A major area of concern for organizations is whether their programs and internal processes are efficient and effective. Programs and processes are efficient if the cost incurred in providing a service (whether to outside entities or to internal components of the organization) is as low as possible. Programs and processes are effective if the results meet or exceed the targeted outcomes and stated purposes. Obviously a service can be efficient, but not effective, if cost sensitivity results in desired services not being provided or being provided in a substandard manner. And a service can be effective, but not efficient, if services are provided lavishly without concern about cost. Striking a balance is key.

In a mission-based non-profit organization with limited resources, programs ideally will both contribute to meeting the mission and be provided at a surplus of revenues over costs. One possible way to analyze programs can be illustrated by the following:

<table>
<thead>
<tr>
<th>Program is high on mission support and generates a surplus – continue and expand if warranted by market demands.</th>
<th>Program is high on mission support but can only be operated at break-even or a loss – continue it recognizing other resources will be needed to subsidize it.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program is low on mission support and generates a surplus – continue it and use the surplus to support high mission activities that can only be operated at break-even or a loss.</td>
<td>Program is low on mission support and can only be operated at break-even or a loss – discontinue it as soon as possible.</td>
</tr>
</tbody>
</table>

Obviously there will be disagreements about the magnitude of mission support from programs. And there will be programs that are in between high and low in terms of mission support. Decisions about continuing such programs will present hard choices. And there will be programs that detract from mission – ideally these should be discontinued immediately.

Even in mission-based organizations, business processes should be efficient and effective. Some examples of internal processes (these are examples, and no implication should be taken that the following are or are not efficient and effective):

- process time for expense reimbursements by employees
- registration process for existing students
- repair request response times
- public safety response times
- web site updating frequency
- budget process timelines
- rank and tenure processes
- external grant request processing times
No internal data was developed about this dimension for this SWOT analysis. Some areas within the university currently develop information that would lend itself to an evaluation of efficiency and effectiveness. For example, Admissions and Enrollment Management determine the effectiveness of different approaches to student recruiting and retention. Residence Life monitors aspects of the living experiences of students in the dormitories. The Career Center monitors firms, student interviews, and other aspects of the placement process for undergraduate students. Grants Administration tracks grant requests and awards. But using data for year on year comparisons, meeting targets for improved performance, and setting goals for future service levels is not a practice that is done on a university-wide basis. A number of years ago the university engaged outside consultants to conduct a process redesign study of internal business processes. Some of the recommendations made in that study have been implemented.

On a curriculum basis, the current efforts of the Assessment Committee lend themselves to an effectiveness analysis of the core educational programs from the perspective of the university-wide objectives being proposed. And the Academic Council mission initiative also will lend itself to effectiveness analysis. But those efforts are still in nascent stages and it will be several years before data is developed that provides information about effectiveness. Some efforts take place in program review, but there does not appear to be a regular, rigorous process for evaluating the efficiency and effectiveness of major programs, educational or otherwise.

Participants are encouraged to consider, from their perspective, whether the university processes and programs they encounter most frequently are efficient and effective. These initial perceptions might be a good starting point in analyzing the efficiency and effectiveness of internal processes and programs as an aid to being better stewards of our resources.