

# COLLEGE OF THE MARSHALL ISLANDS



## Annual Report 2015



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## Foreword

The purpose of this annual report is to provide the Nitijela for the Republic of the Marshall Islands (RMI) with the summary of activities undertaken at the College of the Marshall Islands (CMI) in 2015. In accordance with the College of the Marshall Islands Act 1992, section 220 (1), the submission of this report fulfils CMI's statutory obligations under the same Act. The relevant part of Section 220 reads as follows:

### *Reports and Auditing Procedures*

*By January 1<sup>st</sup> each year, or as soon as practicable thereafter, a report shall be made to the President of the Republic and to the Nitijela. The annual report shall contain information concerning the activities, programs, progress, condition and financial status of the College in the fiscal year most recently completed. The annual report shall provide comprehensive financial information which accounts for the use of all funds available to the College from the government or otherwise, and which shall be prepared in accordance with generally accepted accounting principles. The annual report shall also describe implementation of the College's long-range plan and include information on student enrollment, costs per component and per student and the status of students graduated from or terminated studies at the College.*

## Enquiries

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# The College of the Marshall Islands

## Overview

Following the ‘overview’, the information in this report will be organized in six sections:

- Student success programs
- Institutional resources
- Stakeholder relations
- Sustainability
- Academic Programs
- General Education Development (GED)

The ‘summary’ that concludes the report will provide snapshot forecasts of the directions that the College of the Marshall Islands (CMI) will take from 2016. The information on the following pages (pp. 7-13), focuses on student placements, enrolments and course completions. As part of the overview, this information provides the context in which the 2015 learning, teaching, student support and administrative activities have taken place. The CMI responses articulated in the activities to student placements and enrollments contribute significantly to the number of course completions that follow. While CMI continues to focus and work increasingly hard to improve on all fronts, other critical factors like funding that is commensurate with our rising costs, study-friendly home environments, community support and student commitment are largely beyond our control. In these areas, the robust support of government and external (to CMI) stakeholders will translate into a much more secure platform to guarantee the continuation of innovative and sustainable responses to multifarious challenges including retention and completion rates. The Vision and Mission drive CMI initiatives and activities and underpin the Strategic Plan 2016-2018.

### MISSION

The mission of the College of the Marshall Islands is to provide quality, student-centered educational services to Marshallese people who desire access to a post-secondary education.

1. As a community college we provide access to students from a wide variety of educational backgrounds and help them acquire the skills necessary to succeed in higher education, work, and in life.
2. As part of the larger Pacific community we provide selective higher education programming to regional audiences.
3. As the national college of the Republic of the Marshall Islands, the College serves as a research and intellectual resource to the nation and prepares students in our island nation to succeed in a global community.

### VISION

The College of the Marshall Islands will be a model community college for the Pacific Island region.

The four major components of the Vision are that the College of the Marshall Islands will:

1. be a source of national hope and pride;
2. provide tailored, quality, educational opportunities;
3. provide a window on the global community;
4. serve as a center for research and inquiry for national advancement

## Highlights in 2015

- Board of Regents (BOR) and CMI representatives Retreat on April 10.
- GED Graduation Uliga, May 20.
- CMI Graduation May 21.
- GED Graduation Ebeye, May 26.
- Full accreditation reaffirmed on June 29.
- CMI Strategic Plan 2016-2018 presented to the Board of Regents for approval on September 23.



**Fig. 1: Board of Regents' (BOR) Chairperson, Mr. Ben Chutaro (front, left) with Faculty members and other BOR members at the BOR Retreat April 2015, Arrak Campus**



**Fig. 2: Faculty members at the CMI Graduation May 2015**

## Accreditation at CMI

The singular highlight of 2015 remains the reaffirmation of accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC) in June. Working tirelessly to resolve the accreditation issues that has plagued the College for a number of years, CMI is now in the best position to continue building the future College of the Marshall Islands with renewed confidence and vision. The following excerpt has been provided from the letter received by the President informing CMI of the new and much-anticipated accreditation status.

**ACCREDITING  
COMMISSION  
for COMMUNITY and  
JUNIOR COLLEGES**

*Western Association  
of Schools and Colleges*

10 COMMERCIAL BOULEVARD  
SUITE 204  
NOVATO, CA 94949  
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Chairperson  
STEVEN KINSELLA  
Administrative Member

Dr. Theresa Koroivulaono  
President  
College of the Marshall Islands  
P.O. Box 1258  
Majuro, Marshall Islands 96960

Dear President Koroivulaono:

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting on June 3-5, 2015, reviewed the Institutional Self Evaluation Report, the Report of the External Evaluation Team that visited College of the Marshall Islands March 9-12, 2015, and considered the opening testimony provided by the President Koroivulaono and the chair of the Board of Regents. The Commission appreciates the joint commitment to working together toward improvement that College of the Marshall Islands representatives spoke about.

**College Accreditation Reaffirmed:**

The Commission took action to remove Warning, **reaffirm accreditation**, and require the College to submit a Follow-Up Report in March 2016. The Report will be followed by a visit of an external evaluation team.

## Students in 2015

<u>School &amp; Community</u>	<u>Total</u>	<u>Passed</u>	<u>%</u>	<u>Credit</u>	<u>Level 3</u>	<u>Level 2</u>	<u>Level 1</u>	<u>Cannot be placed</u>
Assumption High School	16	16	100%	5	8	3	0	0
COOP High School	22	21	96%	6	8	7	0	1
GED	49	38	77%	1	7	8	22	11
Laura High School	50	45	90%	2	4	10	29	5
Majuro Baptist Christian Academy	18	18	100%	4	8	4	2	0
Majuro SDA High School	9	8	88%	2	1	3	2	1
Marshall Christian High School (Rongrong)	17	9	52%	0	1	3	5	8
Marshall Islands High School	183	149	81%	6	18	47	78	34
Rita Christian High School	16	12	75%	3	2	4	3	4
Majuro Community	20	18	85%	2	4	9	3	2
Ebeye Community	2	2	100%	0	0	0	2	0
Ebeye Calvary High School	16	5	31%	0	0	2	3	11
Ebeye SDA	17	15	88%	1	1	9	4	2
Ebeye GED	10	5	50%	1	0	1	3	5
Fr. Hacker High School	17	8	47%	0	1	3	4	9
Jabro High School	18	5	26%	0	0	1	4	13
Kwajalein Atoll High School	49	32	65%	0	1	15	16	17
Jaluit High School	83	62	74%	2	7	21	32	21
Northern Islands High School	59	53	89%	0	2	23	28	6
<b>TOTAL TESTED</b>	<b>671</b>	<b>521</b>		<b>35</b>	<b>69</b>	<b>173</b>	<b>240</b>	<b>150</b>

*Table 1: Placement tests*

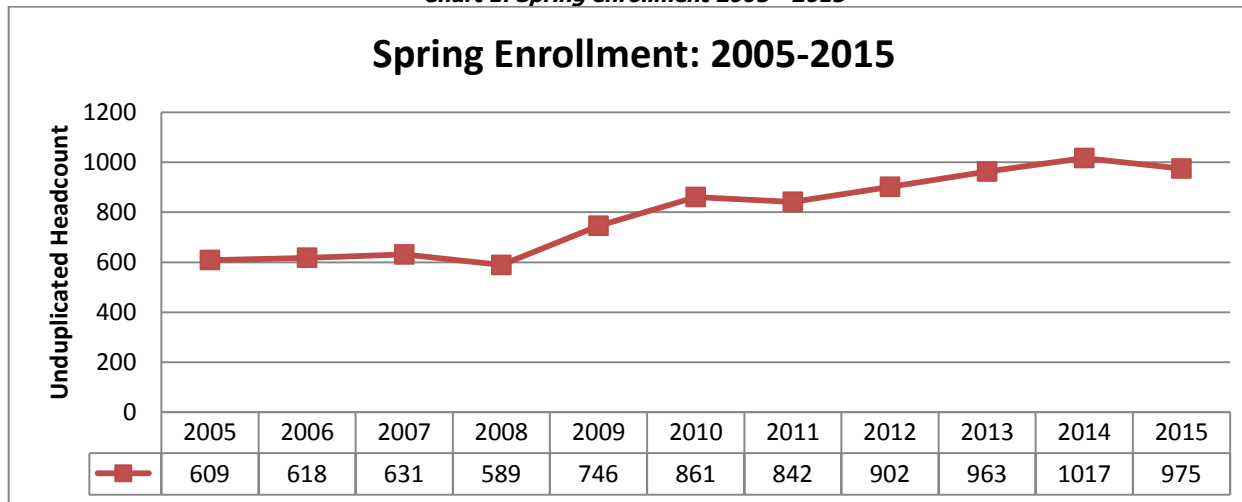


## Student placements

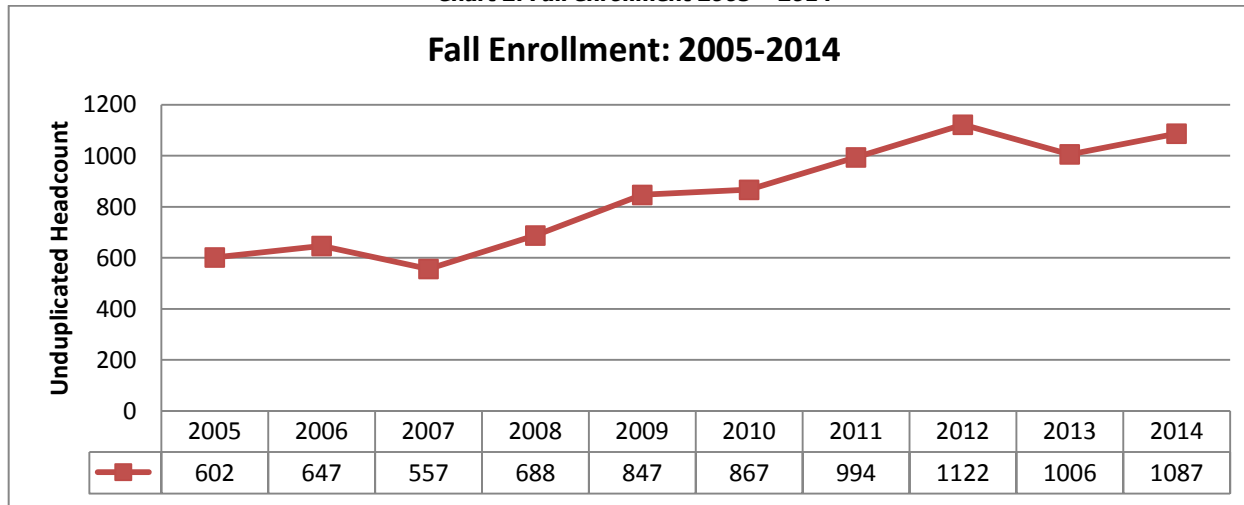
Table 1 (p. 7): The breakdown of the test information has been categorized according to schools and shows the numbers that have passed into the developmental and credit levels. The information also provides critical insights on the numbers of students from each school that place successfully and at the relevant levels. Of significant interest to educators and other stakeholders is the number of the students who do not pass the test. This information is required to ensure that discussions and decisions are properly informed to ensure that there are programs for these unsuccessful students, for example, in vocational education.

## ENROLLMENT TRENDS FROM 2005 - 2015

*Chart 1: Spring enrollment 2005 - 2015*



**Chart 2: Fall enrollment 2005 – 2014**



NOTE: at the time of writing the official Fall enrolment numbers were not confirmed. This number will be included in the 2016 CMI Report

### Enrollment trends

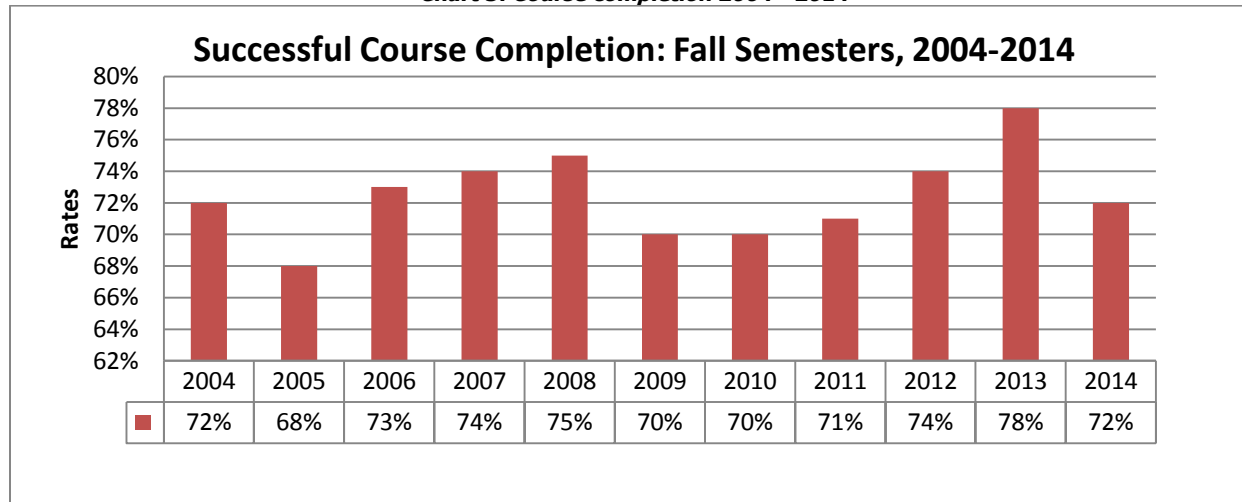
Charts 1 & 2 (pp. 8 & 9): The information provided shows increasing enrollment numbers from Spring 2005-2015. Except for a couple of slight reductions in the Fall enrollments from 2012 – 2014, the increasing trend in Fall student enrollments is also evident. Rising student numbers translate directly to rising costs in all CMI sections.



**Fig. 3: The Ebeye General Education Development (GED) Class of 2015 at their graduation, May 2015, Ebeye.**

## COURSE COMPLETIONS FROM 2004 - 2014

Chart 3: Course completion 2004 - 2014



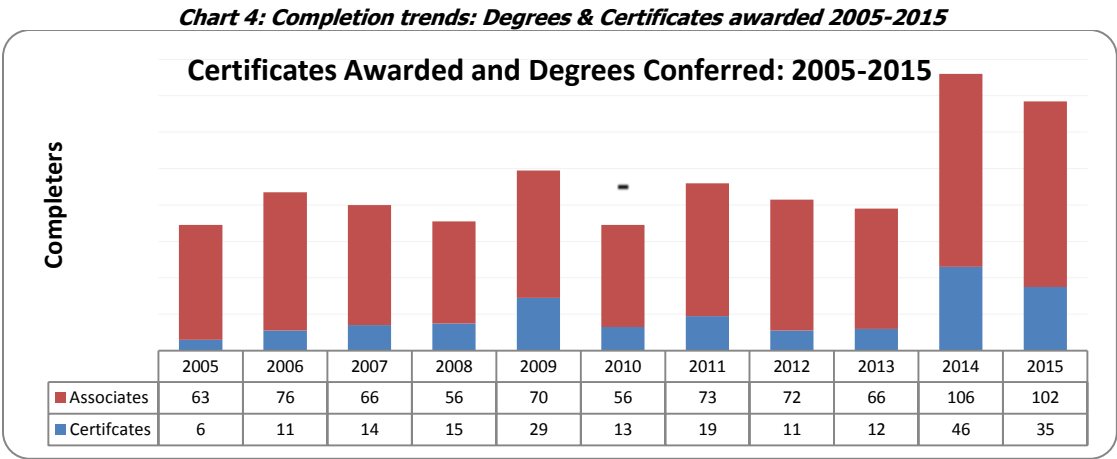
### Course completion

Chart 3 (above): course completions show a fluctuating trend from 2004-2014. More research in this area will produce more clarity on the reasons for this trend. In the absence of this information however, it is encouraging to see the percentage showing consistently in the 60+ – 70+%. Again, continued improvements will be greatly assisted with the relevant levels of resources including funding.



Fig. 4: Graduates from the CMI-University of Maine Fort Kent (UMFK) nursing program at the CMI Graduation Ceremony May 2015.

# COMPLETION TRENDS 2005 - 2015



## Completion trends

Chart 4 (above): the trends show a fluctuating pattern particularly from 2005 – 2013. In 2014, the total number of awards conferred by CMI increased considerably by approximately 30% from 2013. While the 2015 totals show a slight decrease, the numbers are still very promising and the rising trend is maintained, distinguishing 2014 and 2015 from previous years.

STUDENT NATIONALITY

Chart 5: Student nationality

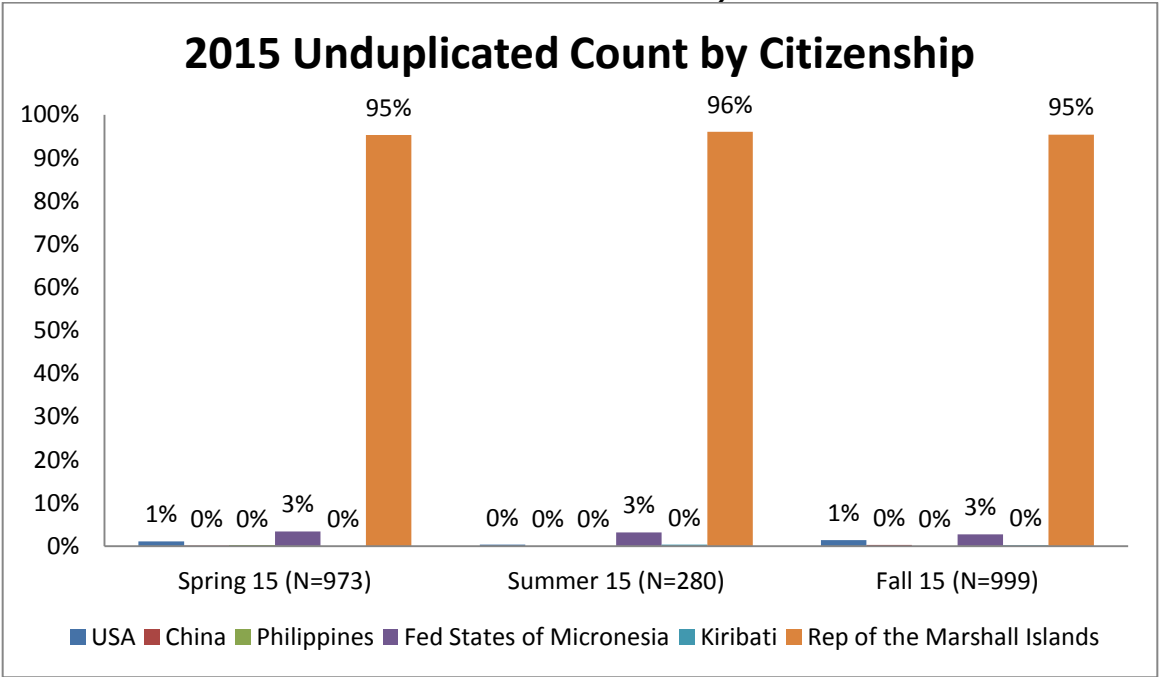


Chart 5 (above): The majority of students at CMI continue to be Marshallese citizens. The next group is from the Federated States of Micronesia (FSM), showing a consistent 3% in enrolment numbers from Spring to Fall, 2015. The third and last group of students is from Kiribati showing a nominal 1% in Spring and Fall, but no students in the Summer semester.

## GENDER

*Chart 6: Gender (students)*

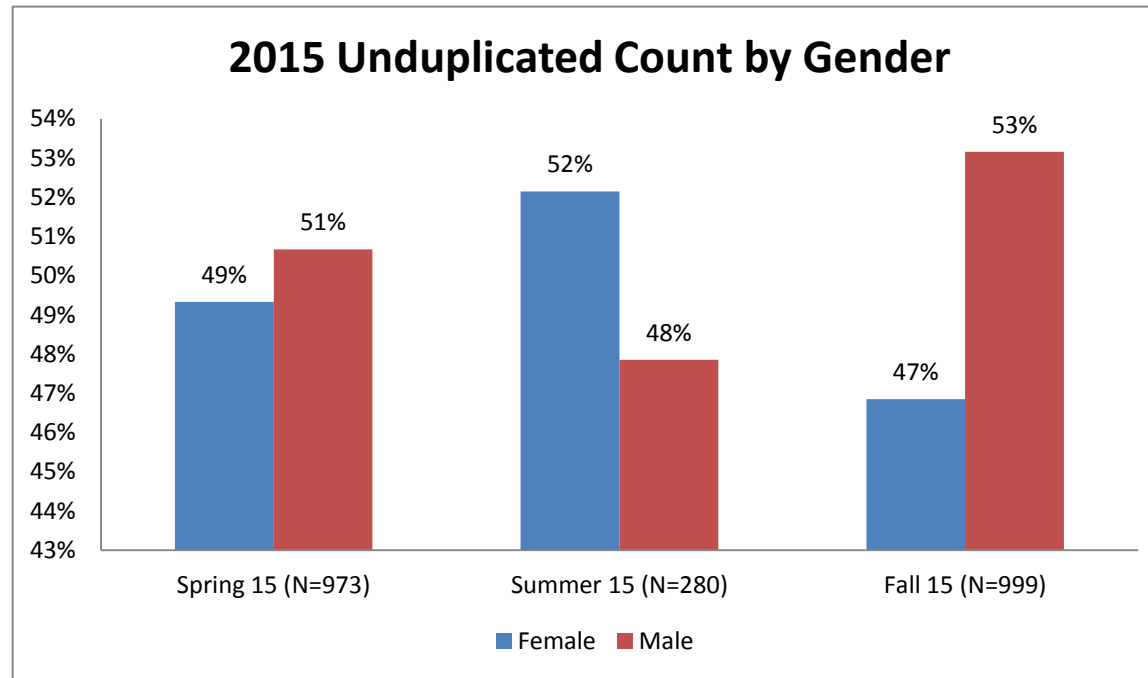


Chart 6 (above): The percentage of male and female enrollments at CMI in 2015 shows a fluctuating pattern. There were slightly more male enrollments in the Spring (2% more), higher female enrollments in the Summer (by 4%) and then a slight jump in male enrollments in the Fall showing a 6% increase over females.

## Student success programs

Student Enrollment for Fall 2015 stands at 999 with 352 new students, as our enrollment increases. Student Services works diligently to provide programs for all students. These programs are designed to promote the students' well-being and provide support to students preparing them for:

- Graduation;
- Transfer to university; and
- The Work force.

In addition, we assist students in developing tools to handle the stresses of academic and personal life and to care for themselves. Services offered help students to stay in school and successfully graduate. Our Counseling Services and social activities contribute to a sense of belonging within the college environment. We also engage in community work and service, and public education to highlight the unique skills that the students we serve bring to the field.

Enrollment for fall 2015 stands at 999 with 292 new students. Students are encouraged to take an active role and participate as much as possible in their education beginning on day one of the New Student Orientation. Student Services' staff take a very active role outside their daily tasks, for example, during the New Student Orientation and also take part in classroom visits to speak with students about what they need to know to basically survive at college. Students at the College take part in at least one or more event, whether it is a workshop, training, student club or a team activity.

Our services include:

- New Student Orientation
- Counseling
- Career Planning
- Transfer Service
- Community Building and Social/Civic Activities
- Health/Clinic Services
- Student Success Workshops
- Classroom visits
- Student Organized Clubs
- Intramural events in various sports
- High School Recruitment and visits
- Career & Transfer Fair
- Peer Education
- Public Events
- Student Leadership Training
- Life Skills' workshops & retreats.

Some other areas in which students need assistance include:

- Maintaining a healthy and balanced life while in school;

- Addressing challenges to academic success;
- Coping with stress;
- Exploring career options and plans for the future;
- Developing a social network and being part of a community;
- Prioritizing tasks; and
- Time Management.

A noticeable trend that requires close monitoring, centers on rising enrollment numbers while our staff numbers remain the same. Should this trend continue, serious and urgent consideration will need to be undertaken with regard to the quality of student support services offered at CMI. The same implications can also be made with regard to learning and teaching programs, and the level of learning support required.



Fig. 5: Dorm students from Uliga and Arrak campuses celebrating Manit Day, 2015



## Institutional resources

### Performance Information for CMI

The Budget Portfolio for Fiscal Year 2016 used the set of new goals that the College established in Fiscal Year 2015 to address accreditation issues and the College medium term and long term planning. Moreover, the completion of the Strategic Plan 2016-2018 has marked a significant change in both strategic direction and integrated planning at CMI. The Fiscal Year 2016 performance matrix aligns outputs, results, and impacts with the College's Strategic Plan 2016-2018, which contains the College's three year plan.

The objective areas from the Fiscal Year 2014 and Fiscal Year 2015 Budget Portfolios were not adopted in the Fiscal Year 2016 Budget Portfolio. The objective areas for Fiscal Year 2016 Budget Portfolio were adopted out of the College's Strategic Plan. The new objective areas mirror the changed and new direction for the College to better serve the community and country at large and in accordance with the four standards of the accrediting body (the Accrediting Commission for Community and Junior Colleges: ACCJC). The change was influenced by the College's commitments toward improving its overall performance by establishing an enabling environment to better link its resources to results and outcomes. The table below shows the Objective Areas for FY15 and FY16.

## FISCAL YEAR 2016 GOALS AND OBJECTIVE AREAS

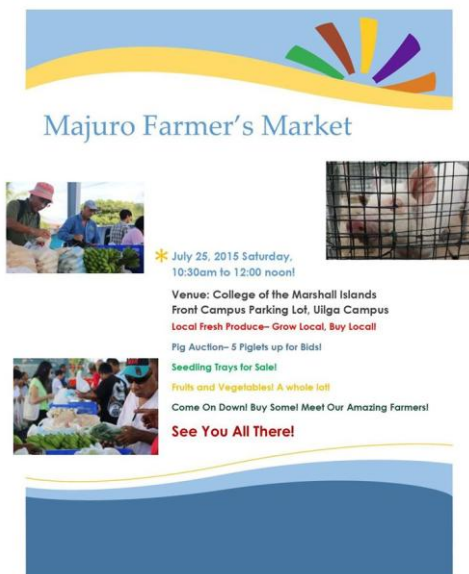
Table 2 (below) illustrates this point.

**Table 2: CMI Goal Areas**

Objective Areas FY15	Objective Areas for FY16
<ul style="list-style-type: none"><li>▪ Institutional Mission and Effectiveness</li><li>▪ Student Learning Programs and Services</li><li>▪ Resources</li><li>▪ Leadership and Governance</li><li>Quality of Life</li></ul>	<ul style="list-style-type: none"><li>▪ High Quality Student Services Programs</li><li>▪ Institutional Resources</li><li>▪ Stakeholder Relations</li><li>▪ Sustainability</li><li>▪ High Quality Academic Programming</li></ul>

Tough economic times have proven to be challenging for the College. The rising cost of fuel has impacted the College's overall operations in the past; however, during the last six months of Fiscal Year 2014 and start of Fiscal Year 2015, the College realized savings from the reduction in the cost of fuel on the global market. The unpredictable financial challenge which can have the most impact on the College's ability to operate is student enrollment. The College can provide the best services and produce skilled students, but if the required level of enrollment is not achieved, the College will not attain the projected revenue and therefore will not be able to support its annual operations. The College's task is to make assumptions based on historical trends, the state of the economy, and programming changes to provide a reasonable estimate of revenues. The predicted level of revenues drives the expenditure levels to achieve a balanced budget. To understand the financial health there are many factors used to evaluate the financial health of the College at the beginning of a fiscal year. These include strategic direction, financial practices, student enrollment, and institutional capacity.

At the closing of Fiscal Year 2014, financial indicators showed that the College's financial health continued to improve. The support from the Government through the subsidy is critical to sustaining the College's annual operations. Although the RMI government continues to provide its level of annual subsidy for CMI operations, increasing enrollments are simultaneously advantageous and potentially challenging. The level of funding remains the same, while the number of students enrolled at CMI continues to increase therefore, the dollar value per student, diminishes. In developing the FY2016 budget, the College evaluated all factors in determining its needs based on its strategic priorities with respect to the projected revenue available. In FY2014 and FY2015, the College continued to add output measurements on financial outcomes of the College as a result of the lack of monitoring of the College's financial outcomes in the six years prior to 2011.



**Fig. 6: The Farmers' Market at CMI; a collaborative partnership between CMI and farmers from Laura; promoting sustainable livelihoods and health and wellness at CMI and RMI**

## Tentative and Un-audited Statement of Revenues & Expenditures - Unrestricted for FY2014-2015

The Board-approved Fiscal Recovery Plan continues to produce the anticipated and much-needed fiscal results for CMI. In FY15, the planned activities associated with salary reductions continued as well as activities involved with energy savings and energy reduction. In addition, CMI currently has well over \$400,000 this year as opposed to \$100,000 in the CMI Maintenance Fund, at this time last year. CMI continues to get its financial house in order, getting the budget under control and continuing the transparency which former President Carl Hacker initiated, with the faculty, staff, students, Board and government with regard to the fiscal health and performance of the College.


### Tentative and un-audited statement of revenues and expenditures: unrestricted for FY2014-2015

	CURRENT YEAR ACTUAL FY2014-2015	PRIOR YEAR ACTUAL FY2013-2014
<b>REVENUES</b>		
Tuition and Fees	4,011,134.50	4,227,282.93
RMI Subsidy (General/Compact)	2,818,603.59	2,874,880.00
Auxiliary Enterprise	845,300.10	975,552.37
Other Revenues	426,849.18	792,241.97
Other Government Grants	-	-
Federal Grants	-	42,250.00
<b>TOTAL REVENUES</b>	<b>8,101,887.37</b>	<b>8,912,207.27</b>
<b>EXPENDITURES</b>		
Salaries and Wages	4,567,243.82	4,355,729.67
Insurance-Life & Supplemental	195,635.57	192,153.96
Insurance-General, Workmens Comp, Fire	69,263.33	43,660.68
Insurance-Automobile	5,613.49	9,249.80
Staff Housing	426,630.95	416,407.01
Staff Travel & Staff Development	212,112.34	187,604.96
Recruitment and Expatriation	110,993.04	118,422.07
Contractual, Consultancy and Professional Fees	80,801.50	148,949.99
Materials and Supplies	291,048.68	264,697.61
Reference Materials and Audiovisuals	52,277.30	19,405.94
Telephone, Fax, Postage and Advertising	157,480.75	250,809.40
Representation & Entertainment	46,304.72	21,539.99
Gas Oil and Lubricants	56,732.01	54,266.51
Land Lease	107,621.20	76,450.08
Repairs of Equipments	22,783.51	52,604.21
Minor Renovations and Improvements	-	45,771.00
Utilities (Water & Electricity)	302,828.81	391,996.92
Purchases-Bookstores	887,264.68	811,431.18
Purchases Vehicles and Equipments	112,939.26	214,320.28
Student Aid and Activities	269,212.59	143,271.44
Bad Debts	173,142.76	327,021.53
Others	223,261.74	253,360.78
<b>TOTAL EXPENDITURES</b>	<b>8,371,192.05</b>	<b>8,399,125.01</b>
<b>NET REVENUE/(DEFICIT)</b>	<b>(269,304.68)</b>	<b>513,082.26</b>

**Table 3: un-audited statement of revenues and expenditures: unrestricted for FY2014-2015**

## The Contingency Fund

At the start of FY14 the CMI Contingency Fund stood at approximately \$350,000. In 2012 CMI had developed a deposit schedule for increasing the fund and also decided that significant portions of unanticipated revenues or reimbursements received by CMI would also be deposited into the fund. With prudent management CMI has been able to build the Contingency Fund considerably by continuing to follow the deposit schedule that was developed in 2012. The information provided below shows the growth of the CMI Contingency Fund since 2014. In September 2015, the Contingency Fund stood at approximately \$466,000.

Jan-14	349,367.40	Jan-15	465,978.52	 <b>Interest not yet recorded as the Bank statements are yet to be received</b>
Feb-14	349,284.78	Feb-15	465,978.52	
Mar-14	371,702.00	Mar-15	465,978.52	
Apr-14	371,614.05	Apr-15	465,978.52	
May-14	371,526.10	May-15	465,978.52	
Jun-14	371,438.23	Jun-15	465,978.52	
Jul-14	371,350.33	Jul-15	465,978.52	
Aug-14	371,262.51	Aug-15	465,978.52	
Sep-14	371,174.71	Sep-15	465,978.52	
Oct-14	393,502.44			
Nov-14	393,502.44			
Dec-14	465,978.52			

## The Endowment Fund

The Endowment Fund totaled approximately \$62,100 in January 2014. In September, 2015, the fund stood at \$1,021,925 with the government committing through a Cabinet paper to support the Fund with another \$100,000 - \$150,000 in FY16. The increased levels of awareness and support both within CMI and throughout the RMI community have led to the renewed commitment to grow the Endowment Fund by capitalizing on every single opportunity. The information below provides a summary of the Fund as of September, 2015.

Jan-14	62,144.45	Jan-15	1,059,938.05
Feb-14	64,114.22	Feb-15	1,091,716.08
Mar-14	64,216.02	Mar-15	1,087,906.91
Apr-14	64,340.02	Apr-15	1,098,081.46
May-14	64,944.06	May-15	1,100,780.23
Jun-14	65,651.83	Jun-15	1,085,411.24
Jul-14	1,062,998.06	Jul-15	1,081,102.99
Aug-14	1,083,199.71	Aug-15	1,040,371.80
Sep-14	1,054,292.21	Sep-15	1,021,925.78
Oct-14	1,068,547.20		
Nov-14	1,071,729.90		
Dec-14	1,066,501.62		

## CMI Utility (MEC) Billings

The cost of electricity and impact on the CMI budget continues to be monitored very closely. Fluctuations caused by increases in the cost of electricity in previous years were also reflected in the CMI MEC bills. In FY13 CMI continued to increase awareness with faculty, staff and students with regard to the issues and costs of being energy-efficient. CMI developed a new Energy Policy and began installing new energy efficient Air-Conditioning and lighting systems. The College has now replaced all inefficient Air- Conditioning and lighting units and replaced them with more economically reliable units. Awareness raising has had a dramatic impact in this area.

It was anticipated that CMI would save an additional \$100,000 in utility costs during FY14, if there was no further change to the utility rates. After the first month of FY14, CMI was already more than 10% of the way toward that target. To reduce self-generation costs, a plan is underway to downsize the CMI backup generator from 635kW to 300kW. Negotiations are underway with the Ministry of Health to exchange generators with the Hospital as our mutual needs will be best served by this agreement. As the College became increasingly energy efficient, it has become uneconomical to run the large capacity generator when only a fraction of the generator capacity is required. CMI will continue to seek alternative energy grants for solar and wind turbines to decrease our dependence on MEC. The College has saved over \$200K annually on utility costs alone since this exercise was implemented. The information provided below shows the savings in MEC billing as a result of the energy-savings program at CMI. Significant reductions are evident from January 2015. The fluctuations in the 2015 bills reflect high usage times (during semester) and low usage during the semester breaks.

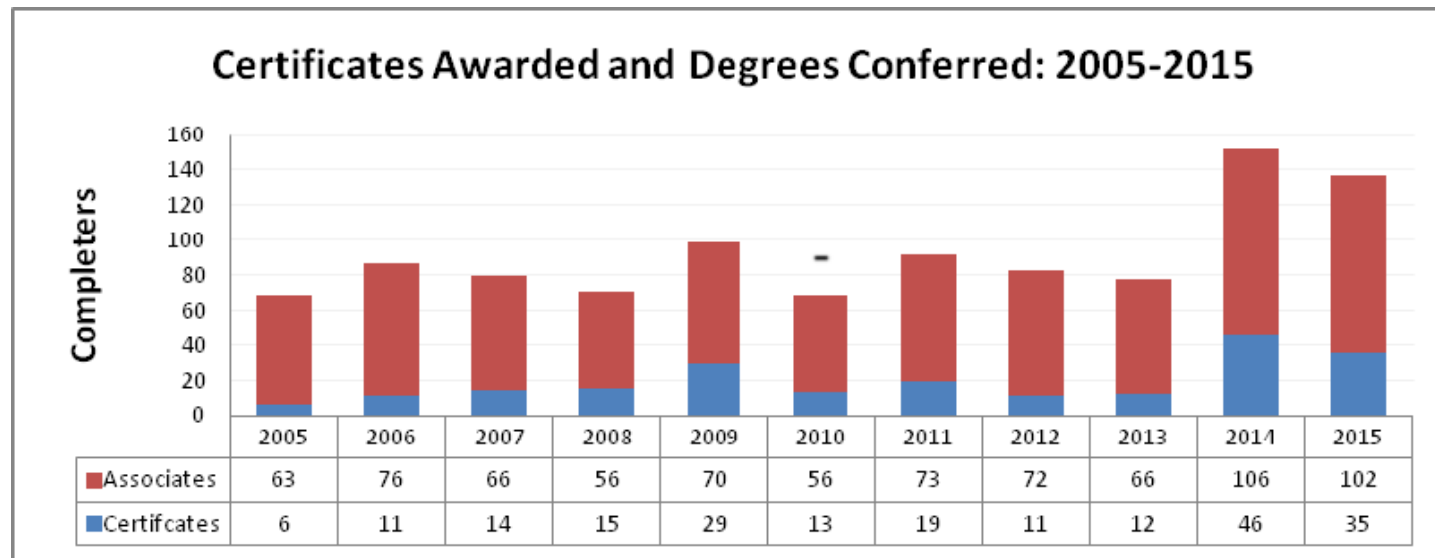
14-01300	Marshall Energy Company	May 2014 Electric Bill Payment	\$ 33,598.98
15-00042	Marshall Energy Company	August 2014 Electric Bill Payment	\$ 36,868.15
15-00192	Marshall Energy Company	October 2014 Electric Bill Payment	\$ 41,084.10
15-00398	Marshall Energy Company	Electric Bill Payment for Dec. 2014	\$ 27,404.38
15-00797	Marshall Energy Company	Electric Bill Payment for November 2014	\$ 29,360.38
15-00798	Marshall Energy Company	Electric Bill Payment for January 2015	\$ 20,631.88
15-00799	Marshall Energy Company	Electric Bill Payment for February 2015	\$ 27,336.35
15-00800	Marshall Energy Company	Electric Bill Payment for March 2015	\$ 21,618.88
15-01127	Marshall Energy Company	May 2015 Electric Bill Payment	\$ 17,000.04
15-01216	Marshall Energy Company	June 2015 Electric Bill Payment	\$ 22,205.37
15-01310	Marshall Energy Company	July 2015 Electric Bill Payment	\$ 24,629.42
15-01501	Marshall Energy Company	August 2015 Electric Bill Payment	\$ 22,719.95
16-00125	Marshall Energy Company	Sept. 2015 Electric Bill Payment	\$ 29,254.78

## Primary measures for CMI

Over the past three fiscal years, CMI has been able to change data into information for decision-making purposes. The culture of data-driven, decision-making will continue for the College. One further example is presented in the number of certificates and degrees conferred in the years, 2005-2015 (see Chart 7 below). While the data shows a fluctuating pattern, the significant increase (approximately 70%) in 2014 and 2015, represents a very positive and promising performance.

## PERFORMANCE INDICATORS/MEASURES

*Chart 7: Performance Indicator/Completion trends: Degrees and Certificates conferred, 2005-2015*



## Monitoring the Strategic Plan 2016-2018

Building on performance measures such as the number of certificates and degrees awarded, the objective for institutional resources in 2016 based on 2015 performance indicators, is stated as follows:

- Effectively use human, physical, technology and financial resources to achieve CMI's broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

Performance matrices for each of the goals including institutional resources have been developed as part of the strategic planning process. Each goal has been developed with objectives and activities. Key performance indicators with task owners have been assigned to each activity and performance reports will be submitted on a quarterly basis. Mindful of the pitfalls that can easily derail an institutional strategic plan, CMI will be able to detect areas of underperformance and mitigate potential risks to avoid non-achievement of the strategic goals by implementing the aforementioned monitoring system. Furthermore, an electronic reporting and monitoring platform is currently under development that is designed specifically for the CMI Strategic Plan 2016-2018.



**Fig 7: Solar panels on the CMI buildings which contribute to substantial energy savings**



## Stakeholder relations

### Current partnerships

In 2015, with the focused development of the Strategic Plan 2016-2018, the groundwork required in consolidating existing systems and operations, seeking new opportunities and establishing new initiatives, continued in earnest. The following table shows existing collaborative partnerships and funding agreements between CMI and external stakeholders.

Collaborative partnership	Type of partnership
CMI & the Office of Commerce & Investment (OCI)	Collaboration on joint initiatives to grow investment opportunities in the RMI: Vice President Administration (CMI) travelled twice to Fiji with OCI delegations to explore more vocational education opportunities at CMI; during the second trip in October, CMI and USP agreed to a 'Farm to Table' concept as a part of the overall RMI response to the identification of priority areas in TVET education in the RMI.
CMI, Marshall Islands Marine Resource Authority (MIMRA), National Training Council (NTC), Secretariat of the Pacific Community (SPC), Marshall Islands Fishing Venture & Forum Fisheries Agency	Funding, provision of instructors and resources for the Maritime Program; Employment for Maritime Program graduates
CMI, United States of America (US), Republic of China (ROC) Taiwan, Republic of the Marshall Islands (RMI) governments & NTC	Funding, provision of instructors and resources for the Jitok Kapeel Program
CMI & the University of the South Pacific (USP)	Memorandum of Understanding (MOU) for the 3+1 Bachelor of Education (B. Ed) program: students attend CMI for 3 years and USP for the fourth and final year of the B. Ed program
CMI & Land Grant	Funding for agricultural research and accreditation initiatives' support
CMI & Sea Grant	Funding for Climate change and environmental sustainability initiatives and programs. The Coastal management initiative has resulted in a resident specialist for a contracted period at CMI, Mr. Karl Fellenius from the Hawaii Pacific University.
CMI & the Queen of Peace (Ebeye)	MOU: lease of premises at the Queen of Peace Elementary School on Ebeye for the Distance Learning Center.
CMI & Lyon Associates Inc.	Alliance agreement with Lyon Associates Inc. for the preparation and submission of a proposal and bid to the Republic of Marshall Islands in the interest of obtaining the prime contract to be awarded for the Client's RFP for Majuro Atoll Landfill Detailed Design, Special Project Majuro Atoll Waste Company.

**Table 4: Current CMI partnerships**

## **New developments**

The following new partnership is nearing completion (November 2015).

A new MOU between CMI and USP focusing on:

- A joint project with the National Science Foundation (NSF) on a Science Technology Engineering and Math STEM -based learning and teaching program to support the RMI public school system and private schools;
- Sustainable sea transportation, particularly the identification of online opportunities for Maritime Education ; and
- The possible link of USPNet/AARNET in return for co-sharing of outer island learning laboratories.

## **Other developments**

- The proposal submitted to the MoE/PSS for the establishment of the Marshallese Institute of Language, Arts & Culture received \$50,000 as initial funding. Furthermore, on the basis of a second proposal submitted to the MoE for the expansion of distance learning in the RMI \$200,000 was secured for development.
- Currently, discussions with Ebeye landowners are underway for the lease of a new site on Ebeye for the expansion of the CMI Distance Learning Center. Stakeholder demand for expanded GED, Developmental Education and Vocational Education programs resulted in the development of a new feasibility report and site plan after a site visit by the CMI President and Vice President Administration in July 2015.
- The Czech Ambassador designate for Micronesia, in his first visit to the CMI on November 5, 2015, indicated the possibility of a possible partnership to support a mini film festival showcasing European films.
- A joint application with the Hawaii Pacific University (HPU) for a First in the World Grant was submitted based on a research project on retention. The application was not accepted however, the experience in preparing grants of this nature has been invaluable for CMI. Moreover, CMI has been informed that the potential for more partnerships with HPU in the future is very possible given the relationship-building experienced during the grant-writing process.

## Sustainability

**Human resources:** the following information summarizes the 2015 highlights in the Human Resources' section.

### Accreditation

Human Resources (HR) completed its portion of the Self Study and submitted it to the Self Study Steering Committee in early January 2015.

### Recruitment

The Presidential Search earlier in the year was successfully concluded with the hire of the new President in April, 2015. Longer term retention of faculty continues to be a challenge for CMI. In spite of this, CMI was able to attract quality faculty with 11 new faculty members commencing in the new academic year. Locally, CMI continues to be the employer of choice with 13 new hires both in the professional and support staff categories.

### Jitdam Kapeel Programs

CMI believes in investing in the development of its employees for example, through the Jitdam Kapeel Program. A total of twenty three employees have been awarded development assistance to pursue higher level qualifications under this program. Of this number, fourteen are pursuing their Bachelor's degrees and two are studying towards their PhD. A review of provisions of the JK Program is currently underway by the HR Committee to ensure awards are more effectively targeted at meeting CMI's needs for the future.

### Policy review

Keeping our policies and procedures current to ensure that we meet CMI's goal for providing a work environment that supports a high performing workforce is critical. In this regard, policies continued to be reviewed and new policies created to meet our needs. The following HR policies were reviewed and approved by the BOR:

- Housing Policy – elements of housing policy continue to be reviewed. Policy was amended to provide that the College will guarantee any required security deposit.
- Employees engaging in political activity or seeking elective office.
- Contingency Appointments.
- Rehire/ Break in service policy.
- Master's Degree requirement for Faculty

New policies and policies under review and due for submission to the BOR:

- Grievance Procedure – review of provisions underway in the HR Committee.
- Conflict of Interest Policy - a new policy is being developed in the HR Committee.
- Emeritus draft Policy Review - a new policy has been developed and approved by the HR Committee.

## **Improving HR service efficiencies**

HR continued to build the Abila MIP HRI system data base with data entry to facilitate basic reporting and analysis and data entry on employee benefits. This project is close to being completed by 70%. With the completion of employee benefits data entry, the database will be able to support an employee self-service kiosk expected to be implemented by the end of January 2016. The employee self-service kiosk will be enabled by the MIP Employee Web service module to be purchased by the end of 2015. Embedded in this development is the automation of paper-driven manual processes like leave and benefits' administration which will improve the efficiency of HR services and employee access to information.

## **Security**

The campus safety and security operation on both Uliga and Arrak campuses have their own unique demands and challenges. Both campuses strive to serve its own community, with practicality and consistencies in terms of protecting, preventing and reporting unsafe incidences, yet at the same time providing a customer based, service-oriented approach as required.

The department has hired one additional security guard for Uliga campus to assist with the increasing numbers of demands and concerns from its community. A new server for the CCTV security cameras has been installed and in operation for the Uliga campus, however due to some technical issues, the IT department has been resetting the system manually in order to receive signals. The system is able to record images stored in an external storage drive for up to two weeks; the system and its server are located in the Safety and Security Office. The main issues encountered so far are inadequate transportation due to the lack of vehicles, unauthorized trespassing at the dorm afterhours and in the weekends and inconsistent classroom temperatures. These incidents have been reported to their respective departments. The Arrak Campus security, with the new campus director on board, will be working closely and in collaboration with other departments on that campus by trying to improve the flow of communication within the departments affected. It has also been suggested that a security supervisor is needed, to assist the campus director in terms of administrative works and managing the security operation. In mid- September this year, data was provided to the campus security, U.S. Department of Education on campus crimes and data collection statistics. This can be viewed on their (US Department of Education) webpage as the data collection from the College of the Marshall Islands.

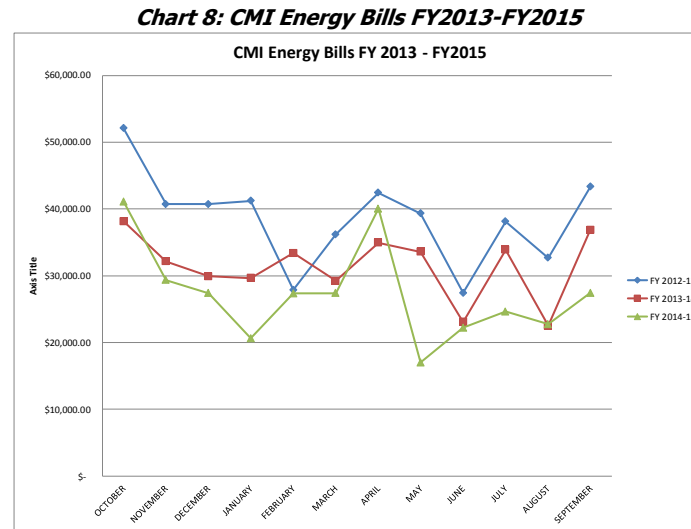
## **The current situation on exemplifying sustainability at CMI**

CMI strives to be an exemplar in sustainability. In terms of environmental and financial sustainability, CMI has had to implement the following measures to cut electrical costs starting in 2012 following the increased electricity tariffs:

- Energy Audit of all its facilities.
- Energy Efficiency measures.
- Double its solar capacity from 57kWp to 111kWp.
- Replace all student lab computers with N-computing computers.

These measures were estimated to save CMI \$200,000 per year compared to 2012.

The following graph shows the energy bills at CMI in the past 2 years.



## Other Developments

To sustain the College, the following initiatives are in progress:

- The Strategic Plan or “Bujen Kallejar” 2016-2018 is being finalized.
- The permanent position for the Director of Institutional Integrity and Effectiveness has been created and is in the process of being filled.
- A cohort of Faculty members is undertaking e-learning courses with the Wellington Open Polytechnic and the University of Wisconsin Madison as the first step towards CMI offering online courses.
- Developing a consultancy policy as an alternative funding stream for the College.
- Implementation of a preventative maintenance program in conjunction with a 20-year maintenance plan for longevity of College property
- The Great CMI Challenge is underway to foster team-building, collegiality and trust within the College.

To serve the nation sustainably, CMI has undertaken the following initiatives:

- Conduct Renewable energy (Solar training) aimed at sustaining more than 2,000 stand-alone outer island solar systems. To date, 30 Marshallese have completed this training.
- Plans for the Marshallese Institute of Language, Arts and Culture.
- Conduct Information Technology (IT) training for Government and organizations within the community.
- In the process of establishing a Business Incubation Center that aims to foster entrepreneurship in the community and ultimately boost private sector development.

## Academic programs

The following is a list of activities and accomplishments from Academic Affairs, CMI:

- Establishment of a Marshallese Studies Department
- Establishment of a Marshallese Language Arts Certificate Program
- Establishment of a Marshallese Social Studies Certificate Program
- Developing a fourth year of courses for Education in order for CMI to offer a Bachelor's degree in Elementary Education
- Recipient of many grants for marine conservation for local communities
- Recipient of several grants to support tutoring and internships in STEM areas
- For the third consecutive year, training of high school teachers in English and math preparation
- Working closely with the high schools for Teacher and Health Academies
- Development of a pre Nurse Practitioner courses with the Ministry of Health
- Water quality program through Land Grant – extension and outreach on outer atolls.
- Representation on many local and governmental committees and boards:
  - Coastal Management Advisory Council
  - Teachers State Licensing Board
  - GEF – Small Grants National Steering Committee
  - National Strategic Plan
  - Coral Reef Task Force
  - Chamber of Commerce Executive Committee.
- Community continuing education.
- Training of government workers and other community members:
  - Computers
  - Accounting
  - Solar installation and maintenance.
- Peer to Peer education – substance abuse
- Conduct and host public forums and meetings.
- Innovative teaching practices:
  - Learning Communities
  - Offering Distance Education in Ebeye.
  - Academic Support Program.



Fig.8: The Marshallese traditional group leading the May 2015 Graduation procession, Uliga campus

## General Education Development (GED)

Enrollments in the GED program have been consistently high in both Majuro and Ebeye in 2015. The information provided below shows a total of 583 enrollments at the Uliga campus in 2015 and 139 at the Ebeye center over the Spring, Summer and Fall semesters.

Ulga: Spring 2015				Ulga: Summer 2015				Ulga: Fall 2015			
Level	Total (M)	Total (F)	Total	Level	Total (M)	Total (F)	Total	Level	Total (M)	Total (F)	Total
L-1	41	5	46	L-1	4	0	4	L-1	39	13	52
L-2	22	18	40	L-2	2	0	2	L-2	25	14	39
L-3	29	19	48	L-3	1	2	3	L-3	39	27	66
L-4	51	20	71	L-4	17	11	28	L-4	44	31	75
L-5	36	19	55	L-5	8	3	11	L-5	28	15	43
Grand totals	179	81	260		32	16	48		175	100	275

*Table 5: Uliga campus enrollments 2015*

Ebeye: Spring 2015				Ebeye: Summer 2015				Ebeye: Fall 2015			
Level	Total (M)	Total (F)	Total	Level	Total (M)	Total (F)	Total	Level	Total (M)	Total (F)	Total
L-1	5	2	7	L-1	0	2	2	L-1	7	2	9
L-2	5	0	5	L-2	0	1	1	L-2	4	4	8
L-3	7	0	7	L-3	8	2	10	L-3	6	5	11
L-4	12	6	18	L-4	6	4	10	L-4	11	6	17
L-5	5	3	8	L-5	4	3	7	L-5	12	7	19
Grand totals	34	11	45		18	12	30		40	24	64

*Table 6: Ebeye Center enrollments 2015*



Fig.9: GED graduates at the Uliga campus, Majuro, May 2015



Fig.10: GED graduation ceremony, Ebeye, May 2015

The GED programs at Uliga and on Ebeye continue to attract increasing numbers of students. Even without conducting surveys, the rising GED enrollments illustrate a critical need in the community for the continuation and enhancement of the services offered in this area. Furthermore, discussions with some employers and external (to CMI) stakeholders, also support the continuation of the GED program and the possible expansion into the developmental education area.

### Student profile

Currently, student enrollments are comprised of students from the following two groups:

- Those who have dropped out of high school;
- Those that have never been to high school;
- Student ages start at 17 years and over;
- Most are in their early to mid-twenties;
- There are a few older females in their early to late- 40s; and
- The oldest female in the program so far, is 48 years old.



Generally students who complete the program on Majuro usually enroll in CMI or USP programs while others still, apply for work at the different places of employment. Many Ebeye students find it hard to transfer to Majuro to attend classes and many of them have requested if more CMI classes can be offered at the CMI Distance Learning Center.



Fig.11: A section of the large turnout for the GED graduation at the Uliga campus, May, 2015



Fig. 12: CMI's first ever Graduation choir performed at the 2015 Commencement Exercises in May, 2105 at the Uliga campus

## Summary

### Student success programs

Student Services at CMI provide a diversity of initiatives and programs that facilitate, encourage and support successful student learning and also provide well-rounded, student experiences in the community. The student population is comprised of both day scholars and boarders at Uliga and Arrak campuses. Cultural, community-based and other activities provide students with the following opportunities:

- to learn more about their own and each other's cultures;
- engage responsibly with the community; and
- broaden their perspectives of the communities in which they live and informs them of the relevant issues at the national, regional and global levels.

Programs from 2016 will be driven by the following strategic goal to ensure alignment with unit learning outcomes and the CMI mission and vision.

- Goal 1: Continue to create, deliver, and assess student success programs and activities which encourage student learning and students' achievement of their educational and professional goals.

### Institutional resources

The integrated planning approach that was taken this year (2015) to drive CMI's new strategic direction from 2016 is a decisive and direct response to many systematic anomalies that were also cited in the ACCJC Evaluation Team's report. Performance-based budgeting and specifically designed reporting and monitoring systems will contribute to a much more streamlined operation. Performance-driven and outcome-based, the optimal use of institutional resources underpins this new approach in CMI's plans for the future and is guided by goal 2 which aims to:

- Effectively use our human, physical, technological and financial resources in support of our mission, vision and institutional learning outcomes to provide quality, student-centered educational services.

### Stakeholder relations

To continue scaling our resources, CMI also continues to hold outcome-driven discussions with existing and potential partners. Our discussions are driven by the following goal in the Strategic Plan 2016-2018, which states:

- Goal 3: Continue to develop and implement effective and transparent collaborations and partnerships". Furthermore, the 3 objectives<sup>1</sup> listed under goal 3 directly identify the areas in which we, as the College of the Marshall Islands, will focus.

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<sup>1</sup> Objective 1: Maintain good governmental relations; Objective 2: Collaborate to meet expressed community needs; Objective 3: Develop institutionally effective networks and systems.

## **Sustainability**

CMI is an exemplar in sustainable practices from energy conservation and management, to Information Technology and financial management. Goal 4 of our Strategic Plan is to “Balance social, environmental and economic needs in a way that sustains the College and serves the nation”. The two objectives – sustain the college and serve the nation, ensure that sustainable best practices are researched, developed and utilized at CMI. Furthermore, these same objectives will be promulgated to Government and the community through training, workshops, awareness activities and publications to ultimately sustain the nation.

## **Academic programs**

As stated in Goal 5, CMI will “continue quality improvement in Academic Programming and implement new programs.” Academic programs at CMI will continue to respond to student and stakeholder needs. As enrollment numbers continue to rise, the fine balance between meeting student learning and support requirements and enhancing the quality of education will require even more agile management. Currently, with the demand for more new programs, CMI’s resources are considerably stretched as we aspire not only to meet these demands but to anticipate future trends and prepare accordingly.

## **General education development (GED)**

The GED program posits one of the bigger financial challenges at CMI. Heavily subsidized by the College, the GED program provides a critical opportunity for students who would otherwise, have no access to higher or continuing education. At both the Uliga campus and the Ebeye Distance Learning Center, the steady number of enrollments each semester attests to the crucial need for this program. Feedback from stakeholders in the RMI community also supports the continuation of the GED program. The College’s plans to expand community development and vocational education align directly with the need to provide alternative pathways to students who wish to pursue skills-based training rather than academic qualifications. Currently, CMI is continuing to work closely with NTC, the Ministry of Education and other Ministries and stakeholders to close the gaps that exist in providing educational opportunities in RMI from continuing through to higher education.