



CMI

COLLEGE OF THE MARSHALL ISLANDS ANNUAL REPORT 2019

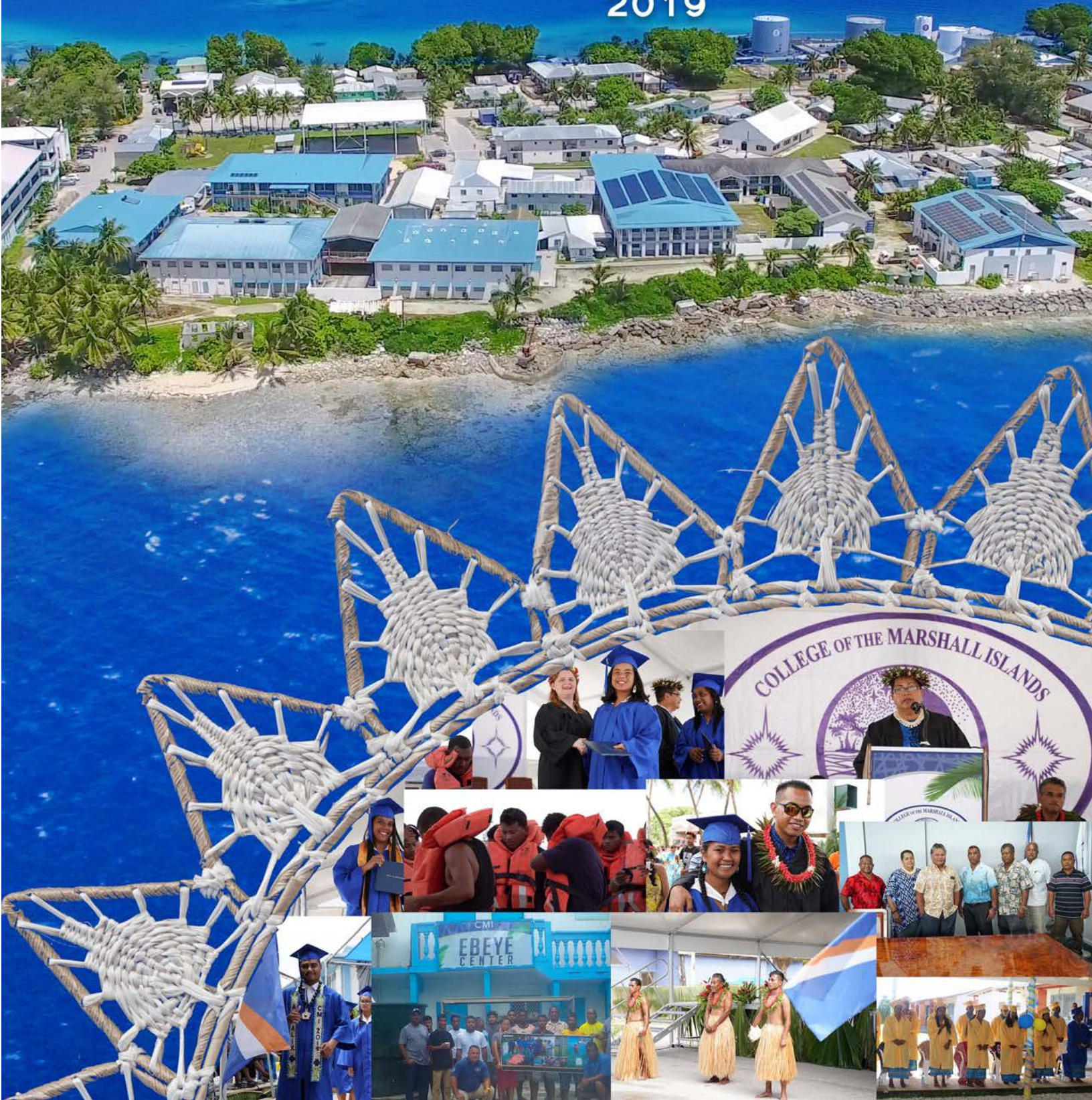




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Preface

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 2019. 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

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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 the following main sections.

- The Introduction;
- The METO and other CMI institutional plans;
- CMI Investment Plans;
- The CMI Financial Outlook;
- CMI Presidential search;
- Student services;
- Student information;
- Program Initiatives;
- Accreditation;
- Performance management;
- Grants;
- Adult and Continuing Education;
- Distance Education Centers;

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 2017, CMI's first baccalaureate program, the Bachelor of Arts in Elementary Education (BAEE) was approved by the Accrediting Commission of Community and Junior Colleges (ACCJC). The first BAEE students were enrolled in 2017 and over 80% graduated in 2019. In other significant

program updates, Career Technical Education (CTE) and continuing education programs have more than doubled at CMI in the last twelve months through the Adult & Continuing Education (ACE) Department.

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 CMI's mission as articulated in the strategic goals 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 with the appropriate references in Marshallese in alignment with RMI bilingual legislation, 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 the 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 2019, the College's plan of activities was designed using the CMI integrated planning model and the Bujen KÖllejar Strategic Plan 2016-2018¹.

As the College progresses with incorporating strategic goals in the budget planning processes, financial management at 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 2019 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 CMI Planning framework of eight institutional plans were approved by the Board in September 2019 and are listed below:

- ²METO Education Master Plan
- Learning & Teaching Rebbelip
- Governance Wappepe
- Enrollment Management Wappepe
- Human Capital Wappepe
- Information Technology Wappepe

¹ The new Bujen KÖllejar Strategic Plan 2019 – 2023 was in development at the time the budget was developed.

² The [Meto](#), Rebbelip and Wappepe are Marshallese names for the different types of stick charts or maps used by ancient Marshallese as sailing aids.

- Facilities & Security Wappepe
- Bujen KÖllejar Strategic Plan 2019 – 2023.

These plans embody the aspirations, objectives, activities and key performance indicators for CMI in the next 5 and 10 years. The METO spans 10 years. All of the other plans which operationalize the METO will run for 5 years. For the first time in its 26-year history, CMI has an integrated planning process that is relevant, sustainable and for the most part, developed by its very own students and employees.

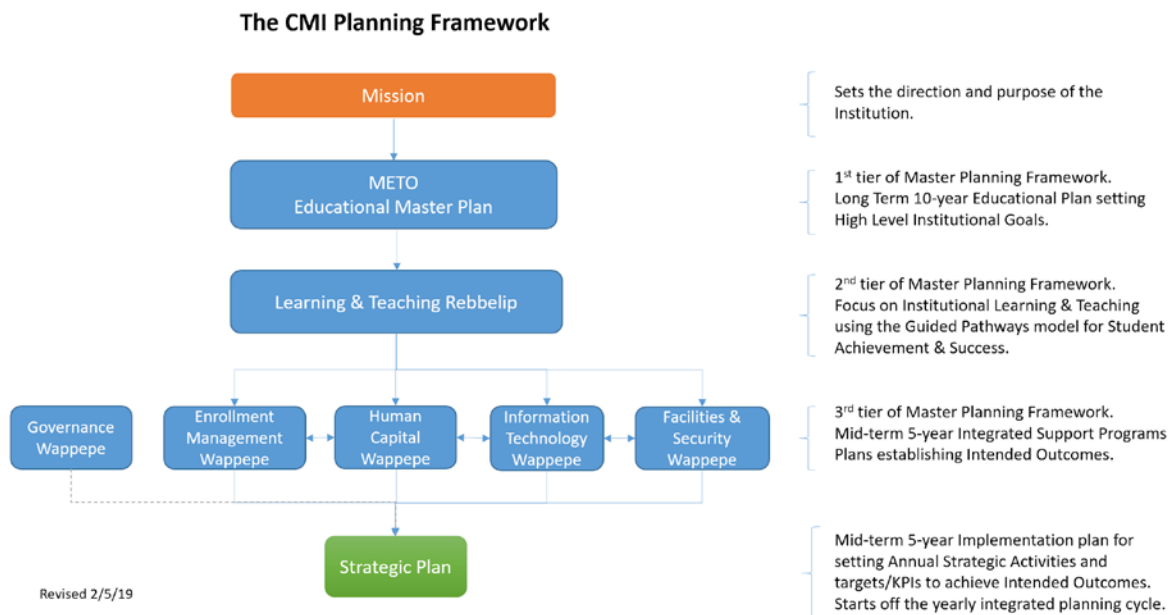
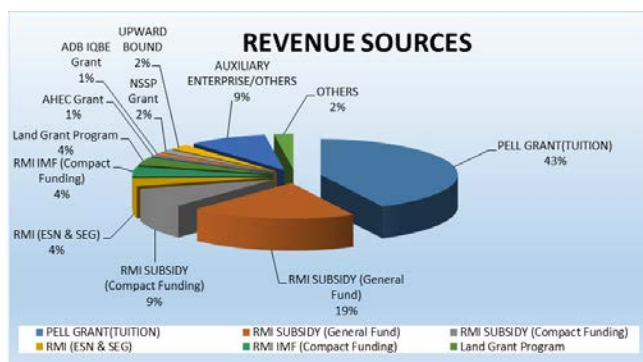


Figure 1: : CMI Planning Framework (adopted 2019)

FY2019 Budget Outlook

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 rising rates of high inflation in our local economy. The College's task is to make assumptions based on historical trends, the state of the economy, and programming changes to provide a reasonable estimate of revenues. The projected level of revenues drives the expenditure levels to achieve a balanced budget.

The support from the Government through the subsidy is critical in sustaining the College's annual operations. The RMI government continues to provide regular support to the College's operations including other programs. Although the level of funding by the RMI government has increased since 2015, the annual funding level for the annual regular subsidy for CMI's operating budget remains the same while the number of student enrollments at CMI continues to increase; **therefore, the dollar value per student diminished.**



The College's FY2019 budget was projected at \$11.2 million with \$2.8 million coming from restricted funds and \$8.4 million from unrestricted funds.

Chart 4: FY2019 Combined Revenue Sources

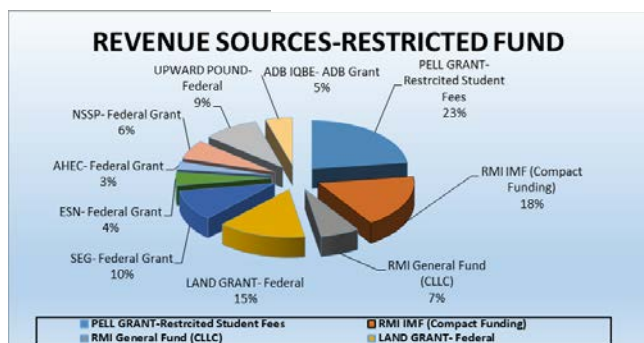


Chart 3: FY2019 Restricted Revenue Sources

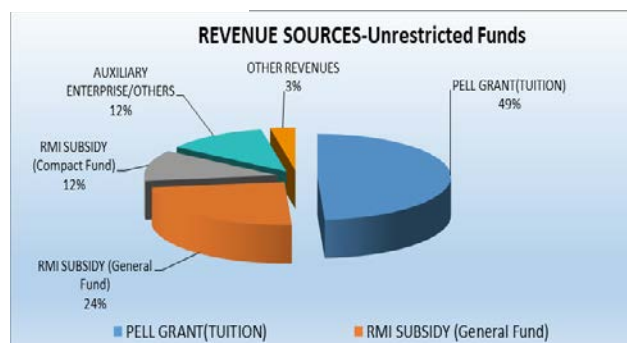


Chart 2: FY2019 Unrestricted Revenue Sources

Financial Highlights and Outcomes (2014 to 2019)

To understand the financial health of the College, there are many factors used to evaluate whether or not we are in good standing. These include 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 end of Fiscal Year 2016, unaudited financial reports indicated that the College's financial health continued to improve.

| GENERAL LEDGER ACCOUNTS | FISCAL YEAR 2014 | FISCAL YEAR 2015 | FISCAL YEAR 2016 | FISCAL YEAR 2017 | FISCAL YEAR 2018 | FISCAL YEAR 2019 |
|--|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| Revenues | | | | | | |
| Tuition and Fees | \$ 4,227,283 | \$ 4,011,020 | \$ 3,873,885 | \$ 3,914,173 | \$ 4,338,097 | \$ 4,458,567 |
| RMI Subsidy (General/Compact) | \$ 2,874,880 | \$ 2,818,604 | \$ 2,805,667 | \$ 3,155,405 | \$ 3,155,406 | \$ 3,772,104 |
| Auxiliary Enterprise | \$ 975,552 | \$ 845,300 | \$ 872,183 | \$ 867,052 | \$ 890,586 | \$ 908,628 |
| Other Revenues | \$ 792,242 | \$ 443,294 | \$ 769,594 | \$ 317,025 | \$ 516,290 | \$ 534,067 |
| Federal Grants | \$ 42,250 | \$ - | \$ - | \$ - | \$ (14,808) | \$ - |
| Total Revenues | \$ 8,912,207 | \$ 8,118,218 | \$ 8,321,329 | \$ 8,253,656 | \$ 8,885,571 | \$ 9,673,366 |
| Expenditures | | | | | | |
| Salaries and Wages | \$ 4,355,730 | \$ 4,567,244 | \$ 4,168,672 | \$ 4,179,597 | \$ 4,222,203 | \$ 4,329,412 |
| Insurance-Life & Supplemental | \$ 192,154 | \$ 195,636 | \$ 206,167 | \$ 231,474 | \$ 274,124 | \$ 226,877 |
| Insurance-General, Workmens Comp, Fire | \$ 43,661 | \$ 65,561 | \$ 48,044 | \$ 43,854 | \$ 33,996 | \$ 10,347 |
| Insurance-Automobile | \$ 9,250 | \$ 5,613 | \$ 7,082 | \$ 10,392 | \$ 10,425 | \$ 37,725 |
| Staff Housing | \$ 416,407 | \$ 426,631 | \$ 400,051 | \$ 469,498 | \$ 437,738 | \$ 429,631 |
| Staff Travel & Staff Development | \$ 187,605 | \$ 220,005 | \$ 156,946 | \$ 143,564 | \$ 221,450 | \$ 228,149 |
| Recruitment and Expatriation | \$ 118,422 | \$ 110,846 | \$ 162,958 | \$ 105,086 | \$ 205,735 | \$ 73,199 |
| Contractual, Consultancy and Professional Fees | \$ 148,950 | \$ 74,402 | \$ 65,570 | \$ 70,935 | \$ 69,509 | \$ 209,235 |
| Materials and Supplies | \$ 264,698 | \$ 307,974 | \$ 204,116 | \$ 268,196 | \$ 246,726 | \$ 313,381 |
| Reference Materials and Audiovisuals | \$ 19,406 | \$ 51,946 | \$ 116,264 | \$ 95,570 | \$ 158,584 | \$ 157,184 |
| Telephone, Fax, Postage and Advertising | \$ 250,809 | \$ 120,569 | \$ 257,664 | \$ 205,528 | \$ 185,171 | \$ 146,164 |
| Representation & Entertainment | \$ 21,540 | \$ 45,405 | \$ 30,612 | \$ 57,483 | \$ 69,973 | \$ 121,990 |
| Gas Oil and Lubricants | \$ 54,267 | \$ 66,032 | \$ 51,484 | \$ 23,344 | \$ 60,063 | \$ 71,412 |
| Land Lease | \$ 76,450 | \$ 107,621 | \$ 100,514 | \$ 84,607 | \$ 113,619 | \$ 84,342 |
| Repairs of Equipments | \$ 52,604 | \$ 22,584 | \$ 1,855 | \$ 1,925 | \$ 13,063 | \$ 23,410 |
| Minor Renovations and Improvements | \$ 45,771 | \$ - | \$ - | \$ - | \$ - | \$ - |
| Utilities (Water & Electricity) | \$ 391,997 | \$ 332,084 | \$ 404,114 | \$ 388,696 | \$ 417,781 | \$ 422,123 |
| Purchases-Bookstores | \$ 811,431 | \$ 884,033 | \$ 806,151 | \$ 810,977 | \$ 740,944 | \$ 872,819 |
| Purchases Vehicles and Equipments | \$ 214,320 | \$ 56,064 | \$ 271,362 | \$ 84,095 | \$ 75,331 | \$ 189,219 |
| Student Aid and Activities | \$ 143,271 | \$ 269,509 | \$ 243,355 | \$ 243,208 | \$ 191,593 | \$ 281,362 |
| Bad Debts | \$ 327,022 | \$ 173,143 | \$ 240,380 | \$ 468,134 | \$ 1,291,459 | \$ 751,250 |
| Others | \$ 253,361 | \$ (138,313) | \$ 266,077 | \$ 244,646 | \$ 420,816 | \$ 315,539 |
| Total Expenditures | \$ 8,399,125 | \$ 7,964,588 | \$ 8,209,440 | \$ 8,230,808 | \$ 9,460,301 | \$ 9,294,768 |
| Net Revenue/(Deficit) | \$ 513,082 | \$ 153,630 | \$ 111,889 | \$ 22,847 | \$ (574,730) | \$ 378,598 |

Table 1: CMI's Revenues AND Expenditures Report (2014 TO 2019)

The table above shows that from FY2014 to FY2019 the College's revenue has been steadily increasing; however the *net revenue* declined over the same period except for 2019. In FY2018, the College of the Marshall Islands had a deficit of \$ 574,730. This is due largely to uncollectable student receivables as a result of issues related to student Pell awards. In contrast to the prior year, the FY2019 is projecting a surplus of \$378,598 as of September 30, 2019. The above table clearly shows that the College is better off at the end of FY2019 compared to the prior year. It is important to note that the FY2019 figures are

unaudited figures so they may change upwards or downwards after the FY19 audit is completed by CMI's external auditors.

CMI's FY2017-2018 Audit Report Highlights

Financial Audit Report

The College's FY2017-2018 Financial Audit report shows that the College's financial standing remains strong but there are still financial challenges that the College needs to address. Following is the highlighted summary of the College's audited financial statement reports for FY2017-2018.

- 1) CMI's Total Net Assets position for FY18 settled at \$14,658,358 compared to the prior year totaling \$16,450,801.
- 2) CMI's Investment (Endowment Fund) for FY2018 stood at \$1,569,512 compared to prior year totaling \$1,294,591.
- 3) Current or liquidity ratio is 1.03 cents to 1 dollar, a decrease of 0.36 cents compared to the prior year.
- 4) Current working capital which is the difference of current assets and current liability stood at a surplus of \$ 112,741. This is the third year that CMI has maintained a positive working capital.
- 5) The Statement of Net Assets is highlighted by the College's attempt to maintain a positive Unrestricted Net Assets total of \$112,741 for a consecutive two years now. Prior to last year, the College had a zero Unrestricted Net Asset for five years-in-a-row following years of accumulated deficits in unrestricted spending.
- 6) The RMI Government has continued its subsidy to CMI at \$3,000,000 per annum (less audit fees) as represented by a Memorandum of Understanding through the end of FY2018 and renewable on a yearly basis. The RMI government pays this subsidy with funds available through the Compact of Free Association with the U.S. and from its General Fund.
- 7) CMI is still enjoying the privilege of an advance method of payment for Title IV funds and other federal grants resulting in relatively easy access to these funds.
- 8) CMI showed a strong cash position at the end of FY18 at \$1,824,965 an increase of \$1,511,538 compared to FY2017.

Single Audit (Compliance Report)

The College's *Compliance Audit Report* for FY2017-2018 shows some remaining challenges particularly in relation to the management of the Pell Grant.

Finding No. 2018-001: Timely Financial and Compliance Reporting

The College agrees with the finding. During the fiscal year, key personnel staff at the CMI Business Office were made which negatively impacted the College's ability to properly perform its financial fiduciary responsibilities.

CMI's Response & Corrective Action Plans: The College has hired two CPA consultants to help update the College's books and also train the existing staff at the Business Office. Currently, the consultants are working with Business Office staff to review and update the College's books to address conditions 1 to 7 as stated in *Finding No. 2019-001*. In addition, the College is currently revisiting its financial management practices to update its policies and procedures.

Finding No. 2018-002: Cash Management

The College agrees with the finding and partially agrees with the recommendations. In the past, the College's *Financial Aid Office* used a manual system to monitor student records. As part of its *corrective action plans* after the FY2017 audit, the College started transitioning from the manual system into an automated system where student processes and records are electronically integrated in the SIS System. The College also established new policies and procedures to address the deficiencies reported in the 2017 audit. Initiatives in the *corrective action plans* started being implemented in February 2019.

CMI's Response & Corrective Action Plans: The College will continue to implement its *corrective action plans* to ensure proper internal controls including a monitoring system to ensure compliance.

As part of its ongoing implementation of its *corrective action plans*, the College now uses the new SIS System to monitor student records which include Pell Grants. The College recently signed a contract with the SIS System developers to add a new SIS Module that will allow add/drop and withdrawal to be processed using an automated system. The new module will allow the Financial Aid Office to reconcile student records on a monthly basis by getting real time data using an automated system instead of a manual system.

The new SIS Module will allow the Financial Aid Office to ensure proper internal controls are established to perform timely reconciliation of Title IV funds.

Finding No. 2018-03: Special Tests Provisions

The College agrees with the finding and the recommendations. While the College was reviewing and making adjustments to student records according to its *corrective action plans* in response to the *FY2017 Audit Determination Letter*, the audit fieldwork for FY18 also started.

CMI's Response & Corrective Action Plans: As part of its review and corrective action plans, the College has already made the necessary corrections to *Finding No. 2018-003*. The new features in the SIS System made it relatively easy for the Financial Aid Office and Business Office to review these and process them accordingly.

The new SIS Module for monitoring student *add/drop* and *withdrawal* will provide additional internal controls to better monitor and manage the return of and reconciliation of Title IV funds.

Finding No. 2018-04: Special Tests and Provisions

CMI agrees with the finding; however, the non-compliance was not due to neglecting the policies and procedures but rather overlooking critical College procedures in processing the refunds. With the new features in the SIS System and the addition of the new SIS Module, proper internal controls are now in place to systematically monitor student records.

CMI's Response & Corrective Action Plans: As part of its review and corrective action plans, the College has already made the necessary corrections to *Finding No. 2018-004*.

The College already made the necessary adjustments to the monthly reconciled student accounts by relying on the SIS System to eliminate human error.

Finding No. 2018-005: Eligibility

The College partially agrees with the finding. During the transfer of the Financial Aid Office from Student Services Building to the Administration Building as part of the College's *corrective action plans*, some of the student files were misplaced. The College is not required to submit 1a and 1b as stated under criteria 1 of finding No. 2018-005 if the students apply online via the <https://studentaid.ed.gov/sa/fafsa> website. If the student does not have access to the online application portal, then the student can fill out the paper application and submit it to the Financial Aid Office. Federal Student Aid guidelines for completing applications also state that not all students are required to submit a *Household Verification Worksheet*, only if selected by USDOE or if required by the Financial Aid Office.

CMI's Response & Corrective Action Plans: As part of its review and corrective action plans, the College has already made the necessary corrections to *Finding No. 2018-005*.

Finding No. 2018-006: Reporting

The College of the Marshall Islands partially agrees with the finding. The College also recognizes that there is a need to improve coordination with the Ministry of Finance for clarity about what is needed for compliance according to the MOA between the College and the Ministry of Finance.

1. The College submitted all the FSR Reports to the Ministry of Finance as required by the MOA between CMI and MOF except the 2nd, 3rd, and 4th quarter reports for the Supplemental Education Grant (SEG) portion. This error was an oversight on the College's part. The College has developed a monitoring system to ensure this does not happen again.
2. The College was not provided with the template to do the *Final Fund Status Report* by the Ministry of Finance therefore CMI submitted the final FY18 4th Quarter report, FY18 Audit report and CMI 2018 Annual Report to complement this reporting requirement.

CMI's Response & Corrective Action Plans: The College expressed and noted the reporting issues with the external auditors and will work with the Ministry of Finance on ways to improve communication and clarity for compliance and reporting requirements.

The College of the Marshall Islands worked with the relevant stakeholders including the US Department of Education to clear the findings. All of the Findings listed in the FY2017-2018 compliance audit report have been resolved. The systems are now in place to ensure that the management of the Pell Grant is in compliance with US Department of Education's rules and regulations.

CMI's Investment Portfolio Reports

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 contributions to its investment portfolios (i.e. the Endowment Fund, Contingency Fund, and Maintenance Fund). As part of the College's financial commitment in Fiscal Year 2018-2019, 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. The amount allocated is the same as the prior year due to competing priorities with limited funding. The College's goal is to reach a combined total investment value of \$9million by the end of Fiscal Year 2023.

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 plans, ambitious goals have been developed 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 provides 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. At the end of Fiscal Year 2019, the College's endowment fund increased by \$130,687.03 compared to Fiscal Year 2018 which brings the total of the fund to \$1,700,199.52. The chart below provides the historical trend for CMI's Endowment fund since 2010.

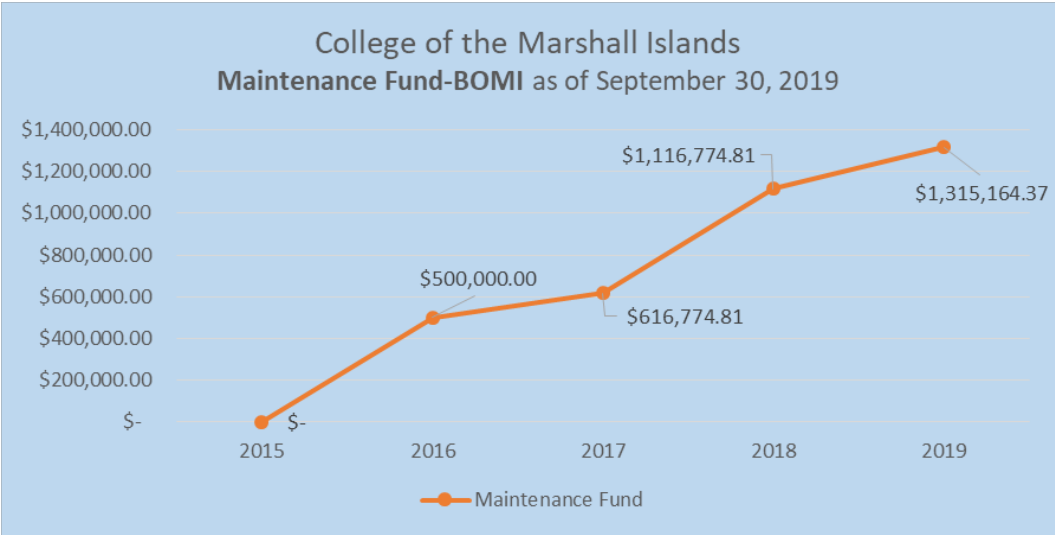
Progress Reports for the Contingency Fund: In 2008, the College's contingency fund reported a balance of \$1,505,470 and in 2011 when the College experienced considerable financial challenges ; the fund was reduced to only \$111,345. In 2012, the College started making some drastic changes to improve the performance of the investment by making deposits into the investment accounts. In 2014, the College transferred the Contingency Fund from the First Hawaiian Bank to the Bank of the Marshall Islands. 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. Since then, the College has made a positive return on the fund's performance.

The College has made a total gain of \$45,868.18 on interest alone since the changeover. At the end of Fiscal Year 2019, the College's Contingency Fund Investment account with BOMI increased \$125,931.57 compared to lower returns in Fiscal Year 2018 bringing the total of the fund to \$829,065.68. The College's goal for this investment account is to reach the \$3,000,000 mark by 2023. The chart below provides the historical trend of CMI's Contingency fund since 2008.

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 contributions from the RMI Government, the 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 of its facilities.

In FY2016, the College submitted an investment plan to CMI's Board of Regents to defer 50 percent of the annual allocation for the Infrastructure Maintenance Fund to diversify CMI's Investment Portfolios. The CMI leadership team presented a resolution to the members of the JEMFAC committee in the 2017 Budget submission to use a portion of the fund for investment for future maintenance needs. The College's goal for the Maintenance Fund investment account is to reach the \$3,000,000 mark by 2023.

The College has earned a total of 42,371.38 in interest alone since the opening of the account. As of September 30, 2019, the balance in the BOMI maintenance fund amounts to 1,315,164.37, an increase of \$198,389.56 compared to a lower return in the previous year. The chart below provides a historical trend of CMI’s Maintenance Fund since 2015.



CMI Presidential Search

The CMI presidential began in August. Incumbent, President Theresa Koroivulaono's contract will terminate in March 2020. She has not sought renewal. To ensure that the transition between presidents is as seamless as possible, President Koroivulaono has developed a Presidential Orientation Moodle page and worked very closely on new presidential support with the Vice President for Academic & Student Affairs and the Vice President for Business & Administrative Affairs.

Managed by the Human Resources Director, Agnes Kotoisuva, the Presidential Search Committee was established with the following representatives:

- CMI Board of Regents Chair;
- 2 CMI Regents;
- 1 CMI Administrator;
- 2 employees;
- 1 Student Body Association member; and
- 2 community members.

Stanton Chase, the Australian-based firm that conducted the last presidential search in 2014, is also conducting the search for the new CMI president in 2019. The first interviews were conducted through video conferences. On-site interviews for the final three candidates with all college constituents will take place in January 2020 with the aim that the announcement of a new president will be made in February, 2020.

Student Services

In line with the College's new *Enrollment Management Wappepe*, the student services units at CMI have recommitted to student-centered action this year. One of the most dramatic results of this commitment came during the summer 2019 semester. In the past, students were required to turn in their high school diplomas well before the beginning of the semester, so students graduating from high school in June had to wait until the fall semester to enroll. By allowing an exception for these students, the admissions office contributed to a record summer semester enrollment.

To build on this success, a 'One Stop Shop Student Center' team was formed and led by a project team of the Director of Human Resources, the Dean of Student Services, the Dean of Academic Affairs, and the Dean of Adult and Continuing Education. These core members are working with a broader consultative group consisting of student services personnel and others involved with enrollment and registration. Together, they have mapped enrollment, registration, and related processes using Business Process Reengineering to understand how these processes currently take place at the College and systemically revise them to ensure that they are student-centered. Initiatives resulting from this effort include reinvigorated efforts to share enrollment deadlines and opportunities with the community through newspaper ads and other media and open computer lab dates for applicants.



Figure 5: The CMI recruitment team assisted students enrolling at Triple J, Ebeye in mid-fall 2019

Student Body Association officers have been empowered to organize and act on behalf of their constituents. While welcome parties for spring and fall 2019 were organized largely by staff, the SBA officers were able to organize their Halloween party, including a haunted house open to the community, largely independently. Manit Week celebrations included a traditional fashion show, dance competition, and a Marshallese spelling bee.

The Counseling Department has made major changes to the way they offer workshops to increase student participation. Workshops on the Uliga campus have moved into the student lounge to be more accessible. Workshops are also being offered to students at the Jaluit and Ebeye Distance Education Centers via Zoom to ensure equity among students no matter their location or means of studying.

2019 Student information

Student placements

| ENG PLACEMENT HSTYPE | ENG CREDIT | | ENG LEVEL 1 | | ENG LEVEL 2 | | ENG LEVEL 3 | | Total | |
|--|-------------------------|-----------------------------|-------------------------|-----------------------------|-------------------------|-----------------------------|-------------------------|-----------------------------|-------------------------|-----------------------------|
| | Count of HIGH_SCHOOL | %RT Count of HIGH_SCHOOL | Count of HIGH_SCHOOL | %RT Count of HIGH_SCHOOL | Count of HIGH_SCHOOL | %RT Count of HIGH_SCHOOL | Count of HIGH_SCHOOL | %RT Count of HIGH_SCHOOL | Count of HIGH_SCHOOL | %RT Count of HIGH_SCHOOL |
| <input checked="" type="checkbox"/> UNKNOWN | | | 1 | 33% | | | 2 | 67% | 3 | 100% |
| <input checked="" type="checkbox"/> RMI PUBLIC | 24 | 18% | 6 | 5% | 55 | 42% | 45 | 35% | 130 | 100% |
| JALUIT HIGH SCHOOL | | | | | 3 | 75% | 1 | 25% | 4 | 100% |
| KWAJALEIN ATOLL HIGH SCHOOL | 1 | 14% | 1 | 14% | 3 | 43% | 2 | 29% | 7 | 100% |
| LAURA HIGH SCHOOL | 2 | 14% | 1 | 7% | 7 | 50% | 4 | 29% | 14 | 100% |
| MARSHALL ISLANDS HIGH SCHOOL | 15 | 22% | 2 | 3% | 28 | 41% | 24 | 35% | 69 | 100% |
| NORTHERN ISLANDS HIGH SCHOOL | 6 | 17% | 2 | 6% | 14 | 39% | 14 | 39% | 36 | 100% |
| <input checked="" type="checkbox"/> RMI PRIVATE | 9 | 20% | 14 | 32% | 14 | 32% | 7 | 16% | 44 | 100% |
| ASSUMPTION HIGH SCHOOL | 2 | 40% | 2 | 40% | 1 | 20% | | | 5 | 100% |
| EBEYE CALVARY HIGH SCHOOL | 1 | 33% | | | 1 | 33% | 1 | 33% | 3 | 100% |
| EBEYE GEM CHRISTIAN SCHOOL | | | | | 1 | 100% | | | 1 | 100% |
| MAJURO BAPTIST CHRISTIAN ACADEMY | 2 | 40% | | | 1 | 20% | 2 | 40% | 5 | 100% |
| MAJURO COOPERATIVE SCHOOL | | | 1 | 13% | 4 | 50% | 3 | 38% | 8 | 100% |
| MARSHALL ISLANDS CHRISTIAN HIGH SCHOOL | | | 9 | 82% | 2 | 18% | | | 11 | 100% |
| RITA CHRISTIAN HIGH SCHOOL | 1 | 33% | 1 | 33% | 1 | 33% | | | 3 | 100% |
| SEVENTH DAY ADVENTIST SCHOOL | 3 | 38% | 1 | 13% | 3 | 38% | 1 | 13% | 8 | 100% |
| <input checked="" type="checkbox"/> RMI HS EQUIV | | | 4 | 36% | 5 | 45% | 2 | 18% | 11 | 100% |
| ADULT BASIC EDUCATION | | | 3 | 30% | 5 | 50% | 2 | 20% | 10 | 100% |
| LIFE SKILLS ACADEMY | | | 1 | 100% | | | | | 1 | 100% |
| <input checked="" type="checkbox"/> NON RMI | 1 | 11% | | | 4 | 44% | 4 | 44% | 9 | 100% |
| Total | 34 | 17% | 27 | 13% | 83 | 40% | 61 | 30% | 205 | 100% |

Table 1: Student placements in English, 2019

CMI Math Placement Rates 2019

| MATH_PLACEMENT HSTYPE | Math Credit | | Math Level 1 | | Math Level 2 | | Math Level 3 | | Total | |
|--|-------------------------|-----------------------------|-------------------------|-----------------------------|-------------------------|-----------------------------|-------------------------|-----------------------------|-------------------------|-----------------------------|
| | Count of HIGH_SCHOOL | %RT Count of HIGH_SCHOOL | Count of HIGH_SCHOOL | %RT Count of HIGH_SCHOOL | Count of HIGH_SCHOOL | %RT Count of HIGH_SCHOOL | Count of HIGH_SCHOOL | %RT Count of HIGH_SCHOOL | Count of HIGH_SCHOOL | %RT Count of HIGH_SCHOOL |
| UNKNOWN | | | 1 | 33% | 1 | 33% | 1 | 33% | 3 | 100% |
| RMI PUBLIC | 24 | 18% | 10 | 8% | 46 | 35% | 50 | 38% | 130 | 100% |
| JALUIT HIGH SCHOOL | | | | | 2 | 50% | 2 | 50% | 4 | 100% |
| KWAJALEIN ATOLL HIGH SCHOOL | 1 | 14% | 2 | 29% | 2 | 29% | 2 | 29% | 7 | 100% |
| LAURA HIGH SCHOOL | 3 | 21% | 2 | 14% | 3 | 21% | 6 | 43% | 14 | 100% |
| MARSHALL ISLANDS HIGH SCHOOL | 12 | 17% | 6 | 9% | 21 | 30% | 30 | 43% | 69 | 100% |
| NORTHERN ISLANDS HIGH SCHOOL | 8 | 22% | | | 18 | 50% | 10 | 28% | 36 | 100% |
| RMI PRIVATE | 4 | 9% | 17 | 39% | 15 | 34% | 8 | 18% | 44 | 100% |
| ASSUMPTION HIGH SCHOOL | 1 | 20% | 2 | 40% | 1 | 20% | 1 | 20% | 5 | 100% |
| EBEYE CALVARY HIGH SCHOOL | 1 | 33% | | | 1 | 33% | 1 | 33% | 3 | 100% |
| EBEYE GEM CHRISTIAN SCHOOL | | | | | 1 | 100% | | | 1 | 100% |
| MAJURO BAPTIST CHRISTIAN ACADEMY | | | | | 2 | 40% | 3 | 60% | 5 | 100% |
| MAJURO COOPERATIVE SCHOOL | | | 5 | 63% | 1 | 13% | 2 | 25% | 8 | 100% |
| MARSHALL ISLANDS CHRISTIAN HIGH SCHOOL | | | 7 | 64% | 4 | 36% | | | 11 | 100% |
| RITA CHRISTIAN HIGH SCHOOL | 1 | 33% | | | 2 | 67% | | | 3 | 100% |
| SEVENTH DAY ADVENTIST SCHOOL | 1 | 13% | 3 | 38% | 3 | 38% | 1 | 13% | 8 | 100% |
| RMI HS EQUIV | | | 3 | 27% | 5 | 45% | 3 | 27% | 11 | 100% |
| ADULT BASIC EDUCATION | | | 2 | 20% | 5 | 50% | 3 | 30% | 10 | 100% |
| LIFE SKILLS ACADEMY | | | 1 | 100% | | | | | 1 | 100% |
| NON RMI | | | 2 | 25% | 2 | 25% | 4 | 50% | 8 | 100% |
| Total | 28 | 14% | 36 | 17% | 73 | 35% | 69 | 33% | 206 | 100% |

Table 2: Student placements in Math, 2019

Student placement process and analyses

Tables 1 and 2

This is the third year that CMI has implemented the multiple measures approach for student placement in English and Mathematics. This means that students are placed at one of the four placement levels using a student's placement test score, junior grade, senior grade, and GPA.

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

Table 1 and Table 2 show the distribution of students who have submitted for all placement measures. It should be noted that the number of students included in the distribution is about 75% less this year as the placement test was conducted only at CMI unlike in previous years when the placement test was conducted in the different high schools. The data also include students who took the placement test in August of 2019 only. Furthermore, the distribution does not reflect the proportion of students that officially registered at CMI in fall, 2019.

Overall, there are 205 and 206 students who were placed in English and Math levels respectively using the multiple measures approach.

Out of the 205 students, 13% are placed at English Level 1, 40% at English Level 2, 30% at English Level 3, and 17% at English Credit Level (see Table 1). Compared to last year's English placement rates, this year there were fewer students placed at the higher English levels i.e. Level 3 and Credit. Three private high schools (Assumption High School, Seventh Day Adventist, and Majuro Baptist Christian Academy) have relatively higher proportions of students placed at Credit Level English compared to the other high schools. Unlike previous years when most of its students were placed at English Credit Level, none of the Majuro Cooperative School students were placed at the Credit Level this year. Also, none of the students from the two institutions offering high school equivalency programs (Life Skills Academy and Adult Basic Education) were placed at English Credit Level. From the public high schools, there were fewer students placed at English Credit Level this year compared to last year for Kwajalein Atoll High School and Marshall Islands High School. The opposite is true for Jaluit High School, Laura High School, and Northern Islands High School. Though there are only three students from Rita Christian High School and Ebeye Calvary High School, one placed at English Credit Level for each high school: a welcome change after several years in which none of their students were placed at Credit Level.

Table 2 shows the results for Math placement. Out of the 206 students who submitted for the multiple measures, 17% are placed at Math Level 1, 35% at Math Level 2, 33% at Math Level 3, and 14% at Math Credit Level. The data shows an upward shift in the proportion of students placed at Level 1 and Level 3 this year. Most of the students placed at Math Credit Level and Math Level 3 are from the public high schools. The biggest proportion placed at Math Credit Level are from the Northern Islands High School and Laura High School. More students from Marshall Islands High School (MIHS) and Laura High School (LHS) are placed at Math Level 3. The following schools also have a bigger proportion of its students placed at Math Level 3 though the numbers may be smaller compared to MIHS and LHS - Majuro Baptist Christian Academy and Jaluit High School. Three students from Adult Basic Education placed at Math Level 3. For two years in a row, unlike in previous years, when a bigger proportion of its students placed at Math Credit Level, none of the Majuro Cooperative School students have placed at Math Credit

Level. As with English placement, one student from Rita Christian High School and Ebeye Calvary High School placed at Math Credit Level.

Again, it should be noted that the placement for this year only involved students that took the CMI placement test exam and submitted all of the requirements for CMI admission. Thus, the placement of the students for this year may not reflect the high school's student population, unlike previous years when CMI placement was conducted for all high school students.

Enrollment trends and analyses

Fall enrollments 2011 – 2019

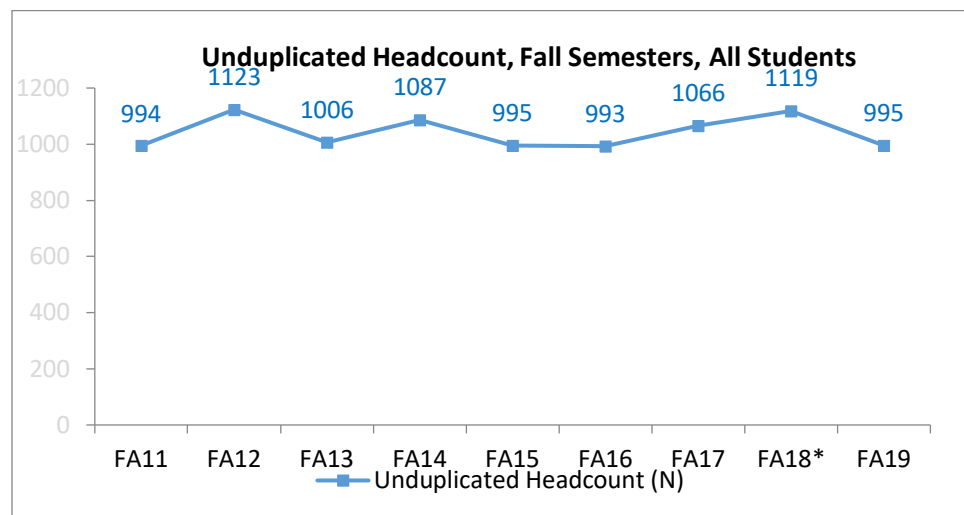


Figure 6: CMI unduplicated headcount, fall semesters

Spring enrollments 2010 – 2019

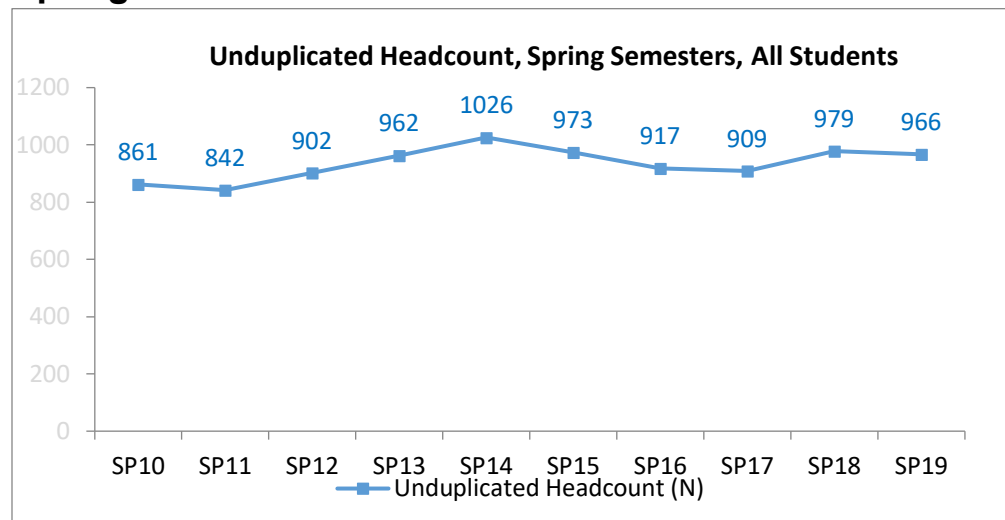


Figure 7: CMI unduplicated headcount, spring semesters

Figures 3 and 4

Overall, unduplicated headcounts of student enrollment at CMI have been relatively consistent in the past ten years, with an average of about 1042 and 934 students enrolled in the fall and spring semesters respectively.

Fall enrollment has been consistent albeit a bit irregular than spring enrollment. Numbers have fluctuated annually from 2011 to 2015 followed by a regular gradual increase in the next four years. However, most recent enrollments in fall 2019 show a decrease of 11% from fall 2018, the biggest decline observed since 2012.

Starting in 2011, spring enrollment gradually increased peaking at 1026 students in 2014, the all-time record for spring enrollment. Thereafter, the number decreased gradually until 2018. In spring 2019, enrollment decreased by 1% compared to spring 2018 enrollment.

Completions trends and analyses

Course completions from 2009 – 2019

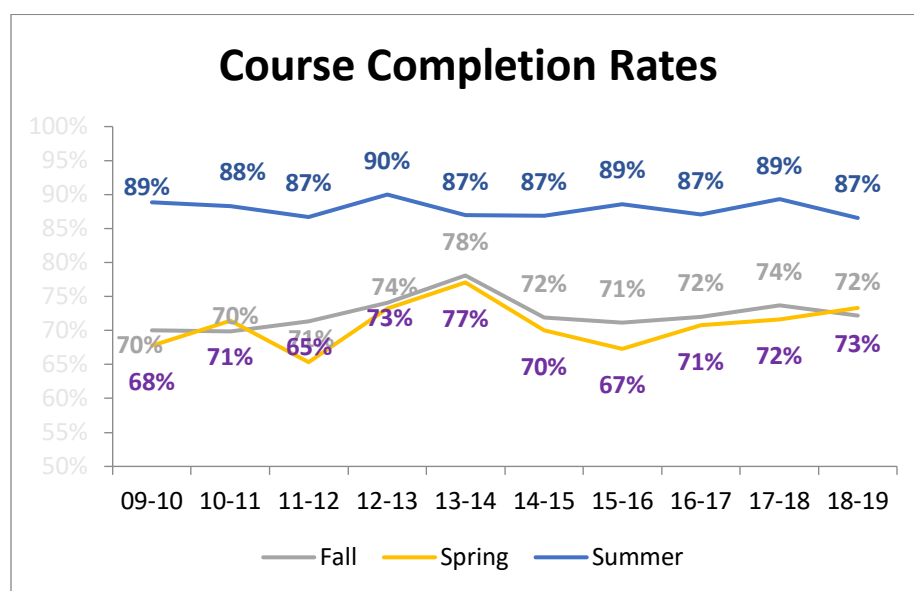


Figure 8: CMI course completion rates: fall, spring and summer semesters

Figure 5

Course completion rate measures the proportion of students who passed or completed their attempted courses for the semester excluding audit students and audit courses. The higher the course completion rates, the better.

Course completion rates have been fluctuating for each semester type (fall, spring, summer) with fall semesters showing a more stable increase/decrease behavior for a longer period unlike the spring and summer trends.

Course completion rates for fall semesters have been increasing from 2009 to 2013 with the highest rate, 78%, observed in fall 2013. However, the trend reversed from then on. The rates have decreased from fall 2013 to fall 2018 except for a slight increase in fall 2017.

Spring semester course completion rates are usually the lowest among the three semester types except in spring 2011 and spring 2019 when the spring rates are slightly higher than the fall rates. The spring rates are fluctuating almost every year with the ever lowest rate for all semesters observed in in Spring 2012 at 65%.

While spring rates are usually the lowest, summer rates are the highest. The all-time highest course completion rate is 90% in Summer 2013. Similar to the fall and spring rates, course completion rates in the summer terms also fluctuate but with only a difference of one or two percentage points between two periods.

In fall 2013 and spring 2014, in which course completion rates are highest in the fall and spring periods, CMI offered the First Year Residential Experience (FYRE) program at Arrak. In this program, almost all students in the two cohorts successfully completed the three linked courses of Math, English and Computer Applications (CAP). Further research in this area should yield much more informed reasons for these trends.

Course completion rates during the fall semesters is a college KPI. The course completion benchmark for fall 2018 was not achieved. The institutional-set-standard (ISS) benchmark is at 73% but the actual fall 2018 course completion rate is at 72%. This is the first time that the ISS for the course completion rate was not achieved. Reasons for this decline are under being identified.

Degree completions from 2010 – 2019

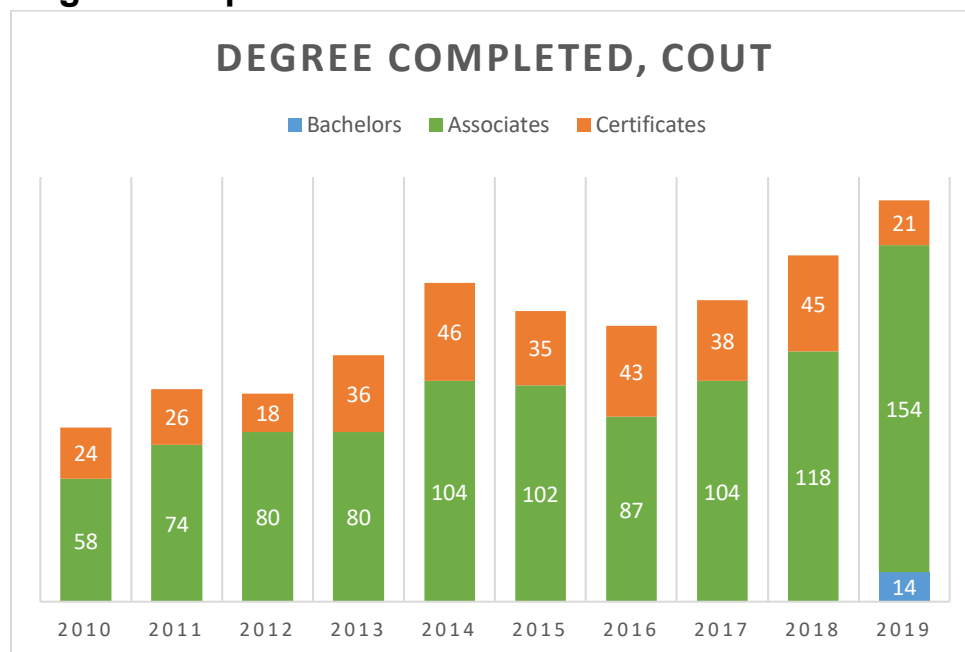


Figure 9: CMI degree completions

Figure 6

Figure 6 shows the count of degrees completed and awarded for a given year. Essentially, the higher the count of degrees awarded, the better.

Since 2017 when the college set the Institutional KPIs, the ISSs for the different degree completion indicators have been achieved. It can also be noted from the graph that the number of graduates for each type of degree is generally increasing over time.

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 but have continually increased in 2017, 2018, and 2019. In the 2019 graduation, CMI awarded the highest number of degrees to the graduates and is 16% higher than the 2018 count. Also in 2019, CMI awarded the first Bachelor of Arts in Elementary Education degrees to 13 graduates.

Degree completion rates from 2008 – 2019

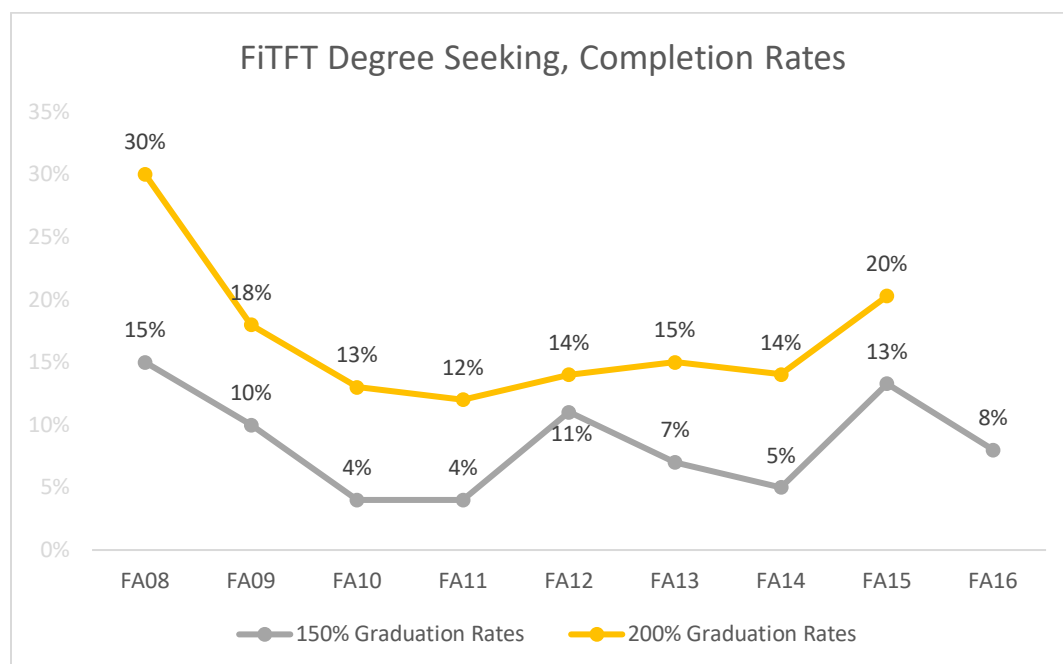


Figure 10: CMI completion rates

Figure 7

While the number of degrees awarded to the graduates is increasing over time, completion rates have generally declined. Figure 7 shows two degree-completion rates that are being monitored by the college as a KPI. 150% and 200% completion rates measure the proportion of first-time, full-time degree-seeking students in the fall semesters that have completed a degree in 150% and 200% of the normal completion time of 1 year and 2 years for certificate and associate degrees respectively.

In fall 2015, the declining trend observed since fall 2009 turned around as the 150% and 200% completion rates increased by 6% points and 8% points respectively. For the first time, CMI achieved its 200% completion rate at 20% with the fall 2015 cohort.

Also, CMI almost achieved its 150% completion rate as stated in the ISS for the fall 2015 cohort. The rate is at 13%, which is two percentage points lower than the set ISS of 15%. However, the most current completion rate declined to 8% which is below the set ISS.

Program Initiatives

Bachelor of Arts in Elementary Education

The CMI Education Department graduated its first cohort of bachelor degree students in May. As of fall 2019, there are 58 students pursuing their bachelor's degrees at various levels of the program. Out of cohort two, which began in fall 2018, 8 students are taking 400-level courses and will be ready for student teaching in spring 2020, which sets them up to graduate in May 2020. In cohort 3, there are 21 students who are potential graduates in May 2021.

Increasing the Quality of Basic Education

The Education department has been working in collaboration with PSS and the University of the South Pacific (USP) through the IQBE program. IQBE is an ADB project focused on Improving the Quality of Basic Education in the Northern Pacific. The term goals for the project are to:

- Improve learning outcomes for students with a focus on literacy and numeracy in elementary grades;
- Strengthen teacher development;
- Strengthen early grade learning assessment;
- Develop bilingual teaching and learning resources for literacy and numeracy;
- Improve school governance and management; and
- Increase parent/community involvement.

These objectives will be achieved through four major outputs:

1. Teachers in elementary schools are better prepared;
2. Access to and usage of teaching & learning resources & materials for literacy and numeracy are expanded;
3. Capacity to use student assessment to improve student learning is strengthened; and
4. Educational leadership and management of schools, parent and community engagement are strengthened.

In July, a group of students from the EDU 211 class ran a Quality Pedagogy Framework (QPF) open class that was attended by more than 60 teachers working in the outer islands. In fall 2019, all students enrolled in the Associate of Science in Elementary Education embarked on a QPF Learning workshop to enhance teaching competencies.

The QPF uses evidence-based factors required for improving student learning: social interaction, prior knowledge, learning outcomes and success criteria, time and varied opportunities for learning, active processes, relevant and meaningful activities, assessment for learning, reflection, and teacher expectations. These key components need to be understood and modeled in all lessons in college courses by teacher educators, and by all trainees in their classroom practice, so that the processes become internalized. The framework is also central to all professional learning offered by the MOE and/or the National Department of Education (NDOE) and explicit in all materials and templates used for preservice and in-service teacher education.

Japanese Language and Culture Classes

Japanese language courses have long been offered as part of the Liberal Arts Associate of Arts Degree and the General Education Program at CMI. This year, the courses have increased connections with institutions in Japan. Faculty and students from the University of the Ryukyus visited the CMI classes, and the number of CMI students participating in exchange programs increased. CMI students have also been participating via Zoom in open classes on Japanese Culture and Japanese history from the University of Ryukyus. As a result, more students are enrolling in the second and even third semesters of the Japanese language course sequence.

Liberal Arts Department Reading Across the Curriculum Initiative

Faculty in the Liberal Arts Department continue to implement approaches to reading based on WestEd's Reading Apprenticeship Framework, a research-validated approach to literacy and critical thinking that contextualizes reading in terms of students' social and emotional needs. Reading Apprenticeship encourages active reading and the formation of identity as a reader.

Nursing Department Restructuring

In response to statistics that showed students entering CMI as first-time college students were unable to complete the Associate of Science in Nursing Degree within three years, the Nursing program has begun a full review of its curriculum to ensure that students can graduate on time with the skills they need to serve as effective nurses for the RMI Ministry of Health and other regional employers. Changes already completed include a reduction in total credits required from 81 to 75 credits through the removal of general education English and social science courses. In addition, pre-requisites for required science classes have been reduced to shorten the pathway to completion. Finally, a Nursing Advisory Board has been established to advise the CMI nursing instructors on areas for improvement to fill the gaps between class work and professional expectations like clinical experience.

Certificate of Completion in Marine Science

Low enrollments have been an ongoing challenge for the Certificate of Completion in Marine Science program. For this reason, in fall 2019, the STEM Department began a vigorous recruitment effort including:

- Raised awareness of the program on campus through brochures and short presentations to selected classes.
- Use of social media, newspaper advertisements, and other channels to recruit potential students who are not currently enrolled at CMI.

In addition, in fall 2019, two students in the certificate program were able to receive credit for an internship with a clam farming internship.

Math Bridge Initiative with the Public School System (PSS)

One of the key challenges to improving CMI's degree completion rate is that the vast majority of entering students require remedial courses before they can begin taking degree-applicable courses. To reduce the number of new students who require lower-level math on entering CMI, the College has been working with PSS to reduce the curricular gap between the high schools and CMI. In partnership with REL Pacific, discussions began in 2018 about the development of a math transition course for high school seniors. This course is now being taught for the first time, this fall. To ensure the quality of this course, CMI math instructors are currently mentoring PSS math teachers through site visits and virtual meetings. Zoom technology has allowed mentoring to continue for teachers in Jaluit and Wotje despite the travel ban put in place to prevent the spread of Dengue Fever.

Students who successfully complete the Math transition course and pass the final assessment will be able to enter credit-level math at CMI without having to take the placement test.

Development of a statistics-focused transition course is currently underway, and CMI's Strategic Plan calls for a similar course in English.

Developmental Education Department Redesign Program Background

The mission of the Developmental Education Department is to develop students' abilities necessary for success in college credit programs. The main areas of focus are English reading, writing, listening, speaking, and student engagement. The completion of developmental education courses facilitates students' competencies in college level courses, in addition to providing for lifelong learning success.

The Developmental Education Department is the foundation stone for most students beginning their career at CMI. The Developmental Education Program helps students develop the skill level necessary for a successful college experience and lifelong learning. By equipping them with language and engagement skills, these students should be better able to pursue their academic and personal goals with greater success. As such they will become model citizens and leaders for their families, communities, and country as envisioned by the college's mission and vision.

Previously, the department offered three levels of remedial English and one college success course (CMI 101). The college is using multiple measure assessment to place students which means that for those placed in developmental English it would take 1- 3 semesters or more to complete remedial English before they are eligible to take credit programs. The majority of students entering College place into less than college-level English and Math. According to IR data, 85% placed in Dev Ed for the past three fall semesters.

Developmental English and math courses are designed to raise students' academic skill ability to promote their success in credit-level courses. Accordingly, these courses, although supporting students' academically, necessitate extending a student's time toward their degree achievement.

Redesign Purpose

In fall 2019, the department redesigned its structure and strengthened its support to better serve its students and improve program outcomes. The redesign aims at accelerating students' time in developmental education, intensifying credit skills preparation, and shortening the time to graduate, by increasing departmental academic and support services.

Historically, the Developmental Education department receives the highest number of first-time students. Because these students come in with the greatest academic needs, there are three noted patterns in their outcomes: (a) their overall pass rate is well below the institutional benchmark, (b) they have the highest withdrawal rate, and (c) their 'no pass' rate is higher than that of credit-level students (see table below). It has been suggested that students' placement into developmental education courses contributes to the long standing low college results. All first-time students are required to select a degree program for Pell purposes. Therefore, the academic program's completion rate includes the time spent in developmental education. Because of the extended time spent in the developmental program for some students, their time to graduation is delayed. Additionally, in some cases, students drop out while enrolled in developmental education courses, which further impacts the completion and graduation rates.

The Developmental Education department is committed to making changes to its program such that student outcomes, which impacts institutional outcomes, can be improved. Specifically, we are hoping to make programmatic changes and offer intrusive support such that our recent course pass rates (see Figure 8) will improve.

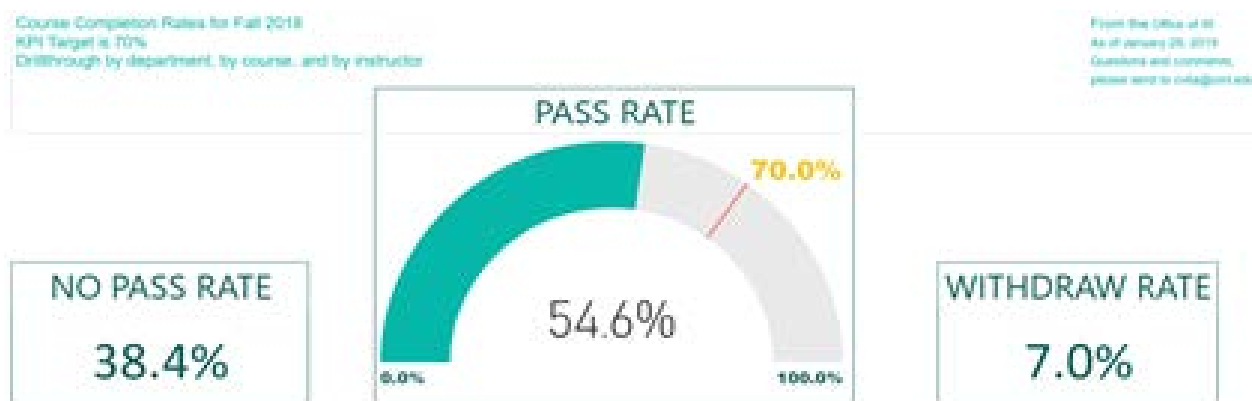


Figure 11: Pass and withdrawal rates for developmental English and CMI 101 (fall 2018)

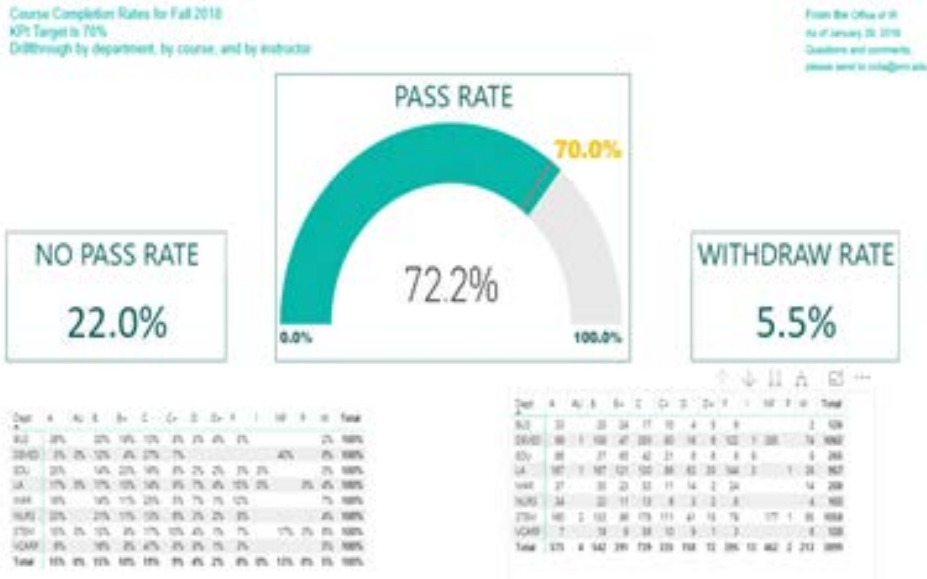


Figure 12: Pass and Withdrawal rates for developmental English (fall 2018)

Redesign Rationale

The department's initiative to redesign its program is a response to the institution's call to address the college's low completion and graduation rate. This redesign is also supported by the department's faculty who believe the developmental education program is poised for a redesign that promotes student success in a manner that aligns with best practices in the field of developmental education.

Placement. The Developmental Education department is seeing a shift in the placement pattern as compared to previous years (see Figure 9). Even though there was an increase in Levels 2 and 3 placements, this trend could be attributed to the use of multiple measures and the removal of the writing component in the placement test. Table 3 shows the distribution of placement across Developmental English courses since the multiple measure placement system was used.

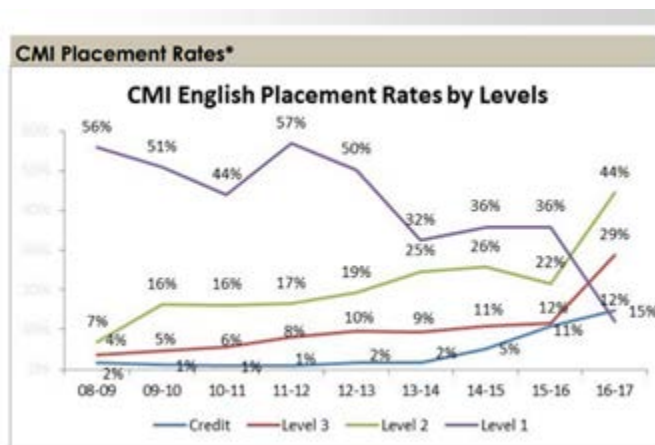


Figure 13: CMI English placement rates (fall 2008 - 2016). Source: CMI Fact Book (2016)

| Semester | Level 1 | Level 2 | Level 3 |
|------------------|------------|------------|------------|
| Fall 2013 | 50% | 19% | 10% |
| Fall 2014 | 19% | 25% | 9% |
| Fall 2015 | 36% | 26% | 11% |
| Fall 2016 | 36% | 22% | 12% |
| Fall 2017 | 12% | 33% | 54% |
| Fall 2018 | 12% | 26% | 61% |

Table 3: Placement into developmental English before and after using Multiple Measures multiple measures was introduced in 2017.

In addition, the Accelerated Program (AP) has increased the program completion number from developmental education since Summer 17. Even though the first AP/IE³ cohort started off the credit program with challenges, the later cohorts are making some significant progress with improved completion rates. The first AP/IE student graduated May 2019, having completed an A.A. in Liberal Arts in two years. There are 17 more students who had started in developmental education through the accelerated program who have five or fewer remaining semesters to graduate.

Apart from graduating seniors from local high schools, the department has also seen an increase in the number of returning residents and mature students enrolling at the college. A good number of these students are placed in the Level 3 or credit, thus it is most appropriate to offer services that best meet the needs for these students.

Developmental placement, especially into lower levels, can also create a feeling of less success and discouragement for those who already lack confidence and self-esteem. Lower placement is often associated with a decreased sense of motivation, commitment, and academic performance. Restructuring the program and emphasizing stronger student and academic

³ Intensive English

support from the department targets to change mind-set and attitude of developmental students in a positive way.

Redesign Description

This redesign incorporates changes to the structuring of academic courses and the inclusion of a comprehensive intrusive support model, which will offer wraparound services to students including but not limited to academic-related counselling for attendance, academic issues, and tutoring. The redesign model aims to improve or gain progress/semester in the department outcomes.

| Performance Goal | Current Outcome | Redesign Performance Benchmark |
|----------------------------|-----------------|--------------------------------|
| Pass Rate (ENG & CMI101) | 54.6% | Increase by 57%-62% |
| Absentee Rate | 51% | Decrease by 5%-10% |
| Time to Completion Level 2 | 291% | Decrease by 5%-10% |
| Time to Completion Level 3 | 210% | Decrease by 5%-10% |

The department will work with the admissions office in collecting disaggregated data related to our goals based on gender, originating high school, high school GPA, and placement test score. The disaggregation should be for two purposes: 1. Ensuring equity and 2. Predicting which students might need additional support to succeed and placing them in cohorts accordingly.

Redesign Mapping

A. Academic Courses

Given the department challenges in meeting Institutional KPIs for completion and retention rates and pass rates, the need to increase pass rates and lower withdrawal rates, and the priority of supporting student success, the department is restructuring the English course offerings. The department proposes to eliminate Level 1 placement and begin placement at Levels 2, 3 or 4 (Credit) based on their multiple measures placement score.

Since fall 2017, Level 1 enrollment has lessened from the regular 8-10 sections to 2 sections of 20 students this Spring 19 semester. (see table 4). The cost of offering Level 1 is subsidized by the college and with low student enrollment is not cost-effective for the department and the institution, but that does not dismiss the fact that the Developmental Education Department recognizes students' academic needs and is therefore committed to providing that extra support for student success.

| Semester | #of Sections | Total # of Enrollment |
|-----------|--------------|-----------------------|
| Fall 2013 | 8 | 143 |
| Fall 2014 | 10 | 176 |
| Fall 2015 | 10 | 160 |
| Fall 2016 | 8 | 125 |
| Fall 2017 | 3 | 53 |
| Fall 2018 | 2 | 46 |

Table 4: Level 1 enrollment (fall 2013 -2018)

Developmental placement will be at Level 2 or 3 based on placement score (see Table 5). To accommodate students who traditionally might have placed into Level 1, Level 2 will have three distinct strands. Strand 1 will be called Level 2 Extended. This strand will be designed specifically for students with lower end placement scores (0-1.0) who will require more time and support in order to be academically successful. The Level 2 Extended strand will have longer class times to allow for the teaching and learning of information that is offered during the standard class period. The Level 2 Extended strand incorporates time for extended practice, instruction, and one-on-one assistance via an embedded structure supported by extended class hours. The remaining Level 2 strands include the regular Level 2 course structure (standard class periods across 16 weeks) and the Intensive English/Accelerated Program (IE/AP), which formats the class period to fit a shorter semester period (e.g. 8 weeks fall/spring).

| | Score | Placement | Level | # of Weeks |
|----------------------------|---------|-----------------------------|----------------|--------------------------------------|
| Level 2 (3 strands) | 0-1.0 | Level 2 Extended | Level 2 | 16 weeks |
| | 1.1-1.5 | Level 2 Regular | Level 2 | 16 weeks |
| | 1.6-2.0 | Level 2 IE/AP | Level 2/3 | 8 weeks/8 weeks (AP= SU Semester) |
| | | | | |
| Level 3 (2 strands) | 2.1-2.5 | Level 3 Regular | Level 3 | 16 weeks |
| | 2.6-3.0 | Level 3/Credit Co-Requisite | Level 3/Credit | 16 weeks |
| | | | | |
| Credit | 3.1-4.0 | Credit | Credit | 16 weeks |

Table 5: Redesigned placement process for new students based on Multiple Measures Placement

New Student Placement Procedure. The redesigned program offers specially designed levels and strands to optimize students' progress through developmental education. In order to place new students' appropriately, the academic faculty will need to receive placement scores a week and a half before new student orientation/registration. This goal can be achieved if Student services and academic faculty work collaboratively and keep each other apprised of where they are in the placement testing and scoring process. Once the placement scores are received, the students will be assigned to the appropriate level.

Level 2 IE/AP and Level 3/Credit Co-Requisite. Students who place into Level 2 IE/AP and Level 3 Credit/co-requisite will go through an interview session conducted by the teaching faculty for those strands to determine the students' readiness for an intensive program. Based on the interview, a final placement decision will be made.

Level 2 IE/AP. Ideally, there will be three sections of Level 2 IE/AP per fall semester and two sections per spring and summer semesters. The expected class size is 15. In cases where the expected class size is not met, students who place into Level 2 Regular may be interviewed. If students show the appropriate interest and readiness sought by the faculty, these students will be invited to join the Level 2 IE/AP strand.

Level 3/Credit Co-Requisite. Ideally, there will be two sections of Level 3/Credit Co-requisites per semester. The expected class size is 15. In cases, where the expected class size is not met, students who place into Level 3 Regular may be interviewed. If students show the appropriate interest and readiness sought by the faculty, these students will be invited to join the Level 3 Credit/Co-requisite strand.

Level 2 Extended/Embedded Support. Students who place into the extended/embedded level will experience extended class times with embedded academic support to promote their success. This strand offers the extended/embedded features in order to best meet the needs of student who place at the lower end of the scoring continuum. It is expected that there will be two sections of this strand of Level 2 Extended/Embedded in the fall and one section in the spring. Currently, this strand is not a good fit for the summer compressed schedule.

What follows is a detailed description of the Redesign Developmental English levels, scope, and description. Attention is given to how the different levels and strands will accommodate student placement and corresponding needs.

I.) Level 2 will run three strands.

a) Level 2 AP/IE -8 weeks of Level 2 /8 weeks of Level 3

- those who fail the exit AP/IE level 2 exit test will continue level 2 in the Regular sections, while those who pass will progress to level 3. At the end of Level 3 those who pass will progress to credit in the next semester and the unsuccessful candidates will retake Level 3 in the following semester.

b) Level 2 Standard - this strand will run for the 16 weeks and follow the regular course schedule for class times.

- Unsuccessful AP/IE Level 2 candidates will join this strand.

c) Level 2 Extended- this strand will run for the 16 weeks the class time will be extended to provide additional embedded academic support.

- This strand is intended for students who score 0.0 – 1.0, which in our prior program model would have placed them into level 1

The AP/IE courses will include ENG 086, ENG 089 and CMI 101.

The Level 2 regular courses will include ENG 089, ENG 086, CMI 101 and either Math or CAP 66. Table 6 shows a summary of what the Level 2 course structure and load would look like with Developmental English and other courses (i.e., CMI 101, Math/Technology)

| Course Structure | Courses | # of Weeks | Semesters |
|-------------------------|------------------|------------|------------|
| Level 2 IE | ENG 086 | 8 wks | 1 semester |
| Session A | ENG 089 | 8 wks | |
| | CMI 101 | 16 wks | |
| Level 3 IE | ENG 096 | 8wks | 1 semester |
| Session B | ENG 099 | 8wks | |
| | CMI 101 | 16 wks | |
| Level 2 Regular | ENG 086 | 16 weeks | 1 semester |
| | ENG 089 | | |
| With Structured support | Math /Technology | | |
| | CMI 101 | | |

Table 6: Level 2 course structure/load

II) Level 3 will run two strands. [Note: This is proposed to begin by Spring 2020 because this co-requisite redesign will require extensive collaboration, meetings and class meetings with our Credit Instructors partners.]

a) Level 3 /Credit ENG (Co-requisite)- will take Level 3 ENG simultaneously with corresponding Credit ENG.

- It will run for the whole semester (16 weeks).
- Dev Ed and Credit ENG instructors will map out course work.

b) Level 3 Regular strand- will only take Level 3 ENG courses plus CMI 101, Math or Technology or another elective (if needed).

The Level 3/ Credit ENG course will include ENG 096, ENG 099, ENG 111, ENG 105 (extra credit will be requested for faculty in planning and coordinating co-requisite work). Level 3 Regular courses will include ENG 096, ENG 099, Math, Technology or elective (if needed). Table 7 shows a summary of what the Level 3/Credit course structure and load would look like with Developmental English and other courses.

| Level 3 Strands | Courses | Semester |
|-----------------|---|----------|
| Level 3 Co-Req | ENG 096 ENG 099 ENG 111 ENG 105 | 1 |
| Level 3 Regular | ENG 099 ENG 096 CMI 101 Math or Technology | 1 |

Table 7: Level 3/credit course structure and load

Areas for consideration at the Level 3/Credit co-requisite model include, but are not limited to, the following:

- Attendance and withdrawal parameters.
- Common syllabus and course policies.
- Textbooks, assignments and assessments.
- Grading considerations including arrival at final grades in both courses.

B. Intrusive Support

To best serve the students who place into developmental education and to support higher completion and pass rates, the developmental education faculty will be expanding their teaching duties to include intrusive and proactive academic/student support outreach. The purpose of this outreach is to provide wraparound services to students enrolled in classes such that there is one point of contact, i.e., the coach, who will address issues which might affect a student's academic performance and success. Particular attention will be given to attendance and academic performance issues, which are often present as interdependent issues.

Background/Rationale. An examination of attendance patterns in the Early Alert Program implemented in Spring 2019 showed that approximately 51% of students enrolled in Developmental Education English courses were chronically absent. The report explained chronically absent as having four or more absences during the two-month implementation period. If extended to a year, the four absences would equate to 16 absences, which aligns with the definition of 'chronically absent' as utilized by Johns Hopkins in their study of student attendance.

With optimal class sizes at 20 students, a chronically absent rate of 51% means that, on average, approximately 10 students will be absent during a two-week period. Posited another way, on average, on a weekly basis, a faculty member would need to contact and follow up with 5 students per class because of attendance reasons. Therefore, if a faculty member teaches 4 classes, then on average, the faculty member will need to contact approximately 20 or more students each week regarding attendance issues. Quite often students with attendance issues are also students who experience academic performance issues. In addition to these students, there are additional students who will require academic support but do not have attendance issues. For these students, the academic coach will provide additional professional tutoring to supplement classroom instruction.

Faculty Duties and Responsibilities.

Broadly speaking, the faculty will provide intrusive support in two areas: attendance advising and academic tutoring. These duties will be serviced by two different teams of 3 faculty members, each of whom will serve in two dedicated roles titled a) Academic Coaches and b) Attendance Coaches. These duties will be on voluntary bases by those willing and committed to serve in these roles.

To support these coaches in their roles, the redesign model proposes that these faculty (coaches) are to teach four classes with a total of 12-13 teaching load and request three credits of instructional equivalency to perform their coaches' duties which will enable them to meet their fifteen credits of contractual teaching load. They (coaches) will not be tasked to teach overload (in developmental education or other departments) unless deemed necessary by the chair and faculty willingness to take on extra load.

Attendance Coaches will be responsible for the following:

- Attendance coaches will develop a common database which faculty will utilize to track class attendance in a shared manner. This database will be used by coaches to identify students who need to be contacted for attendance counselling.
- Attendance coaches will to contact/locate/track down students on campus to collect data and repost on attendance issues.
- Attendance coaches are the first line of contact with the students. Once they meet the students and hear their reasons for being absent, they will (1) assist the student in resolving the problem by creating an action plan, or (2) refer the student to Counselling and TRACC or other institutional department as needed.
- Attendance coaches will liaise with the Counselling Department by setting up weekly or biweekly (frequency to be adjusted as needed) meetings to discuss attendance and related issues which can be addressed cross-departmentally.
- Attendance coaches will strive to notify faculty within 48 hours regarding students who have attendance issues.
- Attendance Coaches will counsel students on ways to improve and maintain attendance.
- Attendance Coaches will evaluate the department's attendance service at the end of the semester, present to the department and other stakeholders and make recommendations on how to strengthen/improve services for student success.
- Classroom visits or organized seminars throughout the semester will be arranged as needed.

Academic Coaches will be responsible for the following:

- Students who need extra academic support outside of class time will be referred by their course instructors to the Academic coaches.
- This definition will include students who are lacking academic skills, not submitting homework regularly, underperforming on tests/quizzes, and/or who miss major assignments such as papers/presentations. It is hoped that this type of support will also address retention given that some students stop coming to class once they see their midterm grades.
- Academic coaches will be scheduled to provide an hour and a half every day in a scheduled location (e. g. RH 204 Lab, Designated classroom).
- Course instructors will refer students with outlined needs to Academic coaches for support. Academic coaches will serve students and report to course instructors about the action taken and resulting progress. (Report forms will be created).
- For specific needs such as Library research skills or technology skills, Academic Coaches can request the support of Library or IT services for groups or individuals.
- Organize academic seminars/workshops for all developmental education students (Proactive Advising- appendix 2).

Accreditation

CMI continues to enjoy the longest period in its history of regional accreditation without sanctions. In April, a three-person team presented at the ACCJC Partners in Excellence Conference, which had the theme, *What the Future Holds: Innovative Conversations to Improve Academic Quality*. President, Dr. Theresa Koroivulaono, Vice President for Academic and

Student Affairs, Dr. Elizabeth Switaj, and Jaluit Distance Education Center Coordinator, Kenneth Fernando shared strategies for enhancing the student experience and addressing communications challenges at the Jaluit Distance Education Center in a presentation entitled “Resilient Networked Student & Learning Support for when the Hyperdrive Breaks Down.” The presentation also included contextual information about the Republic of the Marshall Islands, its education system, and the threat of climate change. The team was able to learn about best practices at colleges across the ACCJC’s member areas in California, Hawai’i, and the Pacific.

Internally, preparation for CMI’s 2021 comprehensive review is continuing, with widespread participation. College committees have integrated examination of standards into their agendas, and departments report on work relevant to standards as part of the College’s revised program review process. The members of the Accreditation Steering Committee have recruited additional members of the College community to serve on seven separate standards committees responsible for gathering evidence and writing portions of the College’s Institutional Self Evaluation Report (ISER). At an evening kickoff event on October 8, 2019, members of all standards committees gathered to review examples from other successful ISERs, discuss the basic process for assessing the College against the standards, and plan their initial strategies. On the afternoon of October 23rd, the committee members hosted CMI’s first-ever accreditation carnival to educate students, faculty, and staff about the accreditation standards. Given the success of the event, the committee has decided to hold an accreditation carnival every semester in the future. Following the carnival, the committees spent the rest of the fall semester gathering evidence so that when they draft their sections of the ISER, every claim can be proven. Gathering evidence before writing is the process recommended by ACCJC.

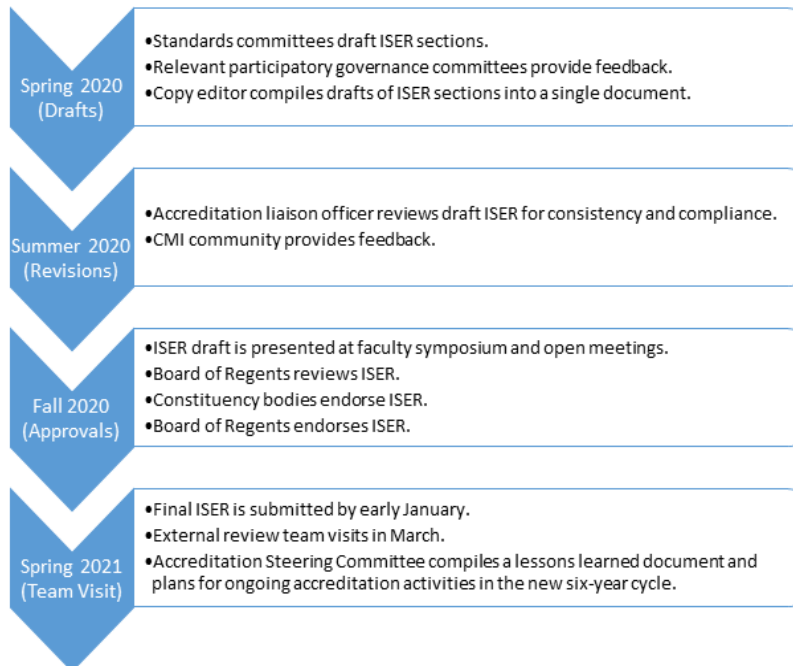


Figure 14: Students participating in the Accreditation Carnival.



Figures 12: More students participating in the Accreditation Carnival

The timeline for the comprehensive review is as follows:



Performance management

Embedding a Performance Culture at CMI

Cycle 3 of the Performance Management System implementation commenced with the implementation of a number of changes to the system following the first formal evaluation of the PMS in 2018. The changes were aimed at improving the mechanics of the PMS and help embed a performance culture at CMI.

One significant change was the implementation of a single performance cycle for both faculty and non-faculty employees that is synchronized with the CMI fiscal year from October 1st to September 30th. As expected the timing of the new cycle gave faculty the opportunity to focus on completing performance evaluations unimpeded where previously faculty were also simultaneously completing student assessments at the end of a school year.

Cycle 3 also commenced with the implementation of a revised performance and behavioral rubric for faculty. Refresher sessions were conducted for faculty and academic Chairs in January 2019. Efforts were also stepped up to embed the PMS with training conducted for Technical and Support staff focusing on refining and aligning performance objectives to departmental goals and the College mission. Likewise, refresher sessions were conducted for employees prior to mid-term and final evaluations during cycle three. In total 11 training sessions as well as a number of one-on-one sessions with employees on various aspects of the PMS were conducted throughout the year with a coverage of around 100 employees.

Keeping the PMS relevant is key and in this regard there is ongoing informal and scheduled formal reviews of the system to maintain its relevance to the College and its mission.

Building Marshallese capacity

As the national college of the Marshall Islands, CMI prides itself in continuously making a conscious effort to increase Marshallese capacity in all cadres of its employees. In this regard increasing the number of Marshallese faculty is a key performance indicator that continues into the new strategic plan. At the start of the new academic year 2019-2020, Marshallese faculty in the credit and Developmental Education programs increased from 11%(5) in 2018 to 16% (7) of a total of number of faculty (42). Adult Basic Education and Vocational and Continuing Education faculty are almost all Marshallese. Two new Marshallese faculty are expected to join the ranks of our credit faculty in the new academic year commencing Fall 2020 when they complete their Masters Degrees from the University of Guam under the Majol Mokta (Faculty Fast Track) Program. In addition, the college continues to support current Marshallese faculty to further their academic qualifications with one pursuing a PhD and two more furthering their studies to complete a Masters' degree and a Bachelors' degree.

Under the CMI's Jitdam Kapeel programs targeted at building Marshallese capacity in the Management and Professional cadres, a total of seven employees are currently pursuing their bachelors' degrees in the areas of education, business and information systems and one pursuing a Masters' Degree.

GRANTS

Upward Bound

About a month prior to starting the Upward Bound (UB) Program academic year 2018-2019 recruitment of faculty members and tutors was completed. Classroom reservation, class assignments, as well as classes to be taught were in place.

A total of 10 class subjects, 5 instructors, and 8 tutors were hired for the Fall 2018 semester. UB Staff also taught a class. All 62 continuing students spent two hours in English (English 2, English 3a, English 3b, English 4, or Creative Writing), two in Math (Basic Math, Algebra 1, Math Geometry, Math Independent, or Intermediate Algebra), and another two in study hall per week from Monday through Thursday. Counseling and study hall services were provided on Fridays for students who were considered high academic risks.

A math support class, test prep class, and a Teaching Through Technology (T3) class were added in the Spring 2019 schedule. In the T3 class students engaged in learning how to build raspberry pies and how to operate them. Here students explore computing and develop growth mindsets.

Throughout the academic year weekly report cards on student progress were disseminated for students to take home, and return to the office. Quarterly report cards were collected from target schools for review and implementation of services for improvement. Wednesday weekly assemblies commenced to help with the communication of information. TOEFL test practices were conducted on two separate Saturdays for seniors. Test prep classes were comprised in the class schedules to help seniors in the college application process. While most seniors completed their requirements for a post-secondary institute, 7 are now attending Eastern Oregon University and 5 are enrolled here at CMI.

The summer component consisted of a six week residential. Summer program move-in date was June 8th with classes starting on June 9th. Sixteen different courses were offered in the summer with four one-hour and twenty minute periods each day. Courses offered included math (2 levels), English (Comprehension & Research Writing), Chemistry with lab, Marine Science, T3 (3 sections), Physics with lab, Test prep, American Sign Language (ASL), cultural life skills, and a clothing and textiles class. Science classes were presented in lectures and hands-on engagement sessions. The Marine Science class made use of the lagoon and ocean side out in Arrak. Classes ended on the 18th of July followed by the end of the year banquet.

Student activities over the summer consist of after school ice-breakers, physical games and activities, as well as community involvement. Three teams (1 male basketball and 2 female volleyball) of students engage in a sports league hosted by Majuro Atoll Local Government's (MALGOV) Sports Division. A community service beach clean-up coordinated between Upward Bound, Land Grant, and MALGOV was also executed.

The Senior Trip took place from July 16th – August 04, 2019. Fourteen students flew to Pohnpei in the Federated States of Micronesia (FSM) on a cultural/educational trip. One highlight of the trip included attending the inauguration ceremony of FSM's new president where the cohort met the RMI President and took pictures with her. The students experienced life as a college student

living in the College of Micronesia-FSM dorms. Students toured various departments during a college tour, collecting and asking information about enrollment, Pell Grant, and much more.

A cultural tour into the heart of the Pohnpeian culture, the Nan Madol trip, was very informative. Students not only learned about the ancient ruins but also found out that Pohnpeian oral tradition informs us that Marshallese people were actually involved in the construction of the ancient wonder. Students also ventured on a boat to the famous sanctuary Ant Atoll for a day of swimming and barbecuing. Much about the culture of Pohnpei was explored. The flight home on Nauru Airlines ended the 2018-2019 school year.



Figures 13 - 16: Upward Bound students engaging in different activities

Navigating Student Success in the Pacific (NSSP)

| Award Amount: | Funded By: | End Date: |
|----------------|------------------------------|-----------|
| \$1,249,985.00 | U.S. Department of Education | May 2021 |

There are currently 15 educators focusing on severe disabilities and 11 focusing on Deaf education and are on track to graduate in 2020 with advanced specialization certificates. These programs will contribute to improved educational services for students with disabilities across the nation and the larger Pacific community. During the summer session, these students and their instructors held a community fun fair on CMI's basketball court to share the message that education is for everyone.

Advanced Technological Education

| Award Amount: | Funded By: | End Date: |
|---------------|--|------------|
| \$43,450.00 | National Science Foundation through University of Hawaii Manoa | March 2021 |

The National Science Foundation- Advanced Technological Education (NSF-ATE) Program is designed to improve STEM education at the undergraduate and secondary school levels through minority-serving community colleges of the Pacific Islands. Over 275 CMI students have benefited either directly or indirectly from the NSF-ATE Grant. This benefit has come from internships and from the improved curriculum supported by faculty development activities. The summer footlocker workshops and the equipment supplied by the grant have allowed students and faculty access to technology that would otherwise have been unavailable.

Islands of Opportunity Alliance- Louis Stokes Alliances for Minority Participants

| Award Amount: | Funded By: | End Date: |
|---------------|---|-------------|
| \$91,600.000 | National Science Foundation through University of Hawaii Hilo | August 2023 |

The Islands of Opportunity Alliance- Louis Stokes Alliances for Minority Participants (IOA-LSAMP) Program works to increase the numbers of underrepresented minority students graduating with two- and four-year degrees in Science, Technology, Engineering and Math (STEM) disciplines. UH Hilo serves as the lead institution in the IOA, which includes 10 other alliance partner institutions in the region.

Reimaanlok- Ridge to Reef (R2R)

| Award Amount: | Funded By: | End Date: |
|---------------|--------------------------|------------|
| \$197,375.00 | UNDP Pacific Office Fiji | April 2020 |

The Reimaanlok- Ridge to Reef (R2R) Project objective is to sustain atoll biodiversity and livelihoods by building community and ecosystem resilience to threats and degrading influences through integrated management of terrestrial and coastal resources in priority atolls/islands. As an implementing partner, CMI will support higher education providers in developing coursework and testing a curriculum for an Agroforestry/Terrestrial Certification Program at the College. The coursework will include regionally accepted sampling and estimation procedures and Open Education Resources Development. CMI will also enhance the formulation of the GIS-based MIS,

by supporting the National Spatial Analytics Facility monitoring and evaluation platform that is accessible to the public and policy makers.

Area Health Education Center

| Award Amount: | Funded By: | End Date: |
|---------------|--|-------------|
| \$101,955.00 | Health Resources and Services Administration (HRSA) through University of Guam | August 2020 |

Area Health Education Center (AHEC) Cooperative Agreements are authorized under Section 746(a) (1) of Title VII of the Public Health Service Act (the "Act"), with funding by the Health Resources and Services Administration (HRSA). The Act authorizes federal assistance to schools of medicine meeting certain criteria that have cooperative arrangements with one or more area health education centers for the planning, development and operation of area health education centers servicing the primary care needs of underserved populations. Participating medical or nursing schools are responsible for providing for the active participation of at least two health professional schools affiliated with the University.

An area health education center, or AHEC, improves health care in underserved communities through increasing the number, diversity, and practical skills of the health workforce. The AHEC program works collaboratively with a network of partners in local communities, the region, and other resources.

The Guam/Micronesia AHEC: The program addresses the needs of its service area by:

- Organizing learning activities for students to foster interest in the pursuit of health careers and prepare them for college.
- Supporting nursing, public health, and allied health education programs in Guam, FSM, and the RMI and implementing an AHEC Scholars Program.
- Connecting health professions students to primary care clinical experiences in underserved areas.
- Transforming health care practice through continuing education.

The program is administered by the School of Nursing and Health Sciences, University of Guam, and funded by the Health Resources and Services Administration, Department of Health and Human Services, and local matching funds. AHEC Centers are funded by Guam Community College, the College of Micronesia-FSM, and the College of the Marshall Islands to implement the objectives of the program.

Listed below are some of the services that the CMI AHEC Program agreed to do:

- graduate at least 10 students every even numbered year and provide interdisciplinary public health training.
- provide continuing education for 100 individuals each year.
- develop, implement, and evaluate the AHEC Scholars Program.
- implement a tutoring program for nursing and public health students.
- participate in Guam AHEC partnership evaluation activities, research projects, and tracking systems for the purpose of measuring outcomes.

Peer to Peer Educator Grant

| Award Amount | Funded By | End Date: |
|--------------|--|--------------|
| \$59,070.00 | SAMHSA Through RMI Single State Agency | October 2021 |

CMI proposed the development of a Peer to Peer (P2P) program. This peer education program is designed to change students' perceptions, behavior, and tolerance regarding the most critical health and wellness through peer to peer mentoring. The program started with 4 P2P members in spring of 2011 when CMI's enrollment was 994. To date, we have 6 members to increase the activities and educational information for the prevention of alcohol, tobacco and drugs usage and abuse among our students as well as in the community.

Along with the prevention categories, the counseling services is providing substance abuse need assessments and offering basic treatment on motivational interviewing sessions and support groups for the CMI community. The P2P program and CMI counseling services have been actively involved with our community service providers to reduce and prevent substance abuse and misuse in the RMI. This year P2P has spread its services to help both public and private high schools in Ebeye and Majuro to create student peer mentors' clubs within these high schools.

Although the number of students seeking higher education continues to grow, the number of students achieving success is quite low. Each year, approximately 50 percent of CMI students persist from year to year. Although mostly anecdotal, many of these students leave school due to pregnancy, child care responsibilities, alcohol dependence, poor nutrition, poor study habits, low self-esteem, and a lack of positive peer role models and leadership opportunities. In addition, each semester student incidents involving alcohol and violence at the residence halls continue to take place.

CMI has a considerable captive audience in its students, intellectual resources, and the capability to provide prevention strategies that will reduce at-risk behaviors and enhance awareness of resources to support students' health for a lifetime of success.

Prevention categories: 1) Information dissemination; 2) Education; 3) Alternatives; 4) Problem identification and referral; 5) Community-based process; and, 6) Environment. These categories will serve to convey educational messages by endorsing "healthy" norms, beliefs, and behaviors for secondary and higher education students in Majuro and beyond.

Improving the Quality of Basic Education

| Award Amount: | Funded By: | End Date: |
|---------------|------------------------------|----------------|
| \$801,724.00 | Asian Development Bank (ADB) | September 2023 |

Critical changes to learning and teaching at CMI are provided under this project.

1. The Quality Pedagogical Framework (QPF):
 - Continue to integrate the Quality Pedagogy Framework⁴ in all ASEE and BAEE program Education courses.
 - Evaluate the effectiveness of student teachers using QPF-integrated pedagogies in the classroom (during their practicum sessions).
 - Incorporate improved methodologies and practices from evaluations and practicum observations in revising the integration of the QPF in CMI courses.
 - The Education Department has produced a QPF Learning Plan Resource Guide for BAEE students. The guide contains QPF learning plans and teaching resources for the following subject areas: ELA, Math, Social Studies, Health, Science, Art and Physical Education. The resource guide is available in hard copies and also uploaded in the BAEE Moodle courses.
2. The Learning Designer
 - CMI's first Learning Designer, Manny Mottelang was recruited in 2018. The learning designer's primary role is to work with faculty to design and develop online and hybrid courses.
 - Furthermore, the Learning Designer will offer training in the different modes of learning to faculty, staff and students as required.

CMI will continue to collaborate with PSS, USP and IQBE consultants across the project to ensure collective impact that improves student learning outcomes, especially in literacy and numeracy (in the language of instruction). Furthermore, the introduction of emerging pedagogies and new learning technologies through Blended learning will provide, for the first time in the RMI, intensive and Education sector-wide training and development in twenty-first century educational theory and practice.

⁴ The QPF consists of six components that are designed to not only guide teaching and learning in the classroom, but also inform Teacher Education Programs at CMI and USP and how the RMI Ministry of Education wants to improve education in the Marshall Islands. The Six Components of QPF are Prior Knowledge, Learning Outcomes, Success Criteria, A Variety of Connected Activities, Feedback to Feed Forward and Reflection.

Standard, Training, Certification and Watchkeeping for Seafarers & Pacific Islands Regional Fisheries Observer (PIRFO) Basic Observer Training

| Award Amount: | Funded By: | End Date: |
|---------------|-------------------------------|-----------|
| \$73,019.06 | National Training Center- RMI | July 2019 |

The 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.

GEM Geo-Science in Education

| Award Amount: | Funded By: | End Date: |
|---------------|--|-----------|
| \$7,500.00 | National Science Foundation through PREL | May 2019 |

The Geo-Science in Planning, partnership with CMI Adult Education Program.

PREL and iREi involve students in activities related to the following outcomes:

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

This module leads the development of a nationwide infrastructure map for the RMI. At present, accurate geospatial information on the locations and sizes of buildings and other human-made structures—from local-style houses and meeting places, to contemporary-design structures—is available only for two of some of the most densely populated atolls in the RMI: Majuro and Kwajalein.

GIS data are missing for most other places, which collectively make up a third of the nation's population. The project consists of GIS-savvy users from partner organizations and at least one representative from each island in the RMI. They will together utilize remotely sensed imagery to map all man-made structures and work with the individuals on the ground in various places to verify and append that information.

The ABE program on the main campus has mapped the infrastructure from Laura to Rita and the island of Rongrong. This was successfully completed by the students who are part of this GEM Mapping Club in Fall 2018 and Spring 2019.

Under the COM Land grant, of which CMI is a member (with Palau Community College and the College of Micronesia-FSM), the following grants are available to the Agriculture Researcher and agriculture extension agents and assistants for improving food security.

Atoll Soil Improvement

| Award Amount: | Funded By: | End Date: |
|---------------|---|--------------|
| \$40,000.00 | Land Grant through College of Micronesia- FSM | October 2021 |

Food Enhancing Productivity

| Award Amount: | Funded By: | End Date: |
|---------------|---|-------------|
| \$106,000.00 | Land Grant through College of Micronesia- FSM | August 2019 |

Atoll Urban Gardening

| Award Amount: | Funded By: | End Date: |
|---------------|---|-------------|
| \$50,000.00 | Land Grant through college of Micronesia- FSM | August 2019 |

Forestry Stewardship Program

| Award Amount: | Funded By: | End Date: |
|---------------|--------------------------------|------------|
| \$40,000.00 | U.S. Department of Agriculture | March 2023 |

The Republic of the Marshall Islands (RMI) faces many challenges most especially when it comes to food security. Recent data revealed that RMI has 91% dependency on imported foods. This dependency on imported foods that are mostly high in carbs have proven to have links to the epidemic of non-communicable diseases like cardiovascular problem, diabetes and its complications. The current trend shows that food production decreases while the demand for food commodities increases due to urbanization. This situation obviously calls for more stable effort in food production related activities. Other related challenges are strong winds, salt spray, inundation, drought and other climate related issues. In addition, the soil condition is generally sandy and poor in quality. It lacks essential soil nutrients necessary for proper plant growth and development. With these current challenges that the RMI is encountering, the Forest Stewardship project can help to alleviate the situation by advocating the need for more stable tree planting. This project calls for a more stable supply of quality trees for distribution, more training for stakeholders, and consistent awareness on the importance of agroforestry in RMI. The project therefore primarily addresses the Republic of the Marshall Islands Forest Action Plan (FAP, also known as the Statewide Assessment and Resource Strategy). Food security and sustainable livelihoods are crucial outcomes to “promote and increase production of agroforestry including high-value crops... rejuvenate traditional crops... urban home gardens.” (Project documents).

Guam Coalition Against Sexual Abuse

| Award Amount: | Funded By: | End Date: |
|---------------|----------------|-----------|
| \$23,000.00 | Guam Coalition | June 2019 |

The Guam Coalition Against Sexual Assault & Family Violence (GCASAFV) is a non-profit organization whose members are other community-based providers, government allies, and individuals who address sexual assault and family violence issues on Guam.

GCASAFV purposes

- To address sexual assault and family violence issues with one united voice.
- To provide education, outreach and training regarding sexual assault and family violence.
- To identify gaps in services to victims of sexual assault and family violence and to make recommendations for changes.
- To speak out so that victims of sexual assault and family violence on Guam can readily get the services that they need.
- To build the capacity of organizations and networks through training and education in order to meet Guam's sexual assault and family violence needs.
- To be sure that voices of survivors of sexual assault and family violence guide the work of the GCASAFV.

Other Community Partners:

- American Samoa Community College
- College of the Marshall Islands
- College of Micronesia – Federated States of Micronesia
- Community Services & Resources, Inc.
- Guam Contractors Association Trades Academy
- Guam Community College
- Guam Crime Stoppers
- GTA TeleGuam
- Humatak Community Foundation, Inc
- Northern Marianas College
- Northern Marianas Trades Institute
- Palau Community College
- Pacific Islands University
- Soroptomist International of Guam
- University of Guam.

The above information is available at: <https://guamcoalition.org/about-us/general-information>

Adult and Continuing Education (ACE)

The Adult and Continuing Education has continued align its activities and programs to the College's vision. This year has seen a lot of new programs launched by the department that has largely contributed to equipping students with essential skills and also for self-sufficiency. Apart from the Adult and Basic Education program and the faculty professional development, the ACE launched the first ever Construction Trades Boot Camp as part of its Youth Corp program. The Workforce Development Training programs were launched with a series of training initiatives for the private and public sector.

This year has seen a boost in the department with the additional Continuing Education programs that will enable its participants to obtain stackable credentials that can contribute to attaining an Associate's or Bachelor's Degree.

The following programs were offered this year:

- Adult Basic Education;
- Vocational Education – Maritime and Carpentry;
- Youth Corps; and
- Workforce Development Training.

Adult Basic Education (ABE)

ABE classes were offered at the main Uliga campus and the Ebeye and Jaluit Distance Education (DE) Centers. To successfully complete the program, the Faculty developed both summative and formative assessments for the students.

There are 5 levels and a homegrown placement test is being used to place students in either of the levels from 1 to 5 depending on their scores. Students at Level 5 are expected to undertake two major assessments before the final exam to enable them to graduate. The assessments have been created from HISET practice tests. Based on the results, there is still room for improvement in Math and English Writing.

The Faculty worked with Developmental Education Faculty on ways to teach writing more effectively. Members of the community have visited the office to take the HISET. This year, we lost one of our best instructors who worked with the College in the ABE program for more than 5 years. Charles Jacklick passed away following a prolonged illness.

The Uliga campus has six full time ABE Instructors. At the Ebeye Center there is one full time instructor who is also the Acting Center Coordinator and 4 adjuncts. The Center is still in the process of hiring a full time Center Coordinator. Jaluit Center has 1 full time instructor and is currently recruiting an assistant.

In Summer 2019, the ABE Department Chair and the Dean presented at the HiSET@program/Iowa Adult Education and Literacy on the research paper, 'Creating a Safe Learning Space for Students' with a Case Study on Marshallese students in the ABE Program.

Professional Development for Faculty

The training and professional development (PD) sessions that were organized for the department Faculty this year included:

1. SLO Assessment Training
2. Teaching Strategies to make Math Fun
3. Use of Nuventive
4. Literacy Workshop – A Generic Approach to Writing

ABE Enrolment

Enrollment rates have increased in all of the centers as seen in the figures below for the last 4 years. Classes were offered in the Summer at both the Uliga Campus and the Ebeye Center.

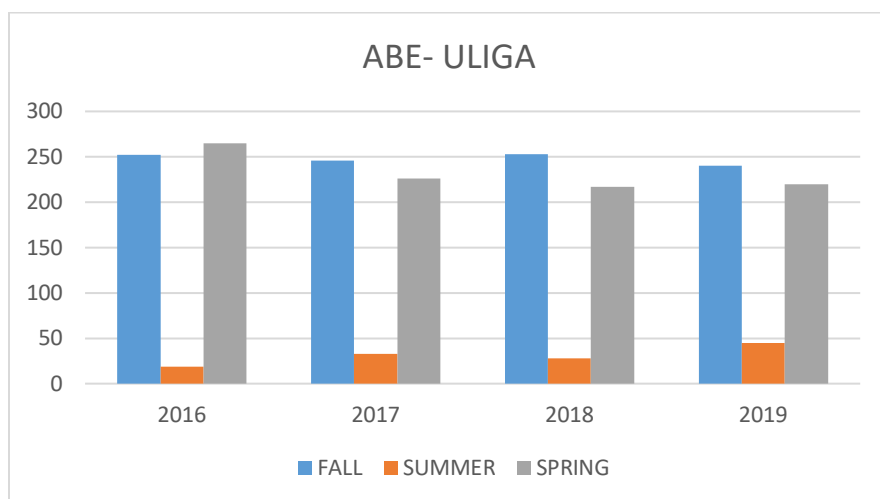


Figure 17: ABE Uliga Campus

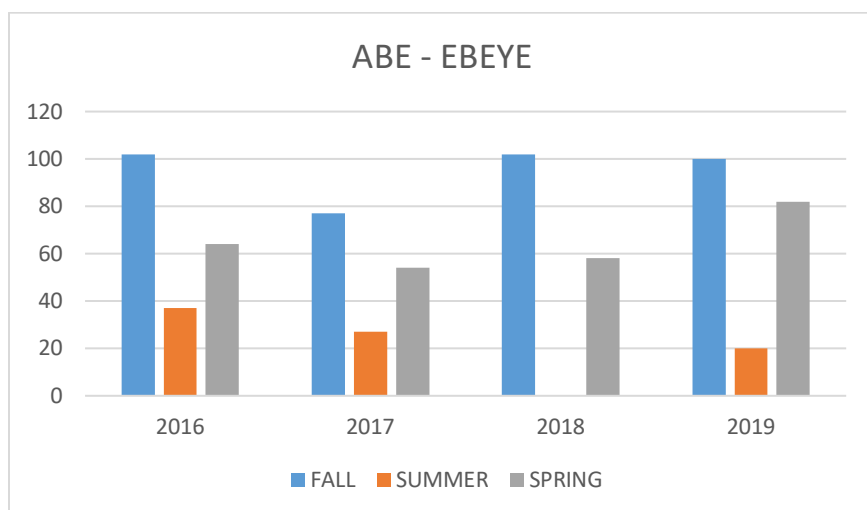


Figure 18: ABE Ebeye Center

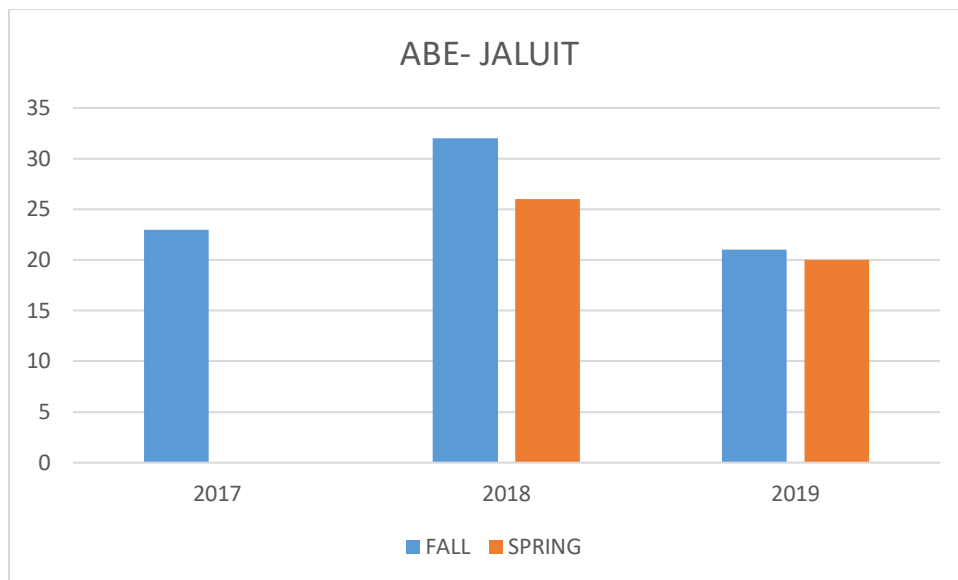


Figure19: ABE Jaluit Center

ABE Graduation

Below is a summary of the ABE graduation rates. The combination of ABE students ranges from ages 17 to 50 years old and the majority of our students have very young families. Some students withdraw at Levels 4 and 5 to find employment to be able to support their families however, they generally return after a semester or two to continue and graduate.

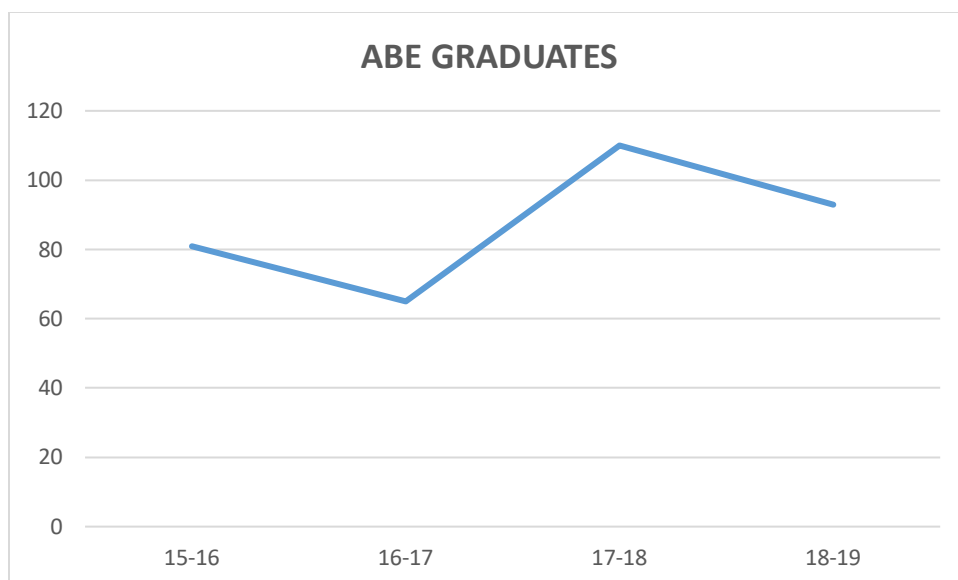


Figure 20: ABE graduates

Future Plans for Adult Basic Education

- Develop an Adult High School Model that integrates College Vocational courses.
- Integrate the ABE and Carpentry program to assist with increasing students in the vocational program and equipping them with the necessary lifelong skills.
- Encourage faculty to present at Adult Education conferences.

Arrak Campus

The Arrak campus offers the Vocational Programs of the College and also has a residence Hall for male students at the College which also includes the Dining Hall, Library Services, IT and the Land Grant.

The campus has the following staff:

- 1 Director
- 4 Kitchen Staff
- 1 Maintenance Staff and 9 Special Contract employees
- 1 Residence Coordinator
- 5 Safety and Security guards.

The Vocational Carpentry and Maritime programs are offered at the Arrak Campus. The campus hosted the Management Retreat which was attended by 20 members of the Management Group.

Vocational Education

The Carpentry Program

The Carpentry program graduated 17 students, and 10 have secured employment at the College of the Marshall Islands' Physical Plant department. These students did a 1-year Certificate program based on construction knowledge and skills. The main focuses were on blueprint reading, building construction (footing and foundation, floors, walls, ceiling, and roof framing/finishing) construction materials, tools, and safety.

Enrollment Numbers – Fall 2016- Fall 2019

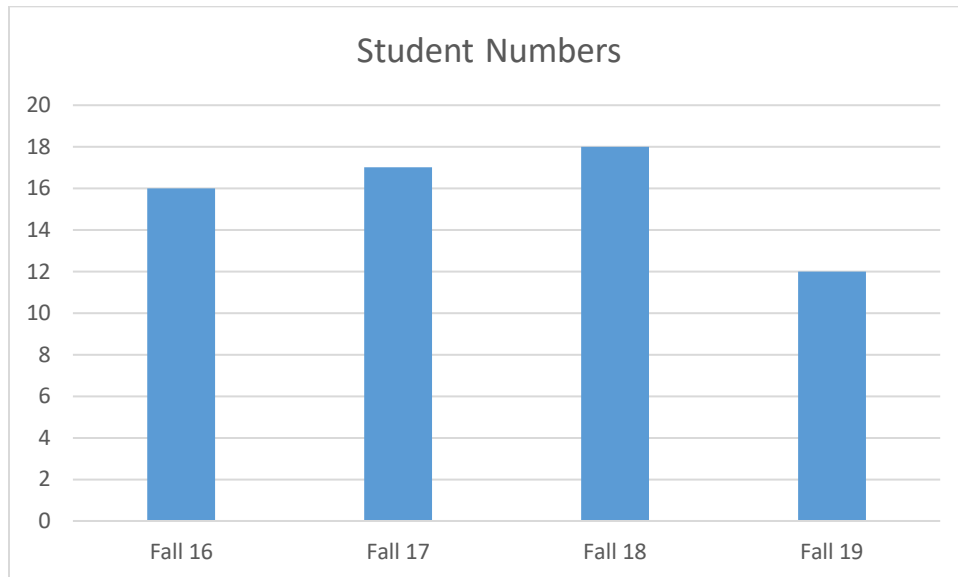


Figure 21: Carpentry program student enrollments

The numbers decreased in Fall 2019 which prompted the Department to coordinate with the National Training Council in developing an MOU to boost the interest and skills of young Marshallese in the vocational trades.

The Carpentry program now has three full-time instructors, and one Continuing Education instructor. The Continuing Education Instructor has developed community projects in Basic Computing and Youth Entrepreneurship and will develop remedial programs for ABE students who have great difficulty in Math and English.



Figures 22 & 23: Carpentry program graduates at the Arrak graduation ceremony with Vice President for Business & Administrative Affairs Stevenson Kotton

Future Plans

A primary aim for the Carpentry program is to continue the collaboration with NTC on their TVET Foundation program to ignite the interest of high school students in this trade. There are discussions underway to relook at the curriculum and the credits earned to enable graduates to use the carpentry certificate to transfer to other colleges.

In Spring 2020, the Carpentry team will work much more closely with Student Services to conduct vigorous marketing to increase the enrolment numbers. There are plans to engage the students in Construction Community projects to expose them to real life jobs in this field.

One of the instructors has vast industry experience so a plan is being developed to provide a mentorship program for vocational students to boost performance.

The Maritime Program

The RMI 2019 Basic Pacific Islands Fisheries Observer Training (PIRFO) course was conducted on Majuro from April to July 2019. Prior to the basic observer course, two weeks of generics and the STCW95 Sea safety course was undertaken by selected trainees, followed by three weeks of observer pre-training in preparation for the 5 week PIRFO course.

Finally, the five weeks of PIRFO course ran from June 10th to July 12th. The duration of the courses that leads up to certifications at the end of training course involves a total of 10 weeks. This was possible with the training grant provided by the National Training Council (NTC).



Figures 24 & 25: Firefighting drill during Maritime training

SPC/ FFA sub-regional programs were greatly involved in fully funding the attendance of SPC/ FFA PIRFO Regional Trainers and Coordinator who delivered training on the very important administrative sides of Regional Observer programs (ROP) and the PIRFO Road map, Conservations Managements measures (CMMs) and resolutions, Regional Programs, other

general data collection forms, assessing journals and most importantly the sorting out of certificates for the trainees.

The RMI 2019 Observer program started with a total of eleven trainees, all from the RMI. All of them had successfully completed the STCW95 sea safety course. Discussions continue on the best ways to recruit females as all the 11 participants this last time were males.



Figure 26: Students undergo sea safety as part of the Observers program

The Maritime Instructors held meetings with the CMI Student Services team to identify ways to increase enrolment numbers and raise the awareness of training requirements. Meetings were also conducted with the RMI Police Department to conduct training for its employees.

As part of their continuous professional development, the Maritime trainers attended the following training to enhance their skills and knowledge.

- Maritime College Networking Seminar in the Solomon Islands;
- Fire Prevention and Fire-fighting Simulation according to the new Standard of Training, Certification and Watch-Keeping for Seafarers (STCW 2010) Manila Amendments in Vanuatu; and
- Certificate IV in Training and Assessment.

The Maritime team delivered a presentation on the successes of CMI Maritime Training at the CTE Summit in Guam Community College this year. Along with the presentation, a video was prepared which was also used as a recruitment tool for the program.



Figure 27: Maritime faculty at the Fire Prevention & Fire Fighting Simulation training

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 International Maritime Organization (IMO) standards as the programs are offered using IMO guidelines.

The Youth Corps Program

The Youth Corps Program was developed to combat the high unemployment youth rate (unofficially 58.8%) in the RMI and promote national service.

Referee and Umpire Clinic

In collaboration with the Land Grant 4-H Youth Program, Youth Corps conducted a Referee & Umpire Clinic in one Majuro community. This involved the support from this particular community in gathering 14 young men to participate in this clinic. A community league was conducted after the training to allow participants to practice the skills and knowledge they absorbed from the training.



Figures 28 & 29: Trainees at the Referee & Umpire Clinic

Solar Photo-Voltaic Trainings

Through collaboration with Green Energy Solutions and the Jaluit Atoll Local Government, Youth Corps conducted a one-week solar training on Jaluit Atoll. There were 19 young men recruited by the Jaluit Atoll Local Government for the training. A similar solar photo-voltaic training took place on Majuro at CMI Uliga campus in April. The ten youths were unemployed and had no experience at all in this field. However, the four weeks of internship gave them enough time to be exposed to a real working environment. As a result of this training, two trainees have already secured employment at CMI and the Marshalls Energy Company.

Solar panel training was also launched from November 25th to December 6th on Ebeye. This training was supported by an MOU signed between CMI and the Kwajalein Atoll Local Government to up-skill the large number of unemployment youths residing on Ebeye. The aim is to equip these youths with skills that are highly in demand on the Kwajalein Military Base.

Construction Trades Boot Camp

In summer 2019, the first-ever Construction Trades Boot Camp training was conducted. Over six weeks, students developed basic skills in Industrial Safety, Carpentry, Masonry, Electrical, Heat Ventilation & Air Conditioning, and CPR/First Aid. This training was organized through a regional partnership with Guam Community College. GCC sent two experienced CTE instructors who managed used a hands-on approach to keep student engaged and played integral roles in their completion.



Figure 30: Trainees at the Solar Photo-voltaic training



Figure 31: Boot camp trainees

Twenty-four out of twenty-four students from all around Majuro who started the Boot Camp successfully finished the six-week program. Seventeen of these students secured employment immediately with companies such as Robert Reimers Enterprise and Pacific International, Inc. and by CMI.



Figures 32 & 33: Left: The trainees take time out for a photo break with Instructor Ron (seated at the center) and CMI administrators. Right: Boot camp graduates with Instructor Ed (in the light blue shirt)

Each boot camp participant also had the opportunity to earn a U.S.-recognized National Career Readiness Certification. NCRC is an assessment-based credential that measures skills critical to on-the-job success across industries and occupations. The Applied Math assessment measured critical thinking, mathematical reasoning, and problem solving techniques for situations that actually occur in today's workplace. The Workplace Documents Assessment measured the skill people use when they read and use written text such as memos, letters, directions, signs, notices, bulletins, policies, and regulations on the job. The Graphic Literacy assessment measured the skill needed to locate, synthesize, and use information from workplace graphics. The students received certificates based on their scores. The College has attained 1 Platinum, 1 Silver and 7 Bronze holders in NCRC and will work with the National Training Council to introduce Career Readiness in the community particularly with High School graduates and job seekers.

Community Engagement

Youth Corps also engaged with the community and participated in some activities including:

- Community Clean-Ups;
- World Food Day;
- Dengue Fever Response Volunteering; and
- Implementation of the Youth Entrepreneurship National Action Plan.

In September 2019, as volunteer groups, the program also joined the Jo-Jikum Youth Organization for the Micronesian Cleanup Day to do community cleaning. In October, the Youth Corp was invited to be part of the coordinating committee for the World Food Day activities organized by the Ministry of Natural Resources and Commerce.



Figure 34: Youth participants in the various Youth Corps programs for community engagement projects

Below is a summary of the Youth Corps training programs over the last two fiscal years.

| | FY18 | FY19 |
|------------------------|-------------|-------------|
| # of programs | 1 | 5 |
| # of trainees | 21 | 89 |
| # of trainees employed | 0 | 19 |

Future Plans for Youth Corps

The following are some of the activities planned for 2020:

- Solar PV Training for outer islands -Youth Corps will collaborate with the Marshall Islands Mayors Association (MIMA) to identify which islands/atolls require solar training.
- Construction Trades Boot Camp – A similar Boot Camp to the one in Majuro (this year) will be offered on Ebeye in summer 2020.
- Automotive & HVAC - Discussions are under way with training providers in the region to coordinate with the ACE department to develop these training programs.
- Partner with the National Training Council to boost vocational skills training in the RMI from high school levels.
- Coordinate with the Life Skills Academy and the PSS to introduce the National Career Readiness Program.

Workforce Development Training

The ACE department launched its Workforce Development Training program on March 7, 2019 at the Old Library with the theme, "Building an effective and efficient workforce for the Republic of the Marshall Islands". To kick-start the program, we offered a one-day Customer Service training.



Figure 35: Launching the Workforce Development Training with President Koroivulaono

The main objective of the training was to provide the participants with opportunities to explore their responsibilities in their role as leaders in a customer service environment which was essential for any business success.

After a vigorous marketing drive through the use of flyers and door to door visits and discussions, we successfully launched this program. The support from stakeholders like the Chamber of Commerce and other private and public organizations has been very strong and this is evident in the range of participants that have attended the training.