



CMI

COLLEGE OF THE MARSHALL ISLANDS  
**ANNUAL REPORT**  
2018











# Table of contents

## Contents

Preface.....	8
Enquiries .....	8
Introduction .....	9
Mission.....	9
Introduction .....	9
Overview .....	9
General Education.....	10
Promoting Further College Study.....	10
Celebrating our Marshallese and indigenous heritage.....	10
Meeting Remediation/Developmental Needs .....	10
Training for work.....	10
Campus Environment.....	11
Community Enrichment .....	11
Sustainable Development .....	11
The METO Education Master Plan and other institutional plans .....	11
Student Services .....	13
Student Empowerment.....	13
Student Information in 2018.....	14
Student placement process and analyses .....	15
Spring Enrollments 2009 – 2018 .....	17
Fall Enrollments 2010 – 2018.....	17
Enrollment Trends .....	18
Figures 5 and 6:.....	18
Course Completions from 2008 – 2018.....	18
Completion Trends 2005 – 2015 .....	19
Figure 8 .....	19
Program Initiatives.....	20
Bachelor of Arts in Elementary Education.....	20
Narrowing the gap between developmental education and credit level .....	22
Math Accelerated Program Report 2018: A First Time Initiative .....	22

Ongoing Academic Affairs Initiatives .....	24
Dual Enrollment .....	24
Navigating Student Success in the Pacific (NSSP) Grant Program .....	24
Accelerated Program .....	24
Accreditation .....	25
Grants .....	27
Upward Bound .....	27
The Land Grant at CMI .....	30
Current personnel .....	30
Introduction .....	30
Current research activities .....	31
Current extension activities .....	33
Summary of all grants at CMI in 2018 .....	36
Performance evaluation .....	39
Update on the Performance Management System (PMS) .....	39
Adult and Continuing Education (ACE) .....	41
Adult Basic Education (ABE) .....	41
Professional Development for Faculty .....	41
ABE Enrolment .....	42
ABE Graduation .....	44
Distance Education (DE) Centers .....	45
Ebeye Center .....	45
Jaluit Distance Education Center .....	48
Future plans .....	51
Vocational Education .....	51
Enrollment Numbers – Fall 2015- Fall 2017 .....	52
Future Plans .....	52
Future Plans .....	53
Future Plans for Adult and Continuing Education .....	54
The New CMI Model for CTE .....	55
CMI Investment Plans .....	56
Progress Reports for the CMI Maintenance Fund .....	57

The CMI Financial Outlook.....	58
The 2018 – 2019 CMI Budget.....	58
Summary.....	63

Content production: College of the Marshall Islands  
Publication design: Media Center  
College of the Marshall Islands

*The graphics on the front cover of this book were designed by the Media Center at the College of the Marshall Islands*



*This work is licensed under a [Creative Commons Attribution-Noncommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/)*

## Preface

The purpose of this annual report is to provide the President and Nitijela of the Republic of the Marshall Islands (RMI) with a summary of activities undertaken at the College of the Marshall Islands (CMI) in 2018. In accordance with the College of the Marshall Islands Act 1992, section 220 (1), the submission of this report fulfills CMI's statutory obligations under the same Act. The relevant part of Section 220 reads as follows:

***Reports and Auditing Procedures.*** *By January 1st 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

The contact officer regarding enquiries about this report is:

Theresa B. K. Koroivulaono, PhD  
President, College of the Marshall Islands  
P.O. Box 1258  
Majuro, MH 96960  
Tel: 625-3394



# Introduction

## Mission

The mission of the College of the Marshall Islands was revised and approved by the Board of Regents on February 8, 2017 and reads as follows:

*The mission of the College of the Marshall Islands is to provide access to quality, student-centered, post-secondary educational services to the Marshallese people. The College also provides selective higher education programming, intellectual resources, and research specific to the needs of the nation and the larger Pacific community.*

## Introduction

This Annual Report is divided into nine main sections.

1. The Introduction;
2. Student information;
3. Program Initiatives;
4. Accreditation;
5. Grants;
6. Performance Evaluation;
7. Adult and Continuing Education;
8. CMI Investment Plans; and
9. The CMI Financial Outlook.

## Overview

The College of the Marshall Islands (CMI) was established as a two-year institution in 1993. As the national college of the Republic of the Marshall Islands, the CMI faculty, administration, and staff recognize the need to keep improving the standards of higher and continuing education in this nation. The CMI Board of Regents and all CMI employees are committed to the creation of an educational environment where individual differences of gift, potential, and belief are recognized; where personal choice, responsibility, and growth are encouraged; and where educational activities and experiences address the general and specific needs of the students, the local community, and the nation. Furthermore, the college believes that the integration of theoretical knowledge and practical experience is a fundamental value of successful education in our rapidly changing society. Achieving this integration of the theoretical and the practical requires a blend of flexibility and consistent evaluation. Students of CMI are acknowledged individually as whole beings capable of reflective thinking and prepared to make wise choices concerning their present and future.

In spring 2007, the college's Board of Regents approved a new Vision for the college:

*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:*

- *be a source of national hope and pride;*
- *provide tailored, quality educational opportunities;*
- *provide a window on the global community; and*
- *Serve as a center for research and inquiry for national advancement.*

The College's Budget is prepared in accordance with the College of the Marshall Islands' mission as articulated in the Strategic Plan 2016-2018 and with the Accrediting Commission of Community and Junior Colleges (ACCJC) Accreditation standards. The College fulfills its mission through the implementation and evaluation of plans and activities in the following areas:

### **General Education**

- Teaching the principles and practices of information acquisition, critical thinking, and clear statements in English (the chosen medium of instruction), familiarity with other cultures and with the arts; an understanding of basic higher mathematics and computers; and knowledge of basic scientific principles, including ecological and environmental principles of special importance to RMI.

### **Promoting Further College Study**

- Preparing students for bachelor's and other advanced degrees.

### **Celebrating our Marshallese and indigenous heritage**

- Helping Marshallese and other students acquire the knowledge and skills they need to understand their own cultural, ethical and traditional values, and to preserve them in contemporary, social and technical society.

### **Meeting Remediation/Developmental Needs**

- Preparing students for credit level college work and meaningful employment, through rigorous and responsive remediation and developmental programs.

### **Training for work**

- Qualifying students to fill positions in areas of critical need in the Republic of the Marshall Islands.

## Campus Environment

- Creating and fostering a campus atmosphere that encourages students to learn, engage and share as part of their holistic learning experience at CMI.

## Community Enrichment

- Providing opportunities for lifelong learning and cultural experiences that are responsive to the emerging needs of the people of the Republic of the Marshall Islands.

## Sustainable Development

- Taking the lead to promote sustainable economic development in RMI research and community outreach.

Departments' budgets are established in alignment with the College's mission, vision, goals and objectives, and Institutional Student Learning Outcomes (ISLOs). The College continues to strive to integrate institutional planning and budgeting when developing the annual Budget Portfolio. For Fiscal Year 2018, the College's plan of activities was designed using the CMI integrated planning model and the Bujen Kallejar – Strategic Plan 2016-2018.

As the College progresses with incorporating the Strategic Plan with the Budget Planning Processes, the budget process of the College will continue to integrate changes to improve budget development and accountability which includes implementation, monitoring and evaluation.

All budget proposals were evaluated based on their anticipated contribution to institutional effectiveness, impact on student learning, and role in improving quality services throughout the College. Since the College continues to show a trend of high enrollment since spring 2011, budgeted activities for Fiscal Year 2018 focused on continuous improvement to financial management, integrity, and student success (including completion and retention).

## The METO Education Master Plan and other institutional plans

The METO<sup>1</sup>: Education Master Plan was approved by the Board of Regents in September.

The four operational plans that emanate from the Meto were also approved. The plans are the:

- ***Enrollment Management Wappepe***<sup>2</sup>;
- ***Information Technology Wappepe***;
- ***Plant and Facilities Wappepe***; and
- ***Safety and Security Wappepe***.

The new Strategic Plan 2019 – 2023 is currently in development by the first locally hired consultant in this area at CMI, Mr. William Reiher, who is also a former CMI Vice President. Mr. Reiher was the Chairperson of the Institutional Planning Committee in 2015 and led the development of CMI's first

---

<sup>1</sup> The METO or [stick chart](#) is used to teach and record and record the swells of the sea. Meto were used by Marshallese sailors to navigate and are made out of coconut midrib or pandanus root and shells.

<sup>2</sup> The smaller type of stick chart



strategic plan, which was implemented in 2016 and will end this year (2018). The strategic plan will provide the activities and key performance indicators that operationalize the METO and the four Wapepe. The development of all institutional plans has been carried out predominantly by CMI employees and the former Vice President intentionally as first time projects to build capacity locally in these areas.

Since October (2018), SWOT (Strengths, Weaknesses, Opportunities and Threats) analyses workshops have been conducted with students, faculty and staff to inform the new Strategic Plan. Focusing on students in their SWOT analyses workshop at Arrak Campus in October provided some of the most illuminating information to date in the area of student empowerment and sense of belonging to CMI.



*Figure 1: Students participate in the Strategic Planning Workshop at Arrak Campus*



*Figure 2: Students present at the Strategic Planning Workshop at Arrak Campus*



*Figure 3: Students collaborate on a SWOT analysis at the Strategic Planning Workshop at the Arrak Campus*



*Figure 4: Another student presents at the Strategic Planning Workshop at the Arrak Campus*

## Student Services

The staff in the Student Services department is committed to supporting student success from enrollment to degree completion. Student Services are dedicated to the College's mission by providing quality student-centered educational services that support student development, student retention and self-awareness. Students are encouraged to explore opportunities that support development in civic engagement, service learning, collaboration and developing lifelong skills. We are committed to promoting a learning environment that champions respect for community members regardless of cultural identities, ethnicity, gender identities, religious beliefs or life experiences. The recent approval of the first ever CMI Enrollment Management Wappepe, bears testimony to our singular focus on setting the strongest possible platform for student achievement in 2019 and beyond. Furthermore, Student Services' unit heads have been assessing our policies, procedures and guidelines to align much more directly with CMI's mission.

### Student Empowerment

If we want students to be self-directed, self-motivated and driven learners we need to engage meaningfully with student-generated discussion points like empowerment. Students need to **own** their learning. In early Fall 2018 semester, almost 50 student leaders gathered at the CMI Arrak Campus to take part in the SWOT Analyses for the next strategic plan that is scheduled to be implemented in 2019 – 2023.

Consultant William Reiher and his team worked with the students to share their opinions and experiences on how to improve learning and student support services. Students were able to express a strong appreciation of the College's aspirations and develop a deeper understanding of why we do things the way we do. Their sense of ownership for learning, student life and community outreach was much more vocal when they realized that this was their opportunity to be heard and to contribute to the CMI strategic plan.

Using this activity as a launching platform, the Student Services' team has started reframing the narrative around identifying students' interests. For example, instead of stating "you must learn" ask "what do you want to learn" or "how do I make this interesting?" Giving students the opportunity to reflect and respond with an informed point of view rather than passive acceptance or indifference are robust first steps for changing current disempowering paradigms.

Creating more forums for change initiated by and for our students must not lose momentum. In 2019, more strategic planning and other workshops will be scheduled to continue building on the successful outcomes of the Arrak campus SWOT analyses sessions in October (2018). Student leaders and students that attended were inspired by their inclusion to voice their opinions and perspectives as part of overall College decision-making processes.

# Student Information in 2018

Table 1: Student placements in English, 2017-18

CMI English Placement Rates, 2017-18							
ABE/ RMI High Schools/ Others	Placement Level				Placed	Not Placed (Incomplete Requirements)	Total
	CR	L3	L2	L1			
ADULT BASIC EDUCATION	0%	19%	44%	38%	31%	69%	51
RMI HIGH SCHOOLS							
ASSUMPTION HIGH SCHOOL	31%	23%	38%	8%	68%	32%	19
CALVARY HIGH SCHOOL	NA	NA	NA	NA	0%	100%	30
EBEYE GEM CHRISTIAN SCHOOL	83%	17%	0%	0%	75%	25%	8
FR. LEONARD HACKER HIGH SCHOOL	NA	NA	NA	NA	0%	100%	9
JABRO HIGH SCHOOL	0%	100%	0%	0%	10%	90%	10
JALUIT HIGH SCHOOL	13%	32%	38%	17%	100%	0%	92
KWAJELEIN Atoll HIGH SCHOOL	19%	19%	38%	25%	42%	58%	38
LAURA HIGH SCHOOL	14%	29%	57%	0%	35%	65%	40
MAJURO BAPTIST CHRISTIAN HIGH ACADEMY	17%	33%	50%	0%	35%	65%	17
MAJURO COOPERATIVE SCHOOL	0%	0%	100%	0%	6%	94%	17
MARSHALL CHRISTIAN HIGH SCHOOL	0%	0%	57%	43%	34%	66%	41
MARSHALL ISLANDS HIGH SCHOOL	32%	46%	20%	2%	52%	48%	199
NORTHERN ISLANDS HIGH SCHOOL	10%	46%	32%	12%	71%	29%	58
RITA CHRISTIAN HIGH SCHOOL	0%	33%	33%	33%	23%	77%	13
SEVENTH DAY ADVENTISTS SCHOOL - EBEYE	67%	33%	0%	0%	33%	67%	9
SEVENTH DAY ADVENTISTS SCHOOL - MAJURO	60%	20%	0%	20%	38%	62%	13
OTHERS -Community- RMI HS/ABE	24%	24%	48%	4%	49%	51%	51
OTHERS- Off Islands High Schools	13%	37%	43%	7%	32%	68%	95
OVERALL English Placement Rates	20%	34%	34%	12%	48%	52%	810



Table 2: Student placements in Math, 2016-2017

CMI Math Placement Rates, 2017-18							
ABE/ RMI High Schools/ Others	Placement Level				Placed	Not Placed (Incomplete Requirements)	Total
	CR	L3	L2	L1			
ADULT BASIC EDUCATION	8%	20%	48%	24%	49%	51%	51
RMI HIGH SCHOOLS							
ASSUMPTION HIGH SCHOOL	7%	14%	29%	50%	74%	26%	19
CALVARY HIGH SCHOOL	NA	NA	NA	NA	0%	100%	30
EBEYE GEM CHRISTIAN SCHOOL	67%	17%	17%	0%	75%	25%	8
FR. LEONARD HACKER HIGH SCHOOL	NA	NA	NA	NA	0%	100%	9
JABRO HIGH SCHOOL	0%	0%	100%	0%	10%	90%	10
JALUIT HIGH SCHOOL	13%	14%	43%	29%	100%	0%	92
KWAJELEIN Atoll HIGH SCHOOL	0%	25%	50%	25%	42%	58%	38
LAURA HIGH SCHOOL	7%	11%	33%	48%	68%	33%	40
MAJURO BAPTIST CHRISTIAN HIGH ACADEMY	17%	0%	67%	17%	35%	65%	17
MAJURO COOPERATIVE SCHOOL	0%	0%	100%	0%	6%	94%	17
MARSHALL CHRISTIAN HIGH SCHOOL	0%	0%	43%	57%	34%	66%	41
MARSHALL ISLANDS HIGH SCHOOL	12%	40%	33%	15%	55%	45%	199
NORTHERN ISLANDS HIGH SCHOOL	17%	21%	48%	14%	72%	28%	58
RITA CHRISTIAN HIGH SCHOOL	0%	0%	33%	67%	23%	77%	13
SEVENTH DAY ADVENTISTS SCHOOL - EBEYE	0%	67%	33%	0%	33%	67%	9
SEVENTH DAY ADVENTISTS SCHOOL - MAJURO	0%	40%	40%	20%	38%	62%	13
OTHERS -Community- RMI HS/ABE	17%	21%	13%	50%	30%	70%	81
OTHERS- Off Islands High Schools	14%	21%	24%	41%	31%	69%	95
OVERALL Math Placement Rates	12%	23%	37%	28%	52%	48%	810

## Student placement process and analyses

For the past 2 years, CMI's placement process has considered multiple measures to determine a student's placement in English and Mathematics. Instead of using only the CMI Placement Exam, which had been the practice for many years, the placement process now included 3 additional measures:

- Grades in English and Mathematics during a student's junior year of high school;
- Grades in English and Mathematics during a student's senior year of high school; and
- Overall high school GPA.

In lieu of the above-mentioned requirements, students may also be placed based on their ACT, SAT, and/or TOEFL scores.

Tables 1 and 2 show the distribution of students who have or have not submitted all the placement requirements and, for those who have submitted for all requirements, were subsequently placed in an English or Mathematics level. The tables do not show or equate to the proportion of students who

officially enrolled at CMI, though all students who officially registered at CMI completed all the placement requirements and were subsequently placed.

Overall, there are 810 students who took the CMI Placement Exam. This number includes 12<sup>th</sup> graders in each of the high schools, Level 5 students in CMI's Adult Basic Education program, and interested community members. Though the placement exam was administered to interested 11<sup>th</sup> graders (for Dual Enrollment purposes), they are not included in the computations.

Out of the 810 Placement Exam takers, 48% and 52% have submitted for all placement measures and were subsequently placed in English or Math levels respectively (see "Placed" in the Tables). 52% and 48%, respectively for Math or English, were not placed due to incomplete requirements and are shown in the Tables as "Not Placed – Incomplete Requirements".

Referring to the results shown in Table 1 for English placement, out of all those who submitted for all placement requirements, 20% are placed in Credit Level, 34% in Level 3, 34% in Level 2, and 12% in Level 1. Compared to last year's English placement rates, there are more students placed in the higher English levels i.e. Level 3 and Credit. Three private high schools—Seventh Day Adventist Delap, Seventh Day Adventist Ebeye, and Ebeye Gem Christian School—have relatively higher proportions of students placed in Credit Level English compared to the other high schools. Unlike in previous years, Majuro Cooperative School and Majuro Baptist Christian Academy have lower proportions of students placed in Credit Level this year. Two public high schools, Marshall Islands High School and Laura High School have increased the proportion of students who qualified at Credit Level.

Table 2 shows the results for Math placement. Out of all those who submitted for all placement requirements, 16% are placed in Credit Level, 28% in Level 3, 44% in Level 2, and 12% in Level 1. The data shows an upward shift in the proportion of students placed at Level 2 versus Level 1 this year. In the same vein, compared to last year, more students are in Credit Level versus Level 3. Majuro Cooperative School, which has had students consistently placing at Credit Level, did not perform as well for this year. Jaluit High School still has a higher proportion of students placed at Credit Level than other high schools, but has a lower proportion of students placed at Credit Level than last year. On a positive note, Assumption High School and Adult Basic Education now have students placed at Credit but did not before. Ebeye Gem Christian School, participating in CMI's placement process for the first time, has the highest proportion of students placed in Credit Level Math.

## Spring Enrollments 2009 – 2018

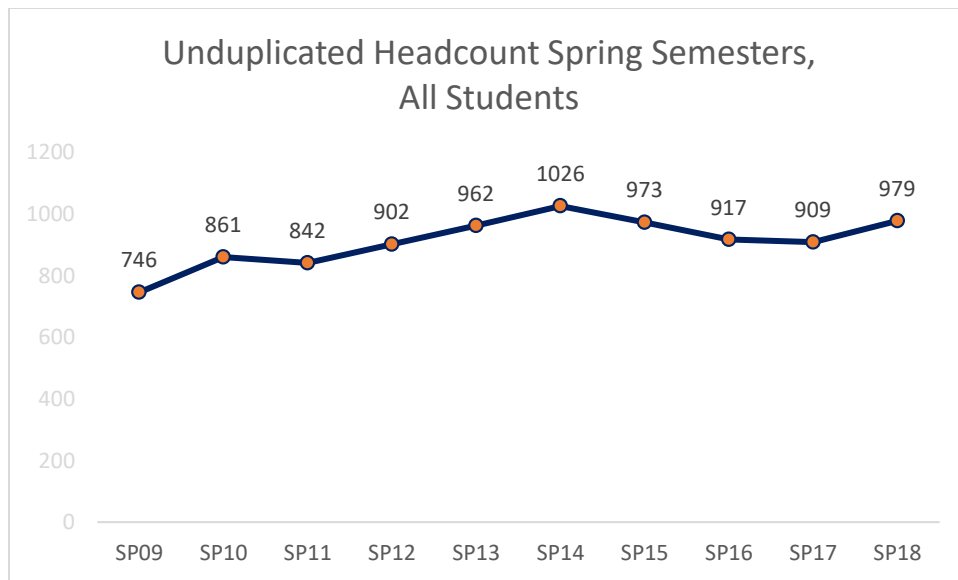


Figure 5: CMI unduplicated headcount, spring semesters

## Fall Enrollments 2010 – 2018

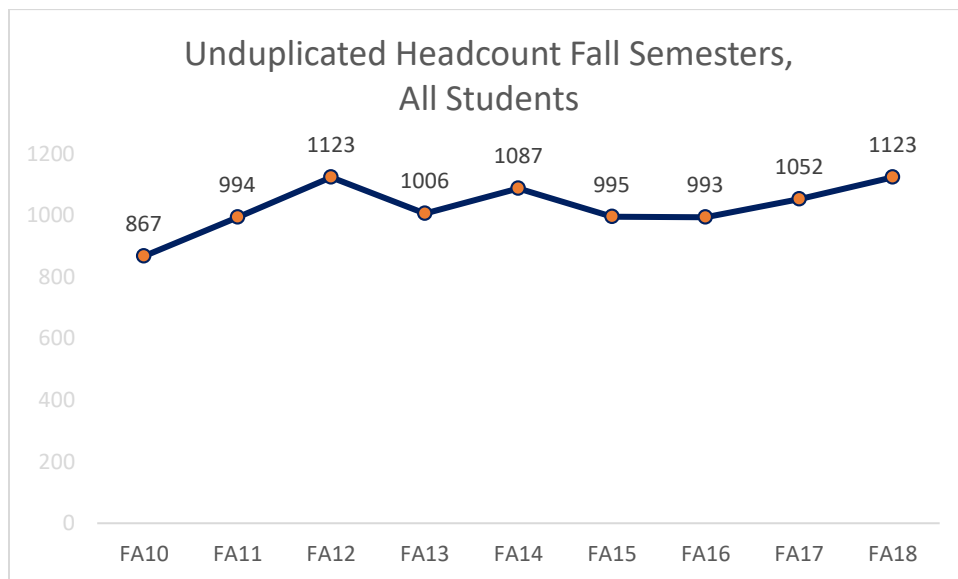


Figure 6: CMI unduplicated headcount, fall semesters



## Enrollment Trends

### Figures 5 and 6:

Overall, there is an increasing trend in general student enrollments at CMI over the last 10 years. Figure 5 shows increasing enrollment numbers from Spring 2008-2014 with a slight decrease thereafter until Spring 2018. Similarly, in Figure 6, an increasing trend is also observed for Fall enrollment from 2008 to 2012, but the numbers slowly decreased leveled off until 2016. There were slight increases in 2017 and 2018. Despite the decreases between 2012 and 2016, total enrollment is still higher than the total enrollment before Fall 2012. Rising student numbers translate directly to rising costs in all CMI sections.

### Course Completions from 2008 – 2018

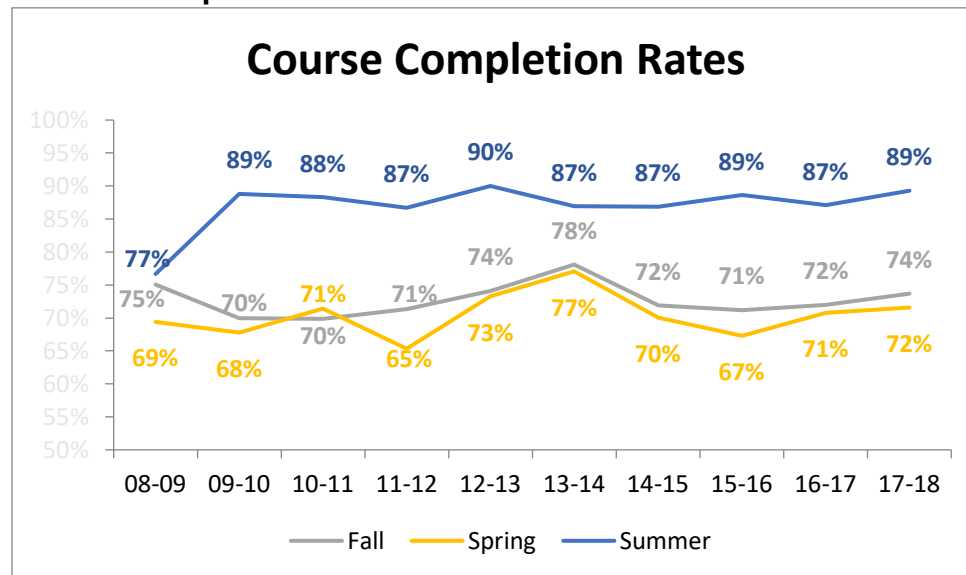
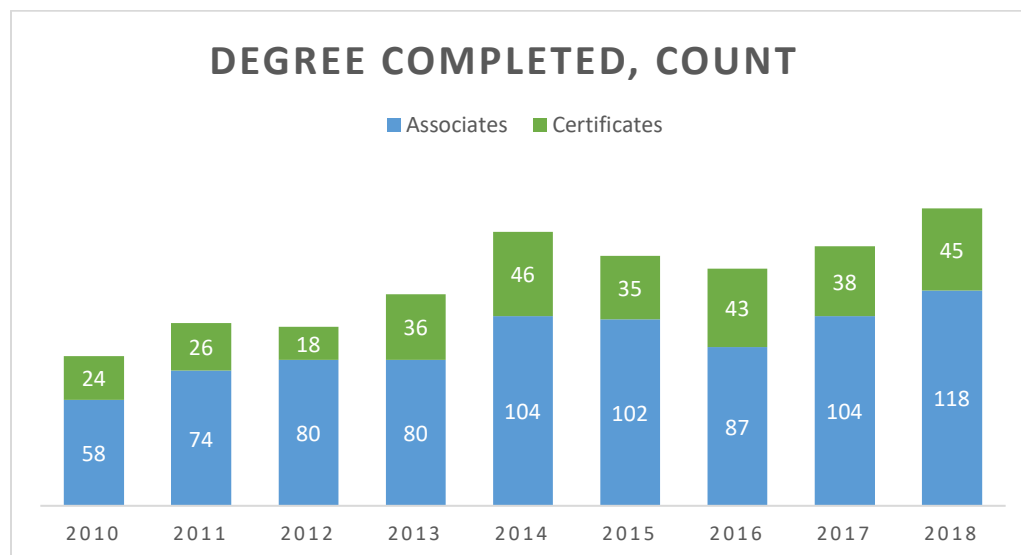


Figure 7: CMI course completion rates: fall, spring and summer semesters

Generally, course completion rates for fall semesters have been consistent at about 71% from 2008 to 2018 with exceptions in fall 2008, 2012, 2013, and 2018 when rates were higher. In addition, course completion rates for summer semesters are the highest and course completion rates for spring semesters (except in spring 2011) are the lowest among the 3 semester periods for the 11-year academic period.

## Completion Trends 2005 – 2015



*Figure 8: CMI degree completions*

### Figure 8

Figure 8 shows the number of students completing certificate and associate degree programs at CMI. Overall, the trend shows fluctuating patterns for both certificate and associate degrees. In 2014, the total number of degrees completed increased considerably by 31% from 2013. Thereafter, the numbers show a slight decrease in 2015 and 2016, followed by an increase in 2017 and 2018. At its May 2018 graduation, CMI awarded its highest number of degrees to date and awarded the first certificates in the Marshallese Language Arts, Marshallese Social Studies, and Marine Science.

## Program Initiatives

### Bachelor of Arts in Elementary Education

CMI's first baccalaureate program, the Bachelor of Arts in Elementary Education (BAEE), was approved by ACCJC in spring 2017. The first cohort started in fall 2017. The report below describes the progress of the first cohort. Students in the first BAAE cohort have now completed the third semester of their 2-year program, with fifteen (15) enrolled, full-time students. They are scheduled to graduate in May 2019. The integration of the Quality Pedagogy Framework with the Associate in Science in Elementary Education (ASEE) and the BAEE is part of the Asian Development Bank (ADB) funded project, "Improving the Quality of Basic Education" (IQBE). The College is in partnership with the Public School System and the University of the South Pacific under this ADB-funded grant that will terminate in 2023.

### ***Fall Semester 2018: Updates on Quality Pedagogy Framework (QPF) Integration in CMI Education Courses***

#### Overview

The fifteen (15) full-time students enrolled in the following courses:

EDU 416: Teaching with Curriculum Materials;

EDU 444: Evaluation and Assessment;

IDS 428: Personal and Social Health Skills; and

EDU 427: Physical Education & Elementary School Art;

These are the last four requisite courses before students commence internship in the Spring semester of 2019. The practicum components are:

EDU 496: Elementary Student Teaching (internship in a classroom for one semester); and

EDU 497: Elementary Seminar for Student Teaching (seminars which complement Student Teaching, and are held one after-school afternoon per week).

#### ***QPF Integration in BAEE Courses***

##### **EDU 416: Teaching with Curriculum Materials**

- This course is delivered in a blended format in that apart from the face-to-face contact hours, course materials and activities are also on Moodle.
- The capstone project for EDU 416 is the development of a portfolio of 5 comprehensive QPF learning plans, covering a month of teaching in duration.
- The portfolio will include QPF-related resource materials.
- The five grade-appropriate QPF learning plans should be in any 3 of the 5 different subject areas of: ELA, Social Studies, Science, Math and Health.
- The QPF learning plans in this portfolio will be ready for implementation on Day 1 of teaching practicum, spring semester, 2019.
- During the pre-practicum orientation week in the spring semester 2019, students will display and present their portfolio work to invited guests such as the ADB-funded "Improving the Quality of Basic Education" (IQBE) project team, Public School System (PSS) staff, BAEE cohort 2, CMI Education Department students and faculty, and others.

- Plans are underway to do a video production which will document the first BAEE cohort's learning journey, their QPF-related activities, and the final QPF product (portfolios).
- This video documentation will be complemented by student testimonials that we aim to upload on our Education website.

#### **EDU 444: Evaluation and Assessment**

- This course is delivered in a blended format in that apart from the face-to-face contact hours, course materials and activities are also on Moodle.
- The major project for EDU 444 is the development of a portfolio of 5 comprehensive formative and summative assessments that will be incorporated into the QPF learning plans.
- The formative and summative assessments will cover a month of teaching (duration).
- This major project is linked to the EDU 416 capstone project.

#### **IDS 428: Personal and Social Health Skills**

- This course is delivered in a blended format in that apart from the face-to-face contact hours, course materials and activities are also on Moodle.
- The major project for IDS 428 is the development of a portfolio of 5 QPF learning plans on the topic of personal and social health skills.
- These QPF learning plans are to cover a month of teaching (duration).
- This major project is linked to the EDU 416 capstone project.

#### **IDS 427: Physical Education and Elementary School Art**

- This course is delivered face-to-face and involves hands-on activities and projects
- The BAEE cohort 1 have been encouraged to include topics learned from IDS 428 into their EDU 416 capstone project.

#### **Inaugural Orientation for BAEE Student Teaching Program (internship)**

The Education Department will be holding the first-ever Orientation for the BAEE Student Teaching Program on Tuesday 4<sup>th</sup> December, 2018. A highlight of the program will be the QPF displays by the BAEE students and the distribution of two Handbooks, namely:

- A Handbook for the Student Teacher (Spring 2019); and
- A Handbook for the Peer Mentor, Cooperating Teacher and Principal (Spring 2019).

Both Handbooks provide important information relating to the Student Teaching Program (STP) which will commence in Spring semester 2019, and also contain:

- an overview of the QPF (IQBE Project Team acknowledged for sharing this resource);
- QPF assessment templates which will be used by the Faculty Supervisor when assessing the student Teacher's delivery of QPF Learning Plans during the 12-week (STP);
- Sample QPF Learning Plans;
- Power-point on how to write Learning Outcomes and Success Criteria (Dr. Gillian Tasker and Dr. Marilyn Low are acknowledged for sharing this resource); and
- Sample Teachers' QPF Resources.



## Narrowing the gap between developmental education and credit level

### Math Accelerated Program Report 2018: A First Time Initiative

#### Purpose

The mathematics accelerated program provides an intensive eight weeks guided learning to students placed in Developmental Math Level 2. The objective of this initiative is to allow students to accelerate their progress in non-credit courses and improve their success, retention, and completion rates at college.

#### Rationale

The STEM department offers three levels of non-credit math courses to prepare students that are placed below credit-level requirements. In previous years, the majority of students took a lot more semesters at these levels than expected and, in most cases, exhausted their Pell funds. For this reason, the program is designed to provide a supportive, effective, and conducive learning environment to fast-track their progress.

#### Description

Mathematics is a difficult subject for many students. This initiative is an intensive eight-week program of Level 2 (Math 086 - Elementary Algebra) and Level 3 (Math 096 - Intermediate Algebra) mathematics courses. These two levels are divided into two 4-week sessions with an exit exam at the end of each level. Students who do not pass the Level 2 work will exit the program and join the regular class.

The Math 086 and Math 096 sessions ran back-to-back during the summer semester. The two sections of Math 086 and Math 096 ran for the normal number of contact hours, but in order to fit those times into the 4-week program of session 1, classes had lecture meetings for three hours, study hall for an additional three hours, and another hour of supervised study from Monday to Friday.

#### Schedule

##### Week 1 – 4 Math 086 – Elementary Algebra

Session	Course	Sections	# of Students	Credits	Class Time	Days
1	MATH 086	1	15	3	8:30-11:30	M – F
1	MATH 086	2	15	3	8:30-11:30	M – F

##### Week 5 – 8 Math 096 – Intermediate Algebra

Session	Course	Sections	# of Students	Credits	Class Time	Days
2	MATH 096	1	15	3	8:30-11:30	M – F
2	MATH 096	2	15	3	8:30-11:30	M – F

### **Sample Schedule**

<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
7.00-8.00am	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8.30-11.30am	Math 086 (lecture)	Math 086 (lecture)	Math 086 (lecture)	Math 086 (lecture)	Math 086 (lecture)
12noon-1.00pm	<b>LUNCH</b>				
1.35-3.00pm	Capp 066	Capp 066	Capp 066	Capp 066	Capp 066
3.15-6.15pm	Study hall	Study hall	Study hall	Study hall	Study hall
6.15-7.55pm	Self-time, dinner	Self-time, dinner	Self-time, dinner	Self-time, dinner	Self-time, dinner
8.00-9.30pm	Supervised study	Supervised study	Supervised study	Supervised study	Supervised study
10.00pm	Sleep	Sleep	Sleep	Sleep	Sleep

### **Results**

The Math Accelerated program implemented during the Summer 2018 had a total of 19 students pioneering the program. Due to low enrollment number, students were recruited from Level 1 Math sections, and many did not live in the residence halls as initially planned. Additionally, the program did not have embedded tutors as originally intended; instead, lectures and tutorial sessions were carried out by the same instructors.

<b>Students</b>	<b>Residential</b>	<b>Non-residential</b>	<b>Math 086</b>							<b>Math 096</b>						
			<b>W</b>	<b>NP</b>	<b>C</b>	<b>C+</b>	<b>B</b>	<b>B+</b>	<b>A</b>	<b>W</b>	<b>NP</b>	<b>C</b>	<b>C+</b>	<b>B</b>	<b>B+</b>	<b>A</b>
Male	3	8						1	10		1			1	2	7
Female	1	7	1						7	1						7

Of the 19 students who enrolled in the math 086 class, one student withdrew from the course while the remaining 18 progressed to Level 3 (Math 096) with a B or A grade pass. OF the 18 students who took Math 096, one student did not pass (NP) while 17 scored a B+ or A.

## Ongoing Academic Affairs Initiatives

- Continuous discussions about offering BAEE classes in the Distance Education centers.
- On-going virtual and face to face meetings with REL consultants on Math curriculum alignment between RMI high school and college credit courses.
- Continued work with PacTVET on courses in the Certificate of Resilience and Renewable Energy.
- Faculty training in Reading Across the Curriculum pedagogical methods.
- Publication of a student literary journal.

## Dual Enrollment

- The target is to enroll a class or section of students under the Dual Enrollment program with a total of 18 - 20 students in Fall 2018.
- Current Dual Enrollment students' results are encouraging.
- The first Dual Enrollment student will be completing at least 15 credits by the end of Spring 2019. Thus, upon graduating high school, the student will have only 2 semesters to complete an AA degree.

## Navigating Student Success in the Pacific (NSSP) Grant Program

- Completed Year 2 of the Advanced Certificate program.
- The Bachelor of Education in Elementary Education (BAEE) for NSSP Students began in Summer 2018.

## Accelerated Program

- The English Accelerated Program in Developmental Education completed its second summer session in 2018.
- The Intensive English Program (IEP), which is an 8-week program began in fall 2017 and completed its third regular semester in fall 2018 and the Intensive Math Program (IMP) was offered for the first regular semester in fall 2018. The goal of these programs is to fast-track students into credit level English and Math.
- A comparative analysis for both the Summer AP and the regular semester IEP and IMP will be ready in the next Annual report.

## Collaborative Partnerships

- IQBE Capstone presentations and displays by students in the program was held on December 4th 2018.
- A workshop on the Certificate in Evaluation at USP was conducted in October with CMI participation.
- The Math Alignment workshop with the Regional Education Laboratory (Pacific), Public School System and CMI is ongoing. The goal of this partnership is to align senior Math in high school with CMI credit Math to increase the percentage of high school students placing in credit level Math when they enter college. Currently, only 10% of all high school graduates registering at CMI for the first time qualify for credit Math programs.

## Accreditation

The ACCJC team visit for the Bachelor of Arts in Elementary Education took place from September 18 – 21, 2018. Dr. Stephanie Droker, ACCJC Vice President, and Dr. Kevin Bontenbal, ACCJC Commissioner, paid their first visit to CMI and the Republic of the Marshall Islands (RMI) to meet selected representatives from all sections of the college. On the day they arrived in Majuro and after a short break on the ground, the ACCJC team accompanied by a CMI team led by CMI President Koroivulaono flew to Jaluit Atoll to visit one of CMI's two outer island centers. The visitors were shown around the Jaluit Center and treated to a lunch cooked by students using vegetables from the gardens they planted around the center buildings as part of national food security programs. The CMI team also took the opportunity to explain the critical importance of access to education in an atoll country of 70 square miles of land and 750,000 square miles of ocean. The ACCJC team provided equally critical information about the need to ensure that learning resources and student services were adequately provided wherever CMI offered its programs. In outer island centers, contingency plans in case of emergencies were strongly recommended so that student learning progressed according to schedule and well supported.

The ACCJC team also visited the Arrak campus, the second of the two CMI campuses on Majuro Atoll, where the two current Career and Technical Education (CTE) programs—carpentry and maritime observer training—are currently located. The CMI-RMI Land Grant program is also located at the Arrak campus.

Back at the Uliga Campus in Majuro, Dr. Droker and Dr. Bontenbal met with students, administrators, faculty and staff to discuss CMI programs including the BAEE, student services and future plans for improvement. The highlight of the visit for the CMI team was the accreditation training conducted by Dr. Droker and Dr. Bontenbal based specifically on the way in which colleges should prepare their ISERs.

The feedback from ACCJC following the September visit by Dr. Droker and Dr. Bontenbal appears below:

*ACCJC's visit to THE College of the Marshall Islands was very informative and productive. ACCJC commends CMI for the outstanding job the college is doing with providing meaningful educational opportunities for the Marshallese people, and the region. The dedication and enthusiasm of all CMI employees to its programs and students is testimony to CMI's commitment to quality education. ACCJC's visit was specifically in regards to the Baccalaureate degree in Elementary Education (BAEE), which it found to be the perfect program for CMI. It is clear that the BAEE program directly meets CMI's mission and addresses the region's need for a qualified teacher workforce.*

The CMI ALO, Dr. Elizabeth Switaj is driving the development of the CMI ISER. CMI teams that were formed to write the follow up, mid-term and Special BAEE reports have been strengthened through the experience of self-reflection and accountability inherent in this report-writing process. Mainstreaming the process of writing and collecting evidence so that there is not a frantic rush in the last six months, is a new approach for CMI. The ISER is due for submission to ACCJC in January 2021.

Administrators, faculty and staff at CMI continue to implement activities as part of the integrated planning cycle which has been in place for a little over a year. Dr. Ray Somera, Vice President for Academic Affairs at Guam Community College, provided significant feedback for many initiatives



underway at the time of his visit in November. His presentation on “Students First, Mission Always” was well attended by both CMI students and employees. As CMI moves decisively towards addressing the challenges of having the lowest graduation rate in the ACCJC region, collaborative partnerships especially with Pacific regional colleges are proving to be very effective in creating relevant and cost-effective initiatives. One such example is refocusing on the key words in our mission, “quality, student-centered...educational services” as emphasized by Dr. Somera. By bringing both students and employees into the same space regularly in general assembly-type discussions, the opportunity to connect meaningfully builds a consultative, robust partnerships for direct engagement.

The Director of Institutional Research and Assessment, Ms. Cheryl Vila was selected to be part of the Honolulu Community College ACCJC onsite evaluation team. President Koroivulaono also accepted the invitation to be a member of the ACCJC Kaua’i Community College team. CMI will continue to send selected personnel as the college builds much-needed capacity in accreditation.



Figure 9: The ACCJC team visit by Dr. Steven Bontenbal and Dr. Stephanie Droker (top right with Marshallese woven hats) at Arrak campus and Jaluit Center.

## Grants

### Upward Bound

The Upward Bound Program (UBP) completed its first of five years for which the grant was awarded in FY 2017-2018. At the time of program implementation, UBP was under three red flags and had been placed on a non-compliant status code with the grantor, the US Department of Education. This was due to a delay in program implementation. The UBP team and the community of CMI worked diligently to remedy the issues that had led to this status and ended the year with no red flags and fully compliant status.

The Director was hired on January 8<sup>th</sup>, 2018. Academic Coordinator, Counselor and Office Manager were all hired by January 18<sup>th</sup> and reported for work by January 24<sup>th</sup>, 2018. Recruitment of students started immediately and selections were finalized prior to February 17<sup>th</sup>. A total of 57 students were selected from 9-11<sup>th</sup> grades. Six 8<sup>th</sup> graders were selected to start in the Summer Component. The total number recruited was 63. Sixty-one of the selected students are both first generation and low-income. The remaining two were either low income or first generation. The majority of the students selected are English as a Second Language Learners.

The academic year component of the program started for the students on February 27<sup>th</sup>. The academic year (AY) component ran after school from 4-6 pm Monday through Friday. All 57 students selected to start during the AY spent 4 hours a week in English composition/literature instruction, two hours of math instruction and two hours of study hall. They took classes Monday through Thursday and Friday was study hall only. There were 5 different levels of English classes and 4 different math classes offered. Students were placed in math and English dependent on the result of placement testing completed on February 17<sup>th</sup>. All 57 students successfully completed the AY portion of the program which ended on May 30, 2018. Report cards were disseminated to students, parents and target high schools.

During the academic year, UB staff implemented a system of weekly school visits, which facilitates relations between target school administration and teachers with the UB program. Every school was visited at a set time and location once a week with the exception of Marshall Islands High which was visited three times weekly due to the large number of participants from that school. UB staff held weekly assemblies on Wednesdays at 4:00 pm with all students and program teachers in attendance to facilitate communication between program staff and students.

The Summer Component of the program was residential and lasted for six weeks. The students arrived on Sunday afternoon and returned home on Friday evening. The summer program move in date was on Monday June 18<sup>th</sup> with classes starting on June 19<sup>th</sup>. There were 16 different courses offered including math (4 levels), English (4 levels), Japanese, American Sign Language, life science, chemistry with integrated math, computer science, marine biology, scientific writing and test prep. All the science classes included laboratory component where the students received hands on instruction and performed basic experiments. The laboratory for the marine science class made use of the lagoon that is an integral part of daily life when living on a coral atoll. Classes concluded on July 27<sup>th</sup>.

The Senior Trip took place on August 6<sup>th</sup>-10<sup>th</sup> 2018. Eighteen students were taken on a cultural trip to Jaluit Atoll. Travel was by boat in order to maximize the cultural experience. On the first day, there was a reception by the Jaluit Council serving local food and drinks. The dinner was followed by presentation of

*Komoolol gifts.* The gifts were provided and presented to the council as a result of fundraising the seniors did beforehand. The UBP Senior Class of 2018 was able to secure over \$1200 in donations. They were justifiably proud of being able to assist in providing the community in Jaluit with sports equipment, school supplies, cleaning supplies, food and various other items.

On the second day, students separated to their activity of choice. Some went fishing using traditional methods involving the use of nets and rope. Others learned about traditional cooking. The site of the traditional cooking activities was on the other side of the atoll in Jabor, Jaluit. Unlike Majuro, the Jaluit road is a bit of a bumpy ride making for quite the afternoon adventure! The students also got to visit some of the local Memorials such as the Koba Maron, built in commemoration of the hundreds of people who fought and died during World War II. Later that evening, the whole island came together for a final farewell dinner. Despite all these adventures, the community endowed the students with a sense of peace, serenity and inclusion. Life can be peaceful without the pressures and obstacles commonly encountered in more urban environments.

The next day included a visit to an islet called Imiej, the site of the pacific headquarters for the Japanese Imperial Navy prior to WWII. During the time there, students explored the whole island and got to see the homes of the Japanese, which were built from underground up. They also saw machine guns, missiles, and other items of war that the Japanese used for combat. From there the journey continued for our overnight boat ride back to Majuro. Nothing untoward took place and even if it had, UBP had come prepared with plenty of food, water, medical supplies and safety equipment to make a journey such as this safe as possible.

The UBP concluded the fiscal year with receipt of the Grant Award Notification letter confirming continued funding for FY 2018-2019 with an additional increase of 4.25%. In addition, UBP received notification of an additional supplemental grant in the amount of \$40,000 intended to increase STEM programming for participants. These supplemental funds will be used to begin implementation of curriculum which will allow students to learn computer coding skills through the use of raspberry pi 3 digital coding devices. Two UBP staff members were sent to Hilo, Hawaii for training in this curriculum in October 2018. The curriculum will be rolled out to participants beginning Spring 2019.



Figure 10: Learning while having fun. The UB Creative Writing class.



Figure 11: Not only girls can weave.





Figure 12: Upward Bound test!



Figure 13: Upward Bound tutoring.



Figure 14: Library research



Figure 15: Computer classes



## The Land Grant at CMI

### Current personnel

	NAMES	TITLE	AREA
1	Stanley Lorennij	Dean of Land-Grant	All Sections
2	Malia Nii	Administrative Assistant	All Sections
3	Dr. Sergio N. Bolasina	Researcher	Aquaculture
4	Vincent Enriquez	Researcher	Agriculture
5	Adriana Nancy Beltran	Researcher	Food Technologist
6	Anje Phillip	Research Assistant	Aquaculture
7	Langmos Luke Laninbwij	Extension Agent	Agriculture
8	Loredel F. Areieta	Extension Agent	Water Quality
9	Kimberly D. Areieta	Agent	EFNEP
10	Kalani Nii	Extension Agent	4-H Youth
11	Tabwi Aini	Research Aid / Technician II	Aquaculture
12	Anthony Tolar	General Maintenance	All Sections
13	Naisher	Assistant Technician I	Aquaculture
14	Jesse Jotha	Garden Assistant	Agriculture
15	Vacancy	Research Assistant	Agriculture
16	Vacancy	Extension Agent	Aquaculture

Table 3: Land Grant personnel

### Introduction






For the first time in its history in the RMI, the Land Grant has the full team of three researchers at Arrak Campus:



- Agriculture researcher: Vincent Enriquez;
- Aquaculture researcher: Dr. Sergio Bolasina; and
- Food Technology researcher: Adriana Perez.

The appointment of the new Dean of Land Grant in November, 2017, Stanley Lorennij, has also resulted in the creation and implementation of research and extension projects that have been noticeably absent in almost ten years.







Together, the Land Grant team led by Mr. Lorennij has produced the following activities not only in Majuro but also in Ebeye and Jaluit and in the next year is scheduled to extend out to Arno, Ebon and Wotje. Coverage of as many atolls and islands as possible will be undertaken with various projects including agriculture, aquaculture and food technology.

## Current research activities







	Research Section	Summary	Photos
1	<b>Agriculture Researcher</b> Mr. Vincent Enriquez	<p>With 75% of his research time, the agriculture researcher is currently working on 3 ongoing research projects that have already been approved by the National Institute for Food and Agriculture (NIFA). Listed below are the projects:</p> <ol style="list-style-type: none"> <li>1. Urban Gardening</li> <li>2. Mushroom</li> <li>3. Soil Improvement</li> <li>4. Pineapples.</li> </ol> <p>Using 25% of his extension requirements, the agriculture researcher provides technical training on the establishment of new gardens, planting, and conducts food demonstrations using the research end-products.</p>	    




2	<b>Aquaculture Researcher</b> Dr. Sergio Bolasina	<p>The aquaculture researcher is currently working on 1 approved research project while developing a new proposal. Listed below is the approved project by NIFA and the next research project to be proposed for approval in the next three weeks.</p> <ol style="list-style-type: none"> <li>1. Sand Clam (<i>Asaphis Deflorata</i> or <i>Jukkwe</i>)</li> <li>2. Rabbit Fish (<i>Siganus fuscescens</i> or <i>Mole</i>)</li> </ol> <p>Already in place are 50,000 black lipped (<i>Pinctada margaritifera</i>) oysters out on the lagoon farm that will be seeded with half pearls when matured in approximately 6 months' time).</p>	
3	<b>Food Technologist</b> Adriana N. Beltran	<p>The food technologist is currently working on 1 approved research project by NIFA. This project involves the production of flour made out of coconut by-products such as copra. Listed below is the name of the project:</p> <ol style="list-style-type: none"> <li>1. Coconut Flour Research Project</li> </ol> <p>The Food Technologist is also currently involved in providing important information on Food Safety and protocols to the communities around the Marshall Islands and with food production vendors.</p>	

## Current extension activities

	Extension Section	Summary	Photos
1	<p>Agriculture Extension Agent</p> <p>Langmos Luke Laninbwij</p>	<p>The Agriculture Extension Agent's activities are as follows:</p> <ol style="list-style-type: none"> <li>1. Continue participating in the ongoing training in a new agriculture program called Sustainable Agriculture Research and Education program (SARE) which will eventually be implemented in May 2019 throughout all Land-Grant programs in the Micronesia region.</li> <li>2. Provided tours to elementary school students who visited the research and demonstration gardens at the Arrak campus.</li> <li>3. Assisted the agriculture researcher in installing the vertical green garden at the CMI Ebeye Distance Learning Center.</li> <li>4. Conducted awareness workshops to CMI students on the Rhinoceros Beetle that is currently ravishing and destroying the coconut trees on Guam.</li> <li>5. Provided technical garden assessments to community residents in Rita.</li> <li>6. Demonstrated urban gardening to jobless youths on Majuro.</li> <li>7. Participated in the World Food Day event.</li> </ol>	     



2	Aquaculture Extension Agent	No activities / Vacant Position	No photos / Vacant Position
3	<p>Expanded Food and Nutrition Education Program (EFNEP)</p> <p>Ms. Kimberly Areieta</p>	<ol style="list-style-type: none"> <li>1. The new EFNEP agent recently completed full training on the program that was conducted by the EFNEP coordinator from the Land-Grant Central Office in Pohnpei.</li> <li>2. Conducted food demos and provided simple, cheap, but extremely nutritious recipes during the World Food Day event at Delap Park.</li> <li>3. Collaborated with the agriculture researcher and the water quality extension agent by delivering vital lessons on nutrition to Assumption students.</li> <li>4. Collaborated with the water quality extension agent to conduct lectures on nutrition to Arrak dorm students and participated in the beach cleanup conducted by the water quality extension agent as part of overall extension activities.</li> <li>5. Collaborated with Vincent Enriquez to do a cooking demonstration with the agriculture students from CMI. The cooking demo introduced three different recipes (kangkong chips, banana blossom patties, and canned sardines cooked with bok choy) which utilized some of the crops that the students had harvested from the garden that the class has been working on since the beginning of the semester.</li> </ol>	     

4	<p><b>Water Quality Extension Agent</b></p> <p>Ms. Loredel Areieta</p>	<ol style="list-style-type: none"> <li>1. In collaboration with the agriculture researcher and the EFNEP extension agent, the water quality extension agent conducted a presentation with Assumption school students on climate change and its effects on the quality and supply of rain water in the RMI.</li> <li>2. In collaboration with the rest of the LG team, the extension agent participated and assisted the rest of team during the World Food Day in distributing free plants, and taking photos.</li> <li>3. In collaboration with the EFNEP agent, the water quality extension agent conducted an awareness presentation with Arrak dorm students.</li> </ol>	   
5	<p><b>4-H Youth Extension Agent</b></p> <p>Mr. Kalani Nii</p>	<p>In collaboration with the Agriculture extension agent, the 4-H extension agent provided vital information through a presentation to Arrak dorm students on substance abuse.</p>	 

## Summary of all grants at CMI in 2018

No.	Grant Title	Annual award amount	5 year award amount	Funded by	Managed by	Begin Date	End Date
1	Area Health Education Center	\$ 77,250.00	\$ 386,250.00	Health Resources and Services Administration (HRSA) through University of Guam	Florence Peter, Nursing Department	9/1/2017	8/31/2019
2	Navigating Student Success in the Pacific	\$ 249,997.00	\$ 1,249,985.00	U.S. Department of Education	Sali Andrike, Grants Coordinator	8/1/2016	5/31/2021
3	Substance Abuse Prevention Program	\$ 59,070.00	-	SAMHSA through RMI Single State Agency (SSA)	Ninitha Note, SS & P2P Counselor	9/1/2018	10/31/2019
4	Advanced Technological Education	\$ 33,350.00	\$ 100,050.00	National Science Foundation (NSF) through University of Hawaii at Manoa	Michael Honeth, STEM	9/1/2018	10/31/2023
6	Islands of Opportunity Alliance - Louis Stokes Alliances for Minority Participants	\$ 11,600.00	\$ 91,600.00	National Science Foundation (NSF) through University of Hawaii at Hilo	Sali Andrike, Grants Coordinator	9/1/2018	8/31/2023

<b>7</b>	GEM Geo-Science in Education	\$ 7,500.00	-	National Science Foundation (NSF) through PREL	Rigieta Lord, ABE	10/1/2018	5/31/2019
<b>8</b>	Upward Bound Program (TRIO)	\$ 263,842.00	\$ 1,319,210.00	U.S. Department of Education	Cassandra Frandsen, Upward Bound Director	9/1/2017	8/31/2022
<b>9</b>	Atoll Soil Improvement	\$ 40,000.00	\$ 125,190.00	Land Grant through College of Micronesia - FSM	Vincent Enriquez, Land Grant - Agriculture	9/1/2018	10/31/2021
<b>10</b>	Food Enhancing Productivity (Mushroom Project)	\$ 35,000.00	\$ 106,000.00	Land Grant through College of Micronesia - FSM	Vincent Enriquez, Land Grant - Agriculture	9/1/2018	8/31/2019
<b>11</b>	Atoll Urban Gardening	\$ 25,000.00	\$ 50,000.00	Land Grant through College of Micronesia - FSM	Vincent Enriquez, Land Grant - Agriculture	9/1/2018	8/31/2019
<b>12</b>	Improving the Quality of Basic Education	\$ 129,310.00	\$ 801,724.00	Asian Development Bank	-	9/1/2017	10/31/2023

13	Guam Coalition Against Sexual Abuse	\$ 23,000.00	-	-	Rachel Salomon, Student Services	9/1/2018	6/31/2019
14	Standard, Training, Certification and Watch-keeping for Seafarers	\$ 120,982.45	-	National Training Center	Edward Adiniwin, Maritime Director	6/1/2018	11/30/2018
	& Pacific Islands Regional Fisheries Observer (PIRFO) Basic Observer Training				Edward Adiniwin, Maritime Director		
	<b><u>Total annual award</u></b>	<b><u>\$ 1,075,901.45</u></b>	<b><u>\$ 4,230,009.00</u></b>				

Table 4: Grants at CMI



Figure 16: Community outreach



Figure 17: Educating the community



## Performance evaluation

### Update on the Performance Management System (PMS)

The three broad goals of the PMS focus on individual employee development and growth, alignment of individual efforts to departmental and institutional goals and employee engagement. Our collective experience after Cycle 1 and now Cycle 2 lays the foundation for building on achieving these goals.

Following the evaluation of the PMS at the end of the Cycle 1, a number of key areas for improvement were identified for implementation at the commencement of Cycle 3 in 2018-2019. These include the implementation of revised performance and behavior rubrics for both faculty and non-faculty employees aimed at standardizing performance standards across the college. The approval by the Board of Regents of the new PMS Appeals policy and the revision of the Probation policy addresses gaps in the PMS and will strengthen the system. Training for both employees and supervisors was highlighted as a priority area. In this regard, refresher training for all employees was conducted in preparation for final evaluations in Cycle 2. In addition, refresher trainings were also conducted for supervisors on 'Coaching and Mentoring' and 'Giving Effective Feedback'. A schedule of training for managers and supervisors will roll out for the third cycle.

Automation of the PMS was anticipated at the outset, but the agreed approach was to roll-out the PMS as a manual process with the opportunity to refine the system and make relevant changes before we automate. Work commenced on the in-house development of an online PMS and a prototype is now ready for piloting. Three departments— Developmental Education for faculty, and IT and Human Resources for non-faculty employees—will take part in the pilot roll-out of the online PMS prior to full implementation in Cycle 4.

Efforts to integrate PMS with our institutional planning and review processes will be enhanced as we better synchronize timing of approved annual departmental work plans and individual employee work plans at the commencement of Cycle 3. This will be further enhanced by the decision to have one performance cycle for all employees with faculty now on the same cycle as non-faculty using the fiscal year. We also anticipate some adjustment to work plans in the mid-term as we await approval of the new Strategic Plan.



Figure 18: PMS training for CMI employees

**Marshallese Staffing:** A strategic goal of the college is to increase the number of Marshallese faculty. At the start of the new academic year 2018-2019, Marshallese comprised 11% (5) of credit-level faculty (45), while Adult Basic Education and Vocational and Continuing Education faculty are almost all Marshallese. Overall, Marshallese comprise 22% of faculty and this number will increase with the commencement of the Majol Mokta (Faculty Fast Track) Program in 2017. The Majol Mokta Program is one of the College's responses to addressing this shortage. A budget of \$20,000 was allocated for this purpose and at present two Marshallese, one male and one female are pursuing their Master's Degrees at the University of Guam. The two are expected to complete their studies in 2018 and 2019 and join the Liberal Arts and Developmental Education Departments as instructors. In 2018-2019, the budget allocation for this program will increase to \$40,000 as we recruit two more Marshallese to the program. Thereafter, two will be selected each year until the number of individuals selected per year and total program participation is expected to diminish incrementally as Marshallese faculty grow in number.



*Figure 19: More PMS training at CMI*

## **Adult and Continuing Education (ACE)**

The mission of the Adult and Continuing Education, which is aligned to the College's mission statement, is to provide quality Adult Basic Education (ABE) for high school equivalency and Career and Technical Education (CTE) to students so that they acquire the necessary skills to become self-sufficient and to participate effectively as productive citizens.

The Adult and Continuing Education offers its programs at the Uliga and Arrak campuses and the Distance Education Centers in Ebeye and Jaluit.

The following programs are offered:

- Adult Basic Education
- Vocational Education – Maritime and Carpentry
- Youth Corps

### **Adult Basic Education (ABE)**

The Adult Basic Education (ABE) program is offered at the main Uliga campus and at the Ebeye and Jaluit Centers. This year, the program has made major revisions to its curriculum and assessments so that the new goals and initiatives of the program will be achieved. The curriculum has been aligned to the Developmental Education courses of English, Math and Computer Applications. The main reason of the alignment was to ensure that at least 50% of our graduates would be placed into Level 3 of Developmental Education and the Credit classes after the Placement Test. Based on data from the Institutional Research (IR) department, the majority of ABE students in the last three years have placed at Levels 1 and 2 Developmental Education. This information can be found in the IR Department section.

The HISET is still offered by the department to both students in the program and the public. As part of their professional development, the ABE instructors took the HISET. This practice created an opportunity for the instructors to understand better the structure of the assessment and identify the best teaching pedagogies for students to succeed. New HISET textbooks and resources have been purchased to assist the students and teachers in their teaching and learning. The department pays the registration fees for selected Level 5 students, whose grades indicate a high level of achievement, to sit the HISET.

The Uliga campus has seven full-time ABE instructors, the Ebeye DE Center has one full-time and three adjunct employees, and currently we are in the process of hiring a Center Coordinator. Jaluit Center has three adjuncts and one full-time Center Coordinator.

### **Professional Development for Faculty**

Training and professional development (PD) sessions were organized for the department Faculty. This year, the PD sessions conducted included:

1. TracDat Training
2. HR Refresher on Policies and EWS
3. Course Outline and SLO Training
4. Adult Education pedagogies

A retreat was also organized in February this year for the Faculty, a full day event and a night out of team bonding at Kumit Island.

The main purpose of the staff retreat was to engage in team building activities and enable the instructors to participate in discussions that will contribute to quality teaching and learning and sustain an effective organization of the department. There were three sessions and the objectives were:

- Understand the assessment of student learning at CMI;
- Use creative methods in teaching writing to adult learners; and
- Know how your adult students learn – difference between the learning styles of pedagogy and andragogy.



Figure 20: Presenters: Cheryl Vila, Director of Institutional Research and Assessment and Dr. Elizabeth Switaj, Liberal Arts Chair (at the time of this retreat).



Figure 21: Adult Basic Education (ABE) instructors with the College President, Dr. Theresa Koroivulaono

Based on the evaluation responses from the sessions, the retreat achieved its aim, and follow-up sessions for the areas that still need improvement will be scheduled.

## ABE Enrolment

Enrollment rates have increased in all the centers as seen in the figures below for the last 4 years. Classes are offered in all the semesters including the summer. However, the Ebeye and Jaluit Centers did not offer classes in summer this year as they engaged in community projects.



Figure 22: ABE graduation in Majuro

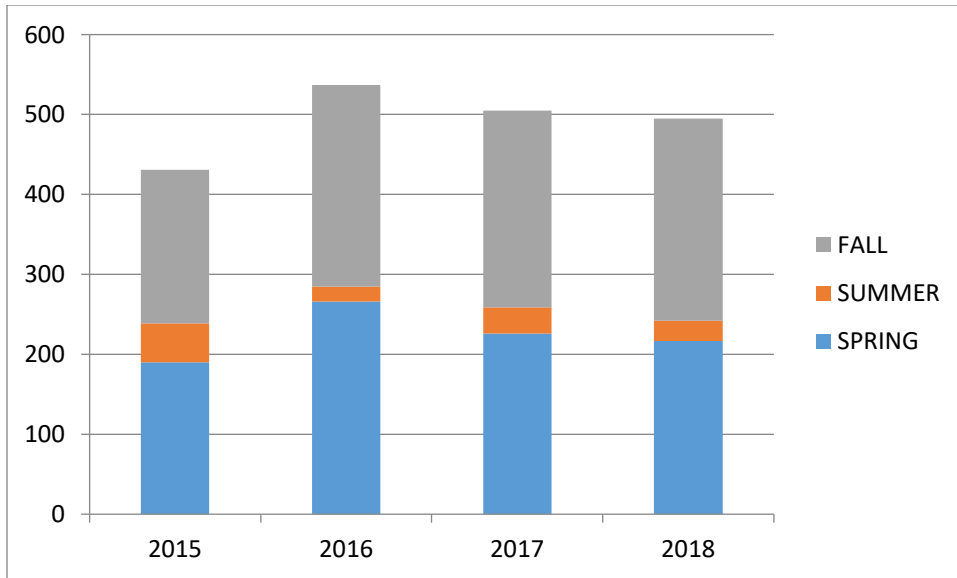


Figure 23: ABE Uliga Campus.

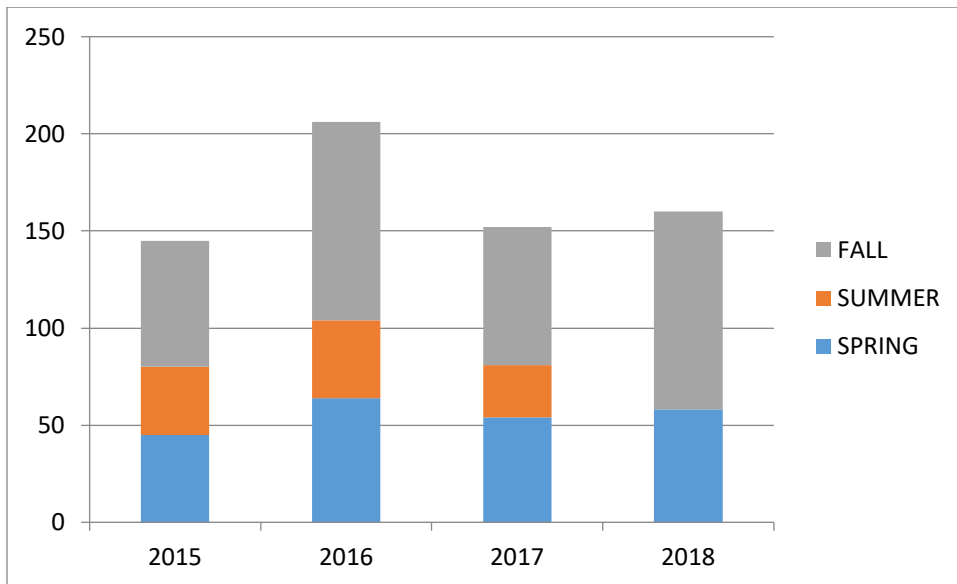


Figure 24: ABE Ebeye Center.



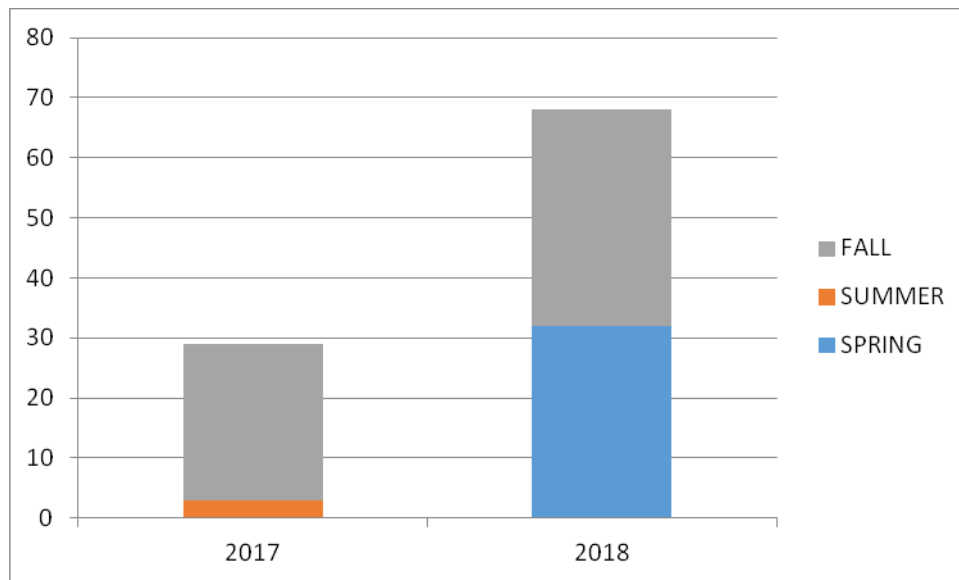


Figure 25: ABE Jaluit Center.

## ABE Graduation

The 2017 ABE graduation was combined with the postsecondary programs of the College; this was the first ever combined graduation ceremony, and it marked the College's 25<sup>th</sup> Anniversary. There were 108 ABE graduates

The number of graduates has fluctuated over the years, but this year there was a substantial increase as seen in the graph below.

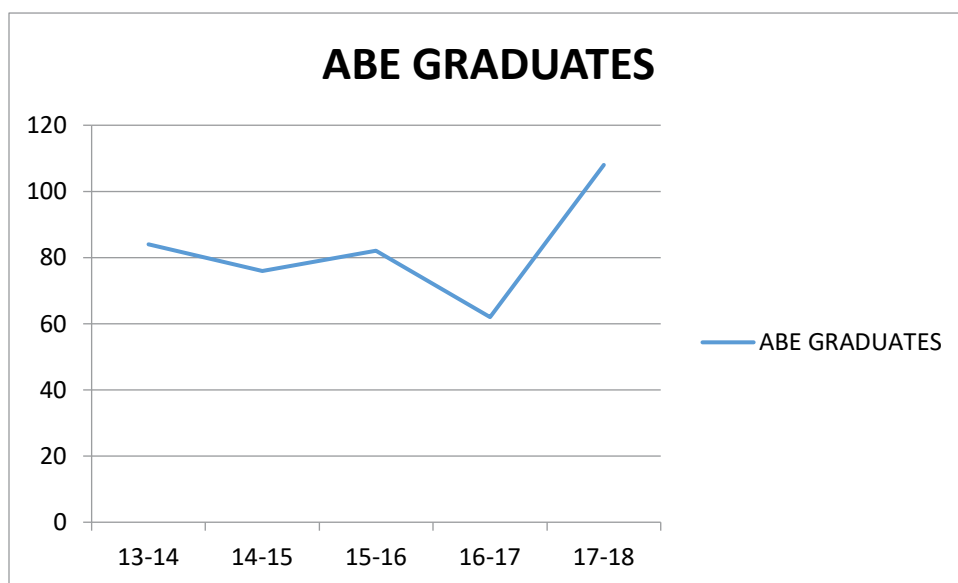


Figure 26: ABE Graduates.

After graduation, some graduates enroll in other CMI programs, while others join the workforce. Some return to college after a few years of workforce experience.



*Figure 27: ABE graduates. Closest to the camera: Branson Jebtak. Back: Peter Juda.*



*Figure 28: Jaluit center graduate, Terina Ralpho, also an Honors student.*



*Figure 29: ABE graduates. From left: Christopher Alik, John Anien, Alindol Candle & Dashia Carland.*

## Distance Education (DE) Centers

The mission of the CMI Distance Education Centers is to provide quality academic and support services to Adult Basic Education programs, DE students, and other programs while building a strong multi directional relationship with its students, community and the high schools.

### Ebeye Center

The Ebeye Center is still housed in the Ebeye Queen of Peace Elementary School and aims to provide quality educational services to the Ebeye - Kwajalein community. The Center has one Center Coordinator and three adjunct instructors.

### Programs Offered

The following programs have been offered this year:

- Adult Basic Education (ABE) – The students are involved in place-based learning.
- Credit Classes offered through Polycom – Education and General Education courses
- STCW (Maritime Vocational Training) with 5 students.

The Center was used by the Maritime department to conduct its STCW (Maritime Vocational Training) June 1<sup>st</sup> to July 27<sup>th</sup>. This cohort had 30 students.

### ***Projects and Student Activities***

The ABE students participate in other activities and initiatives that are being organized through the Center. Last semester, they won the Kwajalein High School Basketball Tournament. The students participated in the Education Week organized by PSS as well as the Science Fair and hosted a Manit day celebration.

Collaborative discussions are underway with Public Works to provide automotive engineering training and short courses through NTC Funding. The Ebeye Center also organized a Careers Day this semester for its students and invited local high school students to market the CMI programs and new plans for ACE.

The Ebeye Center had its own graduation with 25 ABE graduates, 3 AA in Liberal Arts graduates, 1 AS in Nursing graduate, and 2 Certificate of Completion in Teaching graduates.



*Figure 30: Ebeye Graduation Ceremony 2018*

### ***Collaborating with Ebeye Middle School***

The students pictured below are part of the GEM Mapping (Geo-literacy Education Micronesia) Geo-Science in Planning, a partnership with CMI Adult Education Program. The main outcomes are:

1. Mapping infrastructure for disaster risk reduction and disaster preparedness,
2. STEM participation, and
3. Local ecological knowledge documentation and discovery.



Figure 31: Collaborating with the Ebeye Middle School



Figure 32: Students engaged in group activities

### ***The New Ebeye Center Library***

The CMI Ebeye Library was opened and celebrated with the presentation of 'US Corner' library resources by the US Ambassador, H.E Karen Stewart. The event was a stepping stone to more projects at the Center and an expansion of current services. Students were invited from the Queen of Peace Elementary School to be part of the event.



Figure 33: U. S. Ambassador, H. E. Karen Stewart, CMI President Dr. Theresa Koroivulaono, Mr. Romeo Alfred with students and teachers at the Library opening.



### ***Challenges***

**Working students:** There were 6 BOMI Employees enrolled in Credit classes taking Polycom classes at the Center, however work commitments often becomes a challenge for some of them. Short courses with stackable credentials will be developed through the Continuing Education proposed structure to assist these students in pursuing degrees in the near future.

**Power cuts:** Ebeye was faced with continuous power cuts at the start of the year. As a result, classes were being cancelled. However, the instructors would send students lecture notes to the Coordinator or upload on Moodle. This problem was resolved with the elementary school generator also being connected to the Center.

**Attendance at School:** Absenteeism is a major challenge at the Center, and the instructors have organized house visits to students who have been frequently absent just to encourage them to return to school and problems that they may be faced with.

## Jaluit Distance Education Center

Since 2017, CMI programs have been advertised in Jabor, Jaluit Jaluit, Mejrirok and Imroj, especially the ABE program. Public notices are sent to areas that can only be accessed by boat, which can take up to two hours of travel. The student population is made up of youth from these locations.

Outreach programs have been carried out in the communities through Church leaders (Protestant, Catholic, Congregational, Mormon, SDA and Salvation Army) who have been very supportive. The ABE students have been involved in a lot of community projects beginning in the summer of this year. The three projects done were the Water Testing project, Gardening Project and Traditional Hut Building. The main goals of these projects were to build the students' ability to collect and analyze data, entrepreneurial skills, knowledge of sustainable gardening, and the traditional skill and art of building.

Under an MOU between CMI and the University of the South Pacific (signed in May 2017), the Center can also be used by USP students studying through distance online learning.

### ***Programs Offered***

The following programs have been offered this year:

- Adult Basic Education (ABE)
- Credit-level education programs

### ***Projects and Student Activities***

#### **Project 1: Water Testing Project**

The Environmental Protection Authority (EPA) provided the water testing kits and instructional manuals. All data collected was sent to back to the EPA office in Majuro.

**Aim:** To test, assess, record and enlighten community on water quality.

#### **Description**

Students involved in the project:

- Learned how to conduct successful water testing and report results;
- Collected samples working in groups based on location;
- Groups analyzed and recorded results using charts and graphs in productivity software;
- Created a report with visual data; and
- Held a community meeting with the local government and displayed the gathered information with awareness on waterborne diseases.



Figure 34: Students engaged in water testing, collecting and testing water samples.





Figure 35: The data collection group.

## Project 2: Gardening Project

The resources for this project were provided by the Laura Farm and the Land Grant. The students planted cabbage, eggplants, spinach, tomatoes and okra.

**Aim:** To teach the community how to setup, plant, maintain and harvest fruit and vegetable gardens in their homes.

## Description

Students involved in the project:

- Received basic training and literature on gardening skills;
- Spoke with the community about the projects and process, including plans for planting and harvest;
- Visited houses for initial setup of area and soil capability;
- Performed daily visits and conducted maintenance;
- Provide further training to household members for a sustainable project goal; and
- Recorded and maintained inventory of seedlings and equipment.



Figure 36: Clearing the land for garden plots.



Figure 37: The planting begins with students in action.

The students were also provided with some classroom sessions on gardening design and the duration of growth for each vegetable they planted. This was facilitated by Mr. Vincent Enriquez, Land Grant Agriculture Researcher. It ended with a cooking demonstration with a variety of nutritious vegetarian dishes.



*Figure 38: Classroom session with Mr. Enriquez.*



*Figure 39: Cooking demo with Mr. Enriquez using fresh vegetables.*

### **Project 3: Traditional Hut Building**

The high school seniors did a little bit of beautification work around the traditional hut built by CMI ABE students. With permission of the traditional leader, the students brought in rocks and had the area filled in, as during rainy weather it turns to mud in the area.

**Aim:** To promote traditional skills in building local huts using only local materials.

#### **Description**

The project was completed using the following process:

- Permission was requested from relevant individuals to build local huts;
- Rough drawings were made to estimate materials required;
- Panels were made of *aj* or pandanus leaf panels;
- The frame was built and roofing panels placed on the frame;
- Benches made from coconut trunks were set up; and
- A solar powered light was secured.



*Figure 40: Male students at the Jaluit Center building the traditional hut.*



*Figure 41: Final touches to the hut.*

## Future plans

- To further increase student numbers and provide courses/programs to cater for the growing demand from the island particularly teachers in the Public School System.
- The following programs are in high demand: the Associate of Science in Elementary Education (ASEE) and the Bachelor of Arts in Elementary Education (BAEE).

## Vocational Education

### ***The Carpentry Program***

The one-year certificate program exposes students to knowledge and skills relating to the construction industry, with a focus on carpentry. Major topics covered include blueprint reading, building construction (footing and foundation, floors, walls, ceiling, and roof framing/finishing), construction materials, tools, and safety.

Over the years, the enrollment numbers have been fluctuating. As a result, a Probationary Plan has been put in place to increase student numbers.

## Enrollment Numbers – Fall 2015- Fall 2017

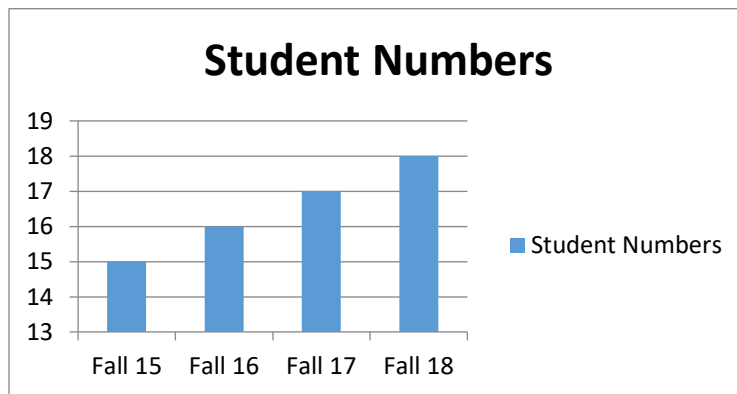


Figure 42: Carpentry program student numbers.

In the fall 2018 semester, there were 16 students from Ebeye who enrolled in the Carpentry Vocational Program. These are graduates from Ebeye high schools and the Ebeye ABE program. Due to some initial challenges with funding to bring the students to Majuro, CMI stepped in and paid for their airfares to Majuro. The students will repay CMI through their Pell grants. They are housed at the Arrak campus.

The Carpentry program has two full-time instructors, one of whom is also the Continuing Education instructor.



Figure 43: Carpentry students in the workshop with Dr. Ray Somera (Vice President for Academic Affairs) visiting from Guam Community College.



Figure 44: The Carpentry Practicum class.

## Future Plans

The Carpentry Department has developed a Probationary Plan to increase enrolment and student numbers. It has also been noted during Chamber of Commerce meetings that the RMI needs more skilled workers so Continuing Education at CMI is going to increase trade qualification programs to increase the numbers of locally skilled tradesmen and women.

In order to achieve these goals, there is a need to recruit two additional Carpentry instructors, conduct a more effective recruitment drive, and market the programs intensively especially emphasizing embedded stackable credentials. There is also a drive to improve the quality of teaching with more professional

development sessions for the instructors and develop other trade certificates connected to the current Carpentry program.

### ***The Maritime Program***

Maritime Vocational Education in association with MIMRA provides entry-level training for seafarers and fisheries' industry employees with guidelines set by the International Maritime Organization (IMO) and the Secretariat of the Pacific Community (SPC) to meet international standards. The Maritime program has two full-time instructors and the programs currently offered are:

- The Training, Certification and Watch-keeping (STCW) Certificate, consisting of a Seafarer's 40-hour Basic Safety Training Course, which is the international standard of entry-level training set by IMO for all seafarers;
- SPC Basic Crew Member Certificate; and
- SPC Fisheries' Observer Certificate.



*Figure 45: PIRFO Basic Observer cohort.*



*Figure 46: Firefighting gear for the STCW program.*



*Figure 47: Class session with instructor John Villi.*



*Figure 48: Collaboration meeting between CMI, MIMRA, and FFA representatives.*

## **Future Plans**

The Maritime program instructors are in discussion with MIMRA and FFA officials on ways to expand the program as the graduates have been able to secure employment right after graduation. There is also a need to improve the current infrastructure to expand the program and attract more students from the region.



Furthermore, resources will need to be increased if the programs are being expanded. Teaching resources will need to be set to IMO standards as the programs are offered using IMO guidelines.

### ***The Youth Corps Program***

The Youth Corps is part of the new CMI Adult and Continuing Education skills-based model. The mission of the program is to provide youth with the skills, work ethic, and opportunity to secure employment. Connecting youths to education, the workforce and their communities. In addition to combat the high unemployment rate in the Republic and frame national service to build demand and public will. The program will develop its trainings based on the Youth Service Corps Act 2016.

Some of the programs that will be offered through the Youth Corps in summer 2019 are:

- Construction Skills Training programs; and
- Basic Automotive Certificate program.

The program will also engage with the communities and develop programs based on their needs and the availability of funding.

The first community project, One Household, One Garden is underway with the Ajeltake Community; the aim is to set up household gardens in the community. This project is a continuation from last year's project.



*Figure 49: Ajeltake youth beginning their 'One Garden, One Household' project.*



*Figure 50: Seedlings for the project.*

The first stakeholders meeting was held on November 30<sup>th</sup> the local government officials and other organizations to identify mechanisms to assist the youths and the nation collectively.

## **Future Plans for Adult and Continuing Education**

ACE has designed a new model for Career Technical Education (CTE) that will begin in 2019, and plans are underway for the addition of new buildings at CMI's Arrak Campus, which will include classroom space, a workshop, and a residents' hall.

## The New CMI Model for CTE

The new model of the Career and Technical Education (CTE) is:

- Creating and implementing 15 credits (or less) career and technical certificate programs that embed industry recognized credentials (IRCs) into stackable credentials that can form part of more advanced certificates or degrees.
- Developing enrichment programs to allow trainees to attain skills for employment and entrepreneurship.
- Working in collaboration with the National Training Council to address the pressing need to develop technical skills that are in short supply among Marshallese citizens. To date, this local skills' gap has resulted in the continuous flow of incoming, off-island tradespeople to fill RMI technical positions in areas that include construction, engineering and mechanical repairs.

The last section of this report provides the investment and financial outlooks for the College.

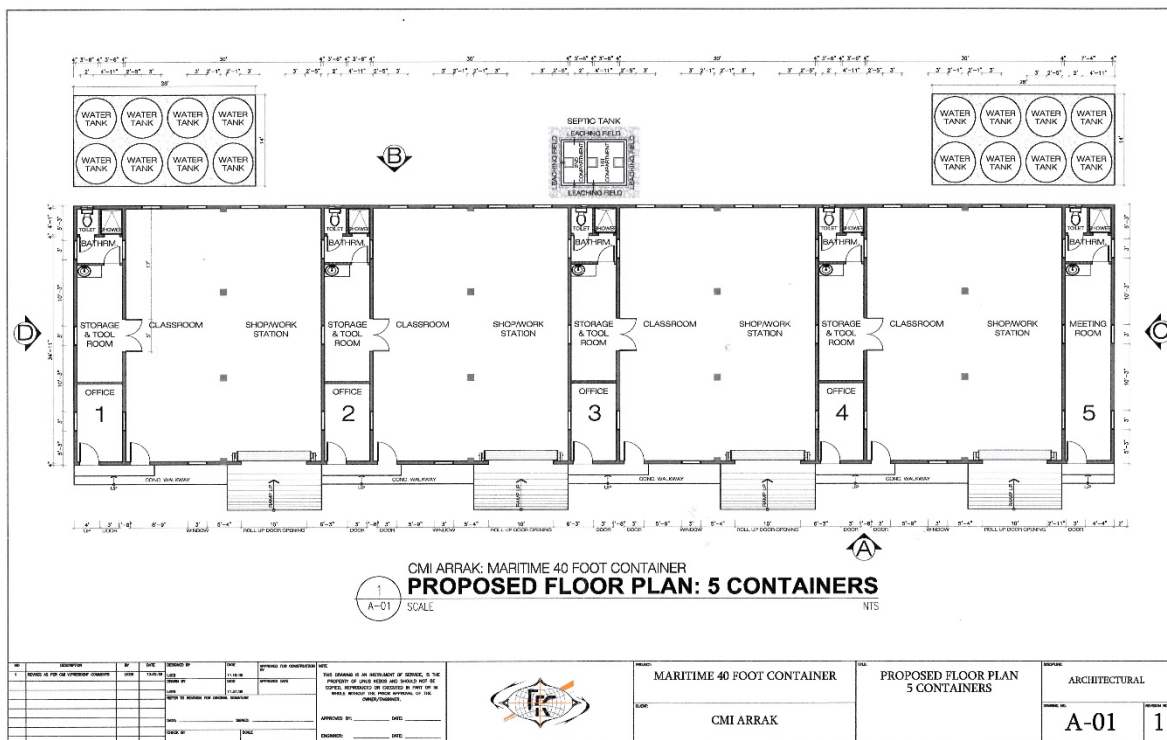


Figure 51: the proposed floor plan for CTE facilities at Arrak campus

## CMI Investment Plans

- In order for the College to have some financial flexibility and to respond quickly to changing circumstances and opportunities, the College needs to increase the current level of contribution to its investment portfolios (i.e. the Endowment Fund, Contingency Fund, and Maintenance Fund). As part of the College's financial commitment, the College allocated a total of \$504,200 for its three investment portfolios, \$55,000 for the Contingency fund, and \$350,000 for Maintenance fund and \$99,200 for the Endowment fund.
- **Progress Reports for the Endowment Fund:** An investment Policy for the Endowment Fund was drafted to set new guidelines to help grow and sustain the fund. Also, as part of the College's long term plan, it has developed ambitious goals to create endowments for the College's operating budget, the baccalaureate program in education, nursing and allied health and the Marshallese Institute. The table below provide an annual report for the Endowment fund since 2012. In 2014, the RMI Government pledged to provide to CMI's endowment fund \$100,000 annually. The College of the Marshall Islands has also pledged \$55,000 annually from its internal sources of revenue to the endowment fund. The chart below provides the historical trend of CMI's Endowment fund since 2010.

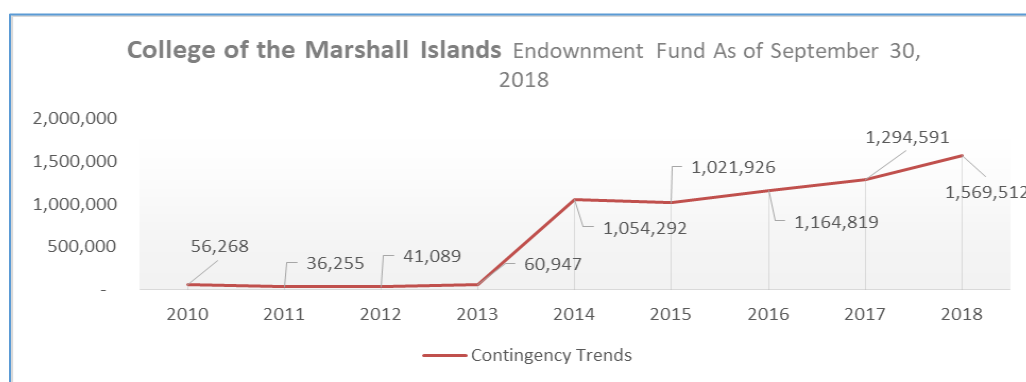


Figure 52: The CMI Endowment Fund as of September 2018

- **Progress Reports for the Contingency Fund:** In 2008, the College's contingency fund reported a balance of \$1,505,470 and in 2011 when the College experienced financial hiccups; the fund was reduced to only \$111,345 in 2011. In 2012, the College started making some drastic changes to improve the performance of the investment by making for deposits into the investment account. As part of its ongoing initiatives to improve the fund, the College transferred the Contingency Fund from the First Hawaiian Bank to the Bank of the Marshall Islands in 2014. The move was made in response to continuous downturns in the College's contingency fund with the First Hawaiian Bank due to negative interest gain. The College made the decision to transfer its fund from the First Hawaiian Bank to the Bank of Marshall Islands on November 06, 2014 and this has made a huge difference on the fund's performance. Since then, the College has made a total gain of \$42,181.33 in interest alone. The numbers indicate that CMI is on track to positioning itself at the 12 percent minimum financial reserve at year end 2018 and continue the trend in FY2019. An initial goal for this investment account was to reach the \$3,000,000 mark by 2023 however, that is currently under revision. The chart below provides a historical trend of CMI's Contingency Fund since 2008.

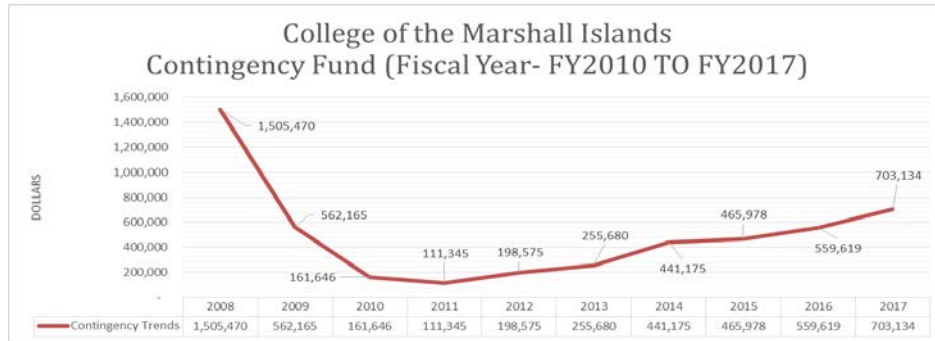


Figure 53: The CMI Contingency Fund

## Progress

**Reports for the CMI Maintenance Fund:** The RMI Government has increased the Maintenance funding for CMI from \$250,000 annually to what is now \$500,000 annually. With the increase in annual contribution from the RMI Government, the planned projected maintenance costs in the CMI's Maintenance Plan look to be financially sustainable at the current level of funding. Any future cuts will jeopardize CMI's long term maintenance plan for all its facilities.

In FY2016, the College submitted an investment plan to CMI's Board of Regents to use a portion of the Infrastructure Maintenance Fund to start a separate investment fund with the Bank of the Marshall Islands. After the Board of Regents endorsed the plan, CMI submitted a resolution to the members of the JEMFAC committee to use the fund for investment for future maintenance costs at the College. The chart below provides a historical trend of CMI's Endowment fund since 2015.

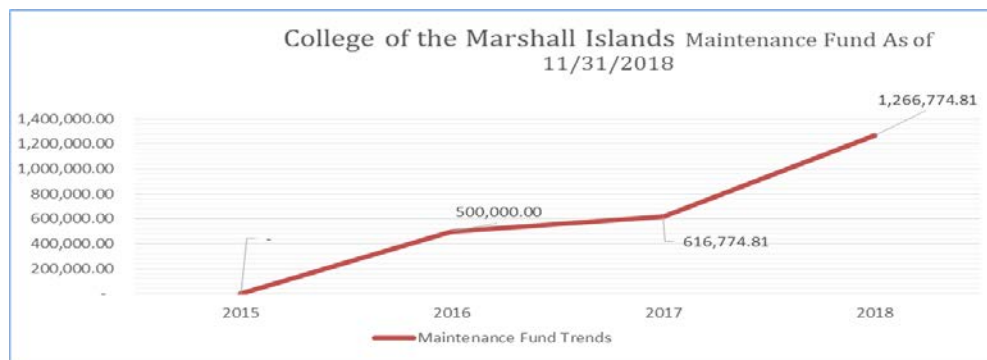


Figure 54: The CMI Maintenance Fund

For fiscal year 2016, CMI was awarded \$750,000 of which \$500,000 was allocated to start the fund. In FY2016, the College opened the account with BOMI for \$500,000 and in FY2017, made an additional deposit in the amount of \$107,409.47. The College earned its first interest totaling \$9,365.34 in FY2017 which brings the total of the fund to \$616,774.81. In FY2018, the College made two deposits \$500,000 and \$150,000 totaling \$650,000 which brings the fund total to \$1,266,774.81 as of November 31, 2018.

# The CMI Financial Outlook

## The 2018 – 2019 CMI Budget

The forecasting of the College's annual budget can be very difficult as a result of several factors. The revenues and expenditures depend upon numerous external factors, including many that are beyond the College's control. Examples of the external factors are enrollment, global economy, government funding streams and grant opportunities.

The College continues to face new demands to provide more and diverse quality educational services to the people of the Marshall Islands at a time when global, financial uncertainties abroad and here at home cause high inflation in our local economy. 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 FY2014 and FY2015, the College realized savings from the reduction in cost of fuel in the global market. During FY2016 and the first and second quarter of FY2017, the College experienced a stagnant change in the RMI's overall inflation. The unpredictability of student enrollments has the highest impact on the College's ability to operate at financially viable and sustainable levels. The College can provide the best services and produce skilled students, but without the required levels of enrollment, the College will not attain the projected revenue to support its annual operations. The College developed its first *Enrollment Management Plan* called the *Enrollment Management Wappepe* to address long term financial planning based on student number projections. The Wappepe was approved by the Board of Regents in May, 2018.

In developing the Wappepe, the CMI team made 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. In implementing the Wappepe over the next five years, adjustments to expenditure will be made according to the actual compared to the projected enrollments to ensure prudent fiscal management in this area.

To understand the financial health of the College, there are many factors used to evaluate the financial health of the College. These include its strategic direction, financial practices, spending behaviors, student enrollment, and institutional capacity. In evaluating the financial health of the College, one of the most important questions is whether the College is financially better off at the end of each fiscal year and whether it has enough resources to execute its annual strategic initiatives. At the closing of Fiscal Year 2016, unaudited financial reports indicated that the College's financial health continued to improve.

The support from the Government through the subsidy is critical in sustaining the College's annual operation. The RMI Government signed a financial commitment to the College through an MOA to provide an annual subsidy of \$3million, which was signed in FY2012 for five years. In FY2013, FY2014 and FY2015, the level of RMI subsidy for the College was reduced by a total of 8 percent. With the levels of current enrollment, the current funding under the MOA including the 3 percent cut is insufficient to meet the required level of services. The number of student enrollments at CMI continue to increase; **therefore, the dollar per student diminishes.** Due to these uncertainties with the level of funding from the RMI



Government, the College will depend increasingly on its student enrollments to address the financial needs for its growing operations, new programs, and any future expansion.

In developing the FY2019 budget, the college evaluated all factors in determining the needs of the college based on its strategic priorities with respect to the projected revenue available. The FY2018-2019 Budget Portfolio is directly linked to the College's three-year Strategic Plan 2016-2018. The goals, objectives, and activities are drawn directly from the Strategic Plan. The three-year plan was rolled out annually to keep the document as a functional, planning tool for the College. Due to the stringent controls exercised on CMI's current levels of funding, the College's recurring obligations, initiatives, existing and new programs relied increasingly on outside funding, new upward trends on student enrollment and focus on improving student retention rates.

The level of funding for FY2019 is projected at \$11.2 million of which \$8.4million is unrestricted and \$2.8 million is restricted. The overall budget projection of \$11.2 million for FY2019 increased by 7.14 percent compared to \$10.4m in FY2018. Contributing factors to the increase in revenue projection are due to an increase in tuition and fees and the new federal grants.

**Table 5:** below provides a breakdown of CMI's FY2019 funding by source, as it will be applied to the five Outcomes of the College. Amounts provided in Table 5 are the total of administrative and direct costs as funded by each funding source.

CMI	SEG	ESN	IMF	RMI Subsidy & CLLC (General Fund)	RMI Subsidy (Compact Fund)	US Federal Grants	Auxiliary Services/Others	Pell Grant/Federal	Total
							Non-Appro'd	Non-Appro'd	
Outcome 1:	-	-	-	-	-	-	683,800	420,000	1,103,800
Outcome 2:	-	-	500,000	954,234	983,865	-	257,260	1,276,295	3,971,654
Outcome 3:	-	-	-	662,298	-	-	-	350,000	1,012,298
Outcome 4:	285,000	125,000	-	-	-	85,000	95,000	658,134	1,248,134
Outcome 5:	-	-	-	496,899	-	662,000	-	2,717,055	3,875,954
<b>Total</b>	<b>285,000</b>	<b>125,000</b>	<b>500,000</b>	<b>2,113,431</b>	<b>983,865</b>	<b>747,000</b>	<b>1,036,060</b>	<b>5,421,484</b>	<b>11,211,840</b>

Table 5: CMI funding sources

**Chart 1** below provides a breakdown for all funds projected for FY2019 funding allocations for the College of the Marshall Islands. As illustrated in the chart below, 43 percent of CMI's projected revenue for FY19 comes from student tuition and fees while 17 percent comes from the US Compact through the GRMI, 19 percent from the RMI General Fund and the remaining 21 percent comes from various funding sources. It is important to note that while student enrollment continues to increase, the Government contribution to the College remains constant over the past five years which means that the Government's level of contribution per student diminishes in dollar value as enrollment increases.

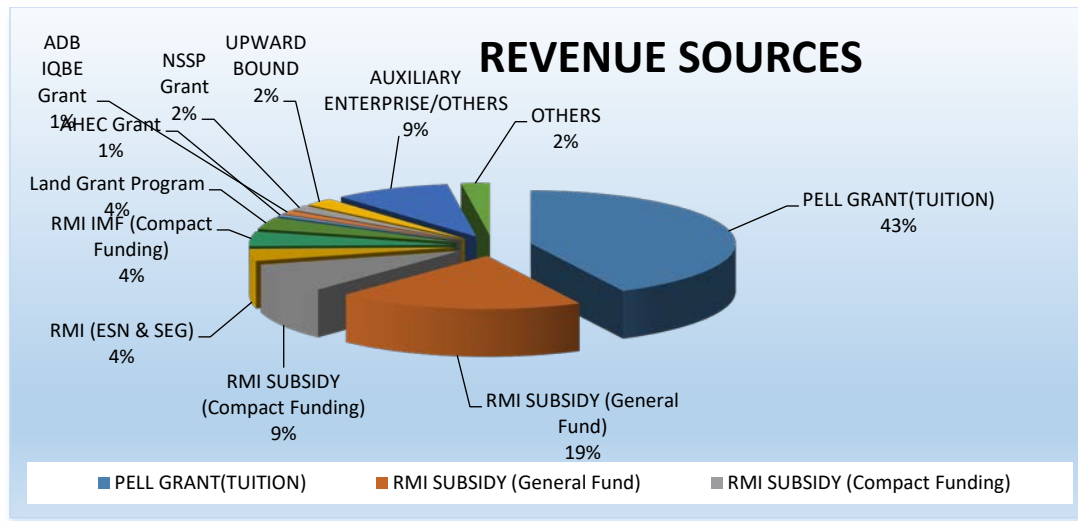


Chart 1: Projected FY2019 Revenues: Restricted and Unrestricted funds

**Chart 2** below provides a breakdown of CMI's FY2019 projected unrestricted funds in percentages. Unrestricted funds mean the purposes and conditions set forth in administering the funds are made by the CMI Board of Regents. As indicated in the chart below, of the \$8.4million projected under unrestricted funds, 49 percent comes from student tuition and fees while 12 percent and 24 percent come from the US Compact funding through GRMI and RMI General Fund respectively. The remaining 15 percent is a combination of other sources. The 4 percent increase in unrestricted fund is due to a temporary increase in student tuition and fees as a result of anticipated increases in student enrollment for SY2017-2018.

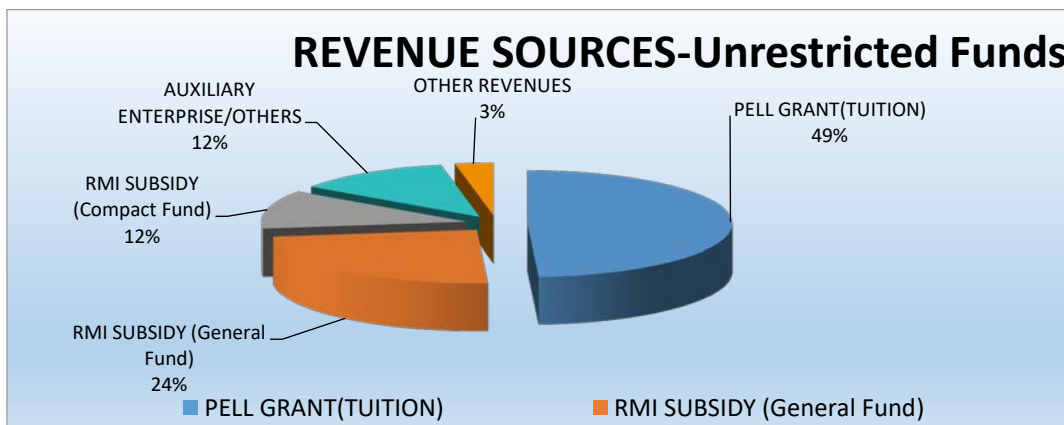


Chart 2: Projected FY2019 Unrestricted funds

**Chart 3** below provides a breakdown of CMI's FY19 projected restricted funds in percentages. Restricted funds are designated for a specific purpose or program and cannot be used by the College's general spending other than the specific purpose stated. As indicated in the chart below, of the \$2.8 million projected revenue under restricted funds, 23 percent comes from student tuition and fees while 15 percent from the Land Grant & its affiliated programs, 18 percent from the US Compact-Infrastructure Maintenance Fund (IMF) and the remaining 44 percent comes from the Adult Basic Education-ABE, Customary Law programs and other federally funded programs.

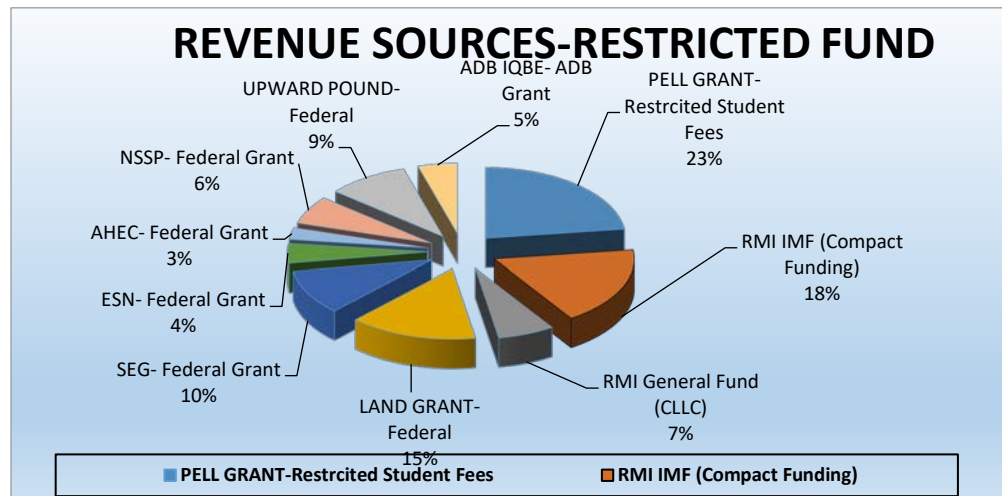


Chart 3: Projected FY2019 Restricted funds

**Chart 4** below provides a breakdown of CMI's FY2019 overall budgeted expenditures by *functions* and in percentages. As indicated in the chart below, of the \$11.2 million projected for FY2019 under both restricted and unrestricted fund, 33 percent is allocated for *Instruction*, 17 percent for Operations & Maintenance, 27 percent for Institutional Support, and the remaining 23 percent is allocated to various other *functions*. Over thirty percent of the total budget is allocated to support *Instruction* programs which is a clear indication of the College's full commitment to improving student learning outcomes. The bulk of its resources are focusing on addressing the need to continually improve student learning outcomes.

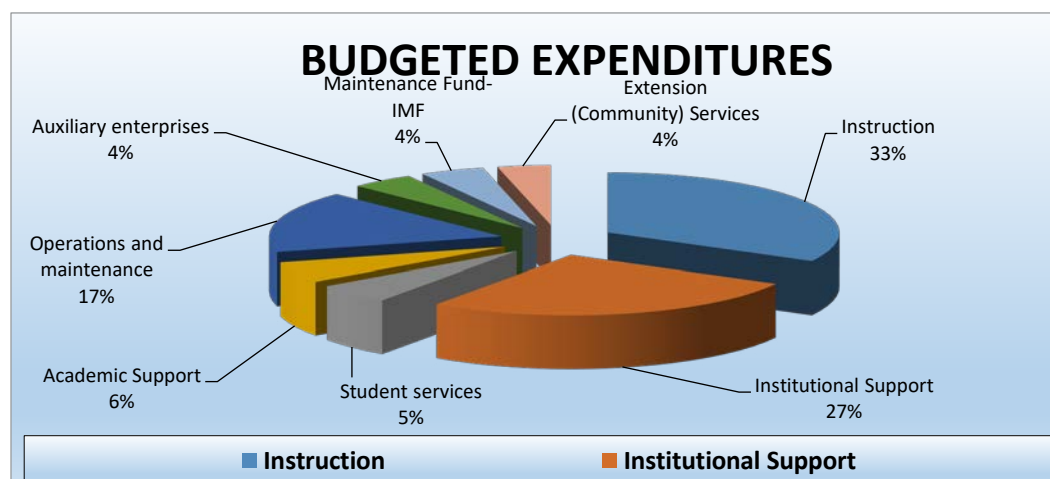


Chart 4: Budgeted Expenditures

**Chart 5** below provides a breakdown of CMI's FY2019 restricted budgeted expenditures by *functions* and in percentages. As indicated in the chart below, of the \$2.8 million projected expenditures under restricted funds, 29 percent is allocated for *Instruction*, 15 percent for *Extension Services*, 28 percent for *Capital Improvement Project* which includes the \$500,000 transfer out to the investment account at *BOMI*, and the remaining 28 percent is allocated to all other *functions*. Restricted funds are designated for a specific purpose or program and cannot be used for the College's general operational spending.

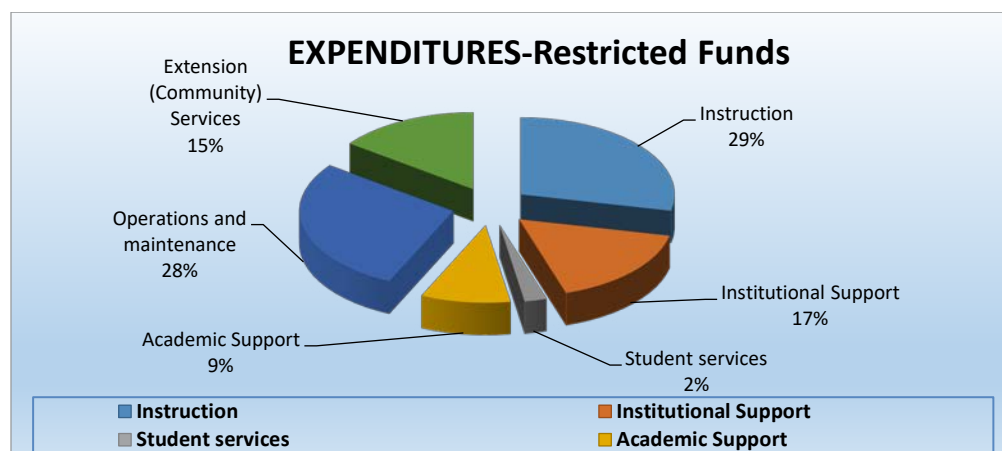


Chart 5: Expenditures: Restricted Funds

**Chart 6** below provides a breakdown of CMI's FY2019 unrestricted budgeted expenditures by *functions* and in percentages. As indicated in the chart below, of the \$8.4 million projected expenditures under unrestricted funds, 34 percent is allocated for *Instruction*, 30 percent for *Institutional Support*, 19 percent for *Operations and Maintenance*, and the remaining 17 percent is allocated to all other *functions*.

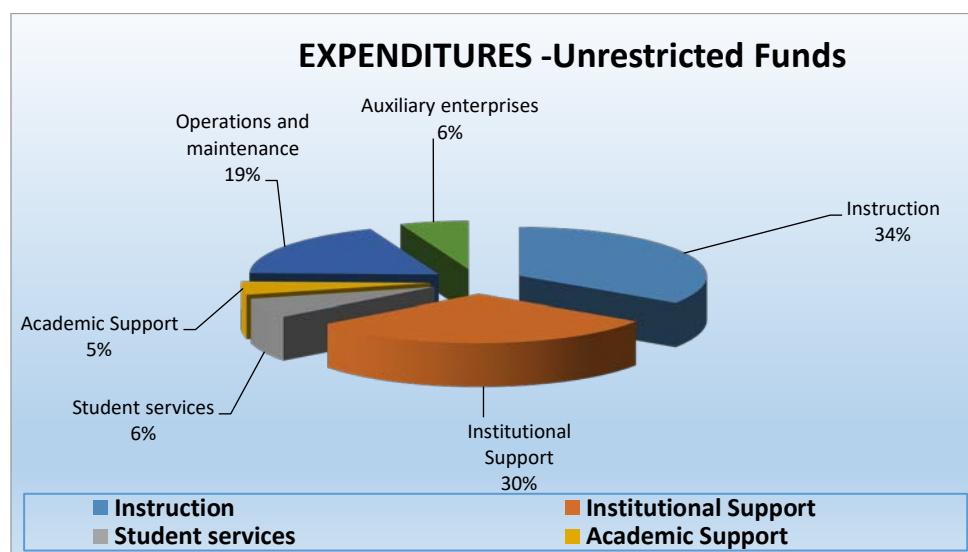


Chart 6: Expenditures: Unrestricted Funds

## Summary

The College has in calendar year 2018 continued to deliver consistent, outcome-driven results in alignment with strategic initiatives. There are many more improvements to make, prominent among these, the increase of the graduation rate to at least 15 % for first-time, full-time students completing in three years at credit levels.

Accelerated and intensive program initiatives by faculty continue to produce encouraging results with students being able to move much more quickly to credit levels. Collaborative partnerships especially through grants, adds to improving student achievement not only within the College but more importantly in the RMI.

Parts of the Integrated planning model which was initially implemented in 2016 are being reviewed as new institutional plans like the METO and WAPPEPE are approved and experience prompts reflection and further improvement. The new BAEE cohort is now approaching program completion as the students start the spring semester (January 2019) before graduation in May 2019.

Overall, the process of mainstreaming new college-wide systems and processes will continue to be challenging as CMI prepares for the next round of institutional plans implementation from 2019. There is however, a noticeable shift across the college towards more collaborative, open dialogue for institutional improvement based on student-centeredness.



*Figure 55: Graduates at the 2018 Commencement ceremony and graduation, celebrating CMI's 25th anniversary*