
THE UNIVERSITY OF GUAM



Progress Report

Submitted

To

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

April 1, 2017

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In its letter of July 8, 2016, transmitting the WASC Senior College and University Commission (WSCUC) determinations of the University of Guam's AY2015-2016 reaffirmation of accreditation review, WSCUC required a Progress Report scheduled for Spring 2017 to report on the 6- and 8-year graduation rates for off-island Micronesian student populations.

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Introduction

The University of Guam underwent an accreditation review in Academic Year 2015-2016 which resulted in an action by the WASC Senior College and University Commission (WSCUC) to reaffirm the university's accreditation for a period of eight years. The Commission also took action to require a Progress Report from the University to be submitted by April 1, 2017 to specifically report on the 6- and 8-year graduation rates for off-island Micronesian student populations.

This report will focus on the university's Micronesian student populations, however the university takes this opportunity to note that the WSCUC accreditation visiting team in April 2016 conducted a thorough review of the university's off campus offering, the Partnership B.A. in Elementary Education Program offered at the College of Micronesia – Federated States of Micronesia (COM-FSM), Pohnpei and found it to be *“highly valued by the institution, students, faculty and administration, and is carefully stewarded... grounded in the mission of the University of Guam, which is to serve the people of the Western Pacific. The program is administered collaboratively by UOG's School of Education (SOE) and COM-FSM from admissions through to degree completion... Over the life of the program, 59.5% (n=131) of the program's students have completed their B.A. degree, a rate that is slightly more than twice the rate of the most recent statistic for the main campus as a whole...”*¹ It is the most successful program for our islanders with 69 completing since the program's inception. Students transfer to the university from COM-FSM Pohnpei after their AA and 60 credits and finish at the university for their BA Ed degree. The University of Guam partners with COM, allowing them to teach some of UOG's upper division courses during the year and then university faculty go there and teach the rest in the summer. The university allows the students to complete their capstone, Student Teaching on their home islands. Using the cohort model with this off campus program the university has been successful with its retention and graduation rates, therefore for purposes of this progress report, WSCUC has directed our focus on our Micronesian student populations attending the university on campus.

To contextualize this report it is important to recognize a distinction between student populations by ethnicity as opposed to by origin of residence. The information provided in the university's 2015 Institutional Report pertaining to graduation rates of Micronesian student populations, which we believe led to the visiting team's recommendations and subsequent requirement for a progress report, was actually based on *ethnic* student populations, regardless of origin of residence. For example, the graduation rates for first time, full time freshmen in the “Micronesian-Chuukese” ethnic group discussed in the Institutional Report included both Chuukese students who were raised on Guam as well as those who lived in Chuuk, recently graduated from a high school in Chuuk, and were subsequently admitted to the university. The university has always interpreted the phrase “off island Micronesian students” to mean students from Micronesia coming to Guam to attend the university as either new freshmen or transfer students from the regional colleges. However, based on the visiting team report it appears that the intent of the progress report was to address graduation rates based on Micronesian (ethnicity) student populations which would include both on island and off island Micronesians. Notwithstanding, the university is ready to provide its progress report on graduation rates based on ethnicity and based on off island Micronesian residency.

¹ April 2016 WSCUC Visiting Team Report

This progress report will address, correct, and update the evidence originally submitted in the Institutional Report pertaining to graduation rates of Micronesian student populations. We will also provide and discuss new, more detailed statistical tables that report on the matriculation status and 6-year and 8-year graduation rates of two types of entering cohorts (new freshmen and transfers) specifically from Micronesian institutions in the Federated States of Micronesia (FSM), Palau, and the Marshall Islands. The statistical tables will report on 2008 through 2016 cohorts from Fall, Spring and Summer semesters.

This progress report will also report on the efforts being made to improve the transition of transfer students at our college/school level and collaborative efforts with the regional colleges to establish university advising specialists at those campuses.

Lastly, this progress report will share the steps the university has taken to present its newly approved General Education framework and updated articulation agreements to the regional colleges in order to support seamless transfer and a provide a more standardize MOU articulation agreement format in terms of format, language, sunset periods, and required signatories.

Background: Addressing Six-year and Eight-year Graduation Rates.

This progress report addresses the findings in the April 2016 report² by the WSCUC accreditation visiting team pertaining to the graduation rates of off island Micronesian students specified:

[Page 23] “Transfer students constitute a small minority of students at UOG, and the institutional report did not provide much information on this student population. The 2014 Student and Course Enrollment Report indicated a 29.5% decline in transfer student enrollment from fall of 2013 to fall of 2014, but no study was undertaken to see if the loss was due to graduation or non-enrollment, and no profile was compiled on the types of students lost (i.e. non-degree seeking, non-Guamanian Micronesian students, etc.).

An open session of non-Guamanian Micronesian and Filipino students revealed some difficulties facing transfer students, including delays in financial aid deployment (which adversely affected their ability to register for space in the residential halls) and the lack of transferability of certain classes from the Northern Marianas College and the College of Micronesia - Federated States of Micronesia. Students suggested that university support go beyond just remedial coursework and instead better facilitate more seamless transitions to the larger university, including better advising on which classes are not acceptable as prerequisites for certain majors. Since many of UOG’s transfer students are from at-risk populations, the university is encouraged to undertake a more intensive study of transfer issues to ensure they are not unduly burdened by the transfer process.”

[Page 36] “Off-island and indigenous populations (including Guam-based Chamorro) have six year graduation rates that fall below that of the rest of the population, with 0% graduation rates for students from the Micronesian states of Chuuk, Kosrae, Marshall Islands, and Pohnpei. The most recent eight year graduation rate was 36%, and the three year average 34%, which suggests the 35% six year goal is within reach.”

² April 2016 WSCUC Visiting Team Report

[Page 38] “Given that the university’s goals for first year retention are being met at a macro-level, the team encourages the university to consider the extent to which efforts may need to shift to retention beyond the first year and to degree completion, particularly in light of the university’s goal of a 35% graduation rate, and the very limited progress made to date in this critical area. Consistent with its G2G focus on serving the region, including its island communities, the university is also strongly encouraged to continue to work to address discrepancies in completion rates that continue to exist among select ethnic groups. While it is clear that programs exist specifically to assist these students, e.g. Kubre, the university is encouraged to ascertain more completely the sources of these challenges and to design interventions specifically to address them. This might include, as noted in the institutional report, one or more counselors with experience and preparation specific to the needs of the students.”

Graduation Rates of Student Cohorts based on Ethnicity

The 2015 Institutional Report included our assertion (and subsequently the visiting team’s assertion) that the six year graduation rates for students³ in the specific ethnicity groups of Chuukese, Kosraean, Marshallese, and Pohnpeian were all zero percent (0%) which we believe led to the requirement for the progress report. We have reviewed our source data and calculations used in the Institutional Report and have identified errors in two of our calculations. Specifically, rather than 0%, the graduation rates for the Chuukese ethnicity group should have been reported as 2.1%, and 10.7% for the Pohnpeian ethnicity group. The following table is an update on the specific ethnic groups correcting the figures and reporting an update on the graduation rates based on ethnicity, regardless of residence status:

| Self-Identified Ethnicity | Cohorts: 2003 through 2008 | | Cohorts: 2003 through 2010 |
|--------------------------------|---|-----------------------|--|
| | 2015 Institutional Research Mean Six Year Graduation Rate | Correction to 2015 IR | 2017 Progress Report Mean Six Year Graduation Rate |
| Asian Filipino | 32.2% | No correction | 32.9% |
| Chamorro (Guam-based) | 23.7% | No correction | 24.3% |
| Chamorro (N. Marianas) | 15.7% | No correction | 18.8% |
| Micronesian Chuukese | 0% | 2.1% | 2.4% |
| Micronesian Kosraean | 0% | No correction | 0.0% |
| Micronesian Marshallese | 0% | No correction | 0.0% |
| Micronesian Palauan | 20.3% | No correction | 29.2% |
| Micronesian Pohnpeian | 0% | 10.7% | 13.3% |
| Micronesian Yapese | 18.7% | No correction | 30.0% |

Except for the Kosraean and Marshallese student cohort populations, there have been small increases in the mean six-year graduation rates for these ethnic populations. The total number of Kosraean and Marshallese students in these cohorts is relatively small (13 students in total over seven years, 2003 through 2010). There are several actions that are discussed later in this report that address improving student retention and student success.

³ First time, full time freshmen cohorts from 2003 through 2008.

Graduation Rates of Student Cohorts based on Residency (off-island residence status)

To provide the university with more statistics to better understand the matriculation and graduation rates of its off-island Micronesian student populations The Office of Academic Assessment and Institutional Research (“AAIR”) extracted data from the university’s student information system (Colleague) focused on two cohort types: 1) first time, full time new freshmen from Micronesian high schools; and 2) full time new transfer students from the College of Micronesia-Federated States of Micronesia (“COM-FSM”), Palau Community College (“PCC”) and the College of the Marshall Islands (CMI). Rather than focusing on just Fall cohorts, data was extracted for Fall, Spring, and Summer cohorts for the years 2008 through 2016 for two reasons, first, to identify trends, and second, it was determined that there were almost as many new transfers entering in Spring semesters as in Fall semesters from Micronesia. Among the numerous data fields that were extracted for this analysis the primary data fields that were used as evidence of matriculation in this progress report included cohort start terms, admit status, most recent term enrolled, graduation status, active hold flags, current academic standing, and previous high school or regional college.

Six (6) cross tabulation tables were generated to report on the matriculation of:

1. New freshmen entering in Fall semesters
2. New freshmen entering in Spring semesters
3. New freshmen entering in Summer sessions
4. New Transfers entering in Fall semesters
5. New Transfers entering in Spring semesters
6. New Transfers entering in Summer semesters

The first step in the matriculation analysis was to review the cross tabulated tables which provided the count of each cohort from 2008 through 2016 disaggregated by high school or regional college and identified how many within each cohort graduated, were still enrolled, and if not graduated, how many were not enrolled as of 2017 Spring (see appendix A). Total counts and percentages are included in the matriculation tables which demonstrate that regardless of the Fall semester of entry (2008 through 2011) the number of graduates from the new freshmen cohorts was very low (in the aggregate, 6 out of 43). Further, there were no graduates for the Spring and Summer cohorts (0 of 7 for Spring entry, 0 of 1 for Summer entry). Five initiatives have been launched this academic year to specifically target improving retention and student success of Micronesian students:

1. A New Transfer Student Policy has been drafted, which is more responsive to our regional student needs. The draft is currently under review with the Enrollment Management and Student Success division.
2. Dorm regulations have been changed, prioritizing new students, allowing more students to live in the dorms. Also, there are expanded services and meal plans. As most of the dorm residents are off-islanders we believe these changes and improvements will support student success initiatives to increase students’ sense of belonging and transition to college life.
3. A new Peer Mentoring program will be targeted at pairing SGA leaders and Resident Assistants from the dorms with off-island students.

4. Collaborative educational exchange programs are envisioned, following the successful model of the SOE/COM-FSM collaboration.
5. Updated web page for transfer student admissions to provide more clarity and information on transferring to the university (<http://www.uog.edu/admissions/transfer-students>)

While the number of graduates in the off-island Micronesian new freshmen cohorts is low to none, the number of graduates from new transfer cohorts from the 2008 through 2011 is higher (44 of 260 for Fall entries, 45 of 206 for Summer entries, and 16 of 50 for Summer entries). These tables were shared with the Academic Officers Council (“AOC”) in order to bring attention to this matter at the college and program level.

The second step in the matriculation analysis was to calculate the 6-year and 8-year graduation rates for the two cohort types. Four (4) tables were generated (Note: tables were not generated for the new freshmen for Spring and Summer cohorts because there were no graduates identified in step one of the analysis):

For new freshmen from off-island Micronesia:

| Fall Cohort | Cohort Headcount | Number of Degrees Conferred | 4-YR Graduation Rate | 5-YR Graduation Rate | 6-YR Graduation Rate | 7-YR Graduation Rate | 8-YR Graduation Rate | Cumulative Graduation Rates | |
|-------------|------------------|-----------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|-----------------------------|------|
| | | | | | | | | 6-YR | 8-YR |
| 08/FA | 8 | 1 | 0 | 0 | 13% | 0 | 0 | 13% | 13% |
| 09/FA | 16 | 3 | 0 | 0 | 6% | 13% | 0 | 6% | 19% |
| 10/FA | 5 | 1 | 20% | 0 | 0 | 0 | 0 | 20% | 20% |
| 11/FA | 14 | 1 | 7% | 0 | 0 | 0 | 0 | | |
| 12/FA | 16 | | | | | | | | |
| 13/FA | 21 | | | | | | | | |
| 14/FA | 17 | | | | | | | | |
| 15/FA | 14 | | | | | | | | |
| 16/FA | 17 | | | | | | | | |

For new transfer students from off-island Micronesia:

| Fall Cohort | Cohort Headcount | Number of Degrees Conferred | 1-YR Grad. Rate | 2-YR Grad. Rate | 3-YR Grad. Rate | 4-YR Grad. Rate | 5-YR Grad. Rate | 6-YR Grad. Rate | 7-YR Grad. Rate | 8-YR Grad. Rate | Cumulative Graduation Rates | |
|-------------|------------------|-----------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------------------|------|
| | | | | | | | | | | | 6-YR | 8-YR |
| 08/FA | 14 | 7 | 0% | 7% | 14% | 0% | 7% | 21% | 0% | 0% | 50% | 50% |
| 09/FA | 35 | 10 | 0% | 0% | 20% | 3% | 3% | 0% | 3% | 0% | 26% | 29% |
| 10/FA | 21 | 6 | 0% | 10% | 0% | 5% | 5% | 10% | | | 29% | |
| 11/FA | 18 | 7 | 0% | 0% | 22% | 0% | 17% | | | | | |
| 12/FA | 33 | 7 | 0% | 3% | 9% | 9% | | | | | | |
| 13/FA | 45 | 6 | 0% | 9% | 4% | | | | | | | |
| 14/FA | 28 | 1 | 4% | 0% | | | | | | | | |
| 15/FA | 27 | 0 | | | | | | | | | | |
| 16/FA | 39 | | | | | | | | | | | |

Table 2c. Graduation Rates of New Full-Time Transfers from Regional Micronesian Colleges - Spring Semester Entry

| Spring Cohort | Cohort Headcount | Number of Degrees Conferred | 1-YR Grad. Rate | 2-YR Grad. Rate | 3-YR Grad. Rate | 4-YR Grad. Rate | 5-YR Grad. Rate | 6-YR Grad. Rate | 7-YR Grad. Rate | 8-YR Grad. Rate | Cumulative Graduation Rates | |
|---------------|------------------|-----------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------------------|------|
| | | | | | | | | | | | 6-YR | 8-YR |
| 09/SP | 16 | 9 | 13% | 6% | 25% | 13% | 0% | 0% | 0% | 0% | 56% | 56% |
| 10/SP | 19 | 8 | 0% | 16% | 5% | 16% | 0% | 5% | 0% | 0% | 42% | 42% |
| 11/SP | 23 | 5 | 0% | 13% | 9% | 0% | 0% | 0% | | | 22% | |
| 12/SP | 31 | 9 | 0% | 6% | 10% | 13% | 0% | | | | | |
| 13/SP | 42 | 9 | 5% | 10% | 7% | 0% | | | | | | |
| 14/SP | 28 | 3 | 4% | 7% | 0% | | | | | | | |
| 15/SP | 31 | 2 | 6% | 0% | | | | | | | | |
| 16/SP | 16 | 0 | | | | | | | | | | |

Table 2d. Graduation Rates of New Full-Time Transfers from Regional Micronesian Colleges - Summer Semester Entry

| Summer Cohort | Cohort Headcount | Number of Degrees Conferred | 1-YR Grad. Rate | 2-YR Grad. Rate | 3-YR Grad. Rate | 4-YR Grad. Rate | 5-YR Grad. Rate | 6-YR Grad. Rate | 7-YR Grad. Rate | 8-YR Grad. Rate | Cumulative Graduation Rates | |
|---------------|------------------|-----------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------------------|------|
| | | | | | | | | | | | 6-YR | 8-YR |
| 09/X1 | 13 | 7 | 0% | 15% | 8% | 8% | 15% | 0% | 8% | 0% | 46% | 54% |
| 10/X1 | 2 | 1 | 0% | 50% | 0% | 0% | 0% | 0% | 0% | 0% | 50% | 50% |
| 11/X1 | 11 | 1 | 0% | 0% | 0% | 9% | 0% | 0% | | | 9% | n/a |
| 12/X1 | 0 | 0 | | | | | | | | | | |
| 13/X1 | 6 | 3 | 33% | 0% | 17% | 0% | | | | | | |
| 14/X1 | 3 | 0 | | | | | | | | | | |
| 15/X1 | 6 | 4 | 67% | 0% | | | | | | | | |
| 16/X1 | 9 | 0 | | | | | | | | | | |

Tables 2b, 2c, and 2d demonstrate two things. First, there are new transfer students who graduate within six years of entry, with graduation rates as high as 50% (2008 Fall Cohort and 2010 Summer Cohort). Second, not many more complete by the eighth year.

Reasons for Stop Out

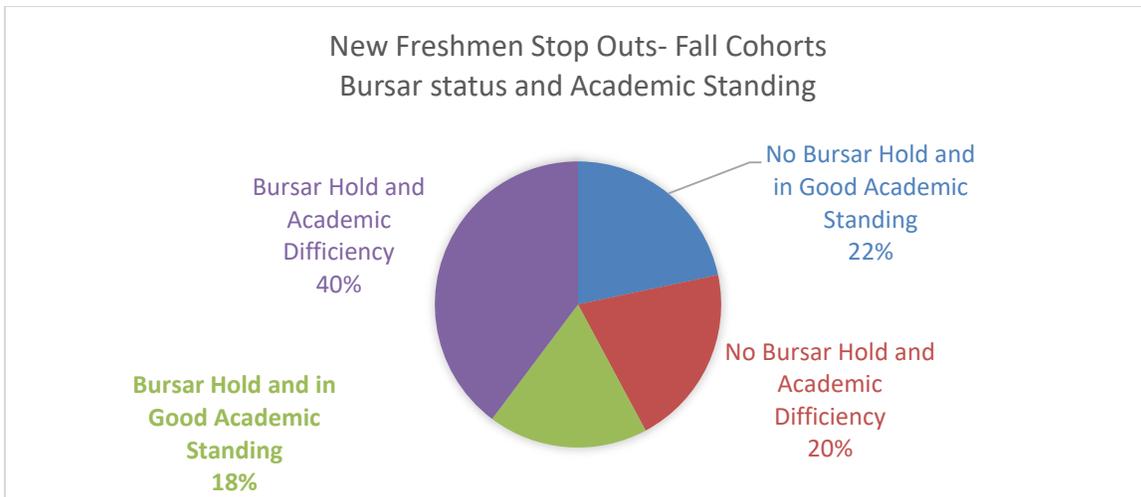
The third step in the analysis was to identify possible reasons why students in these cohorts who did not graduate or were not enrolled stopped out (i.e., no longer enrolled as of 2017 Spring). The analysis focused on two variables: academic standing and student receivable flags (“bursar holds”). Two (2) cross tabulation tables were generated for each cohort type (see Appendix B).

For the new freshmen Fall semesters cohort type, the data revealed that of the 83 students that stopped out, 40% left in good academic standing (cumulative grade point average of 2.00 or

higher)⁴, while 59% left with academic deficiencies (30% were placed on academic probation, 1% on continued probation, 20% on academic suspension, and 8% on academic dismissal.)

Turning to a review of bursar holds for this cohort type, 42% of those who stopped out did not have any outstanding balances in their student receivables account, while 58% did.

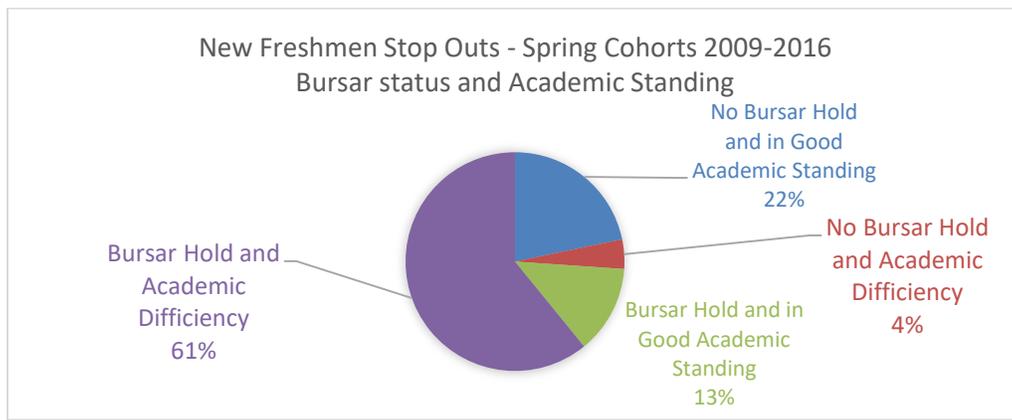
Combining the two variables we found that 40% of the stop outs had bursar holds **and** academic deficiencies:



For the new freshmen in the Spring semesters cohort type, the data revealed that of the 23 students that stopped out, 34% left in good academic standing (cumulative grade point average of 2.00 or higher), while 65% left with academic deficiencies (35% were placed on academic probation, 30% on academic suspension)

Turning to Bursar holds of this cohort type, 26% of those who stopped out did not have any outstanding balances on their student receivables, while 74% did.

Combining the two variables we find that 61% of the stop outs had both Bursar holds **and** academic deficiencies:

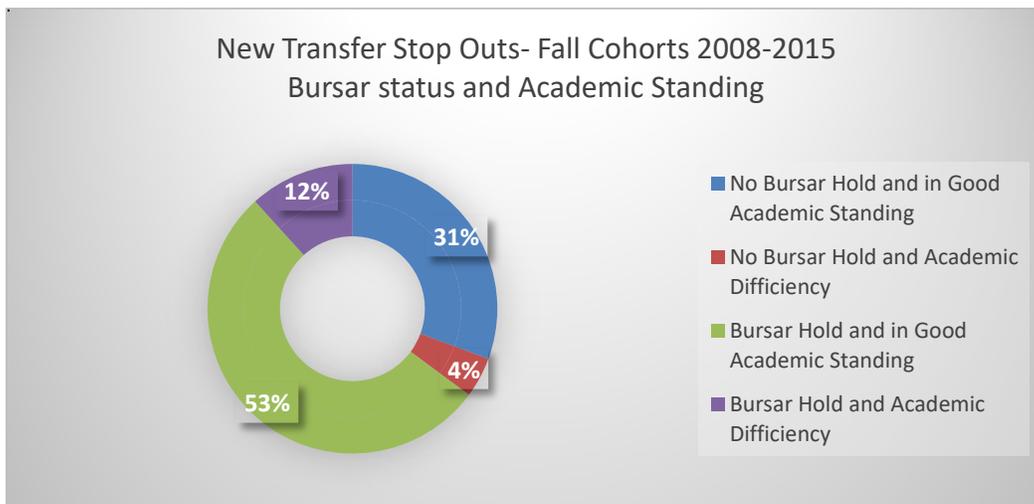


⁴ Cumulative grade point average of 2.00 or higher; includes students achieving President's List and Dean's List academic standing.

For the new transfer cohort type for the Fall semesters, the data revealed that of the 111 transfer students that stopped out, 84% left in good academic standing, while 16% left with academic deficiencies (30% were placed on academic probation, 1% on continued probation, 20% on academic suspension, and 8% on academic dismissal).

With regard to bursar holds of this cohort type for the Fall semesters, 35% of those who stopped out did not have any outstanding account balances, while 65% did.

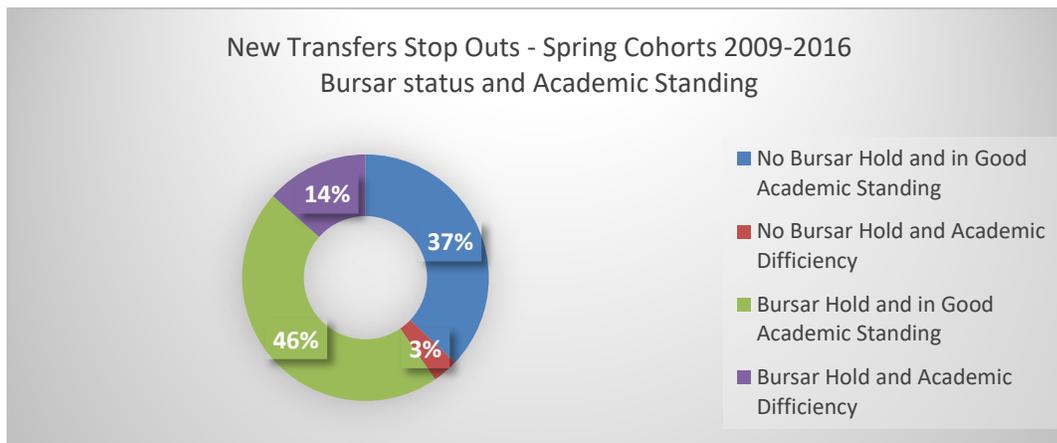
Combining the two variables we found that 53% of the stop outs had a bursar hold but were in good academic standing:



For the new transfer cohort type for the Spring semesters, the data revealed that of the 89 transfer students that stopped out, 83% left in good academic standing, while 17% left with academic deficiencies (11% were placed on academic probation, 4% on academic suspension, and 1% on academic dismissal).

With regard to bursar holds of this cohort type for the Fall semesters, 40% of those who stopped out did not have any outstanding account balances, while 60% did.

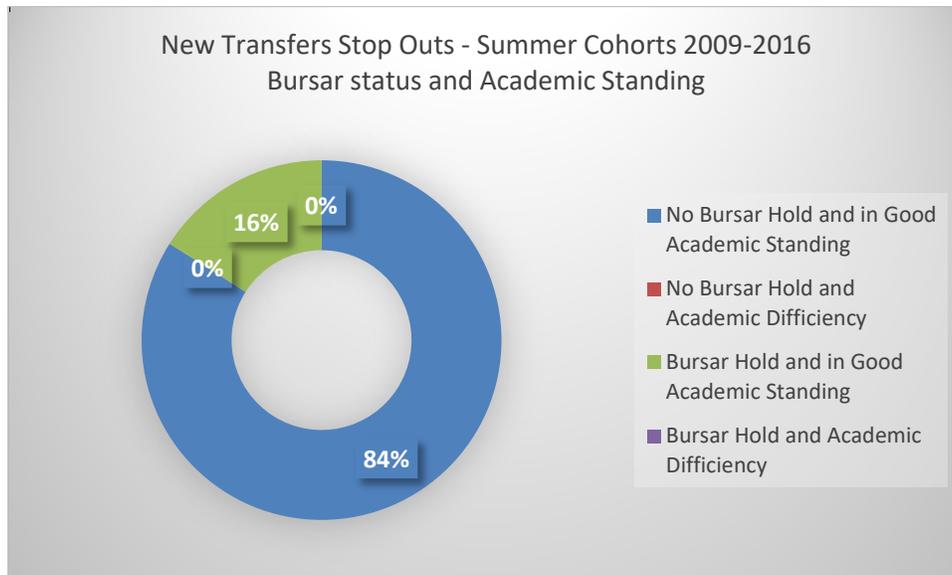
Combining the two variables we found that 46% of the stop outs had a bursar hold but were in good academic standing:



For the new transfer cohort type for the Summer sessions, the data revealed that of the 25 transfer students that stopped out, 100% left in good academic standing.

With regard to bursar holds of this cohort type for the Summer sessions, 84% of those who stopped out did not have any outstanding account balances, while 16% did.

Combining the two variables we found that 84% of the stop outs had a bursar hold but were in good academic standing:



Based on the foregoing, the University will need to resolve financial issues earlier in the student experience and develop an early warning system on those needing academic counseling.

Actions Taken

Subsequent to the 2016 Spring Accreditation Visit, the following actions have been taken to positively impact student success and to improve graduation rates of our off island Micronesian student populations:

1. Negotiations are underway with two the College of Micronesia-FSM and Guam Community College to arrange for a University Advising Specialist (see Appendix C for the proposed scope of work and logistics). This position will be resident at the regional college campus on a part time basis to:
 - a. Be proactive and innovative to increase the number of transfers
 - b. Perform administrative tasks associated with student recruiting, advising, and transferring. For example, answer questions prospective transfer students may have regarding the university and to facilitate transfer admissions.
 - c. Conduct initial UOG academic advising
 - d. Help schedule COM-FSM courses to ensure maximum transferability
 - e. Help with UOG application / FAFSA / other financial aid
 - f. Assist with UOG class registration

- g. Get required COM-FSM transcripts for UOG (assist with any “holds”)
 - h. Coordinate for UOG dorm room (if needed)
 - i. Assist with coordination of initial transportation to Guam (if needed)
 - j. Provide health clearances to UOG
 - k. Contact / Update UOG POC at least weekly
 - l. Conduct outreach and recruiting events; assist with education about college and advisement
 - m. Participate in community activities and events
2. New Advising specialist positions are being situated within academic colleges and schools. They are intended to be go-to points of contact for all students. Included in their duties will be serving as the primary advisors for declared transfer students in specific academic programs. For undeclared students, student counselors are being selected who have experience working with off-island Micronesian student populations. The university has found that students, especially from Micronesia, are shy about asking for help, and confused by who they are supposed to speak to. This new support structure will give transfer students a clearer sense of whom to approach for help, and these positions are also expected to provide supportive, intrusive advisement. In many cases, Deans and Associate Deans have been advising transfer students, so the advising specialists will also provide someone more relatable to transfer students. As these positions evolve, tracking transfer student retention will be added to their duties, hopefully on an annual basis.
 3. To improve the application and admissions process, the Admissions Office has designated staff to specifically service transfer students from the region to provide a smoother transition to the University, including action on transfer credits.
 4. Policy change to prioritize residence housing applications for freshmen and sophomores which would address the need to increase campus housing availability for new freshmen coming from off-island such as Micronesia which could improve transition to the University.
 5. The university is pursuing a USDOE Title III Strengthening Institutional Programs (SIP) to improve student success, including off island Micronesian student populations
 6. The articulation agreements between the university and the regional colleges have been updated and standardized, including avoiding negative impacts the university’s newly adopted General Education framework might have on the timely matriculation progress of transferring students.
 7. The Financial Aid Office has determined that the most frequent reason for delays in awarding aid to the off island Micronesian transfer students is incomplete and inaccurate documentation for their financial aid programs. They are working to assist transfer students better, especially those from the region to identify them early and work with them separately to ensure documentation for their financial aid is complete and correctly submitted. Action item #1 will facilitate improvements with timeliness of financial aid awards as well.

8. A new table will be added to the university's Fact Book to report on retention and graduation rates of transfer students for general public consumption. The design of this reporting will allow for disaggregation by ethnicity, major and residence for internal use.
9. At the university's request, Senator Tom Ada in the Guam Legislature recently introduced a bill (46-34) authorizing the University to pursue private funding for the construction of a new dorm facilities which will accommodate 300 additional students such as transfer and international students at the university. Many companies have expressed interest in this new structure which will facilitate the recruitment of students from the Micronesian region.

Conclusion

This report demonstrates the progress the university has made in better utilizing its student data to track matriculation in both aggregated and disaggregated forms. The university is distributing this information more broadly across campus at the college, program, and unit levels.

This report demonstrates the actions that are being taken to focus efforts on improving student success while recognizing that it will require careful and consistent monitoring.

The university thanks WSCUC for the recommendation to report on the graduation rates of its Micronesian student populations. It has facilitated a necessary introspection and action to improve student success for the region. The university also thanks the various campus units for their collaborative efforts to not only contribute to this progress report but to commit to implementing the actions specified herein for improvement of student success of its students from the region it serves.



University of Guam
Academic & Student Affairs
Academic Assessment & Institutional Research

Matriculation of New Freshmen from Regional High Schools- Fall Semester Entry

| ADMIT STATUS | REGIONAL HIGH SCHOOL | UOG FALL COHORT | HEAD COUNT | GRADUATED | STILL ENROLLED | NOT ENROLLED 17/SP |
|--------------|---|-----------------|------------|-----------|----------------|--------------------|
| NEW FRESHMAN | BEREA HIGH SCHOOL | 11/FA | 1 | | | 1 |
| NEW FRESHMAN | BEREA HIGH SCHOOL | 13/FA | 1 | | | 1 |
| NEW FRESHMAN | BEREA HIGH SCHOOL | 15/FA | 1 | | | 1 |
| | BEREA HIGH SCHOOL Total | | 3 | 0 | 0 | 3 |
| NEW FRESHMAN | BETHANIA HIGH SCHOOL | 16/FA | 1 | | 1 | |
| | BETHANIA HIGH SCHOOL Total | | 1 | 0 | 1 | 0 |
| NEW FRESHMAN | CHUUK HIGH SCHOOL | 08/FA | 1 | | | 1 |
| NEW FRESHMAN | CHUUK HIGH SCHOOL | 09/FA | 1 | | | 1 |
| NEW FRESHMAN | CHUUK HIGH SCHOOL | 11/FA | 1 | | | 1 |
| | CHUUK HIGH SCHOOL Total | | 3 | 0 | 0 | 3 |
| NEW FRESHMAN | EMMAUS HIGH SCHOOL | 09/FA | 1 | | | 1 |
| NEW FRESHMAN | EMMAUS HIGH SCHOOL | 10/FA | 1 | | | 1 |
| NEW FRESHMAN | EMMAUS HIGH SCHOOL | 12/FA | 1 | | | 1 |
| NEW FRESHMAN | EMMAUS HIGH SCHOOL | 13/FA | 1 | | | 1 |
| | EMMAUS HIGH SCHOOL Total | | 4 | 0 | 0 | 4 |
| NEW FRESHMAN | KOSRAE HIGH SCHOOL | 08/FA | 1 | | | 1 |
| NEW FRESHMAN | KOSRAE HIGH SCHOOL | 09/FA | 2 | 1 | | 1 |
| NEW FRESHMAN | KOSRAE HIGH SCHOOL | 12/FA | 2 | | | 2 |
| NEW FRESHMAN | KOSRAE HIGH SCHOOL | 14/FA | 1 | | | 1 |
| | KOSRAE HIGH SCHOOL Total | | 6 | 1 | 0 | 5 |
| NEW FRESHMAN | KWAJALEIN SENIOR HIGH SCHOOL | 13/FA | 1 | | | 1 |
| NEW FRESHMAN | KWAJALEIN SENIOR HIGH SCHOOL | 16/FA | 1 | | 1 | |
| | KWAJALEIN SENIOR HIGH SCHOOL Total | | 2 | 0 | 1 | 1 |
| NEW FRESHMAN | MAJURO SEVENTH-DAY ADVENTIST HIGH SCHOOL | 16/FA | 1 | | | 1 |
| | MAJURO SEVENTH-DAY ADVENTIST HIGH SCHOOL Total | | 1 | 0 | 0 | 1 |
| NEW FRESHMAN | MINDSZENTY HIGH SCHOOL | 10/FA | 1 | | 1 | |
| NEW FRESHMAN | MINDSZENTY HIGH SCHOOL | 11/FA | 4 | | 2 | 2 |
| NEW FRESHMAN | MINDSZENTY HIGH SCHOOL | 12/FA | 2 | | | 2 |
| NEW FRESHMAN | MINDSZENTY HIGH SCHOOL | 13/FA | 7 | | 3 | 4 |
| NEW FRESHMAN | MINDSZENTY HIGH SCHOOL | 14/FA | 5 | | 3 | 2 |
| NEW FRESHMAN | MINDSZENTY HIGH SCHOOL | 15/FA | 4 | | 2 | 2 |
| NEW FRESHMAN | MINDSZENTY HIGH SCHOOL | 16/FA | 2 | | 2 | |
| | MINDSZENTY HIGH SCHOOL Total | | 25 | 0 | 13 | 12 |
| NEW FRESHMAN | PALAU HIGH SCHOOL | 08/FA | 1 | | | 1 |
| NEW FRESHMAN | PALAU HIGH SCHOOL | 09/FA | 3 | | | 3 |
| NEW FRESHMAN | PALAU HIGH SCHOOL | 10/FA | 1 | | | 1 |
| NEW FRESHMAN | PALAU HIGH SCHOOL | 12/FA | 2 | | | 2 |
| NEW FRESHMAN | PALAU HIGH SCHOOL | 13/FA | 4 | | 1 | 3 |
| NEW FRESHMAN | PALAU HIGH SCHOOL | 14/FA | 2 | | | 2 |
| NEW FRESHMAN | PALAU HIGH SCHOOL | 15/FA | 3 | | 1 | 2 |
| NEW FRESHMAN | PALAU HIGH SCHOOL | 16/FA | 4 | | 4 | |
| | PALAU HIGH SCHOOL Total | | 20 | 0 | 6 | 14 |
| NEW FRESHMAN | PALAU MISSION ACADEMY | 12/FA | 1 | | 1 | |

| ADMIT STATUS | REGIONAL HIGH SCHOOL | UOG FALL COHORT | HEAD COUNT | GRADUATED | STILL ENROLLED | NOT ENROLLED 17/SP |
|--------------|---|-----------------|------------|-----------|----------------|--------------------|
| NEW FRESHMAN | PALAU MISSION ACADEMY | 13/FA | 2 | | | 2 |
| NEW FRESHMAN | PALAU MISSION ACADEMY | 14/FA | 1 | | | 1 |
| NEW FRESHMAN | PALAU MISSION ACADEMY | 15/FA | 1 | | | 1 |
| NEW FRESHMAN | PALAU MISSION ACADEMY | 16/FA | 2 | | 2 | |
| | PALAU MISSION ACADEMY Total | | 7 | 0 | 3 | 4 |
| NEW FRESHMAN | PENTECOSTAL LIGHTHOUSE ACADEMY | 09/FA | 1 | | | 1 |
| | PENTECOSTAL LIGHTHOUSE ACADEMY Total | | 1 | 0 | 0 | 1 |
| NEW FRESHMAN | POHNPEI ADVENTIST ACADEMY | 11/FA | 1 | | | 1 |
| NEW FRESHMAN | POHNPEI ADVENTIST ACADEMY | 13/FA | 1 | | | 1 |
| | POHNPEI ADVENTIST ACADEMY Total | | 2 | 0 | 0 | 2 |
| NEW FRESHMAN | POHNPEI HIGH SCHOOL | 08/FA | 1 | | | 1 |
| NEW FRESHMAN | POHNPEI HIGH SCHOOL | 10/FA | 1 | | | 1 |
| NEW FRESHMAN | POHNPEI HIGH SCHOOL | 12/FA | 1 | | | 1 |
| NEW FRESHMAN | POHNPEI HIGH SCHOOL | 14/FA | 1 | | | 1 |
| | POHNPEI HIGH SCHOOL Total | | 4 | 0 | 0 | 4 |
| NEW FRESHMAN | SARAMEN CHUUK ACADEMY | 08/FA | 1 | | | 1 |
| NEW FRESHMAN | SARAMEN CHUUK ACADEMY | 09/FA | 4 | 1 | | 3 |
| NEW FRESHMAN | SARAMEN CHUUK ACADEMY | 11/FA | 1 | | | 1 |
| NEW FRESHMAN | SARAMEN CHUUK ACADEMY | 12/FA | 2 | | 1 | 1 |
| NEW FRESHMAN | SARAMEN CHUUK ACADEMY | 14/FA | 1 | | | 1 |
| | SARAMEN CHUUK ACADEMY Total | | 9 | 1 | 1 | 7 |
| NEW FRESHMAN | SDA - POHNPEI | 12/FA | 1 | | | 1 |
| | SDA - POHNPEI Total | | 1 | 0 | 0 | 1 |
| NEW FRESHMAN | XAVIER HIGH SCHOOL | 08/FA | 1 | 1 | | |
| NEW FRESHMAN | XAVIER HIGH SCHOOL | 09/FA | 3 | 1 | | 2 |
| NEW FRESHMAN | XAVIER HIGH SCHOOL | 10/FA | 1 | 1 | | |
| NEW FRESHMAN | XAVIER HIGH SCHOOL | 11/FA | 6 | 1 | 1 | 4 |
| NEW FRESHMAN | XAVIER HIGH SCHOOL | 12/FA | 2 | | 1 | 1 |
| NEW FRESHMAN | XAVIER HIGH SCHOOL | 13/FA | 3 | | 1 | 2 |
| NEW FRESHMAN | XAVIER HIGH SCHOOL | 14/FA | 5 | | 2 | 3 |
| NEW FRESHMAN | XAVIER HIGH SCHOOL | 15/FA | 3 | | 2 | 1 |
| NEW FRESHMAN | XAVIER HIGH SCHOOL | 16/FA | 1 | | 1 | |
| | XAVIER HIGH SCHOOL Total | | 25 | 4 | 8 | 13 |
| NEW FRESHMAN | YAP CATHOLIC HIGH SCHOOL | 15/FA | 2 | | 1 | 1 |
| NEW FRESHMAN | YAP CATHOLIC HIGH SCHOOL | 16/FA | 3 | | 3 | |
| | YAP CATHOLIC HIGH SCHOOL Total | | 5 | 0 | 4 | 1 |
| NEW FRESHMAN | YAP HIGH SCHOOL | 08/FA | 2 | | | 2 |
| NEW FRESHMAN | YAP HIGH SCHOOL | 09/FA | 1 | | | 1 |
| NEW FRESHMAN | YAP HIGH SCHOOL | 13/FA | 1 | | | 1 |
| NEW FRESHMAN | YAP HIGH SCHOOL | 14/FA | 1 | | | 1 |
| NEW FRESHMAN | YAP HIGH SCHOOL | 16/FA | 1 | | 1 | |
| | YAP HIGH SCHOOL Total | | 6 | 0 | 1 | 5 |
| NEW FRESHMAN | YAP SEVENTH-DAY ADVENTIST SCHOOL | 12/FA | 2 | | | 2 |
| NEW FRESHMAN | YAP SEVENTH-DAY ADVENTIST SCHOOL | 16/FA | 1 | | 1 | |
| | YAP SEVENTH-DAY ADVENTIST SCHOOL Total | | 3 | 0 | 1 | 2 |
| | Grand Total (2008 - 2016 Fall cohorts) | | 128 | 6 | 39 | 83 |
| | | | | 5% | 30% | 65% |
| | 2008-2011 Fall cohorts Only | | 43 | 6 | 4 | 33 |
| | | | | 14% | 9% | 77% |



University of Guam
Academic & Student Affairs
Academic Assessment & Institutional Research

Matriculation of New Freshmen from Regional High Schools- Spring Semester Entry

| ADMIT STATUS | REGIONAL HIGH SCHOOL | UOG SPRING COHORT | HEAD COUNT | GRADUATED | STILL ENROLLED | NOT ENROLLED 17/SP |
|---|---|-------------------------|---------------|-----------|-------------------|--------------------------|
| NEW FRESHMAN | CHUUK HIGH SCHOOL | 09/SP | 2 | | | 2 |
| | CHUUK HIGH SCHOOL Total | | 2 | 0 | 0 | 2 |
| NEW FRESHMAN | KOSRAE HIGH SCHOOL | 15/SP | 1 | | | 1 |
| | KOSRAE HIGH SCHOOL Total | | 1 | 0 | 0 | 1 |
| NEW FRESHMAN | MINDSZENTY HIGH SCHOOL | 10/SP | 1 | | | 1 |
| NEW FRESHMAN | MINDSZENTY HIGH SCHOOL | 11/SP | 2 | | | 2 |
| NEW FRESHMAN | MINDSZENTY HIGH SCHOOL | 13/SP | 2 | | | 2 |
| NEW FRESHMAN | MINDSZENTY HIGH SCHOOL | 15/SP | 1 | | | 1 |
| | MINDSZENTY HIGH SCHOOL Total | | 6 | 0 | 0 | 6 |
| NEW FRESHMAN | OUTER ISLAND HIGH SCHOOL | 16/SP | 1 | | | 1 |
| | OUTER ISLAND HIGH SCHOOL Total | | 1 | 0 | 0 | 1 |
| NEW FRESHMAN | PALAU HIGH SCHOOL | 09/SP | 1 | | | 1 |
| NEW FRESHMAN | PALAU HIGH SCHOOL | 10/SP | 1 | | | 1 |
| NEW FRESHMAN | PALAU HIGH SCHOOL | 12/SP | 1 | | 1 | |
| NEW FRESHMAN | PALAU HIGH SCHOOL | 13/SP | 1 | | 1 | |
| | PALAU HIGH SCHOOL Total | | 4 | 0 | 2 | 2 |
| NEW FRESHMAN | PALAU MISSION ACADEMY | 12/SP | 1 | | | 1 |
| NEW FRESHMAN | PALAU MISSION ACADEMY | 16/SP | 3 | | 1 | 2 |
| | PALAU MISSION ACADEMY Total | | 4 | 0 | 1 | 3 |
| NEW FRESHMAN | PENTECOSTAL LIGHTHOUSE ACADEMY | 13/SP | 1 | | | 1 |
| | PENTECOSTAL LIGHTHOUSE ACADEMY Total | | 1 | 0 | 0 | 1 |
| NEW FRESHMAN | POHNPEI HIGH SCHOOL | 14/SP | 1 | | | 1 |
| | POHNPEI HIGH SCHOOL Total | | 1 | 0 | 0 | 1 |
| NEW FRESHMAN | SARAMEN CHUUK ACADEMY | 12/SP | 1 | | | 1 |
| | SARAMEN CHUUK ACADEMY Total | | 1 | 0 | 0 | 1 |
| NEW FRESHMAN | XAVIER HIGH SCHOOL | 13/SP | 1 | | | 1 |
| NEW FRESHMAN | XAVIER HIGH SCHOOL | 14/SP | 1 | | | 1 |
| | XAVIER HIGH SCHOOL Total | | 2 | 0 | 0 | 2 |
| NEW FRESHMAN | YAP HIGH SCHOOL | 16/SP | 1 | | | 1 |
| | YAP HIGH SCHOOL Total | | 1 | 0 | 0 | 1 |
| NEW FRESHMAN | YAP SEVENTH-DAY ADVENTIST SCHOOL | 14/SP | 2 | | | 2 |
| | YAP SEVENTH-DAY ADVENTIST SCHOOL Total | | 2 | 0 | 0 | 2 |
| Grand Total (2009 - 2016 Spring cohorts) | | | 26 | 0 | 3 | 23 |

0% 12% 88%

| | | | | |
|-------------------------------|---|----|----|------|
| 2009-2010 Spring Cohorts Only | 7 | 0 | 0 | 7 |
| | | 0% | 0% | 100% |



University of Guam

Academic & Student Affairs

Academic Assessment & Institutional Research

Matriculation of New Freshmen from Regional High Schools- Summer Semester Entry

| ADMIT STATUS | REGIONAL HIGH SCHOOL | UOG SUMMER COHORT | HEAD COUNT | GRADUATED | STILL ENROLLED | NOT ENROLLE D 17/SP | |
|-------------------------------|-----------------------|-------------------------|---------------|-----------|-------------------|---------------------------|------|
| NEW FRESHMAN | SARAMEN CHUUK ACADEMY | 09/X1 | 1 | | | 1 | |
| NEW FRESHMAN | YAP HIGH SCHOOL | 14/X1 | 1 | | | 1 | |
| TOTAL | | | 2 | | | 2 | |
| 100% | | | | | | | |
| 2009-2010 Summer Cohorts Only | | | | 1 | 0 | 0 | 1 |
| | | | | | 0% | 0% | 100% |



University of Guam

Academic & Student Affairs

Academic Assessment & Institutional Research

Matriculation of New Transfer Student from Regional Colleges - Fall Semester Entry

| ADMIT STATUS | REGIONAL COLLEGE | UOG START TERM | HEADCOUNT | GRADUATED | STILL ENROLLE D | NOT ENROLLED 17/SP | |
|--|---------------------------|----------------------|------------|-----------|-----------------------|--------------------------|------------|
| TRANSFER | COLLEGE MARSHALL | 11/FA | 1 | | 1 | | |
| TRANSFER | COLLEGE MARSHALL | 13/FA | 1 | | | | 1 |
| COLLEGE MARSHALL Total | | | 2 | | 1 | 0 | 1 |
| TRANSFER | COLLEGE MICRONESIA | 08/FA | 8 | | 6 | | 2 |
| TRANSFER | COLLEGE MICRONESIA | 09/FA | 16 | | 6 | | 10 |
| TRANSFER | COLLEGE MICRONESIA | 10/FA | 15 | | 6 | | 9 |
| TRANSFER | COLLEGE MICRONESIA | 11/FA | 12 | | 5 | 3 | 4 |
| TRANSFER | COLLEGE MICRONESIA | 12/FA | 21 | | 6 | 1 | 14 |
| TRANSFER | COLLEGE MICRONESIA | 13/FA | 25 | | 6 | 5 | 14 |
| TRANSFER | COLLEGE MICRONESIA | 14/FA | 14 | | 1 | 5 | 8 |
| TRANSFER | COLLEGE MICRONESIA | 15/FA | 15 | | | 11 | 4 |
| TRANSFER | COLLEGE MICRONESIA | 16/FA | 25 | | | 21 | 4 |
| COLLEGE MICRONESIA Total | | | 151 | | 36 | 46 | 69 |
| TRANSFER | GUAM COMMUNITY COLLEGE | 13/FA | 1 | | | 1 | |
| TRANSFER | GUAM COMMUNITY COLLEGE | 15/FA | 1 | | | | 1 |
| GUAM COMMUNITY COLLEGE Total | | | 2 | | 0 | 1 | 1 |
| TRANSFER | NORTHERN MARIANAS COLLEGE | 10/FA | 1 | | | | 1 |
| NORTHERN MARIANAS COLLEGE Total | | | 1 | | 0 | 0 | 1 |
| TRANSFER | PALAU COMMUNITY COLLEGE | 08/FA | 4 | | 1 | | 3 |
| TRANSFER | PALAU COMMUNITY COLLEGE | 09/FA | 16 | | 4 | | 12 |
| TRANSFER | PALAU COMMUNITY COLLEGE | 10/FA | 4 | | | | 4 |
| TRANSFER | PALAU COMMUNITY COLLEGE | 11/FA | 2 | | 1 | 1 | |
| TRANSFER | PALAU COMMUNITY COLLEGE | 12/FA | 6 | | 1 | 1 | 4 |
| TRANSFER | PALAU COMMUNITY COLLEGE | 13/FA | 15 | | | 7 | 8 |
| TRANSFER | PALAU COMMUNITY COLLEGE | 14/FA | 9 | | | 2 | 7 |
| TRANSFER | PALAU COMMUNITY COLLEGE | 15/FA | 6 | | | 5 | 1 |
| TRANSFER | PALAU COMMUNITY COLLEGE | 16/FA | 8 | | | 8 | |
| PALAU COMMUNITY COLLEGE Total | | | 70 | | 7 | 24 | 39 |
| Grand Total | | | 226 | | 44 | 71 | 111 |
| | | | | | 19% | 31% | 49% |



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Academic & Student Affairs

Academic Assessment & Institutional Research

Matriculation of New Transfer Student from Regional Colleges - Spring Semester Entry

| ADMIT STATUS | REGIONAL COLLEGE | UOG SPRING COHORT | HEADCOUNT | GRADUATED | STILL ENROLLE D | NOT ENROLLED 17/SP | |
|--------------------------------------|-------------------------|-------------------|------------|-----------|-----------------|--------------------|----|
| TRANSFER | COLLEGE MARSHALL | 09/SP | 1 | | | | 1 |
| TRANSFER | COLLEGE MARSHALL | 13/SP | 2 | | | | 2 |
| TRANSFER | COLLEGE MARSHALL | 15/SP | 1 | | | 1 | |
| COLLEGE MARSHALL Total | | | 4 | 0 | 1 | 3 | |
| TRANSFER | COLLEGE MICRONESIA | 09/SP | 13 | 9 | | | 4 |
| TRANSFER | COLLEGE MICRONESIA | 10/SP | 16 | 7 | | | 9 |
| TRANSFER | COLLEGE MICRONESIA | 11/SP | 10 | 4 | | | 6 |
| TRANSFER | COLLEGE MICRONESIA | 12/SP | 16 | 6 | 1 | | 9 |
| TRANSFER | COLLEGE MICRONESIA | 13/SP | 24 | 7 | 5 | | 12 |
| TRANSFER | COLLEGE MICRONESIA | 14/SP | 18 | 3 | 6 | | 9 |
| TRANSFER | COLLEGE MICRONESIA | 15/SP | 19 | 2 | 9 | | 8 |
| TRANSFER | COLLEGE MICRONESIA | 16/SP | 13 | | 9 | | 4 |
| COLLEGE MICRONESIA Total | | | 129 | 38 | 30 | 61 | |
| TRANSFER | PALAU COMMUNITY COLLEGE | 10/SP | 2 | 1 | 1 | | |
| TRANSFER | PALAU COMMUNITY COLLEGE | 11/SP | 8 | 1 | 1 | | 6 |
| TRANSFER | PALAU COMMUNITY COLLEGE | 12/SP | 10 | 3 | 1 | | 6 |
| TRANSFER | PALAU COMMUNITY COLLEGE | 13/SP | 9 | 2 | 4 | | 3 |
| TRANSFER | PALAU COMMUNITY COLLEGE | 14/SP | 5 | | 3 | | 2 |
| TRANSFER | PALAU COMMUNITY COLLEGE | 15/SP | 9 | | 1 | | 8 |
| TRANSFER | PALAU COMMUNITY COLLEGE | 16/SP | 2 | | 2 | | |
| PALAU COMMUNITY COLLEGE Total | | | 45 | 7 | 13 | 25 | |
| Grand Total | | | 178 | 45 | 44 | 89 | |
| | | | | 25% | 25% | 50% | |



University of Guam

Academic & Student Affairs

Academic Assessment & Institutional Research

Matriculation of New Transfer Student from Regional Colleges - Summer Semester Entry

| ADMIT STATUS | REGIONAL COLLEGE | UOG START TERM | HEADCOUNT | GRADUATED | STILL ENROLLED | NOT ENROLLED 17/SP |
|--------------|--------------------------------------|----------------------|-----------|-----------|-------------------|--------------------------|
| TRANSFER | COLLEGE MARSHALL | 14/X1 | 1 | | | 1 |
| | COLLEGE MARSHALL Total | | 1 | 0 | 0 | 1 |
| TRANSFER | COLLEGE MICRONESIA | 09/X1 | 12 | 7 | | 5 |
| TRANSFER | COLLEGE MICRONESIA | 10/X1 | 1 | 1 | | |
| TRANSFER | COLLEGE MICRONESIA | 11/X1 | 9 | 1 | | 8 |
| TRANSFER | COLLEGE MICRONESIA | 13/X1 | 4 | 3 | | 1 |
| TRANSFER | COLLEGE MICRONESIA | 15/X1 | 5 | 4 | 1 | |
| TRANSFER | COLLEGE MICRONESIA | 16/X1 | 8 | | | 8 |
| | COLLEGE MICRONESIA Total | | 39 | 16 | 1 | 22 |
| TRANSFER | PALAU COMMUNITY COLLEGE | 09/X1 | 1 | | | 1 |
| TRANSFER | PALAU COMMUNITY COLLEGE | 11/X1 | 1 | | | 1 |
| TRANSFER | PALAU COMMUNITY COLLEGE | 13/X1 | 1 | | 1 | |
| TRANSFER | PALAU COMMUNITY COLLEGE | 15/X1 | 1 | | 1 | |
| | PALAU COMMUNITY COLLEGE Total | | 3 | 0 | 2 | 1 |
| | Grand Total | | 44 | 16 | 3 | 25 |
| | | | | 36% | 7% | 57% |



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Academic & Student Affairs

Academic Assessment & Institutional Research

Off Island Micronesian Students - Fall Semester Entry - Stop Out Analysis

| ADMIT STATUS | Bursar Hold? | UOG START TERM | MATRICULATION STATUS | HEADCOUNT | Dean's List | In Good Standing | Academic Probation | Continued Probation | Academic Suspension | Academic Dismissal |
|--------------------|--------------|----------------|----------------------|-----------|-------------|------------------|--------------------|---------------------|---------------------|--------------------|
| NEW FRESHMAN | No | 08/FA | STOP OUT | 4 | | 3 | | | 1 | |
| NEW FRESHMAN | No | 09/FA | STOP OUT | 4 | | 1 | 2 | | 1 | |
| NEW FRESHMAN | No | 10/FA | STOP OUT | 1 | | 1 | | | | |
| NEW FRESHMAN | No | 11/FA | STOP OUT | 3 | | 2 | 1 | | | |
| NEW FRESHMAN | No | 12/FA | STOP OUT | 6 | | 3 | 2 | | 1 | |
| NEW FRESHMAN | No | 13/FA | STOP OUT | 8 | | 4 | 3 | | 1 | |
| NEW FRESHMAN | No | 14/FA | STOP OUT | 2 | | 1 | | | | 1 |
| NEW FRESHMAN | No | 15/FA | STOP OUT | 7 | 1 | 2 | 1 | | 3 | |
| No Total | | | | 35 | 1 (3%) | 17 (49%) | 9 (26%) | 0 (0%) | 7 (20%) | 1 (3%) |
| NEW FRESHMAN | Yes | 08/FA | STOP OUT | 3 | | 1 | | | 2 | |
| NEW FRESHMAN | Yes | 09/FA | STOP OUT | 9 | | 3 | 5 | | 1 | |
| NEW FRESHMAN | Yes | 10/FA | STOP OUT | 2 | | | 1 | | 1 | |
| NEW FRESHMAN | Yes | 11/FA | STOP OUT | 7 | | 1 | 3 | | 1 | 2 |
| NEW FRESHMAN | Yes | 12/FA | STOP OUT | 7 | | 4 | 2 | 1 | | |
| NEW FRESHMAN | Yes | 13/FA | STOP OUT | 8 | | 4 | 1 | | 3 | |
| NEW FRESHMAN | Yes | 14/FA | STOP OUT | 10 | | 1 | 3 | | 2 | 4 |
| NEW FRESHMAN | Yes | 15/FA | STOP OUT | 1 | | | 1 | | | |
| NEW FRESHMAN | Yes | 16/FA | STOP OUT | 1 | | 1 | | | | |
| Yes Total | | | | 48 | 0 (0%) | 15 (31%) | 16 (33%) | 1 (2%) | 10 (21%) | 6 (13%) |
| Grand Total | | | | 83 | 1 | 32 | 25 | 1 | 17 | 7 |
| | | | | | Dean's List | In Good Standing | Academic Probation | Continued Probation | Academic Suspension | Academic Dismissal |
| | | | | | 1% | 39% | 30% | 1% | 20% | 8% |

| Bursar Hold? | Count | % |
|--------------------------------|-----------|-------------|
| No | 35 | 42% |
| Yes | 48 | 58% |
| Total Stop Out Freshmen | 83 | 100% |

| Combinations of Bursar status and Academic Standing | n | % |
|---|----|-----|
| No Bursar Hold and in Good Academic Standing | 18 | 22% |
| No Bursar Hold and Academic Difficiency | 17 | 20% |
| Bursar Hold and in Good Academic Standing | 15 | 18% |
| Bursar Hold and Academic Difficiency | 33 | 40% |



University of Guam
Academic & Student Affairs

Academic Assessment & Institutional Research

Off Island Micronesian Students - Fall Semester Entry - Stop Out Analysis

| ADMIT STATUS | Bursar Hold? | UOG START TERM | MATRICULATION STATUS | HEADCOUNT | President's List | Dean's List | In Good Standing | Academic Probation | Continued Probation | Academic Suspension | Academic Dismissal |
|--------------------|--------------|----------------|----------------------|------------|------------------|---------------|------------------|--------------------|---------------------|---------------------|--------------------|
| TRANSFER | No | 08/FA | STOP OUT | 1 | | | 1 | | | | |
| TRANSFER | No | 09/FA | STOP OUT | 3 | | 1 | 2 | | | | |
| TRANSFER | No | 10/FA | STOP OUT | 7 | | | 7 | | | | |
| TRANSFER | No | 11/FA | STOP OUT | 1 | | | 1 | | | | |
| TRANSFER | No | 12/FA | STOP OUT | 5 | 1 | | 4 | | | | |
| TRANSFER | No | 13/FA | STOP OUT | 8 | | | 6 | 1 | | | 1 |
| TRANSFER | No | 14/FA | STOP OUT | 8 | 1 | 1 | 4 | 1 | | | 1 |
| TRANSFER | No | 15/FA | STOP OUT | 3 | | | 3 | | | | |
| TRANSFER | No | 16/FA | STOP OUT | 3 | | | 2 | 1 | | | |
| No Total | | | | 39 | 2 (5%) | 2 (5%) | 30 (77%) | 3 (8%) | 0 (0%) | 0 (0%) | 2 (5%) |
| TRANSFER | Yes | 08/FA | STOP OUT | 4 | | | 2 | 1 | | | 1 |
| TRANSFER | Yes | 09/FA | STOP OUT | 19 | | 1 | 15 | 2 | 1 | | |
| TRANSFER | Yes | 10/FA | STOP OUT | 7 | | | 7 | | | | |
| TRANSFER | Yes | 11/FA | STOP OUT | 3 | | | 2 | 1 | | | |
| TRANSFER | Yes | 12/FA | STOP OUT | 13 | | | 12 | | | | 1 |
| TRANSFER | Yes | 13/FA | STOP OUT | 15 | | | 12 | 2 | 1 | | |
| TRANSFER | Yes | 14/FA | STOP OUT | 7 | | 1 | 5 | | 1 | | |
| TRANSFER | Yes | 15/FA | STOP OUT | 3 | | | 1 | 1 | | | 1 |
| TRANSFER | Yes | 16/FA | STOP OUT | 1 | | | 1 | | | | |
| Yes Total | | | | 72 | 0 (0%) | 2 (3%) | 57 (79%) | 7 (10%) | 3 (4%) | 2 (3%) | 1 (1%) |
| Grand Total | | | | 111 | 2 | 4 | 87 | 10 | 3 | 2 | 3 |
| | | | | | President's List | Dean's List | In Good Standing | Academic Probation | Continued Probation | Academic Suspension | Academic Dismissal |
| | | | | 111 | 1.8% | 3.6% | 78.4% | 9.0% | 2.7% | 1.8% | 2.7% |

| Bursar Flag? | Count | % |
|--------------------------|-------|------|
| Total Stop Out Transfers | 39 | 35% |
| Yes | 72 | 65% |
| Total Stop Out Transfers | 111 | 100% |

| Combination of Bursar status and Academic Standing | n | % |
|--|-----|------|
| No Bursar Hold and in Good Academic Standing | 34 | 31% |
| No Bursar Hold and Academic Difficiency | 5 | 5% |
| Bursar Hold and in Good Academic Standing | 59 | 53% |
| Bursar Hold and Academic Difficiency | 13 | 12% |
| Total | 111 | 100% |



University of Guam
Academic & Student Affairs

Academic Assessment & Institutional Research

Off Island Micronesian Students - Spring Semester Entry - Stop Out Analysis

| ADMIT STATUS | Bursar Hold? | UOG START TERM | MATRICULATION STATUS | HEADCOUNT | Not Specified | President's List | Dean's List | In Good Standing | Academic Probation | Continued Probation | Academic Suspension | Academic Dismissal |
|--------------------|--------------|----------------|----------------------|-----------|---------------|------------------|-------------|------------------|--------------------|---------------------|---------------------|--------------------|
| NEW FRESHMAN | No | 11/SP | STOP OUT | 1 | | | | 1 | | | | |
| NEW FRESHMAN | No | 12/SP | STOP OUT | 1 | | | | 1 | | | | |
| NEW FRESHMAN | No | 13/SP | STOP OUT | 2 | | | | 1 | | | 1 | |
| NEW FRESHMAN | No | 16/SP | STOP OUT | 2 | | 1 | | 1 | | | | |
| No Total | | | | 6 | 0 (0%) | 1 (17%) | 0 (0%) | 4 (67%) | 0 (0%) | 0 (0%) | 1 (17%) | 0 (0%) |
| NEW FRESHMAN | Yes | 09/SP | STOP OUT | 3 | | | | 1 | 1 | | 1 | |
| NEW FRESHMAN | Yes | 10/SP | STOP OUT | 2 | | | | | 1 | | 1 | |
| NEW FRESHMAN | Yes | 11/SP | STOP OUT | 1 | | | | | 1 | | | |
| NEW FRESHMAN | Yes | 12/SP | STOP OUT | 1 | | | | | | | 1 | |
| NEW FRESHMAN | Yes | 13/SP | STOP OUT | 2 | | | | 1 | | | 1 | |
| NEW FRESHMAN | Yes | 14/SP | STOP OUT | 4 | | | | 1 | 2 | | 1 | |
| NEW FRESHMAN | Yes | 15/SP | STOP OUT | 2 | | | | | 2 | | | |
| NEW FRESHMAN | Yes | 16/SP | STOP OUT | 2 | | | | | 1 | | 1 | |
| Yes Total | | | | 17 | 0 (0%) | 0 (0%) | 0 (0%) | 3 (18%) | 8 (47%) | 0 (0%) | 6 (35%) | 0 (0%) |
| Grand Total | | | | 23 | 0 | 1 | 0 | 7 | 8 | 0 | 7 | 0 |

| Not Specified | President's List | Dean's List | In Good Standing | Academic Probation | Continued Probation | Academic Suspension | Academic Dismissal |
|---------------|------------------|-------------|------------------|--------------------|---------------------|---------------------|--------------------|
| 100% | 0% | 4% | 0% | 30% | 35% | 0% | 30% |

| Bursar Hold? | Count | % |
|--------------------------------|-----------|-------------|
| No | 6 | 26% |
| Yes | 17 | 74% |
| Total Stop Out Freshmen | 23 | 100% |

| Combinations of Bursar status and Academic Standing | n | % |
|---|-----------|-------------|
| No Bursar Hold and in Good Academic Standing | 5 | 22% |
| No Bursar Hold and Academic Difficiency | 1 | 4% |
| Bursar Hold and in Good Academic Standing | 3 | 13% |
| Bursar Hold and Academic Difficiency | 14 | 61% |
| Total | 23 | 100% |



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Off Island Micronesia Students - Spring Semester Entry - Stop Out Analysis

| ADMIT STATUS | Bursar Hold? | UOG START TERM | MATRICULATION STATUS | HEADCOUNT | Not Specified | President's List | Dean's List | In Good Standing | Academic Probation | Continued Probation | Academic Suspension | Academic Dismissal | |
|--------------------|--------------|----------------|----------------------|-----------|---------------|------------------|-------------|------------------|--------------------|---------------------|---------------------|--------------------|----|
| TRANSFER | No | 09/SP | STOP OUT | 2 | | | | 2 | | | | | |
| TRANSFER | No | 10/SP | STOP OUT | 4 | | | | 4 | | | | | |
| TRANSFER | No | 11/SP | STOP OUT | 6 | | | | 5 | 1 | | | | |
| TRANSFER | No | 12/SP | STOP OUT | 4 | | | | 4 | | | | | |
| TRANSFER | No | 13/SP | STOP OUT | 8 | | | | 8 | | | | | |
| TRANSFER | No | 14/SP | STOP OUT | 4 | | | 1 | 3 | | | | | |
| TRANSFER | No | 15/SP | STOP OUT | 5 | | | | 4 | | | | 1 | |
| TRANSFER | No | 16/SP | STOP OUT | 3 | | | | 2 | 1 | | | | |
| No Total | | | | 36 | 0 (0%) | 0 (0%) | 1 (3%) | 32 (89%) | 2 (6%) | 0 (0%) | 0 (0%) | 1 (3%) | |
| TRANSFER | Yes | 09/SP | STOP OUT | 3 | | | | 3 | | | | | |
| TRANSFER | Yes | 10/SP | STOP OUT | 5 | | | | 5 | | | | | |
| TRANSFER | Yes | 11/SP | STOP OUT | 6 | | | | 3 | 2 | | 1 | | |
| TRANSFER | Yes | 12/SP | STOP OUT | 11 | | | | 9 | 1 | | 1 | | |
| TRANSFER | Yes | 13/SP | STOP OUT | 9 | | | | 7 | 1 | | 1 | | |
| TRANSFER | Yes | 14/SP | STOP OUT | 7 | | | 1 | 5 | 1 | | | | |
| TRANSFER | Yes | 15/SP | STOP OUT | 11 | | | | 8 | 2 | | 1 | | |
| TRANSFER | Yes | 16/SP | STOP OUT | 1 | | | | | 1 | | | | |
| Yes Total | | | | 53 | 0 (0%) | 0 (0%) | 1 (2%) | 40 (75%) | 8 (15%) | 0 (0%) | 4 (8%) | 0 (0%) | |
| Grand Total | | | | 89 | 0 | 0 | 2 | 72 | 10 | 0 | 4 | 1 | |
| | | | | | Not Specified | President's List | Dean's List | In Good Standing | Academic Probation | Continued Probation | Academic Suspension | Academic Dismissal | |
| | | | | | 100% | 0% | 0% | 2% | 81% | 11% | 0% | 4% | 1% |

| Bursar Hold? | Count | % |
|---------------------------------|-----------|-------------|
| No | 36 | 40% |
| Yes | 53 | 60% |
| Total Stop Out Transfers | 89 | 100% |

| Combination of Bursar status and Academic Standing | n | % |
|--|-----------|-------------|
| No Bursar Hold and in Good Academic Standing | 33 | 37% |
| No Bursar Hold and Academic Difficulty | 3 | 3% |
| Bursar Hold and in Good Academic Standing | 41 | 46% |
| Bursar Hold and Academic Difficulty | 12 | 13% |
| Total | 89 | 100% |



University of Guam
Academic & Student Affairs
Academic Assessment & Institutional Research

Off Island Micronesians Students - Summer Session Entry - Stop Out Analysis

| ADMIT STATUS | Bursar Hold? | UOG START TERM* | MATRICULATION STATUS | HEADCOUNT (N) | Not Specified | President's List | Dean's List | In Good Standing | Academic Probation | Continued Probation | Academic Suspension | Academic Dismissal |
|--------------------|--------------|-----------------|----------------------|---------------|---------------|------------------|-------------|------------------|--------------------|---------------------|---------------------|--------------------|
| TRANSFER | No | 09/X1 | STOP OUT | 5 | | | | 5 | | | | |
| TRANSFER | No | 11/X1 | STOP OUT | 7 | | | | 7 | | | | |
| TRANSFER | No | 13/X1 | STOP OUT | 1 | | | | 1 | | | | |
| TRANSFER | No | 16/X1 | STOP OUT | 8 | | | | 8 | | | | |
| No Total | | | | 21 | 0 (0%) | 0 (0%) | 0 (0%) | 21 (100%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) |
| TRANSFER | Yes | 09/X1 | STOP OUT | 1 | | | | 1 | | | | |
| TRANSFER | Yes | 11/X1 | STOP OUT | 2 | | | | 2 | | | | |
| TRANSFER | Yes | 14/X1 | STOP OUT | 1 | | | | 1 | | | | |
| Yes Total | | | | 4 | 0 (0%) | 0 (0%) | 0 (0%) | 4 (100%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) |
| Grand Total | | | | 25 | 0 | 0 | 0 | 25 | 0 | 0 | 0 | 0 |

| Not Specified | President's List | Dean's List | In Good Standing | Academic Probation | Continued Probation | Academic Suspension | Academic Dismissal |
|---------------|------------------|-------------|------------------|--------------------|---------------------|---------------------|--------------------|
| 100% | 0% | 0% | 0% | 100% | 0% | 0% | 0% |

| Bursar Hold? | Count | % |
|---------------------------------|-----------|-------------|
| No | 21 | 84% |
| Yes | 4 | 16% |
| Total Stop Out Transfers | 25 | 100% |

| Combination of Bursar status and Academic Standing | N | % |
|--|-----------|-------------|
| No Bursar Hold and in Good Academic Standing | 21 | 84% |
| No Bursar Hold and Academic Difficiency | 0 | 0% |
| Bursar Hold and in Good Academic Standing | 4 | 16% |
| Bursar Hold and Academic Difficiency | 0 | 0% |
| Total | 25 | 100% |

NOTE: If a start term is omitted in these tables it is because there were no students admitted for that term or summer session

APPENDIX C
Community College Recruiter / Advisor

Hiring Actions:

Services contract; 12 – 20 hours per week (which hours work best? / what about summer?)

Salary (\$1,500 - \$2,500?); no benefits

3 (or more) considered for hire; 1 selected; candidate input from here and there

Ideally COM-FSM and UOG graduate

Could be someone at COM-FSM looking for more hours or a new part time person

What We Need From COM-FSM

Small office space

Small table/desk and chair (small filing cabinet?)

Phone and Internet access

Minimal office supplies?

Minimal oversight (show-up to work)

We can provide computer and printer (unless COM-FSM has an old one we can use)

Position Expectations

Be proactive and innovative

Get to know COM-FSM students

Recruit the “right” students to UOG

Perform administrative tasks associated with student recruiting, advising, and transferring

Conduct initial UOG advising

Help schedule COM-FSM courses to ensure maximum transferability

Help with UOG application / FAFSA / other financial aid

Assist with UOG class registration

Get required COM-FSM transcripts for UOG (assist with any “holds”)

Coordinate for UOG dorm room (if needed)

Assist with coordination of initial transportation to Guam (if needed)

Provide health clearances to UOG

Contact / Update UOG POC at least weekly

Conduct outreach and recruiting events; assist with education about college and advisement

Provide UOG placement testing?

Participate in community activities and events