum design, targeting academic support, academic master plans, and the allocation of resources in general. The university recognizes that a coordinated and intentional manner of using assessment data and reflecting on teaching and learning practices is needed to

enable faculty to triangulate assessment findings, student learning outcomes, and faculty practices to inform meaningful transformations in teaching and learning practices.

Recommendations. As UOG plans for the future of assessment, the following recommendations will be considered: 1) shift the assessment of assessments from assessing the process to assessing the tools and methods; 2) clarify the purpose of "closing the loop". In the narrative of the AAI, programs describe the action of "closing the loop" and/or denote a follow-up action that describes the next steps to "close the loop." Yet, we do not have a formal process to follow-up on actions or application to improve teaching and learning practices; and 3) use assessment to make data informed strategic and financial decisions.

VI.   Data and Evidence

Data is collected at the university-level to assess student learning and ensure academic quality among programs. The institution creates strategies using data for improving its academic mission. Recognizing the importance of data, OIE supports program and university assessment. OIE is also responsible for administering the assessment of the core competencies, collecting the data, and disseminating the reports. OIE also provides faculty with training and technical assistance with reporting on the AAI and APR. As described above, it also serves as a hub for all data collection at the university. Assessment data is collected and reported by OIE and distributed to the university community via the Administration. Data dashboards are also available on OIE's website. In addition to OIE dashboards and Nuventive Improve (described below), OIE publishes an annual comprehensive Fact Book of university data. OIE can provide disaggregated data from assessments and other institutional survey tools upon request.

Assessment Technology

UOG began implementation of the Nuventive TracDat platform in 2009 with a goal of

incorporating institutional data into strategic planning, assessment, and budgeting strategies. The university is now engaged in a continuous program review process for improvement across the institution. The data required for program review and external accreditation is available to faculty; however, as discussed earlier, there have been challenges with providing data in a timely manner hindering the program review process.

Within the software, information about annual progress toward enrollment goals or other metrics can be linked to department goals, and reports can be generated to show cumulative progress toward the departments' goals and initiatives. Following program review, programs and the university can create action plans that include curricular changes and strategic planning. In 2016, the TracDat system was upgraded to Nuventive Improve. Although useful, the platform is not very user-friendly, and faculty often need a refresher on how to use it.

With the Nuventive Improve platform, UOG can track course-level student learning outcomes and map course-level information to program-level outcomes, department goals, and accreditation standards. And now, if a particular course-level assessment is related to an institutional initiative, the information is readily available and easy to track. The university can also easily create reports to show examples of data-informed decision making as documentation for accreditation, both at the program and institutional levels. UOG has been using the platform to report on progress toward the CFLOs associated with the WSCUC standards for accreditation. Discussion has begun to upgrade to the Nuventive Improvement platform in September 2023. Some key upgrades that we may find useful include: 1) dashboards for programs to instantly view their activity and performance; 2) dashboards to view summary activity of all programs; 3) a dedicated program review function; 4) customizable menu navigation; and 5) ability to incorporate dashboards, pdf, or spreadsheet files for programs to access data.

Challenges. Faculty primarily use institutional and program data for the APR and external accreditation requirements. Faculty can request data from OIE when doing their analysis and reporting. Beyond that, the use of data at the program-level for curriculum development and strategic planning varies depending on need. UOG engages in regular reflective exercises including strategic planning that require the use of data. Faculty also engage in these exercises at the program level and in their respective units. Aside from completing the APR or a strategic planning process, there are no other means of tracking how the university uses data to make programmatic changes. The university has engaged in initiatives that include opportunities for data sense-making including most recently, AASC&U's SSEI. There should be more opportunities at all levels and with all stakeholders, especially students, to engage in data sense-making conversations to ensure that university decisions are data-driven.

Recommendations. As UOG plans for the future of data collection and dissemination, the following recommendations will be considered: 1) create one centralized repository for all data collected; 2) track data use for programmatic changes; 3) train faculty to use Nuventive as more than just a data repository; 4) provide professional development opportunities to train faculty in data sense-making; 5) use data from assessments more intentionally to inform curriculum development, strategic planning, and financial decisions; and 6) build an assessment culture where UOG can become proactive rather than reactive data collectors.

VII. Conclusions and Future Plans

UOG has made significant progress in institutionalizing assessment since its last self-study in 2016. Specific recommendations for moving forward are found in each subsection above, but it is necessary to elevate the conversation on assessment and reflect on measures the university can take to improve assessment, in general. As the institution plans for the future of

assessment at the program and university level, we take note of the changes in the 2022 WASC Standards and align our plans to the new standards. For example, to comply with CFR 2.4, create General Education as a non-degree academic program that oversees curriculum mapping and assessment of core competencies across all programs and at all levels. Another example, for CFR 4.2, would be to use both internal and external data sources such as the WASC Key Indicators Dashboard and Postsecondary Data Partnership for assessment. Compare internal and external data sources with peer institutions and add additional demographic indicators (financial status, Indigenous group, etc.) to the student profile to allow the university to disaggregate outcomes data for these groups. For more examples, see Appendix Component VI Aligning Plans and Assessments to WSCUC Standards.

COMPONENT 7
Sustainability
Financial Viability & Managing Through Higher Education's
Changing Environment

(CFRs 1.4, 1.7, 2.3, 2.13, 3.4, 3.5, 3.7, 4.6, 4.7)

As communities in Micronesia contend with challenges to their ways of life because of climate changes and technological advancement, Para Hulo' reaffirms UOG's role to prepare professionals, leaders, and creative thinkers to address these challenges. UOG's long-term viability is predicated on a student experience that includes high quality relevant learning opportunities that prepare them for success in life and their chosen career (as discussed in Components 3-6); a financial model built on efficiency, sustainability, and entrepreneurship; and modern, well-maintained campus facilities and infrastructure (Para Hulo', pages 3-4).

I. Financial Condition and Stability

UOG is a $106-million-dollar academic enterprise funded by grants & contracts (49% of the annual budget); Government of Guam appropriations (30%); and tuition revenue (11%) (AY2021-2022 Fact Book, page 49). UOG's business office diligently tracks procurement and expenditures, employing current accounting standards to the university's financial matters and monitoring affiliated costs that could impact UOG's financial status. UOG maintains a robust culture of compliance in fiscal reporting and record keeping, securing the institution eight years of unqualified independent financial audits (Deloitte audited FY2016 to FY2021; Ernst and Young, FY2022) and low-risk auditee status. Via these measures, the university continues to meet operational expenses without deficit, demonstrating financial stability.

UOG continues to be fiscally prudent and innovative[13]. For example, the Office of Global

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[13] 2015 Institutional Report, p.54

Learning and Engagement (GLE)'s international programs exemplify how UOG is originative and purposeful in responding to market needs. In addition to local professional development training, GLE offers short-term immersive English language courses that accommodate a range of ages and level of proficiency; they also incorporate cross cultural learning exchanges between UOG's undergraduates and their international counterparts, amplifying the uniqueness of the UOG experience. In FY2022, GLE generated $872k in revenues, of which $440K funded general operations. These types of auxiliary enterprise are essential to UOG's sustainability not only because they diversify funding but also provide programs and services that directly impact students' lives, community needs, and the workforce and create mutually beneficial learning opportunities.

With 49% of total revenues coming from grants and contracts, UOG demonstrates a remarkable level of growth for an institution of its size. Rather than overtax the Business Office as UOG engages in revenue diversification and capital building (both real and investment), UOG employs a multi-organization structure to balance institutional capacity building with general operational management. For example, while the Research Corporation of the University of Guam (RCUOG) has helped build UOG's research capacity, the University of Guam Endowment Fund (UOGEF) has focused on long-term capital improvement, innovative development, and student success. In FY2022, RCUOG managed 26 grants, $19.4M in expenditures (which is a 33% increase over FY2021) and UOGEF grew the Guam Accountancy Endowment fund to where it could support a visiting professor for accounting at SBPA. Through these partnerships, UOG is able to start new initiatives without straining the local appropriation or the university's constrained resources. This tripartite arrangement allows for sustainable growth by authorizing these affiliates to manage investments and projects that grow the

institution, thereby allowing the university to prioritize management of resources related to current educational endeavors.

Tuition, while a consistent source of funding, cannot be seen as a way to increase revenues. With 70% of students dependent on financial aid, the university strives to keep college affordable, so tuition is handled with careful consideration for what current and prospective students would be able to pay. For example, Para Hulo' included a board-authorized series of five tuition increases to enable UOG to better manage resources in a constrained environment. The university implemented a 5% tuition increase in Fall of 2020 but then offset it by using HERRF funds. This was a strategic and compassionate decision to keep students enrolled while assisting with financial needs during the pandemic. While tuition revenue is a primary source of funding, UOG does not position tuition as a revenue generator or mechanism to offset reduced governmental support.

Despite these hallmarks of financial stability, UOG's sustainability becomes murky when considering the level of governmental support over the past five budget cycles because the government's response to UOG requests has been dichotomous. On the one hand, the university receives regular, consistent allotments from government appropriations, an improvement from 2016, and the Office of the Governor has committed $10M of additional funds for construction and capital improvement projects[14]. On the other hand, the university has experienced declining legislative appropriations since FY2019, representing a 23% decline when compared to FY2017's funding level. Operations budgets for FY2022 and FY2023 were buoyed using HEERF funds to replace lost revenue, but this source has been exhausted.

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[14] $2.5M DOI funds for Nursing Annex ($2.2M construction+$3K for equipment) and $7M Treasury funds for the Student Success Center

Continuous declines in local funding and the Guam Legislature's recent opposition to tuition increases are problematic because UOG relies on government support to thrive. Local government appropriations support employee salaries and benefits. For FY2023, personnel costs totaled $37M, representing 84% of UOG's general operations budget. While personnel costs are shared between the government appropriation and tuition revenue, this figure reveals how stable government appropriations ties into UOG's long-term viability.

At a time when national and local perception of the value of higher education degrees is contested, UOG has become more intentional in articulating its role in the community and how the community benefits from government support of UOG. For the FY2024 cycle, UOG administrators and student government officers met with eight out of Guam's 15 senators to share UOG's goals, programs, community impact, and what activities the appropriation would support. UOG also launched a media campaign to inform the community about the funding levels required to sustain the institution and where funds support teaching, students, research, and service to the community. Preliminary results of the campaign show that UOG's submission of two opinion editorials, news releases, and over 100 social media posts resulted in over 289 articles that mentioned UOG, with 26 focusing specifically on the FY2024 budget, and over 86,000 impressions leading to close to 7,000 engagements and over 14,000 video views of social media posts. Since the FY2024 budget has not yet been passed, UOG has not seen if these efforts have been successful in increasing UOG's legislative appropriation.

II. Aligning Funding Priorities and Decision-making

No stranger to constrained resources, UOG demonstrates fiscal responsibility by employing mechanisms at different levels to examine how resource allocations are aligned with funding priorities and essential academic programming. At the academic unit level, deans and

directors manage resource allocation and build budget proposals based on institutional and unit goals, and faculty and staff input. At the strategic level, the President's Council provides counsel to the President on how significant resource investments (e.g. new personnel requests, large purchases) align with Para Hulo' and if they can be funded and sustained. At the institutional level, UPBAC takes a wholistic approach to budget allocation. Its members, comprised of administrators, convene to review different budget recommendations (each option is packaged with differing percentages of funds allotted for staffing, operations, and capital outlay) and lobby for individual operational and staffing needs, but collectively decide a budget package that best addresses UOG's operational needs to present to the president and board of regents. This reallocation process is repeated once the annual budget bill becomes law so that, at the start of each fiscal year, the board of regents ratifies a realistic budget based on discussion and decisions made at UPBAC. While appearing cumbersome, this system effectively keeps all units in conference with each other, providing transparency in decision making related to finance and resource allocation throughout the budget process.

III.   Campus Infrastructure Condition and Stability

Para Hulo' recognized that a "modern well-maintained physical environment (facilities, equipment, and technology) is important to UOG being competitive and relevant." UOG has made moderate investments in upgrades to information technology and in building maintenance.

UOG's standard practice had been to defer maintenance when funds were constrained, and unfortunately, deferred maintenance continues to be an issue. Colleges, schools, and campus units have thus far been resourceful, using their non-appropriated funds or their share of grant-related indirect cost (F&A) revenue to make repairs to some facilities.

Attempting to rebalance its ability to maintain structures, Facilities Management and

Services (FMS) has shifted from a minimal maintenance stance to a preparatory stance by hiring key managers (Director, Capital Projects Manager, Capital Improvement Coordinator, and Maintenance Superintendent), resulting in: 1) upgrading to LED exterior lights; 2) repairing roofs for seven major buildings with 15 other structures awaiting funding to carry out repairs, which estimated to cost $1.3M; 3) installing $1M worth of air conditioning equipment; and 4) investing in FMS staff skills development through Trades Academy courses, training, and mentoring. A resource management system now tracks repairs and supplies consumption, generating data for unit and institutional budget requests and preventative maintenance schedules. Even with UOG shoring up FMS's capacity, given the instability of legislative appropriations, institutional sustainability at UOG may need to take shape in a hybrid in which FMS contributes labor, expertise and maintaining a facility while academic units contribute materials and supplies.

IV.   Information Infrastructure

Information technology and information resources are primary support services for UOG scholarly endeavors. UOG has made steady progress on improving IT infrastructure. When COVID revealed gaps in online library services (especially related to regional literature), the libraries responded by implementing virtual services via chat or email so students could still engage in research. A ransomware attack in 2020 revealed vulnerabilities in the infrastructure. In response, OIT worked with third-party consultants to recover services (by March 2023, recovery was 90% complete) and then strengthened the campus network and cybersecurity protocols. Although not as robust as envisioned in Para Hulo', these investments contribute to long-term viability by strengthening UOG's ability to provide direct supports to student and manage institutional data needed for forward planning, or by increasing campus quality of life.

V. Educational Effectiveness & Sustainability

Since the last institutional report, UOG has experienced multiple shifts in its educational environment. UOG's commitment to expand student educational experiences has been supported by success in grant activities, from $28.3M (audited) in 2017 to $56.3M (unaudited) in 2022. Funds have supported selected HIPS, such as student conference participation funded via travel awards (Travel Award | University of Guam (uog.edu) or grants. UOG's pivot to online course delivery during the pandemic resulted in a monumental shift in the way UOG approached teaching and learning, providing opportunities for strengthening student recruitment and retention efforts. Conversely, public funding for UOG's operations budget decreased 23 percent during the same timeframe. Amid these shifts, UOG continues to grow critical programs and deliver high quality education by focusing on a culture of change based on program and market assessment, improving student recruitment and retention efforts, and growing critical programs.

VI. Coordinated Assessment

UOG has prioritized establishing a culture of change based on assessment, recognizing that institutional sustainability is built on informed change. OIE compiles and analyzes student data that is published in UOG's Fact Book, NSSE and IPEDs reports. UOG's examination of big, targeted data from AAIs, UOG's core competencies analyses, national level surveys (e.g., IPEDS, NSSE, Outcomes Survey) and internal reports (Stop-Out, Syllabi Compliance, Campus Climate Survey) are tools used in UOG planning for student services, course refinement, and resource allocations. The data and analyses have been used to track costs at the institutional level; to set benchmarks; and to compare UOG's standing against its peer and aspirant institutions. Through student data and institutional reports, UOG can discern the wholistic picture of the institution's situation. As a mechanism for looking forward, the data captured

provides the grounds from which UOG can address gaps and plan responsible growth within its programs and support services. Since this culture of assessment has led to ample data, UOG must be mindful of how it uses data for long-term planning. It is essential for UOG to examine its data collection strategies to ensure that UOG is responding to the right needs of its students while maintaining the capacity to handle the storage and management of the large quantity of data sets.

VII. Enrollment Management & Student Success

UOG is adopting a more focused "meet them where they are" approach to student recruitment and retention. Examples of EMSS's revised recruitment strategy include on-the-spot student counseling and assistance in applying for financial aid during New Student Orientation, establishing a system of care and support before the student steps into the classroom. EMSS's efforts contributed to an increased student enrollment same day comparison between AY2023 (1945 students on 7/27/2023) and AY2024 (1993 students). MARCOM's AY2022 digital marketing campaign to boost student retention, which included email messages targeted at those students who needed academic advisement, financial aid, and clearing bursar holds in addition to general messages about registration sent out via email or posted on social media. Usage statistics showed that 81% and 97% of undergraduate and graduate students who interacted with the social media posts, respectively, registered for classes, and new student leads (412) led to 372 to be fully registered.

Bolstering the bridge between 2-year and 4-year educational opportunities, UOG continues to strengthen recruitment with regional high schools and community colleges across Micronesia and address challenges that transfer students have faced. For example, a motion to waive the General Education requirements for transfer students with AA, BA, or BS degrees from a US-accredited institution or foreign equivalent is under review at the Faculty Senate. The

VP-AEGSOL visited regional community colleges in 2022 to promote the enrollment of transfer students seeking a bachelor's degree and to recruit students for graduate programs. UOG's two+two degree programs with regional community colleges are demonstrating the importance and success of the shared degree program model for students who are unable to leave their home islands. UOG and the Northern Marianas College graduated the first cohort of CHamoru Studies students in December 2022, and seven Master of Public Administration students in May 2023. Preliminary findings from an Asian Pacific Islander American (APIA) Scholars research project demonstrated that focused attention on the transfer student experience has helped to address concerns about application processes, student residences, and FAQs. Addressing transfer students' needs is critical as UOG pursues additional two+two and three+one program opportunities to meet the needs of the region. These efforts at enrollment management demonstrate UOG's commitment to developing new student markets to broaden access and increase enrollment at the institution. Under the Island Wisdom initiative, UOG has begun developing certificate programs consisting of some academic courses with indigenous knowledge courses taught by a traditional master with the intent of bolstering cultural knowledge practices within the region. By design, these certificates can be incorporated into degree-seeking programs or as stand-alone certificates for personal or career enrichment, i.e., [Certificate in Island Wisdom-Foundations in Micronesian Seafaring](#).

VIII. Conclusion

UOG continues to face a challenging situation due to decreased appropriations, lagging student enrollment, and waning public understanding of the value of a college education. Regardless of these challenges, the community relies on, and expects, UOG to operate optimally. For example, the Government of Guam and private sector looks to UOG to build a professional

class of workers and educated leaders who can think strategically and adapt to changing conditions within the Micronesian region. Community organizations and regional educational institutions seek out partnerships because UOG's brand is focused on Micronesian prosperity, inclusive of conservation, preservation, and innovative development. Thus, institutional sustainability will rely on UOG's ability to demonstrate its public value; grow and diversify responsibly and responsively; and improve its capital assets.

Public Value. The primary threat to UOG's institutional sustainability, one faced by many institutions across the nation, is its perceived public value. The Government of Guam, regional governments, and UOG exist in a symbiotic relationship, but UOG needs to be more vocal, more intentional in how it is contributing to this relationship. UOG has one of the lowest tuition rates in the U.S. collegiate market, making it a great return on student investment. Additionally, UOG's return on investment (every $1 investment = $3 in additional tax revenue) demonstrates that UOG's contributions reverberate into the community. In sum, UOG needs to amplify its messaging on college affordability, tying it to professional development, social mobility, and community need.

Growth & Diversification. UOG's research portfolio, auxiliary programs, and certificate programs reveal ways in which UOG has been able to marshal resources that address community needs yet contribute to the diversification of UOG's role in the region. RCUOG and UOGEF have been instrumental in establishing a diversification approach that allows revenue streams to be put back into UOG's educational programs without negatively impacting UOG's mission. UOG must build its next comprehensive advancement plan to boost its fundraising capacity and to strengthen connections with regional economic sectors (both existing and forecasted). A strategic advancement framework was provided by the Advancement Steering Committee to the

head of foundations and Alumni Affairs who was subsequently charged to develop one. Much has happened between when this direction was given and now, such as the COVID health pandemic, but the plan has yet to be developed. UOG should now restart the process to develop a plan. The adoption of Island Wisdom has encouraged faculty and administrators to consider how courses and programs spotlight local knowledge or local phenomena. This emphasis has not only increased students' ability to contextualize their education with their respective environments, but it has also helped UOG to develop a unique branding that appeals to wider international markets as well as attracts the diasporic Micronesians to return. Sustainability in this area requires UOG to remain diligent in monitoring the allocation and use of university resources to ensure programs remain viable. Additionally, UOG may want to more rigorously engage with public officials to demonstrate a readiness to contribute expertise and support.

Capital & Cost Efficiencies. Revenue generating activities and increased grant activity have helped the university cope with a reduction in government support, but UOG needs commitment from the Government of Guam to restore legislative funding to at least FY2017 funding levels to achieve a positive financial outlook over the next ten years. While working to realize this positive outlook, UOG must devote additional time and resources towards continuing its capital improvement projects. While building new structures is important to growth, addressing issues in existing structures is central to the safety and wellbeing of students and employees. Similarly, UOG should continue its efforts in upgrading its infrastructure and support systems because this will serve as the foundation upon which the new UOG President (who will be installed in the fanuchånan 2023 semester) will use to help the institution evolve.

COMPONENT 9
Conclusion
Reflection and Plans for Improvement

(CFRs 1.4, 1.6, 2.6, 2.7, 2.10, 2.11, 3.10, 4.1, 4.3, 4.6, 4.7)

Since the last Institutional Report, the environment in which UOG operated has changed considerably. National trends on higher education, such as wavering public opinion of the value of a college degree, enrollment declines, and rising costs, present challenges for the university. UOG now faces competition in the form of online degrees and regional two-year institutions establishing dual degree partnerships with several colleges and universities. Population declines across the region (e.g., 3.5% decline in Guam, 12.2% in Northern Mariana Islands) are contributing to "brain drain" in the professions, lost tax revenue, and increased costs of living[15]. UOG experienced the COVID-19 pandemic and ransomware attack within a 12-month period, causing the institution to have to stretch its limited resources to respond to both emergencies simultaneously. New faces within the local government are changing the educational landscape.

UOG has been resilient in the face of these unfavorable (and unusual) circumstances. In spite of these changes, UOG has maintained many hallmarks of the good university described in the 2015 Institutional Report: collegial, collaborative, shared governance with a productive, engaged faculty; the primacy of academic quality and student success; linked learning outcomes at all levels; ongoing, norm-referenced assessment; good programs subject to reviews that lead to change; a university community that works collaboratively to foster continuous change and innovation; regional, land grant and sea grant focus; research that makes a regional difference; and a solid financial management system with diverse revenue engines (2015 IR page 66). While

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[15] Van Dam, Andrew. (2022). "People are fleeing Puerto Rico, Guam and every other U.S. Territory. What Gives?" Washington Post, September 23, 2022. https://washingtonpost.com/business/2022/09/23/american-territories-population-loss

disasters revealed vulnerabilities that taxed both finances and personnel capabilities, each vulnerability was treated as an opportunity for change, such as channeling COVID resources into long-term investments in IT infrastructure and personnel development, as well as an opportunity to discern the underlying issues that allowed the vulnerabilities to exist.

Para Hulo' recognizes that strengthening the university to continue to respond to our regional community necessitates continuous change and improvement. Looking forward, UOG has identified five key areas to strengthen. First, UOG needs more financial stability. A primary action must be the reinstatement of continuous sufficient local government support. By engaging in an intentional communications plan that proactively informs the public about the community impact of UOG's programs, the institution will be able to strengthen its relationship with public officials and reduce the current trend of continuously reduced government appropriations. Thoughtful diversification of the academic endeavor will contribute to more financial stability. UOG must continue to be assertive in undergraduate recruitment and develop programs that respond to the needs of working adults or online programs that cater to the Micronesian students who live away from their home islands. Given UOG has earned a reputation for providing community-minded professional enhancement, it will benefit from designing skills development or knowledge enhancement programs for niche markets, e.g., military personnel, corporate employees, or similar specialized groups. Also, competition exists primarily at the undergraduate level, thus UOG needs to expand its operations at the post-baccalaureate level, by becoming more aggressive, yet intentional, with its graduate recruitment; build up graduate certificate programs that not only address current career needs but also scaffolds into related master's degrees and develop high demand professional doctoral degree programs.

Second, UOG must remain diligent in its goal to enrich the student experience. UOG's

introspective analyses, such as the Institutional Transformation Assessment, are poised to provide the institution with needed information about UOG's diverse student population to make transformative changes to our academic programming, administrative processes, and support services. As UOG makes intentional efforts to improve the transfer student experience and in furtherance of eliminating obstacles in the admissions process, UOG must increase touchpoints with residence hall students (most are from the region outside of Guam and transfer into UOG) to ensure their sense of belonging, learning, and living conditions align with what was promised.

Third, UOG must reinforce resiliency in its physical and IT infrastructure. The university is currently negotiating a contract to have an external evaluation conducted of the physical campus and creation of an updated physical master plan. While this evaluation will pinpoint areas of physical improvement, UOG recognizes the need to invest in hybrid or hyflex classrooms and in social spaces designed to foster a sense of inclusion and belonging. UOG's online learning capabilities are nascent, thus, UOG must continue to develop faculty capacity to teach online effectively and invest in the technology necessary for effective online experiences.

Fourth, UOG uses an assessment model built on robust data collection. The ample streams of data collected need to be streamlined to capture the most relevant data for faculty assessment and program planning and infrastructure expansion. UOG needs an institutionalized approach to assessment of core competencies. Currently, institutional assessment is conducted at entry and exit points from UOG; however, assessment of core competencies at the program level remains varied. Expansion of assessment using academic program metrics will support students' progress through their major and identify areas for improvement and investment.

Finally, UOG's Island Wisdom initiative has created a unique brand that postures UOG to be competitive. While the institution cannot match the financial power of its competitors,

UOG is able to offer a curriculum that incorporates regional knowledge and field experiences that encourage Pacific Islander students to examine familiar phenomena and to address their community's problems. UOG, via the CHamoru Studies, Micronesian Studies, and UOG Press's cultural publications programs, has already created a foundation for scholarly and community interest in Micronesian-centered studies. UOG has the opportunity to contribute further to the development of a CHamoru Language Medium P-25 (prekindergarten to doctoral program) curriculum that is currently under consideration by the Guam Legislature by developing unique post-baccalaureate learning opportunities; adding onto existing two+two CHamoru Studies agreements with the Guam Community College and Northern Marianas College; engaging in research (e.g. language documentation, etymological analysis, dialectical usage) and developing learning resources (print, audio, visual, digital) that will expand language use and knowledge. Also, the Island Wisdom certificate introduces students to traditional cultural knowledge, provides them with the unique experience of learning about Micronesian ways of knowing thus broadening and complimenting UOG's approach to learning. These initiatives align with UOG's charter to support island priorities by "design[ing] and provid[ing] programs consistent with the basic socio-economic, political and cultural development goals sought by the governments and the peoples of the region."

UOG has been challenged since its last review, and these challenges have lent themselves to opportunities for change. UOG has welcomed these opportunities for change.

Links to Appendices and Evidence

COMPONENT 1

[OIE Covid Surveys](#)

[Acknowledgements](#)

[Acronyms](#)

[WASC IR Slides](#)

[Appointment of UOG WASC Steering Committee & Writing Teams](#)

[UOG Consultant Griego Final Report](#)

[Consultant Griego UOG Eval of Enrollment Management Plan](#)

[Consultant Griego UOG Evaluation of EMSS Inventories](#)

[Strategic Enrollment Management Plan](#)

[University of Guam - WICHE - MOU_NoHoldingBack](#)

[APIA Scholars research Transfer Student Experience](#)

[Para Hulo' Strategic Plan 2020-2024 Framework Slide Presentation](#)

COMPONENT 2

[Compliance Worksheet for WSCUC Standards](#)

[Evidence of CFR Compliance](#)

[Federal Compliance Forms](#)

COMPONENT 3

[Aligning SLOs and ILOs - Syllabi Sampling](#)

[Log No 6904 GERC Report 21FS](#)

[2015 UOG IR P16](#)

[UOG Framework for General Education Curriculum](#)

COMPONENT 4

[AAI ANTROPOLOGY 2021 REVIEW](#)

[AAI template 2020_SENG](#)

[Final Report on the Collegiate Learning Assessment](#)

[Final.Communication and Media Program-Report on the Results Assessment of a Program Learning Outcome, of the AY 2020-2021](#)

[GenEd CF-WC AY18-19 Annual Assessment Report - Fanuchanan 2018](#)

[Matrix of Instruments_Core Competency Assessment](#)

COMPONENT 5

[FY101 Assessments 2017-2021](#)

[Praxis 1st Year Pass Rates](#)

[SSEI (Student Success Equity Intensive) 2023-07-10](#)

[16FA COHORT_98_GRADUATED_122121 (JAN 7, 2022)](#)

[5-year trends (top 6 performing undergraduate programs)](#)

[8 Dimensions of Wellbeing of the Triton Student](#)

[8 Well Being Dimensions and Student Success Programs Matrix](#)

[Additional Examples of Retention Strategies at the Program and Support Services Levels](#)

[Alternate Grading Option](#)

[Capstone Presentation Slides](#)

[Habit 3 Put First Things First](#)

[Habit 6 Synergize Table](#)

[ITA Insights & Summary Report_University of Guam (1)](#)

[Math Tutor Lab.Mid-Spring 2023](#)

[NURSING NCLEX PASS RATE](#)

[Report CHamoru male project_Final](#)

[Sample Retention Rates by College and School](#)

[TRIO SSS_GRADUATION RATE](#)

[Triton Advising Center TAC Project Narrative](#)

COMPONENT 6

[Summary of Programmatic Changes after Program Reviews - CLASS Programs](#)

[Summary of Programmatic Changes after Program Review - SOE Undergraduate Programs](#)

[UG Sample - Log No. 6425 Anthropology Program Review (2011-2018) 11.18.18 2](#)

[GR Sample - Log No. 5914 MPA Program Review (AY 2011-2012 to AY 2015-2016) 2](#)

[Log No. 6095 Amendment to Add Review Subcommittee to UCRC 1.31.19](#)

[Inventory and Tracking of Program Reviews Memo amended call](#)

[UG Sample - Log No. 6352 BS in Biology (2014-2019) 1.2.2020 2](#)

[GR Sample - Log No. 6494 MS in Clinical Psychology Program Review (2008-2019) 9.9.2020 2](#)

[Log No. 6171a Amendment to Annual Program Review Proposal 10.29.19](#)

Survey Response Table - Summary of AAI Inputs

AAI ANTHROPOLOGY 2021 REVIEW

AEGSOLL- Revision to Program Quality Rubric- Annual Program Review 10.28.2021 - signed

Aligning Plans and Assessments to WSCUC Standards

GR_MEd_InnovationsInTeachingAndLearning_ProgramReviewYear1

Key Indicators Dashboard - WSCUC_UOGData Summary

MA_CounselingAAI20212022

UG_BA_POLITICAL_SCIENCE_ProgramReviewYEAR1

YEAR1_ALL_PROGRAM_REVIEWS_IMPROVESSYTEM

COMPONENT_7

2015 IR Pg54

2023_UOGPresentation_to_SenatorMunaBarnes

Annual Grant Funding 2012-2022

CHamoru Studies Program (Certificate in Island Wisdom- Foundations in Micronesian Seafaring Requirements) 3.3.2022 - signed

FY24-Budget-Comm-Plan-DRAFT-031423

Para-Hulo-white-paper-02-24-20

UOG Appropriations Table

UOG IT investment

COMPONENT_9

2015 IR Pg66