



Summary

The University has made substantial progress toward achieving the goals for academic quality set in its 2004 Reaccreditation Proposal and in implementing the recommendations of the 2007 WASC Site Visit Team Report and Commission Action Letter. Formal, published learning objectives exist for programs, General Education, each college and school, and the University as documented in course outlines, syllabi and catalogs. Budgets, administrative structures, and faculty development activities support planning, decisions and action to enhance academic quality and decisions are based on reliable evidence, including external reviews. Faculty and administrators have undertaken a quantitative and qualitative data-based analysis of undergraduate academic programs, with the goal of "right sizing" the programs in an environment of scarce resources, and a similar review of graduate programs is underway. The University aligned administrative resources to support graduate programs, and coordinated assessment and institutional research.

The University will continue to support academic programs that have not yet linked their learning objectives to external benchmarks, or to standards identified by professional organizations.

Although the schools and colleges currently use program reviews to develop budgets in support of programs' needs, the University will consider adopting one or more established systems for strengthening the linkage between measures of quality and budgets. Dill's (2007) system for assuring academic quality, which includes the use of national examinations, academic audits and performance-based funding, provides one example.

In the next essay, the focus shifts from the definition and assessment of SLOs to the University's efforts to optimize student development, broadly considered: addressing enhancements in the effective recruitment, remediation, advising, retention, and persistence of students, as well as their training for lifelong learning and service to their communities.

B. SUPPORTING STUDENT SUCCESS

Introduction

"Regard man as a mine rich in gems of inestimable value. Education can, alone, cause it to reveal its treasures, and enable mankind to benefit therefrom." (Baha'u'llah)

These words capture the essential role that education plays in a world searching for answers. Education uncovers the true potential of the individual, and thus, of local, regional and global communities. This essay evaluates the University's educational effectiveness with particular attention to students' differing needs, and levels of preparation and success across demographic categories and courses of study; evidence of students' satisfaction; evidence of effective advising; faculty members' enacted commitment to developing curricula in response to student needs; linkages between scholarship, teaching, student learning and service; and preparing students for work, effective communication, scientific literacy, lifelong learning and civic responsibility in fulfillment of WASC Criteria For Review 1.7, 1.8, 2.2a, 2.5, 2.8, 2.9, 2.10, 2.13, 2.14, 3.1, 3.2, and 3.3.

In November 2006, the University produced a CPR Self Study that assessed the institution's capacity to realize student success in multiple areas, and made recommendations to extend this capacity in the future. The institution's collective response to these recommendations and evidence of its progress in optimizing three elements of student success are identified below.



Definition of Student Success

The definition of student success that guided the CPR Self Study continues to structure evidence in this essay. Where academic quality focuses on SLOs within specific programs, student success is defined in terms of the student's long-term development: beginning with success in obtaining an affiliation with a university that has programs and resources that are appropriate to the student's goals and capabilities. Student success continues with timely and appropriate advancement from lower- to upper-division courses (sustaining an affiliation), and culminates in learning as a lifestyle, a rewarding career in which the student applies what s/he has learned in college courses, contributes informed opinion and service to his or her community, and maintains a mutually beneficial affiliation with the university (cf. Miller, 2002). The University's educational effectiveness is evaluated within this framework.

Obtaining Appropriate Affiliations

Demonstrating educational effectiveness requires evidence that the University attracts students likely to achieve their educational goals at this institution; develops students who are at risk; and modifies course offerings and programs in response to community needs. This section presents evidence that the University currently pursues these goals through improved recruiting, cooperation with high schools, enhancements of the developmental programs in mathematics and English, growth in enrollment, assessment of its stature as an institution among regional communities, and through changes in course offerings based on needs assessments.

Improved Recruiting

Reaching potential applicants from the region's high schools and community colleges, and among non-traditional students; conveying the message that higher education is an important next step in their development; and making the case that the University is their very best option, have always presented challenges. Higher education is a relatively recent phenomenon in the Micronesian islands, and many incoming freshmen are first generation college students. This section provides evidence that the University has met these challenges, in fulfillment of WASC's accreditation Standard 1.

The University created and filled the position of Dean of Enrollment Management and Student Services (EMSS). This office developed a Strategic Enrollment Master Plan (EEF III.B.1) that targeted a 3% annual growth rate in enrollment each year for five years. This goal has been achieved and sustained from 2004-2008, in part through focused recruitment efforts.

Representatives of the EMSS Office make twice-annual visits to all public and private high schools on Guam. In 2006, the EMSS Office extended these visits to all high schools in the neighboring islands of Rota, Tinian, Saipan and Palau. Each fall, workshops educate and inform high school counselors about the admissions process and options for financial aid. Each spring, the University hosts multiple College Nights for high school graduating seniors and their parents. Parents on Guam and in the Commonwealth of the Northern Mariana Islands (CNMI) receive letters of invitation to a College Night, which provides information about the University in general, its admission processes, and options to pay for their children's education. The EMSS Office works closely with the Office of Integrated Marketing and Communication (OIMC) to publicize College Nights in advertisements through radio and print media. The University holds a Graduate Fair each semester during which prospective graduate students may meet and talk with faculty members about their programs.

Individual academic programs use similar recruitment strategies. For example, English and Communication faculty hold annual career days for students interested in these majors. Speakers representing different career areas talk with students about enhancing their college experience, about trends in the field, and about the current job market. Mathematics faculty host a popular Math Day, and



sponsor an island-wide problem-solving contest. As a later section will make clear, such recruitment strategies offer important benefits to students as well the programs, given a demonstrated advantage of declared majors over undeclared students in advancing from freshman to sophomore status.

The Dean of EMSS appears on local radio talks shows, and reaches out to indigenous persons in Chamorro-language broadcasts in the Northern Marianas, encouraging them to consider the University for the future of their children. Additionally, the Director of the OIMC has added to the website a recruitment video often broadcast on local TV, along with links to downloadable admission and financial aid forms.

Enhancing Students' Essential Skills

As the table in Appendix 6 demonstrates, more than half of all students admitted require remedial coursework in mathematics, English, or both. To ensure that these students receive consistent and appropriate remediation, the University developed core course objectives and master syllabi for remedial courses, and increased cooperation with high schools: e.g., in spring 2009, offering courses at the high schools using video conferencing technology currently available in each school.

Other forms of cooperation with high schools in preparing prospective students for college-level work increased substantially in 2007, with a \$537,000 Federal grant awarded to the EMSS Office to extend the AmeriCorps program by establishing success centers in five high schools on Guam, and one each in the Department of Corrections and in Guam Community College. Trained students (62 FTE) staff these success centers, mentoring and tutoring potential applicants for success in their current programs, and for possible entry into the University, with remediation in math and English: addressing both recruitment and retention. Since their establishment, these success centers provided tutoring for over 350 students, and outreach to more than 1540.

Mathematics and English faculty defined common learning objectives for developmental courses, as summarized in course syllabi on file with CNAS and CLASS, respectively. Course outlines were revised to formalize these new core objectives, and the student learning outcomes and assessment measures aligned with them, in AY 08-09. The senior management team considered options for administering the developmental programs: from centralized management, to retaining the cost-effective current system, and has left these programs with the colleges based on their strong disciplinary affiliations.

Academic Programs' Responses to Island and Regional Needs

Program-specific increases in enrollment. Several degree programs have seen substantial increases in enrollments over the past several years (Appendix 7). Improvements in facilities have attracted increasing numbers of students to programs in Business and Public Administration, which have simultaneously expanded their pools of qualified adjunct faculty. Japan's economic recovery produced concomitant improvements in Guam's economy, and steady growth in enrollments at every level of Japanese language courses has accompanied these improvements. Shortages of registered nurses on Guam and in the region have produced significant increases in enrollment in the Nursing program, among both Pre-Nursing and Nursing BSN students. The successful hiring in the Division of English and Acquired Linguistics (DEAL) of three assistant professors contributed to a 26% increase in credit hour production in the program between 2002 and 2007.

A study conducted by Developmental English faculty in 2006 (EEF III.B.2) revealed that over a 1.5 year period, almost 60% of students who graduated with a Bachelor's degree began their studies in Developmental English or another pre-college level English course. During the same period, almost 50% of students graduating with a Master's degree also began at the pre-college English level. These figures suggest that the Developmental English / pre-college level English program meets its primary objective: preparing students for academic success.



Still, not all enrollment increases have been easily accommodated. Class sizes in Nursing have increased, and faculty shortages have reduced the numbers of courses. The program received 80 applications for Spring 2009 enrollment in its BSN Nursing program: which has a capacity of 40.

New academic programs: New programs launched over the past two years in response to demonstrated needs in the Guam community and in the region include an Associate Degree program in Nursing, a Bachelor of Science program in Health Sciences, a Bachelor of Arts program in Sociology, a Master of Arts program in Clinical Psychology, a Master of Arts in English, a Professional Master of Business Administration degree, and a Master's degree in Social Work. The Faculty Senate level has under review a new concentration on Entrepreneurship for the BBA. Each of these programs conducted a community / regional needs assessment, and included that information in its application for a new program.

Three successful substantive change applications have allowed the University to offer new programs in Pohnpei and Saipan. The College of Micronesia-Federated States of Micronesia and the University offer a Partnership Program allowing students to receive a B.Ed. in Elementary Education without leaving their island. In Saipan, new programs offer the Master of Arts degree in School Counseling and a Master of Education in Administration and Supervision. These programs are under evaluation for fiscal soundness, and to ensure that student outcomes match on campus results.

Assessing the University's Stature Among Regional Communities

These responses to the community's needs show every sign of paying off. OIMC tracks news coverage as one means of gauging the community's perceptions of the University. The past several months have shown a marked increase in coverage. Coverage has more than tripled on Guam itself. For example, 115 local news stories appeared during May 2008, with 76 expressing positive perceptions, and 39 neutral. During the same month, OIMC identified 131 University news stories in the mainland United States, as well as 56 international stories, with 96% of stories in each domain expressing positive perceptions. This is evidence of effectiveness in achieving positive visibility. The following excerpt from an editorial in the *Pacific Daily News* (Guam's primary newspaper) is a case in point.

The University of Guam plays an important role in preparing its students for Guam's work force and helping them become the future leaders of our island and the region. UOG's role in the community becomes even more important as the pending military buildup is expected to change Guam's economic landscape. With a population surge there will be a need for more services, as well as technicians, specialists and professionals to provide for and manage those services.... For years, the university has been able to live within its means. It instituted austerity measures, such as temporary cuts in salaries and work hours, when necessary. It consolidated colleges and divisions. Though the local government shortchanged the university by millions of dollars in allotments for many years, the university was able to continue operations and maintain the quality of its services. It was able to meet the demands of its growing student enrollment with its existing staff, infrastructure and resources.... Now, the University is looking ahead to the military buildup, what the needs of our island will be and how UOG can best serve the community during the buildup and beyond. Elected officials must recognize UOG's role in helping prepare our island and its talent for the buildup. More importantly, they must support the university's vision and goals with the necessary funding and resources.

This is but one of many examples where the media recognizes the University's contributions to the region, and its leadership role. Positive local and international coverage in turn contribute to positive perceptions among diverse constituents considering a University affiliation. As evidence, the fact that the 2008 valedictorians from three (of the four) public high schools on Guam, along with two salutatorians and a National Honor Society president, selected the University as their first choice and have now enrolled,



together with the fact that increasing percentages of Guam's public and private high school graduates are attracted—recruiting 23% and 34%, respectively, in Fall 2008—suggests increasingly positive perceptions of the University as the first and best option for graduating high school students.

Comparisons of data on visitors to the University's new website (www.uog.edu)—launched Jan. 31, 2008—show increases in use from March to August 2008. Sessions quadrupled, and page views increased dramatically over the same period. Visitors spend an average of eight minutes longer on the site. (EEF III.B.3)

Sustaining Appropriate Affiliations

As an open enrollment institution, the University faces additional, distinct challenges in providing culturally and academically diverse students every opportunity to succeed. Current initiatives to meet these challenges include: identifying factors in freshman to sophomore retention, and in students' persistence to degree; responding to needs identified in surveys of graduating seniors and in academic program reviews (cf. Essay A); improving academic advising and work with student organizations; increasing efforts to prepare students as contributors to knowledge; and increasing efforts to prepare students for lifelong service to their communities. This section reviews evidence of each.

Identifying Factors in Freshman to Sophomore Retention

In the Spring of 2005, 307 (10%) students were on academic probationary status or suspension. In collaboration with student counselors and the Student Life Office, the Dean of EMSS developed procedures to help students come off of probation. Students on probation were required to meet with a counselor, and to develop and commit to a "road map" leading to a resumption of good academic standing. With the help of tutoring services (including instruction in reading college-level texts) and the development of MA084 (a fundamentals math course based on student - professor contact (as contrasted with MA085, which is self paced and independent study-based)), and focused advising and counseling, the number of students on probation dropped to 291 by the fall of 2006, and again to 149 by Fall Semester 2007: a decrease of over 50% , from 10% of the total student body in 2005 to 4.5% in 2007.

In response to data provided by the Registrar's Office, indicating many students retake developmental courses several times before passing, the Dean of EMSS initiated an AmeriCorps grant-funded special tutoring program. This program hires students with strong English and math skills to mentor and tutor others in need. Students in this program receive both academic and career counseling. The services are free, and open to students six days a week.

The University this year commissioned a statistical analysis of factors affecting attrition from freshman to sophomore years. A full report of this analysis and its conclusions appears in EEF.III.B.4. Analyses of the pattern of freshmen withdrawals from courses, records of freshmen placed on academic probation, or dismissed, and records of freshmen who advanced to sophomore status and those who left without advancing (stop outs), identified several risk factors among students, and among courses of study.

It is important to note that each of these phenomena—course withdrawals, academic probation, and stop outs—contributes distinct and important information about barriers to student success among freshmen. For example, many freshmen placed on academic probation had not withdrawn from any courses during the prior semester, and many freshmen who did not continue their enrollment had not been placed on probation.

Some highlights of the analysis are summarized below:

Courses of study. The analysis identified course subject areas that record reliably higher percentages of withdrawals by freshmen than most other courses. Although the consistent presence of courses in



biology, chemistry and mathematics on this list is consistent with the experiences of peer institutions, courses in philosophy, geography, and anthropology also recorded disproportionately high percentages of freshman withdrawals. Courses in communication, English, fine arts and physical education record reliably *lower* than average percentages of freshman withdrawals.

Undeclared freshmen are more likely than freshmen with declared majors to be placed on probation or dismissed. (Undeclared freshmen are not, however, more likely to withdraw from courses during a given semester.)

Demographic analyses. Male freshmen are significantly less likely than female freshmen to advance to sophomore status. Thirty-five percent of freshmen in the sample—and 44% of stop outs—are men. The University is not retaining male Chamorro students, in particular, in proportionate numbers. Chamorro men accounted for 14% of all freshmen, but a disproportionate 24% of all stop outs. Similarly, fewer than 1% of freshmen in the sample were men from the Federated States of Micronesia, Palau, or the Republic of the Marshall Islands, but these men accounted for 3% of stop outs.

In contrast, Chamorro women and women from elsewhere in Micronesia advanced to sophomore status at rates comparable to the student body as a whole. Also in contrast, the University retains students of Filipino ethnicity, and Filipino women in particular, at disproportionately *high* rates. Female Filipino students accounted for 27.5% of freshmen in the sample, but for only 13% of stop outs. Students with prior college level work (accounting for 13% of freshmen, but for only 3% of stop outs) also had a reliable advantage.

Male freshmen withdrew from courses at rates comparable with female freshmen, but men were reliably more likely to indicate that their withdrawals were due to work schedule conflicts, or to a lack of interest in the course. Female freshmen were more likely to indicate that their withdrawals are due to personal matters.

Analyses of probationary status and dismissals provided additional information. Male freshmen—and Chamorro men, in particular—were disproportionately likely to be placed on academic probation or dismissed. In contrast, freshmen from elsewhere in Micronesia, though more likely than average to stop out, did not do so because of disproportionately high rates of probation or dismissal. Filipino freshmen were unusually likely to remain on good academic standing.

Each of these findings will encourage additional, qualitative, focus group-based research on freshman to sophomore retention, and on students' persistence to degree, and will guide the design of interventions for at-risk groups and for freshmen and sophomores in higher-risk courses of study. Pilot interventions will begin in Fall 2009. As subsequent sections of this essay will demonstrate, the University also promotes retention of upper-division students through increased opportunities for student-faculty research partnerships and service learning.

Responding to Needs Identified in Surveys of Graduating Seniors

Annual surveys of graduating seniors identified frequent experiences with closed courses and academic advising as areas for improvement. This section reviews evidence of responses to these needs at institutional and programmatic levels.

Increasing enrollment. Credit hour production across the institution increased over the past four years: 33,643 in the fall of 2004; 35,187 in the fall of 2005; 36,408 in the fall of 2006; and 38,007 in the fall of 2007. For example, English—which is fundamental to the General Education program—increased credit hour production from 4265 during Fall Semester 2005 to 4741 for Fall 2007.

Other specific examples from individual programs include SOE's 14-month teacher certification program. This program is designed for people who already have their baccalaureate degrees and want to become certified as teachers. Forty people earned their certifications as of December 2007, and the



program's third cohort will graduate in December 2008. Another example is the Special Education Fall Institute, which leads teachers to certification in Special Education, and offers a Masters in Special Education as well. The program graduated five students in spring 2008—the first special education Master's program graduates in five years—and will graduate an additional 15 Master's students in Fall 2008.

Improvements in academic advising and in work with student organizations. As a part of improving academic advising, the Office of Student Counseling Services provides increased numbers of faculty with training in advising and the use of course registration software, including WebAdvisor. Program-specific initiatives in advising include the use of Individual Degree Plans for majors in Education, and a One Stop Advisement - Registration Pilot Project in Social Work, which allows Social Work faculty to access the computerized registration system, and to retrieve academic evaluations as they advise students and register them for courses. Faculty in Nursing have expanded their advisement to include members of Pre-Nursing and Nursing majors' families, in an annual event that promotes an exchange of information about program activities, and allows students to share their experiences with family members. Faculty in the ROTC Program offer a similar event for cadets' families. Faculty from the School of Business and Public Administration recently completed training on WebAdvisor and are pilot testing use of the web to enter each semester's grades.

Degree programs support student organizations for their majors and minors, and for students interested in their fields. Student organizations in Business Administration (including the Junior Accounting Society, American Marketing Association, Society for Human Resource Management, the Finance Club, and the Tourism Awareness Group), in Communication, in Nursing, and in Sociology, report particularly active collaborations with faculty. As indicated in the following section on service learning, students in the Communication Society and the Triton's Society (in Sociology) are especially active in community service. The Student Nurse's Association of Guam has won awards from the National Student Nurse's Association (NSNA) for the past two years, reflecting increasing membership with NSNA.

Current data support the conclusion that these efforts are succeeding. The Office of Student Counseling Services surveys over the past two years report that graduating seniors provided increasingly favorable ratings of the quality of academic advising.

Preparing Students through Research and Scholarly Contributions

In addition to preparing students for contributions to their chosen fields, student-faculty research partnerships contribute to increased student retention (e.g., Gregerman et al, 1998). In this section, we discuss expanded student-faculty research partnerships.

Numerous individual programs provide hands-on training and experience in research and creative productions for undergraduate as well as graduate students. Examples include the following. The Tropical Agricultural Sciences program trains Agriculture students as assistants in faculty research projects, which leads to travel within the region and joint conference presentations. Communication majors contribute papers, poster presentations and organized panels for the CLASS research conference. Communications majors also produce the *Triton's Call*, which publishes eight issues per year. Students in the M.A. program in English in 2007 contributed research presentations to international conferences on terror (at Oxford University) and drama (in California). Education majors are required to join and participate in professional associations and to attend professional conferences. Majors in Nursing present findings from supervised research in a local annual conference. Psychology majors co-authored 21 research-based conference presentations and publications over the past five years; and recent graduates of the Psychology Program co-authored successful grant applications. Since Sociology began offering a Major in 2006, three students traveled to and presented their research at the 4th International Conference on Environmental, Cultural,



Social and Economic Sustainability in Malaysia, while three others co-authored two published articles in international refereed journals. The literary journal, *Storyboard*, is now collaboratively edited by faculty and students. Fine Arts majors perform in the Guam Symphony, the Guam Symphony Chorale, and the Guam Territorial Band. University Music has a strong record of off-island performances in the region. During AY 2006-2007, a student art competition produced artwork for the newly constructed Blue Aster chapel in Tumon. Student artwork now decorates the interior of the chapel.

The University's National Institute of Health-funded Research Initiative for Scientific Enhancement (RISE) Program has demonstrated particularly strong achievements in preparing students for scholarly contributions and for graduate programs. This program's goal is to increase the number and preparedness of students from underrepresented minorities in doctoral biomedical research, by strengthening Biology programs' capacities for training in the responsible conduct of research, and in quantitative, laboratory and communication skills. The grant this cycle supports a core of student activities, the development of a bio-statistics course, and continued development of courses in science communication.

Undergraduate involvement in the past two years included on-island research experiences (six undergraduates and four graduate students each year), plus off-island summer internships, which greatly strengthened students' capacity for science, motivation for graduate work, and credentials for receiving doctoral fellowships. The off-island partners and the numbers of students supported during the summers of 2007 and 2008 are as follows: University of California, San Diego, STARS program (5); Baylor College of Medicine, Houston, SMART program (1); Rutgers University RISE program (2); University of Delaware, Newark, HHMI program (1); Florida Agricultural and Mechanical University, MHIRT program (research in Ghana) (4).

Students working in research labs participate in weekly student and professional development seminars that focus on the responsible conduct of scientific research. Students conducting on-island research also present their work at an annual research conference, and both groups of students are eligible to present papers at national conferences, with support from the grant. Over the past academic year, three students attended the Annual Biomedical Research Conference for Minority Students (Anaheim, Nov. 2007); three students attended the International Coral Reef Symposium (Ft. Lauderdale, July 2008), one student attended the Endocrine Society Conference (San Francisco, June 2008); and one student attended two health conferences in Washington, D.C. (Nov. 2007). In addition, one student received from The Endocrine Society Minority Access Program a scholarship to support her participation in the ENDO conference and the UCSD STARS program. Another student, as a result of his performance in last year's MHIRT summer program, received a full scholarship to the Florida A&M University College of Pharmacy, to pursue a Ph.D. starting Fall 2008.

The program has a direct impact on graduates, and supports them indirectly through curriculum and infrastructure improvements. Six of eleven Biology graduates in AY 2007-08 participated in the summer internships through NIH RISE, and one also participates in on-campus research.

In addition to promoting student retention and persistence to degree (cf. Gregerman, et al, 1998) academic programs' successes in involving students in scholarly research, publications and presentations, and in service to the community, serve two further purposes: as ends in themselves, and as preparation for contributions throughout the student's future career.

Student Internships and Service Learning

In addition to preparing students for lifelong contributions to the community, service learning and internships contribute to increased student retention (e.g., Axsom, 1999; Eyler, 2001; Ryken, 2004). This section summarizes examples of increases in the numbers and types service learning and internships as components of undergraduate academic programs.



Increasing numbers of major programs require students to contribute to the community as a part of their education. Two years ago, only two of the 22 nonprofessional undergraduate programs in the colleges offered internships. Today, ten programs have internships as integral components of their curricula. In addition to professional degree programs in the three schools that have traditionally required community service-based internships (e.g., Business Administration, Education, Nursing), many other degree programs, including Computer Science, Computer Information Systems, English and Applied Linguistics, Japanese Studies, Psychology, Sociology, Social Work, Tropical Agriculture, and Communications, offer service learning / internships in core or elective coursework. The goal is to provide such links to the community in each undergraduate program by 2010.

Under supervision from faculty and mentors, student interns complete service learning experiences in areas from Anthropology to Tropical Agriculture. Programs collaborate with government agencies and private businesses to produce formal agreements concerning expectations of interns. Partners include Guam's Historic Preservation Office, media outlets (radio, television and print), Continental Airlines (computer practicum), the public and private schools in Guam and the region, the Pacific Judicial Council, various hotels and retail outlets (e.g., Westin, Hilton, Louis Vuitton), the Department of Mental Health and Social Services, local non-profit organizations (Sanctuary, Victims Advocates), the Departments of Agriculture, Federal Fish and Wildlife, the two hospitals and other health care clinics on island, and engineering firms.

In addition, many of these and other programs incorporate other projects involving community service into coursework. Examples over the past year range from planning for a Guam Museum to organizing conferences, training seminars and volunteer work. Some service, such as community forums on controversial social or political topics, addresses immediate community needs. Some projects, such as Head Start and Guam Island Girl Power, address more long-term needs. The disciplines often collaborate; for example, students in Theater and in Clinical Psychology collaborated with the campus suicide prevention grant to produce a play about suicide for discussion and raising public awareness. Cultural activities such as language revitalization, archaeology, and environmental sustainability contribute to the island's development, as well as to that of students. Students develop an awareness of service as a civic responsibility, while experiencing how their discipline addresses needs in the community. Immediate feedback from partners makes learning more relevant, and strengthens links with the community. Appendix 8 contains an inventory of program activities.

The forty or so student clubs, many of them nurtured in degree programs, are regularly involved in community service projects, including: food drives for local charities, public lectures, discussion forums, and a campus-wide safety survey providing baseline data for Campus Safety Awareness Week; fund raising; participating in local forums and conferences; student academic assistance programs; and coordinating campus recycling activities. The Student Government Association supports these activities by providing grants from student activity fees to student organizations for community service projects.

Evidence of Effectiveness

In addition to identifying students' needs and priorities, surveys of graduating seniors capture the overwhelmingly positive experiences reported. Over the past three years, seniors consistently reported that they felt their time at the University had been well worth it. The vast majority (over 92%) reported that they felt prepared for positions in the work force in their fields of study; that they were satisfied with their majors; and that they would recommend the University to others in the community. A majority of students credit the University with helping them to succeed, and an overwhelming majority (over 92%) indicated that faculty and staff are extremely concerned or mostly concerned about the students. Most were optimistic about finding employment in their chosen fields, and a large percentage (over 88%) indicated that they



planned to attend graduate school. with over 55% planning to pursue a Master's degree here. The majority reported positive interactions with faculty, and over 95% indicated that their professors were extremely interested or somewhat interested in helping them. The majority (over 88%) also felt that the overall atmosphere was mostly to extremely concerned and helpful. Overall, these data supply evidence that campus learning experiences have contributed substantially to student success, and that the vast majority of students report a positive experience at this institution. Surveys of employers of graduates are included in program reviews and also consistently report satisfaction with the University of Guam graduate. Graduates from many programs—including Nursing and Accounting—are preferred to other institutions' graduates, based on consistently good experiences. Programs will report details of such surveys as part of the poster session during the site visit.

Maintaining an Affiliation

Student success culminates as the student graduates and enters new phases of life as a university-educated person, as a lifelong learner, as a person with a career, and as a person contributing to the larger society (cf. Miller, 2002). This section summarizes evidence of effectiveness in optimizing outcomes for—and in cultivating mutually beneficial relationships with—its alumni: evidence from activities by the Alumni Relations Office; from individual programs' surveys of alumni and employers; and from data on graduate school and career placements.

The Alumni Relations Office

The Alumni Relations Office updated its web pages to include information, update cards, a photo gallery, and alumni profiles. Regular email information is provided to alumni and presently it has over 1300 alumni on an e-mail list. The office established alumni chapters on Guam and in the region, e.g., in Korea, Palau, Kosrae, Pohnpei, and Chuuk. The Alumni Association hosted its first awards banquet this fall, to recognize distinguished alumni. Alumni continue to engage in University activities by recruiting new students, through membership on the Board of Regents, through involvement with various committees and student activities, and by participating in commencement ceremonies and in awards and pinning ceremonies. Increasingly, alumni activities are associated with the college or school. Deans and division chairs are preparing for an annual giving campaign targeting alumni. This campaign awaits reorganization of the support staff of the University's Endowment Foundation.

The University recognizes, however, that it must do more to maintain mutually beneficial relationships with alumni. This is an area of particular concern to President Underwood, and he will report to the team any changes or updates. Recommendations appear in the closing section of this essay.

Feedback from Alumni and Employers

Graduates work in a diverse job market locally and internationally, and those choosing to continue their education now have a choice of 14 graduate options, including specializations in Education Master's programs.. Many receive funding for graduate study from local appropriations such as the Yamashita Educator Corps and from external sources such as grants and private scholarships.

Programs conduct formal surveys of their own graduates and/or of employers in cycles ranging from two years to five years for inclusion in the formal program review self study. Every two to three years SBPA surveys its alumni, the general population, and the business community to assess successes among alumni and the school's image in the community. Social Work tracks and updates outcomes for program graduates on an annual basis, using the data to guide decisions on curricula. To date these assessments have provided evidence of strong satisfaction and support for programs. A 2005 survey of Political Science alumni found that participating alumni had found suitable, program-related employment. Surveys of



employers of Nursing graduates and of the graduates themselves at one and five years out from the program report consistent satisfaction with the quality of preparation.

Graduate School and Career Placement

Many programs maintain contact with alumni on an individual basis. The following sample cases of successful alumni were drawn from qualitative review narratives submitted by programs in October 2007 and included in EEF III.B.5 as part of the analysis of undergraduate programs.

- Anthropology graduates work for government agencies in the fields of cultural and historical preservation. Communications program graduates are reporters and anchors for TV and radio news, radio producers and disc jockeys, radio sales and public relations specialists, newspaper editors and reporters, magazine editors and magazine writers, a television program co-host, and human resource managers.
- Many graduates of the Humanities programs (e.g., Art, History, Philosophy) become teachers and administrators in the Guam Public School System, private schools, and the Department of Defense schools. Other positions held by graduates include graphic designers, entrepreneurs, and advertising account executives. Many of the Fine Arts program alumni are active members of a variety of local arts organizations, such as the Guam Symphony Society, Guam Territorial Band, Council of Arts and Humanities Agency, Theatre Guam and KPRG. Japanese Studies faculty report that over the past decade, two of their alumni have received Japanese government (*Monbusho*) scholarships to study and conduct research in Japan, and a third received a Fulbright scholarship. Other graduates are currently teaching English in Japan or in full-time positions with the Japanese visitor industry in Guam: including one as the president of his own tour company.
- The majority of Psychology graduates obtain employment in psychology related professions, e.g., in careers as mental health counselors, case workers, psychiatric technicians, drug and alcohol treatment specialists, school guidance counselors, and in a variety of other mental health and social service professions.
- Several programs—particularly Nursing and Political Science—report that their graduates currently occupy positions of leadership in the community: e.g., two sitting members of the Guam legislature, one sitting member of the legislature of the Commonwealth of the Northern Mariana Islands, and the former President of the Association of Pacific Island Legislatures.
- The NIH-funded RISE program monitors the successes of its science graduates, through Master's and Ph.D. or professional programs. That particular program has a 80% success rate in advancing students to further studies in science. Some successes come full circle. The two Programs (RISE and MBRS) celebrated a significant milestone this year with the hiring of two graduates as University of Guam faculty, both with doctorates in science fields (Pharmacology and Toxicology, and Chemical Ecology)

Professional Certifications

Nursing BSN graduates must successfully pass the professional examination, the NCLEX-RN, in order to become licensed to practice nursing within the United States and U.S. territories. The Nursing Program's first-time pass rate has exceeded the national benchmark of 75% since 1992, with several years of over 90%. All Education graduates become certified teachers, with a new requirement of passing the PRAXIS exam included as part of their training, beginning in 2008. Accounting majors go on to positions with the Public Auditors and private firms, but all must pass the CPA examination.



Conclusions and Recommendations

This essay has presented evidence of the three elements of student success. Improved recruiting efforts, including regular visits to high schools on Guam and throughout the region, informational promotions, and centers for mentoring and cultivating potential applicants, as well as new academic programs, expansions of course offerings, and feedback-driven promotion have been accompanied by increases in enrollment in general, and increased enrollments of the region's most promising high school graduates. The University has responded to WASC's recommendations, to data from prospective students, to data on enrollments and students' academic status, and to priorities identified by current students, academic programs, and the community: by identifying specific factors related to student retention and persistence to degree; by strengthening academic advising and work with student organizations; and by enhancing students' opportunities for research, creative production, service learning and internships. Individual programs have taken increased responsibility for optimizing outcomes for, and relationships with, alumni.

The University will continue to monitor these three aspects of student success over the next five years. Work to continue during that period includes the following.

1. The Alumni Relations Office will work to build, continuously update, interpret and make recommendations from, a database on career and other post-graduation outcomes for alumni, and on the needs and experiences of their employers and report regularly to the University community.
2. The University will continue to provide training for faculty in academic advisement and use of Colleague and WebAdvisor.
3. The University will develop and test interventions based on the latest study results to increase freshmen retention through academic and other coping skills. Freshmen in groups that have now been identified as at risk of non-retention will be targeted, and the University will track results, beginning with Pacific Islander freshman in Fall 2009.

Although engaging students in community service is an essential component of the work to promote student success, community engagement in a broader sense is an essential component of the mission of the University as a whole. The following essay explores indicators of the University's effectiveness in this endeavor.

C. THE LAND GRANT MISSION AND ENGAGEMENT

Introduction

Fulfilling the mission as a Land Grant institution requires strong linkages with the communities of Guam, Micronesia and the Asia-Pacific region. These linkages are based on research and on curricular and co-curricular programs that engage faculty and students with community needs in ways that develop stakeholders' skills, and capitalize on the region's cultural and economic diversities.

As the only four-year institution of higher education in the Western Pacific, the University makes unique contributions to positive change in the communities served. This essay provides evidence that the University is an effective partner in off-campus learning, applications of innovative research, and management of regional issues in collaboration with these communities. The engagement agenda calls for learning beyond the campus; applying research results beyond the academic community, and translating them into action; and providing service that directly benefits communities.

A framework developed in 1999 by the Kellogg Commission on the Future of State and Land Grant Universities—as adopted in the 2006 CPR Self Study—applies criteria of responsiveness, respect, academic neutrality, accessibility, integration of scholarship and service, coordination, and resource