



CMI

COLLEGE OF THE MARSHALL ISLANDS

PRESIDENT'S ANNUAL REPORT

2020



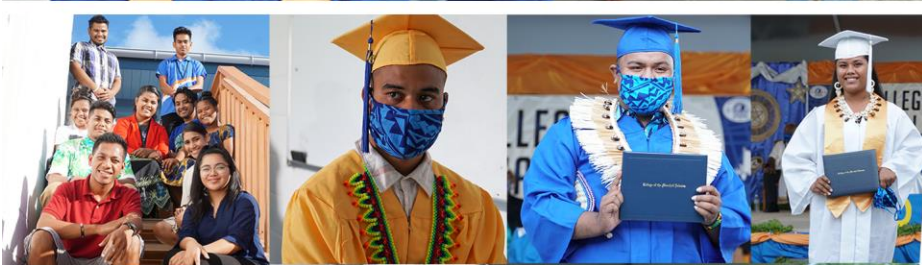


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Preface

The purpose of this annual report is to provide the President and Nitijela of the Republic of the Marshall Islands (RMI) and the Marshall Islands community, with a summary of activities undertaken at the College of the Marshall Islands (CMI) in 2020. 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.*

Despite the uncertainties and challenges presented this past year, the 2020 CMI Annual Report reflects how the College of the Marshall Islands has demonstrated its determination to deliver the promise of sound educational outcomes aligned with its strategic initiatives.

The opening of the Distance Education Center on Wotje, the successful implementation of a new student orientation program in fall 2020, together with the innovations in program design and course delivery, have ensured wider access and higher levels of student engagement. These have combined to increase success and to improve student retention to closely reach the 63% goal. There is no question that the achievement of a graduation rate of 14% has provided the college community with confidence, and has confirmed how the structures and systems, now firmly in place, have enabled CMI to approach and potentially surpass the 15 % credit level completion-rate target.

During 2020, planning commenced to strengthen the college's resilience by adopting a new Student Information Services (SIS) System, establishing a document management system, to enhancing and expanding the CMI Institutional Data Services, improving CMI's Financial Management and Reporting, and then migrating all these essential services, together with online courses, to cloud based systems. We expect to complete this in 2021.

The primary focus for 2021 will be to successfully complete ACCJC Accreditation. But our sight is firmly focused on maintaining continuous improvement, to substantially increase student numbers in Workforce, Adult and Vocational Education, and to expand those career and technical programs that have been identified as key to meeting national development goals. New opportunities for students are on the near horizon including pre-engineering, maritime courses, sustainable agriculture, entrepreneurship and an expansion of Marshallese Studies.

The next phase of CMI's physical facilities improvement projects also lies ahead – based on a completed Space Utilization Study and a Health and Safety Audit, the College will revise its Master Plan and work with its partners to complete the Uliga Campus, develop its vocational facilities at the Arrak campus, and commence its innovative plan for the Ebeye Campus.

The alignment of the CMI planning framework and strategic initiatives with RMI national development objectives, the open dialogue and joint decision making processes through the revised Participatory Governance system, the continued collaboration with its valued community partners and stakeholders combined with the committed daily endeavors of all who work at CMI provides us with the assurance that we can succeed in the ambitious aims of the College of the Marshall Islands.

Thank you to all who provide the means and who support and accompany us on this journey.

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 December 1, 2020 and reads as follows:

The College of the Marshall Islands will provide our community with access to quality, higher and further educational services, prioritize student success through engagement in relevant Academic, Career and Technical Education, and be a center for the study of Marshallese Culture. It will also provide intellectual resources and facilitate research specific to the needs of the nation.

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 become a model educational center for the nation.

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 Kollejar 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.

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

CMI'S STRATEGIC PLAN

WHAT HAS BEEN ACCOMPLISHED SO FAR

CMI's Strategic Plan 2019 – 2023 is organized around the five Educational Master Plan Goals. Here is a look at the Key Performance Indicators under each of these goals in Fall 2020.



STUDENT SUCCESS AND ACHIEVEMENT

Create, support and improve student-centered support programs, resources, initiatives and activities that champion student achievement.

- ✓ 14% in 150% completion rate, up from 8% in 2019.
- ✓ 24 students entered employment within 6 months of completing a CTE course, up from 14 in 2019.



OPEN AND ONLINE LEARNING

Establish and continue to improve open and online learning programs that are innovative, relevant, and sustainable; establish and continue to improve systems and networks for enhancing student learning.

- ✓ 80% of courses are online ready, up from 10% in 2019.



ECONOMIC AND COMMUNITY DEVELOPMENT

Develop collaborative partnerships that focus on increased graduate employability for a highly qualified and skilled workforce that promotes economic growth.

- ✓ 63% of graduates placed in gainful employment within 12 months, up from 25% in 2019.



SUSTAINABILITY OF HUMAN, FISCAL AND PHYSICAL RESOURCES

Identify and implement informed and relevant best practice initiatives that secure the sustainability of all student support services and resources.

- ✓ 6 Marshallese Faculty in Credit Academic programs, up from 4 in 2019.
- ✓ \$1.87M Unrestricted Fund balance, up from \$87,000 in 2019.
- ✓ \$1.7M Endowment Fund, up from \$1.58M in 2019.
- ✓ \$1M Contingency Fund, up from \$700,000 in 2019.
- ✓ \$1.59M Maintenance Fund, up from \$1.1M in 2019.



ENTREPRENEURSHIP

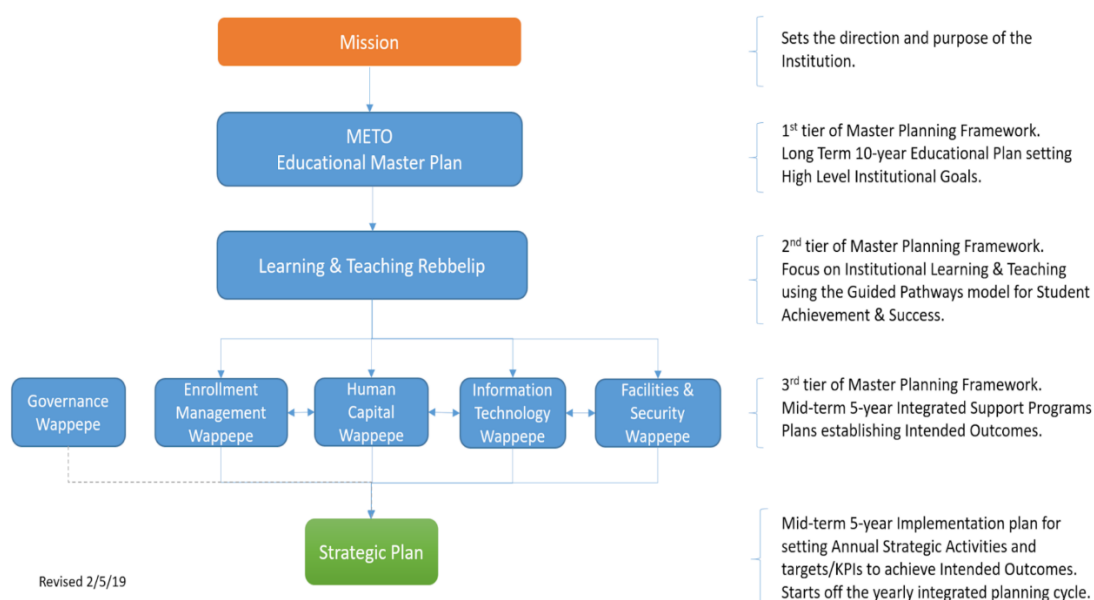
Continue to develop, strengthen, and showcase entrepreneurship programs and activities to increase student and graduate entrepreneurs.

- No change in indicators from 2019 to 2020.

Updates and Revisions to CMI's Strategic Direction and Institutional Plans

The diagram below is an illustration of the current CMI Planning Framework which describes the relationship between the Mission, the long term, and mid-term Institutional Plans at the College.

The CMI Planning Framework



Events in 2020 brought about changes to CMI's direction and operations. The COVID-19 pandemic and the RMI Governments adoption of the new RMI National Strategic Plan (NSP) 2020 – 2030 required CMI to adapt quickly. The plan to move classes online was accelerated, and the college engaged with the community to re-think and revise the Mission, Vision and Philosophy. Mid-year, the Institution's plans – especially the Wappepes and the Strategic Plan 2019 – 2023, began a process of revision to respond to the changes in national direction and focus. The table below shows the changes from the old to the new Mission, Vision and Philosophy:

Old Mission, Vision & Philosophy	Current Statements (with omissions shown)
Mission: 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. (Adopted 2017)	The mission of The College of the Marshall Islands will provide our community with access to quality, higher and further educational services, prioritize student success through engagement in relevant Academic, Career and Technical Education, and be a center for the study of Marshallese Culture. It will also provide intellectual resources and facilitate research specific to the needs of the nation and the larger Pacific community. (BOR approved 1st December, 2020)

<p>Vision: The College of the Marshall Islands will be a model community college for the Pacific Island region. The four major components of the Vision are that the College of the Marshall Islands will:</p> <ol style="list-style-type: none"> 1. Be a source of national hope and pride; 2. Provide tailored, quality, educational opportunities; 3. Provide a window on the global community; 4. Serve as a center for research and inquiry for national advancement. (Adopted 2007) 	<p>The College of the Marshall Islands will become a model educational center for the nation. community college for the Pacific Island region. The four major components of the Vision are that the College of the Marshall Islands will: 1. Be a source of national hope and pride; 2. Provide tailored, quality, educational opportunities; 3. Provide a window on the global community; 4. Serve as a center for research and inquiry for national advancement. (BOR approved 1st December, 2020)</p>
<p>Philosophy: The Board of Regents, administration and faculty of CMI believe that quality education is essential to the well-being of individuals and to the wellbeing of the Marshallese people as a whole, now and in the future. We are therefore 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 content addresses the general and specific needs of the students, the local community, and the nation. We further believe that 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. (Adopted 2000)</p>	<p>The Board of Regents, administration and faculty of CMI We believe that quality education is essential to the well-being of individuals and to the wellbeing of the Marshallese people as a whole, now and in the future. We are therefore 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 content addresses the general and specific needs of the students, the local community, and the nation. We further believe that 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. (BOR approved 1st December, 2020)</p>

The table below summarizes the changes to the 5 Wappepes and the resulting changes to the Strategic Plan 2019 – 2023:

	Plan Name	Changes
1	Enrollment Management Wapepe	Addition of EMC monitoring statement: <i>"To ensure this Enrollment Management Wappepe plan is being successfully implemented, the Enrollment Management Committee reviews one outcome each month and makes recommendations where progress is inadequate. If necessary, revisions may be suggested on annual basis."</i>

		Revision to wording of all 7 outcome areas Revision to wording of 9 out of 23 outcomes Development of 1 new outcome Revision to wording of 3 out of 76 strategic activities Development of 7 new strategic activities Deletion of 1 strategic activity
2	Human Capital Wappepe	Deletion of 2 out of 15 outcomes Deletion of 10 strategic activities Development of 7 new strategic activities Revision to wording of 1 out of 31 strategic activities
3	Information Technology Wappepe	Development of 4 new strategic activities
4	Facilities and Security Wappepe	Development of 2 new strategic activities
5	Governance Wappepe	Deletion of 1 outcome Revision to wording of 1 out of 15 outcomes Deletion of 1 out of 12 KPIs
6	Strategic Plan 2019 - 2023	Revision of Goal 2 from Open Learning to "Open and Online Learning" 20 new strategic activities (cascading from 4 Wappepes) 11 deleted strategic activities (cascading from 2 Wappepes) 4 reworded strategic activities (cascading from 2 Wappepes)

CMI PROFILE FALL 2020

TYPE (RURAL/URBAN) Unduplicated Headcount All Students	10 year average – 2010 - 2019	Urban:
		Uliga: Range 97.7% Fall – 98.2% Spring
		Ebeye: 0.6 % average
		Rural:
		Arrak: 1.7% Fall – 1.8% Spring
		Jaluit: between 1-3%
		Wotje and Kili – data will begin in 2020-2021
	2020	Urban:
		Uliga: 94.6% - Fall
		Ebeye: 1.6% - Fall
		Rural:
		Arrak: 1.9%
		Jaluit: 1.8%
		Wotje and Kili: NA
HEADCOUNTS AND FTE Unduplicated Headcount; All Students FTE (Fall, Spring)= 12 Credits; FTE (Summer) = 6 credits	10 year average – 2010 - 2019	Fall: 1025 HC and 966.5 FTE
		Spring: 942 HC and 885.5 FTE
		Summer: 368 and 154.9 FTE
	2019	Fall: 997 HC and 982.08 FTE
	2020	Spring: 945 HC and 874.17 FTE
		Summer: 539 HC and 634.5 FTE ²
		Fall: 1161 HC and 765 FTE (data at November 09)
COMPLETION Full-time, First-Time, Degree-Seeking Fall Cohort	Fall 2016 Cohort	8%
	Fall 2017 Cohort	14%
		College Scorecard 22%
ETHNICITY All Students	10 year average – 2010 - 2019 (Fall only)	Marshallese – 96%
		Micronesian – 2%
		Other P. Islands – 0.5%
		Asian – 0.6%
		'White' – 0.8%
	2020 (FALL)	Marshallese – 96%
		Micronesian – 3%

² more students are taking more than 6 credits (full time definition for summer term). Reflects a surge in the Accelerated program where students are taking 4 courses in a semester (which totals to 12 credits)

		Other P. Islands – 0.3%
		Asian – 0.4%
		'White' – 0.3%
GENDER All Students	10 year average	Consistent 10-year average: 49% Female and 51% male except for summers when 53% female and 47% Male
	2020	Fall: 53% - Female and 47% = Male
AVERAGE All Students	10 year average – 2010 - 2019	20-21 yrs except for summer when it goes to 22.4
	2020	Fall: 20.17
STUDENTS AS PARENTS CCSSE Random Sample Survey	5-year average 2007, 2008, 2014, 2016, 2018	44% have children who live with the student and depend upon them for their care
	2020	31%
PELL All Students	2020	Spring: 876 students or 93%
		Summer: 461 students or 87%
		Fall: 900 or 78% (*)
HIGH SCHOOL ORIGIN Which HS's send their students to CMI? All Students	10 year average – 2010 - 2019	Jaluit: 10.5% of CMI students
		Kwaj: 6.2%
		Majuro: 48%
		Wotje: 0.2%
		FSM: 1.9%
		USA: 3%
		Palau: 0.1%
		Others: 21-23%
	2020	Jaluit: 13.9%
		Kwaj: 19.2%
		Majuro: 47.7%
		Wotje: 8.4%
		FSM: 2.4%
		USA: 6.5%
		Palau: None
		Others: 1.9%
CITIZENSHIP All Students	10 year average – 2010 - 2019	99% Marshallese
	2020	95% Marshallese
LANGUAGES CCSSE Random Sample Survey	5-year average 2007, 2008, 2014, 2016, 2018	93% English is not students first language

	2020	86% English is not students first language
FIRST GENERATION COLLEGE CCSSE Random Sample Survey	5-year average 2007, 2008, 2014, 2016, 2018	44%
	2020	60%
DEVELOPMENTAL ENGLISH All Students	10-year average – 2010 - 2019	Spring Semester – 61.9% Credit level and <u>35.7% Dev. English</u> (1.8% TVET)
		Summer – 73.3% Credit and <u>25.1% Dev. English</u> (1.3% TVET)
		Fall - 54.7% Credit and <u>43.2 Dev. English</u> (1.7% TVET)
	2020	Spring - 71.3% Credit level and 27.5% Dev. English (1.2% TVET)
		Summer - 77.6% Credit level and 20.8% Dev. English (1.7% TVET)
		Fall - 65% Credit level and 33.4% Dev. English (1.6% TVET)

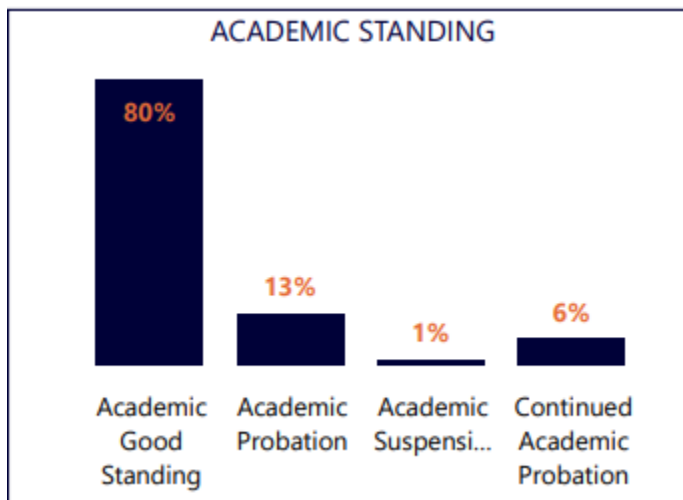
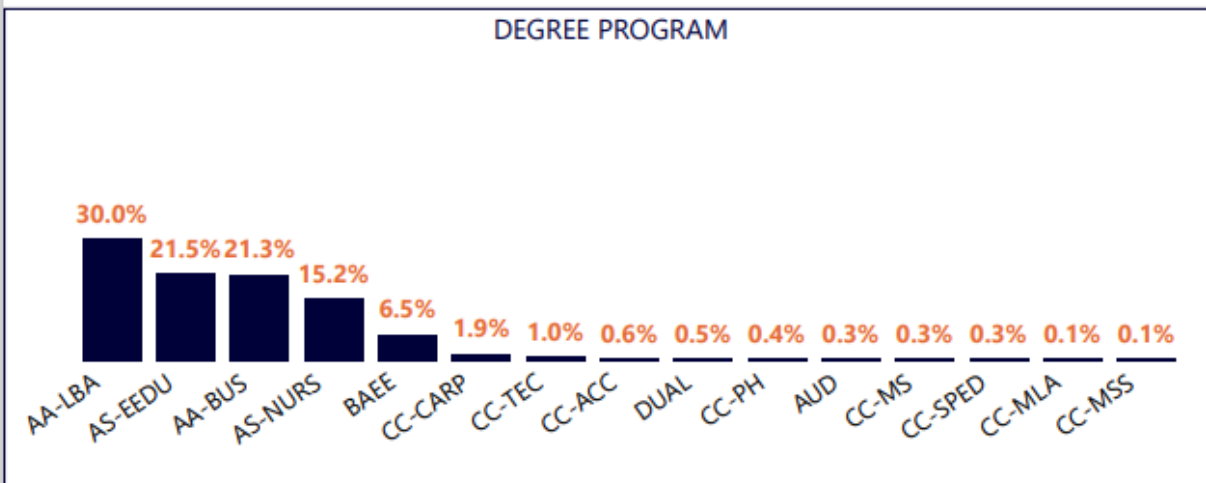
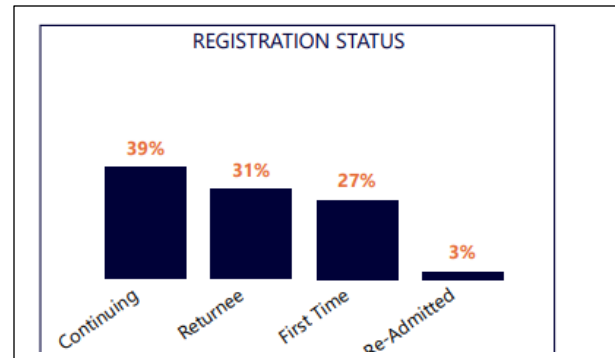
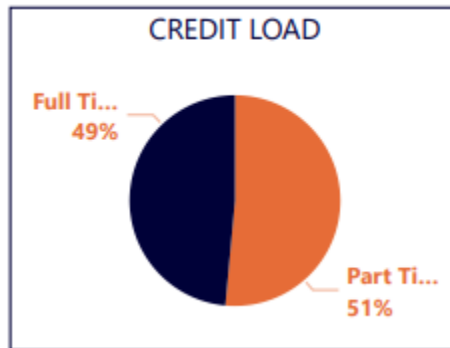
DEVELOPMENTAL MATH All Students	10-year average – 2010 - 2019	Spring Semester – 49.0% Credit level and <u>48.6% Dev. Math</u> (1.8% TVET)
		Summer – 54.0% Credit and <u>44.0% Dev. Math</u> (1.3% TVET)
		Fall - 43.3% Credit and <u>54.6% Dev. Math</u> (1.7% TVET)
	2020	Spring - 57.3% Credit level and 41.6% Dev. English (1.2% TVET)
		Summer - 60.1% Credit level and 38.6% Dev. English (1.3% TVET)
		Fall - 51.4% Credit level and 46.9% Dev. Math (1.6% TVET)

CCSSE - Community College Survey of Student Engagement www.ccsse.org

Fall 2020 from iNavigator Official Enrollment Report As of Sept 2, 2020

*Estimate from Dir of Financial Aid

FALL 2020



College Score Card


MAJURO, MH


✓

College of the Marshall Islands




1,111 undergrads

2
Year


Public


Small

INSTITUTIONAL HIGHLIGHTS:

Graduation Rate		22%
Salary After Completing		N/A
Average Annual Cost		\$3k

[View More Details »](#)

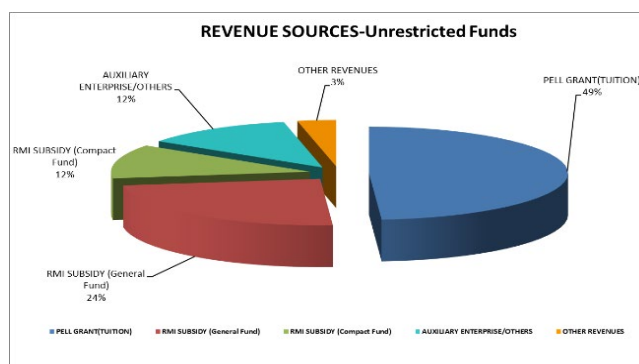
<https://collegescorecard.ed.gov/school/?376695-College-of-the-Marshall-Islands>

FY2020 Budget Outlook

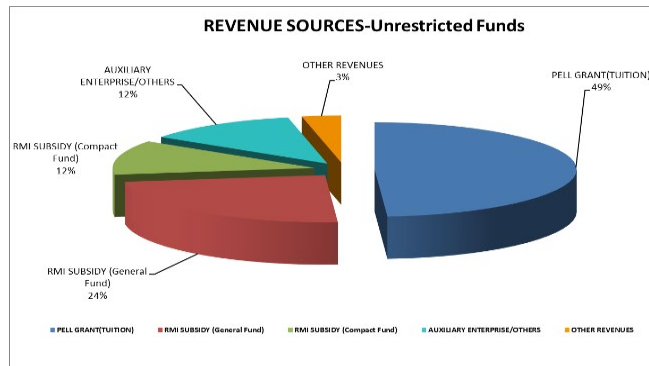
The College continues to face new demands to provide more and diverse quality educational services to the people of the Marshall Islands at a time when global, financial uncertainties abroad and here at home cause rising rates of high inflation in our local economy. The College's task is to make assumptions 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.**

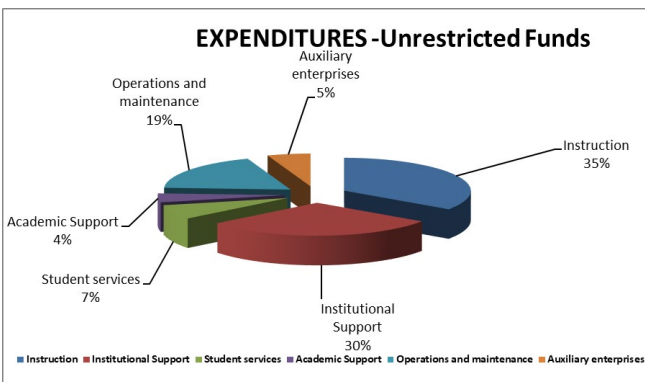
The level of funding for FY20 is projected at \$12.1 million of which \$8.4million is unrestricted and \$3.7 million is restricted. The overall budget projection of \$12.1 million for FY2020 increased by 8.78 percent compared to \$11.2m in FY2019. Contributing factors to the increase in revenue projection is due to increase in funding that CMI received directly from federal grants. This new trends is credited to CMI's strategic initiative in seeking grants for unfunded programs.



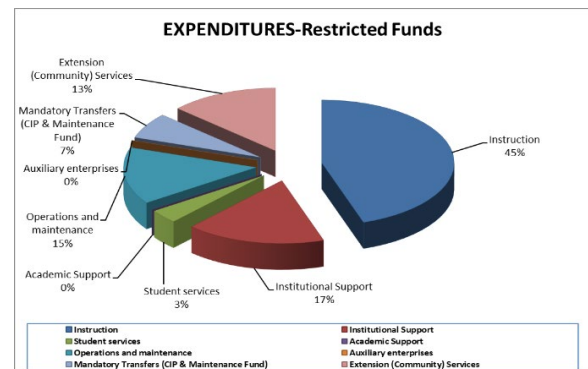
As indicated in the chart above, of the \$8.4million projected under unrestricted funds, 49 percent comes from student tuition and fees while 12 percent and 24 percent come from the US Compact funding through GRMI and RMI General Fund respectively. The remaining 15 percent is a combination of other sources. Unrestricted funds mean the purposes and conditions set forth in administering the funds are made available by the CMI Board of Regents.



As indicated in the chart above, of the \$8.4million projected under unrestricted funds, 49 percent comes from student tuition and fees while 12 percent and 24 percent come from the US Compact funding through GRMI and RMI General Fund respectively. The remaining 15 percent is a combination of other sources. Unrestricted funds mean the purposes and conditions set forth in administering the funds are made available by the CMI Board of Regents.



As indicated in the chart above, of the \$8.4 million projected expenditures under unrestricted funds, 35 percent is allocated for *Instruction*, 30 percent for *Institutional Support*, 19 percent for *Operations and Maintenance*, and the remaining 17 percent is allocated to all other *functions*.



As indicated in the chart above, of the \$3.8 million projected expenditures under restricted funds, 45 percent is allocated for *Instruction*, 13 percent for *Extension Services*, 13 percent for *Capital Improvement Project* which includes the \$500,000 transfer out to the investment account BOMI, and the remaining 29 percent is allocated to all other *functions*. Restricted funds are designated for a specific purpose or program and cannot be used for the College's general operational spending.

Financial Highlights and Outcomes (2016 to 2020)

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 2016	FISCAL YEAR 2017	FISCAL YEAR 2018	FISCAL YEAR 2019	FISCAL YEAR 2020
Revenues					
Tuition and Fees	3,873,885	3,914,173	4,338,097	4,544,951	4,427,907
RMI Subsidy (General/Compact)	2,805,667	3,155,405	3,155,406	3,812,730	3,406,903
Auxiliary Enterprise	872,183	867,052	890,586	1,003,963	996,405
Other Revenues	769,594	317,025	516,290	484,719	798,465
Federal Grants	0	0	(14,808)	0	1,211,020
Total Revenues	8,321,329	8,253,656	8,885,571	9,846,363	10,840,699
Expenditures					
Salaries and Wages	4,168,672	4,179,597	4,223,695	4,203,115	4,490,227
Insurance-Life & Supplemental	206,167	231,474	274,129	212,531	261,679
Insurance-General, Workmens Comp, Fire	48,044	43,854	33,996	10,347	35,207
Insurance-Automobile	7,082	10,392	10,425	37,725	17,625
Staff Housing	400,051	469,498	437,738	430,379	396,144
Staff Travel & Staff Development	156,946	143,564	221,450	218,983	171,907
Recruitment and Expatriation	162,958	105,086	205,735	55,140	115,706
Contractual, Consultancy and Professional Fees	65,570	70,935	69,509	221,235	430,799
Materials and Supplies	204,116	268,196	246,726	311,897	693,461
Reference Materials and Audiovisuals	116,264	95,570	158,584	148,509	235,970
Telephone, Fax, Postage and Advertising	257,664	205,528	185,102	187,886	341,046
Representation & Entertainment	30,612	57,483	69,973	118,819	181,371
Gas Oil and Lubricants	51,484	23,344	60,063	71,412	52,057
Land Lease	100,514	84,607	113,619	84,342	129,543
Repairs of Equipments	1,855	1,925	13,063	23,410	20,064
Utilities (Water & Electricity)	404,114	388,696	417,781	344,493	401,814
Purchases-Bookstores	806,151	810,977	740,944	880,677	985,671
Purchases Vehicles and Equipments	271,362	84,095	75,331	189,219	263,795
Student Aid and Activities	243,355	243,208	191,402	256,281	526,917
Bad Debts	240,380	468,134	1,291,459	745,320	235,640
Others	266,077	244,646	420,816	611,228	662,448
Total Expenditures	8,209,440	8,230,808	9,461,538	9,362,947	10,649,094
Net Revenue/(Deficit)	111,889	22,847	(575,968)	483,416	191,605

Table 1: CMI's Revenues AND Expenditures Report (2016 TO 2020)

The table above shows that from FY2016 to FY2020 the College's revenue has been steadily increasing; however, the net revenue declined by \$291,811 compare to FY2019. In FY2018, the College of the Marshall Islands had a deficit of \$ 574,730, since then the College maintained a steady positive net revenue. This positive result is due largely to the College's new strategies to diversify its revenue streams and improve controls on unnecessary spending across the College. The above table clearly shows that the College's financial health remains strong at the end of FY2020. It is important to note that the FY2020 figures are unaudited figures so they may change upwards or downwards after the FY2020 audit is completed by CMI's external auditors.

CMI's FY2020 Federal Grant Progress Reports

During Fiscal Year 2019-2020, the College of the Marshall Islands received a total funding of \$13.8 million of which \$10.01 was from the Federal funds. The table below provides the summary report of how much was revenue was received and how much was expended and the net results as of September 30, 2020.

College of the Marshall Islands Schedule of Expenditures of Federal Awards (SEFA) As of September 30, 2020

Fund Ref	PROGRAM	DONOR	CFDA NO.	BALANCE AT 10/1/2019	FY 2020 - As of September 30, 2020 EXPENDITURES	REVENUE	BALANCE AT 9/30/2020
	US DEPARTMENT OF INTERIOR:						
	PASS THROUGH REPMAR						
1024	Compact - Section 211(d)(1) Regular Sector	REPUBLIC OF THE MARSHALL ISLANDS (RMI)	15.875		987,003.00	987,003.00	-
1075	CAPITAL PROJECTS FUND - FACILITIES	REPUBLIC OF THE MARSHALL ISLANDS (RMI)	15.875		500,000.00	500,000.00	-
	TOTAL COMPACT				1,487,003.00	1,487,003.00	-
	US-DEPARTMENT OF EDUCATION:						
	DIRECT PROGRAM						
1700	PELL GRANT	US-DEPARTMENT OF EDUCATION (US-DOE)	84.063	-	5,853,286.05	5,534,147.55	319,138.50
1710	TRIO PROGRAM (UPWARD BOUND)	US-DEPARTMENT OF EDUCATION (US-DOE)		13,256.87	239,560.42	277,575.12	(24,757.83)
1840	NAT'L PROF. DEV'T PROG.	US-DEPARTMENT OF EDUCATION (US-DOE)	84.195N	-			-
	CARES ACT INSTITUTIONAL SUPPORT	US-DEPARTMENT OF EDUCATION (US-DOE)		-	435,469.00	978,336.00	(542,867.00)
	CARES ACT STUDENT FINANCIAL AID	US-DEPARTMENT OF EDUCATION (US-DOE)		-	364,302.00	711,020.00	(346,718.00)
	US DEPARTMENT OF HEALTH:						
	PASS THROUGH						
1520	AHEC GRANT	UNIVERSITY OF GUAM (UOG)	93.824	91,792.65	70,718.23	108,313.82	54,197.06
	US DEPARTMENT OF INTERIOR:						
	PASS THROUGH REPMAR						
1305	Marshall Islands Story-telling Project - HPO	HISTORICAL PRESERVATION OFFICE (HPO)	15.875				
1613	Compact - SEG	REPUBLIC OF THE MARSHALL ISLANDS (RMI)	15.875		288,325.00	288,325.00	-
1711	ESN-GED Program Ebeye	REPUBLIC OF THE MARSHALL ISLANDS (RMI)	Unknown	-	125,000.00	125,000.00	-
	U.S. National Science Foundation Pass-Through						
1616	Partnership for Advance Marine Science	RESEARCH CORPORATION OF UNIVERSITY OF HAWAII (UOH)	15.478	41,787.38	21,852.46	26,988.52	36,651.32
1617	Islands Opportunity Alliance (LSAMP)	RESEARCH CORPORATION OF UNIVERSITY OF HAWAII (UOH)	47.076	-	10,789.38	14,485.71	(3,696.33)
	TOTAL FEDERAL GRANTS			146,836.90	7,409,302.54	8,064,191.72	(508,052.28)
	OTHER FEDERAL GRANTS						
1010	NSSP UNIVERSITY OF HAWAII	RESEARCH CORPORATION OF UNIVERSITY OF HAWAII (UOH)		124,692.48	346,671.23	450,000.00	21,363.71
1050	VARIOUS SMALL GRANTS-10500 (IOIA-CMI PERSONNEL AUDIT)		Unknown				-
1051	VARIOUS SMALL GRANTS-1051G (FORESTRY STEWARDSHIP)	US DEPARTMENT OF AGRICULTURE (UOH)		9,757.28	8,292.15		18,049.43
	TOTAL OTHER FEDERAL GRANTS			134,449.76	354,963.38	450,000.00	39,413.14
	TOTALS			281,286.66	9,251,268.92	10,001,194.72	(468,639.14)

The table above shows that over \$9.2 million expended and \$10.01 million in actual revenue received as a result, the CMI reported a cash on hand amounting to \$468,639 in federal fund. This remaining fund is forecasted to be expended within the next three months to continue the student preparation works affiliated with Covid19. The cash on hand is attributed to the College's CARES Act fund allocated to the students and part of CMI's institutional support fund. The cash was drawn down to provide awards to the students and to support CMI's COVID-19 initiatives.

CMI'S FY2018-2019 Audit Report Highlights

The two tables below provided the overall summary of the College's financial audit report for fiscal year 2018-2019. An external auditor (Deloitte) performed CMI's FY2018-2019 audit.

CMI's Statement of Net Position

Table I
Summary of Statement of Net Assets

		<u>2019</u>	<u>2018</u>	<u>2017</u>
Assets				
	Current Assets	5,558,582	3,837,289	\$3,528,219
	Investments	1,700,200	1,569,512	\$1,294,591
	Property, Plant & Equip't, net	12,030,412	12,976,105	\$14,152,576
Total Assets		<u>19,289,194</u>	<u>18,382,906</u>	<u>18,975,386</u>
Liabilities				
	Current Liabilities	3,692,236	3,749,940	\$2,524,585
Total Liabilities		<u>3,692,236</u>	<u>3,749,940</u>	<u>\$2,524,585</u>
Net Assets				
	Invested capital assets	12,030,412	12,976,105	\$14,152,576
	Restricted-Nonexpendable	1,700,200	1,569,512	\$1,294,591
	Unrestricted	1,866,346	87,349	1,003,634
Total Net Assets		<u>15,596,958</u>	<u>14,632,966</u>	<u>16,450,801</u>
Total Liabilities & Net Assets		<u>19,289,194</u>	<u>18,382,906</u>	<u>18,975,386</u>

Financial data for FY19 showed that Total Assets slightly increased by \$906,288 or 4.93 percent vis-à-vis FY18. This can be attributed to the following:

1. The contraction of the Capital Assets accounted for bulk of the significant provision that reduced the Net Book Value amounting to \$945,693 or 7.29 percent. The College's Investments and Current Assets helped offset the shrinkage of the Total Assets by \$130,688 or 8.33 percent and \$1,721,293 or 44.86 percent, respectively. Listed below are the details of the changes in the components of Total Assets:
 - a) Increase in Cash and Cash Equivalents by \$332,855 or 18.24 percent compared to prior year.
 - b) The Accounts Receivable and Unbilled Charges for FY19 amount to \$2.5 million, an increase of \$1.6 million or 169.91 percent. The increase can be attributed to the timing of receiving reimbursements from affiliated agencies for services rendered.
 - c) Prepaid Expenses amount to \$146,512 in FY2019 compared to \$145,890 in 2018. Although the trend had a minimal increase compared to prior year, the College will need to improve the practice in liquidating existing open prepayments from various vendors.

- d) Bookstore Inventory registered a moderate decrease of \$63,495 or 11.97 percent. With the centralization of all purchases at the Bookstore and the new strategic initiatives to expand the operation, the inventory is expected to modestly close the gap compared to prior year. These strategies are needed to meet the growing enrollment figures and improve efficiency in addressing the need for materials and supplies for all CMI Departments, CMI Employees, and the general public.
- e) CMI's Investment outcomes in FY2019 reported at \$1,700,200, compared to prior year investment outcomes of \$1,569,512, which is an increase of \$130,688 or 8.33 percent.
- f) With the completion of CMI's Capital Improvement Projects seven (7) years ago, the Capital Assets continue to show a downward trend and this will likely continue in the succeeding years due to minimal capital investment on new facilities. For FY19, there was a moderate decrease in Property, Plant and Equipment by \$945,693 or 7.29 percent due to the regular provision of depreciation expense on capital assets and disposing of assets, which reduced the Net Book Value of the Capital Assets.
- g) At the end of September 30, 2019, the College's current ratio or liquidity ratio increased by \$0.49 to improve at 1.51:1.02 compared to prior year. This benchmark can be interpreted that CMI has \$1.51 in its coffers for every 1 dollar the College obligated. This is a significant improvement in CMI's purchasing power resulting from multiple financial factors. The College's cash and cash equivalents continue to improve compared to the prior year. The College's liabilities had an overall decrease of \$57,704 or 1.54 percent compared to prior year. Overall, the College's financial indicators as of September 30, 2019 show a promising future for the College.

CMI's Statement of Revenue and Expenditure and Changes Net Position

	<u>2019</u>	<u>2018</u>	<u>2017</u>
Operating Revenues	\$ 7,983,980	\$ 6,423,182	\$ 6,939,211
Operating Expenses	11,585,350	12,593,462	12,049,341
Operating Loss	(3,601,370)	(6,170,280)	(5,110,130)
Non-operating revenues (expenses)	4,565,362	4,352,445	4,682,922
Change in Net Position	963,992	(1,817,835)	(427,208)
Net Position-beginning of year	14,632,966	16,450,801	16,878,009
Net Position-end of year	\$15,596,958	\$14,632,966	\$16,450,801

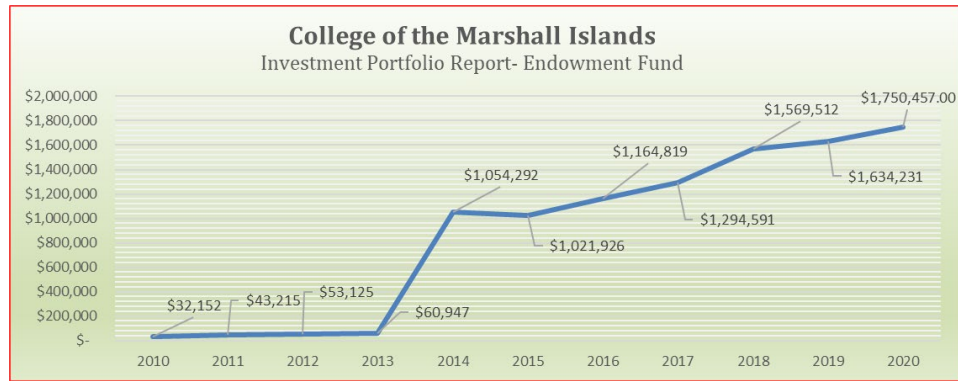
For FY19, total Operating Revenues showed a moderate increase by \$1.56 million or 24.30% as compared to FY18. This increase is attributed to the following:

1. There was an increase in student tuition and fees amounting to \$343,012 or 6.43 percent. This was the result of an increase in the number of enrollment figures compared with FY18.
2. Donations to the College by way of Private, Gifts, Grants and Donations also increased by \$207,908.
3. The U.S Federal Grants had an increase of \$793,126 or 15.00%.

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 2019-2020, the College allocated a total of \$514,200 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 2020, the College's endowment fund increased by \$116,226 compared to Fiscal Year 2019, which brings the total of the fund to \$1,750,457. The chart below provides the historical trend for CMI's Endowment fund since 2010.

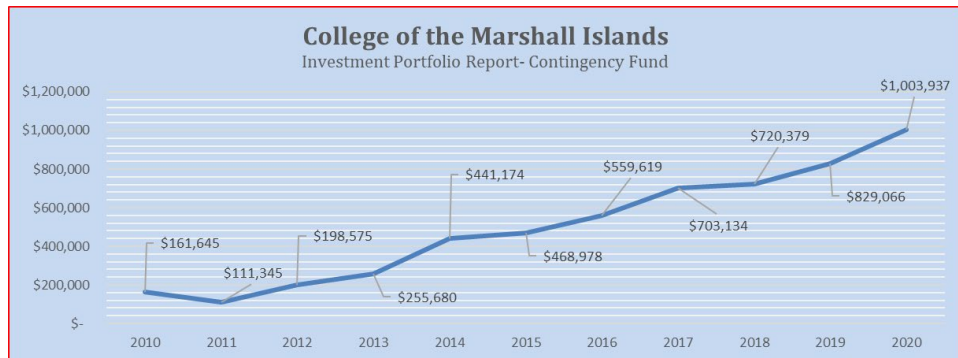


Progress Reports for the Contingency Fund: In 2008, the College's contingency fund reported a balance of \$1,505,470 and in 2011 when the College experienced considerable financial challenges; the fund was reduced to only \$111,345. In 2012, the College started making some drastic changes to improve 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 \$70,739 on interest alone since the changeover. At the end of Fiscal Year 2020, 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.

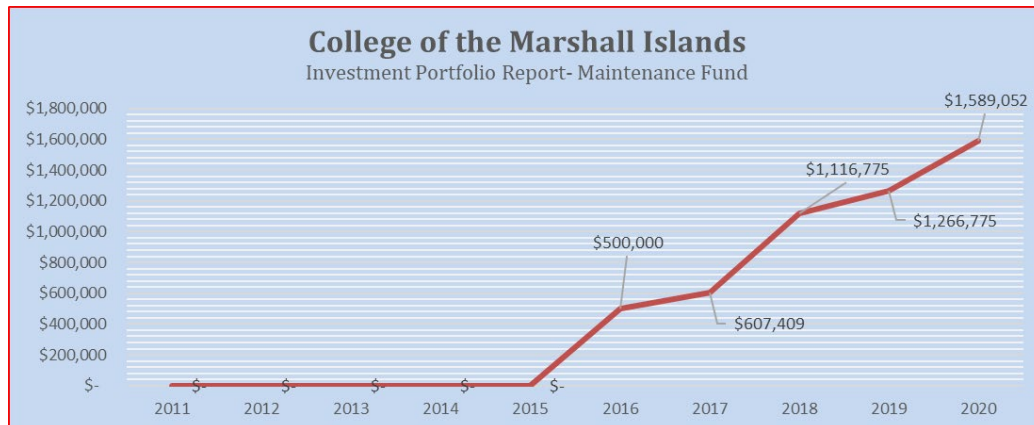


Progress Reports for the CMI Maintenance Fund: The RMI Government has increased the Maintenance funding for CMI from \$250,000 annually to what is now \$500,000 annually. With the increase in annual contributions from the RMI Government, the projected maintenance costs in the CMI's Maintenance Plan look 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 \$60,259 in interest alone since the opening of the account. As of September 30, 2019, the balance in the BOMI maintenance fund amounts to \$1,589,052, an increase of \$322,277 compared to a lower return in the previous year. The chart below provides the historically trends.



CMI's COVID-19 Relief Efforts

The world is facing an unprecedented challenge with communities and economies around the globe affected by the growing concerns and impact of COVID-19 pandemic. Although the RMI remains a COVID free country, the Republic of the Marshall Islands has been affected like many communities and economies everywhere. The College of the Marshall Islands stepped up to help the Ministry of Health and Human Services (MOHHS) and the RMI Government in its efforts to *prevent, detect and respond* to the COVID-19 pandemic.

On May 2020 the College, MOHHS and the RMI National Disaster Committee entered into an MOU for the RMI Government to use CMI Arrak Campus as a Quarantine Center. The CMI Arrak Campus houses the College's Vocational Programs (Carpentry and Maritime) and the Land Grant research facilities and offices. The Arrak Campus is also used as CMI's second residential housing complex for CMI students. One month after the MOU was signed; the College's operations at Arrak campus were moved to CMI Uliga campus to allow the MOHHS and the RMI Disaster Committee to use Arrak campus as RMI's Quarantine Center. CMI also successfully implemented the Covid-19 Response Plan through timely purchasing of PPEs, marking the first in the RMI to be fully geared and readily available in line with the National Disaster's COVID plan. The College assisted MoHHS in providing PPEs accordingly to assist front line nurses and other MOHHS personnel.



As part of the College's COVID response plan, CMI applied for COVID relief funds under the CARES Act and was awarded with a total of \$1,956,673 of which \$978,337 was for Institutional supports and the other \$978,336 was directly for the eligible CMI students. Aside from purchasing of COVID-19 supplies, CMI also built 21 handwashing stations on all CMI campuses, twelve at the main campus, seven at Arrak campus, one at Ebeye DE center and one at Jaluit DE center. As part of CMI's COVID-19 response plan. The College secured internet affordable internet rates from NTA to provide internet access to the students and key essential staffs. CMI worked tirelessly around the clock to move its courses online. As of Fall 2021, CMI was able to move 90 percent of CMI courses into online blended learning. Prior to COVID-19 pandemic, percentage of CMI interactive online courses was less than 20 percent As of Fall 2020, the percentage of interactive online courses increased to 86 percent. CMI has developed the plans to address the remaining 14 percent.

Accreditation

CMI completed its Institutional Self-Evaluation Report (ISER) in December 2020 (<https://www.cmi.edu/accreditation>). Over the course of two years, students and employees contributed to writing this thorough review of the college against four major standards: 1) Mission, Academic Quality and Institutional Effectiveness, and Integrity, 2) Student Learning Programs and Support Services, 3) Resources, and 4) Leadership and Governance. This review led to a number of improvements including processes for the approval and formalization of key documents belonging to academic departments and improved documentation of students receiving course syllabi.

Members of the CMI community participated in committees focused on writing assessments of the specific standards, joined an open writing session in January, and reviewed the report during a September retreat. Even the cover of the report was selected by poll. The report also includes a Quality Focus Essay discussing the college's plans to improve retention of first-year students. The ISER can be read on the CMI website.

Submission of the ISER to the Association of Community Colleges and Junior Colleges and Junior (ACCJC) begins a new seven-year cycle for CMI's accreditation. A team of representatives from peer institutions from the Pacific region, Hawai'i, and California will review the college through a virtual visit March 15-18, 2021. The commission will then discuss reaffirmation of CMI's accreditation at its meeting in June.



Student Services

In 2020, student services had two key areas of focus: improving student engagement with the institution in order to improve student retention and achievement, and responding to the COVID-19 pandemic.

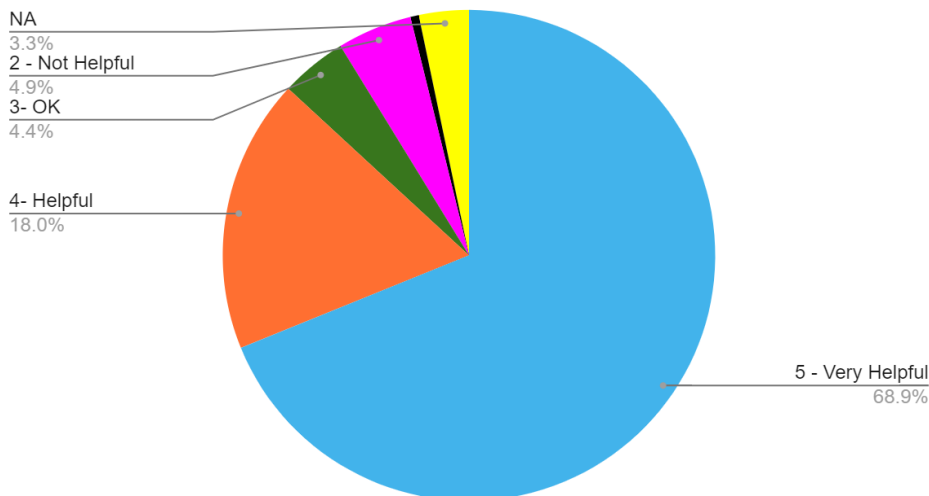
New Student Orientation

In fall 2020, student services launched an expanded orientation initiative. During the revised New Student Orientation, Student Leaders welcome students with small activities that provide an opportunity for students to get to know each other, various departments share their insights and services, and faculty advisors help new students to register for their courses. NSO concludes with a welcome picnic with all the new students to help develop the bond between the institution and the students. The Board-approved New Student Orientation policy requires all first-time students to complete orientation; for those who are unable to attend the full event in person, there is also a modular orientation on Moodle that students can complete in their own time.

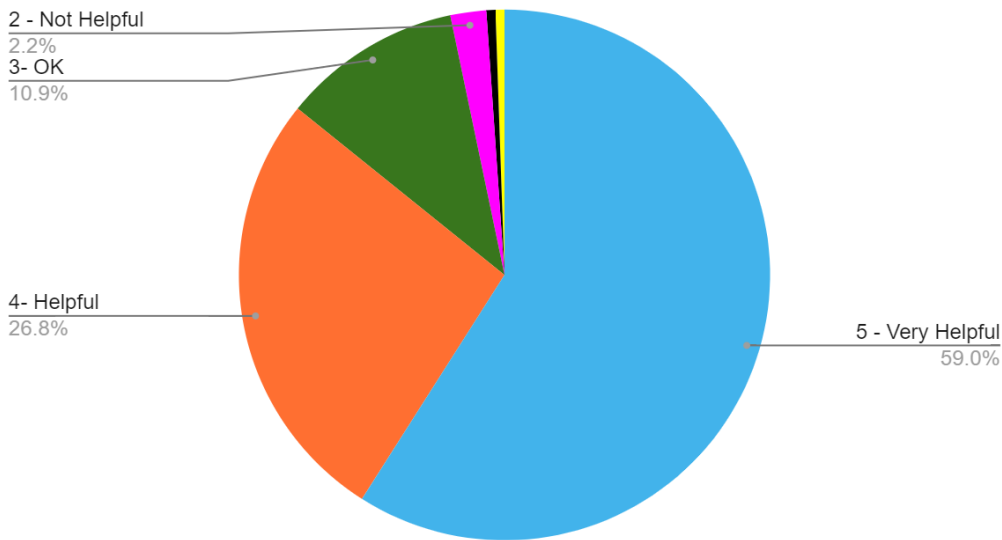


Following the fall 2020 orientation, a survey of participants showed overall very positive results:

Rate the Orientation Leader



The NSO Increased my confidence...



Student Body Association and Clubs

The Student Body Association represents the interests of students on college committees and in direct conversation with the college's leadership. The SBA president also serves on the Board of Regents. In 2020, the SBA executive was reorganized to include six senators representing different college constituencies to ensure that all student voices are heard. The SBA are supported by Student Ambassadors. Together, these groups organize campus activities such as the club rush and a Halloween party that included figures from traditional Marshallese stories. Student leaders also give back to the community. For example, they participated in the capitol Christmas lighting with a Grinch-themed stand. During finals week, they organized special study nights in the student lounge, with prizes. As of fall 2020, there are 22 officially registered clubs, including the Islander Multicultural Performing Arts Club, Jo Jikum Club, Red Cross Club, Nuclear Club, and clubs based on students' majors and home islands. A new Student Club Handbook guides the running of these clubs, including fundraising.



Graduation

In order to meet social distancing requirements and showcase pandemic-preparedness, CMI held its first ever multimodal graduation ceremony at its main campus in Uliga. Each graduate

was allowed two in-person guests, while the rest of the community was invited to watch the livestream. In order to allow participants to be seated at the recommended six feet apart, there were three separate graduation ceremonies, with the students divided by program. Graduates and their guests were then further divided into smaller groups that waited in separate classrooms to watch the graduation prayers and speeches. Each group

came out to the college courtyard when it was time for the graduates to cross the stage and receive their diplomas. All participants wore masks. The graduations were held on May 28, 2020 and June 2, 2020 at Uliga then June 3, 2020 at Ebeye.



Residence Halls

Because of Arrak Campus being used as a quarantine site, student housing was limited to 116 in 2020. Nonetheless, resident students held special events such as their Manit Day celebration and participated in community service such as community cleanups. They also participated in co-curricular workshops on healthy relationships and avoiding drug abuse.

Library and Learning Support

In 2020, the library increased its activities aimed at engaging students and supporting their education through the development of essential research skills. In October, the library held an open house week, including daily competitions that required making use of library resources and an evening event in which cancer survivors and their families shared their stories. The library also developed a new series of workshops on information literacy to support student learning.

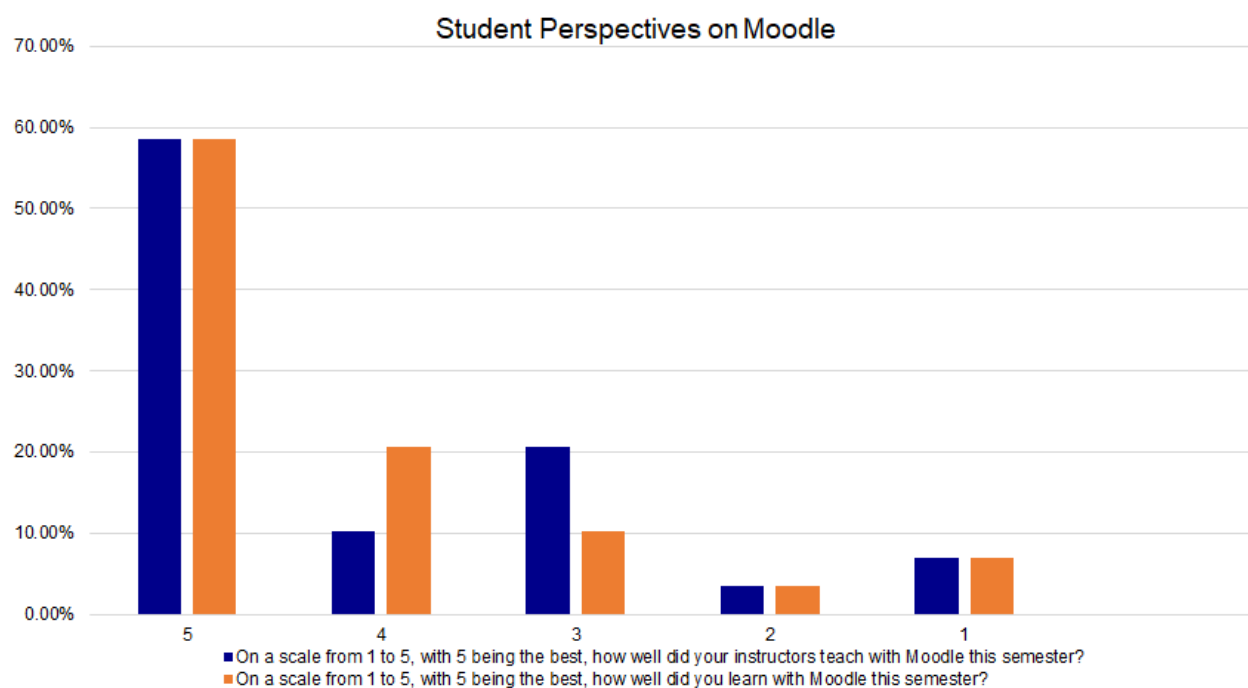
Both the library and the academic support program increased their online resources in order to prepare for any potential pandemic lockdowns. These online resources also improve access for students at the Distance Education Centers. The library added links to electronic resources and databases, including the subscription service JSTOR and the e-book repository Overdrive. Students can also contact librarians online. The Academic Support Program added online tutoring capacities via Zoom.

Academic Affairs

In May 2020, CMI awarded 7 BA in Elementary Education degrees, 59 AA degrees in Liberal Arts, 37 AA degrees in Business, 28 AS degrees in Elementary Education, 16 AS degrees in Nursing, 2 Certificates of Completion in Marshallese Language Arts, 8 Certificates of Completion in Public Health, 25 Certificates of Completion in Teaching, and 6 Certificates of Completion in Accounting Clerkship. The ongoing efforts of instructors and academic administrators to improve the learning experience have directly contributed to the improvement of the college's 150% completion rate to 14%.

Online Learning

2020 saw a major push to increase online learning opportunities. Initially, this was spurred by the need to prepare to move to online learning in case COVID-19 reached the Marshall Islands. However, in line with the second goal of the METO: Education Master Plan, CMI courses will continue to have a strong online learning element; the Board of Regents approved an online policy calling for all students to have “significant online learning experiences.” By fall 2020, all courses had shells in the college’s Learning Management System, Moodle. 86.9% of courses included interactive elements in their design. A survey of students conducted at the end of fall 2020 showed high levels of student satisfaction with learning and teaching via Moodle.



With the development of a new framework for the evaluation of online learning to be implemented in 2021, the quality of these opportunities should continue to improve.

Developmental Education Redesign

The redesign of the developmental English courses to accelerate student progress began in spring 2019. Starting in spring 2020, the second wave of redesign changes, which included modifying the program’s intrusive support and creating an accelerated track for level 3 English, were implemented. The department offered two versions Level 3: (1) Level 3 Regular, the traditional level three course offering, and (2) Level 3/Credit Accelerated/IE. The table below shows how new students are now placed in the different English levels:

	Score	Placement	Level	# of Weeks
Level 2 (3 strands)	0-1.0	Level 2 Extended (additional support)	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
Level 3 (2 strands)	2.1-2.5	Level 3 Regular	Level 3	16 weeks
	2.6-3.0	Level 3/Credit	Level 3/Credit	8 weeks/8 weeks
Credit	3.1-4.0	Credit	Credit	16 weeks

The following table shows the number of sections of each level and strand offered in 2020:

Course Strand	Spring 2020 Class Sections	Fall 2020 Class Sections
Level 2 Extended	0	0
Level 2 Regular	2	7
Level 2/3 IE/AP	2	2
Level 3 Regular	13	7
Level 3/Credit AP	1	1

In Spring 2020, the number of Attendance Coaches was reduced from 3 to 1. This change was made based on the recommendations from Fall 2019 and the fact that multiple coaches were not needed to locate students for attendance coaching. This decision was supported by a reduced number of faculty being available to serve in a coaching capacity due to other aspects of the redesign plan requiring their input and faculty moving to other departments.

The Attendance Coach in Spring 2020 monitored the prioritization spreadsheet, contacted faculty regarding students with absentee issues (i.e., students attending their class who were not attending other classes), and then liaised with the Counseling Department to assist in following-up with students who were unable to be reached by faculty. The table below shows key challenges and successes for attendance coaching in 2020:

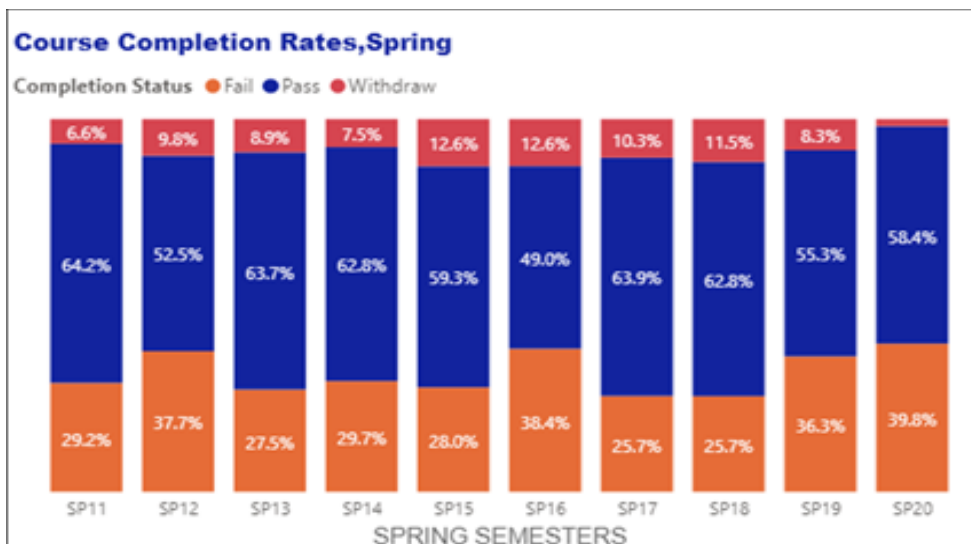
Challenges	Successes
Late release of Early Alert system and Attendance Coaching Database (week 4)	Clear communication and effective collaboration with Counseling Department on student cases
COVID-19 scare	Early Alert System and Attendance Databases effectively collected data
Some instructors gathered attendance in different ways due to move to online learning	New attendance coaching process took some adjustment but functioned effectively
Delays on attendance gathering within the Dev Ed department	Clear and effective communication with Dev Ed faculty
Limited attendance gathering outside of the Dev Ed department	New process was able to reach nearly the same amount of students

In spring 2020, the number of academic coaches was reduced from three to two. This change was made for two reasons: (1) an underutilization of available coaching hours, and (2) the need for select faculty to take on other responsibilities. A new referral process was put into effect: faculty

were asked to use an appointment card and email the coaches explaining the reason for the referral. The table below shows key challenges and success for academic coaches:

Challenges	Successes
COVID-19 scare	<p>Increase in average number of coaching sessions compared to fall semester</p> <ul style="list-style-type: none"> FA 19: 3 sessions per coach per week SP 20: 4 sessions per coach per week
No-Show for Referred Cases	Remote coaching provided to distance-education student
Students Misconception of Coaching	<p>Increase in number of faculty who referred students compared to fall semester</p> <ul style="list-style-type: none"> FA 19: 63% of developmental education faculty made referrals SP 20: 88% of developmental education faculty made referrals
Measuring the Impact of the Program	About 20% of students who were assisted on their first visit returned multiple times for further help..
	2 credit level students who coached as a result of positive recommendations from their Dev Ed friends about academic coaching

Spring 2020's Developmental English pass rate was 58.4%, which met the department's pilot outcome goal.



Bachelor of Arts in Elementary Education Showcase

Students preparing to enter the final semester of their BAEE kicked off their student-teaching with a full-day program that started with an open showcase and concluded with an orientation for the students and cooperating teachers. Student projects shared at the showcase included small group projects for classrooms, learning outcomes, writing activities, and research on various philosophical models.



Adult and Continuing Education (ACE)

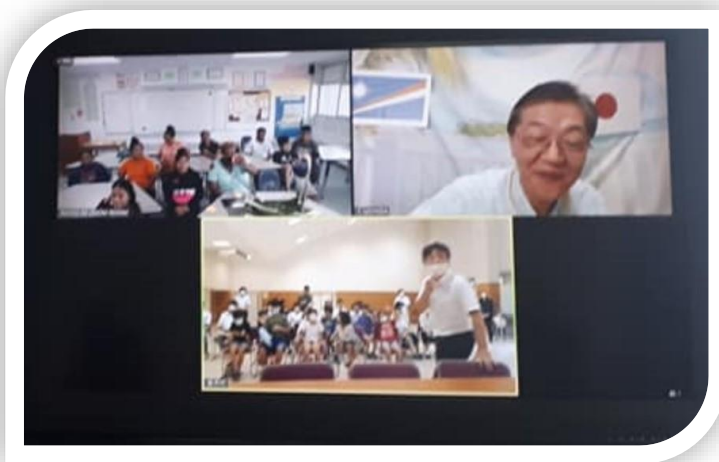
The Adult and Continuing Education department has continued to offer programs at the College with a mission to provide quality Adult Basic Education (ABE) for high school equivalency and noncredit Career/Technical Education (CTE) to students so that they acquire the necessary skills

to become self-sufficient and to participate effectively as productive citizens. With the inclusion of the Youth Corps and Workforce Development Training programs, the department has aligned its training programs to the CMI Meto and tries to meet the needs of the workforce both in the private and public sector.

The Vocational programs faced some challenges with the relocation of programs to the Uliga campus as a result of the Arrak Campus serving as a quarantine center. However, new strategies were implemented to ensure that the students and instructors were engaged.

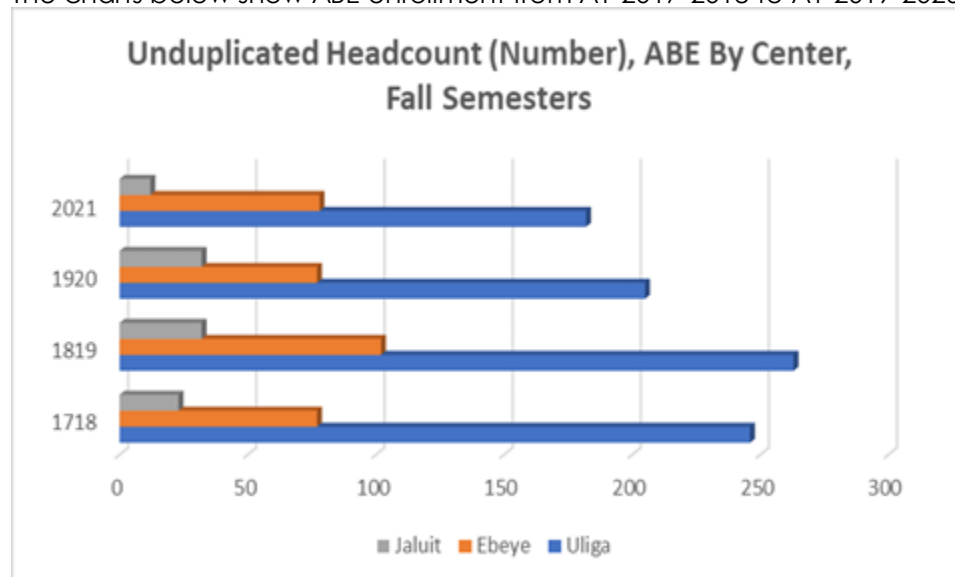
Adult Basic Education (ABE)

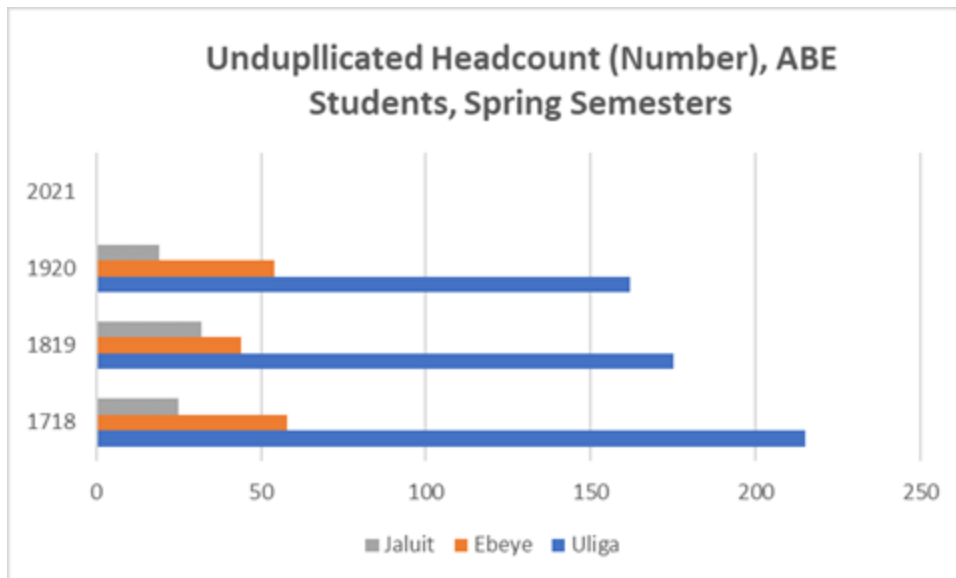
ABE offered courses at CMI's Uliga campus, the Ebeye and Jaluit Distance Education Centers and, for the first time, at the Wotje DE Center. The program has enhanced the curriculum developed in 2017 with financial literacy training and experiential learning including field trips and research projects. Through the Coral Friendship Exchange Program, students exchanged information about RMI and Majuro with the students of Kikai Island in Japan. This was conducted via zoom with the Japanese students displaying some dances and the Marshallese students demonstrating traditional basket weaving.



Below is a summary of the ABE Enrolments from 2017 to the Present in Fall, Spring and Summer semesters.

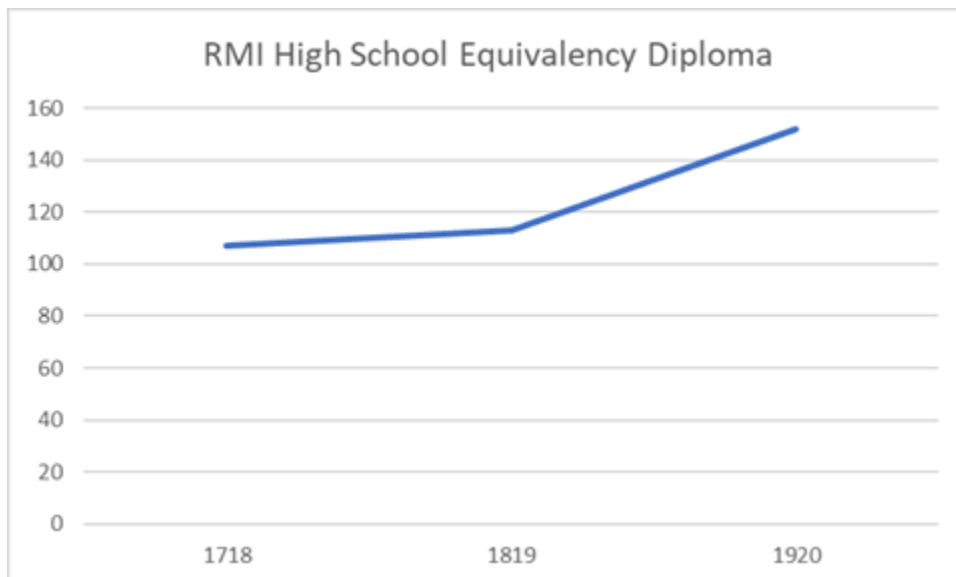
The charts below show ABE enrollment from AY 2017-2018 to AY 2019-2020.





ABE students range in age from age 17 to 50 years old. Most students have young children. Some students withdraw in Level 4 and 5 to find employment to be able to support their families, but typically they do return after a semester or two to continue and graduate.

The chart below shows the number of ABE graduates from AY 2017-2018 to AY 2019-2020.



- Future Plans for Adult Basic Education include:
- Course Review – review all ABE Courses
- Curriculum Development – develop curriculum for the Adult High School program
- Experiential Learning – to be introduced at lower levels of ABE
- Buddy System – develop a Buddy System for students in the lower levels and the higher ABE Levels to encourage peer learning and assistance
- Expansion of ABE Program to Kili and Santo – After visits to these atolls upon the request of the local governments, there are plans to conduct ABE classes in 2021 for their school dropouts and skills training for youths.

Career and Technical Education

Certificate of Completion in Vocational Carpentry

Ten students graduated with their certificate in Vocational Carpentry in 2020. This represents 90.9% of students who began in fall 2019. Before graduation, the students entered the National Training Council internship program at EZPrize, KBE Local Government, CMI Physical Plant, and Majuro Atoll Local Government. On graduation day, the HR Manager of one of the largest Construction companies on island, Pacific International Inc., advised students of employment opportunities.

The program also devised a recruitment plan due to the low recruitment of students into the program. Recruitment has included the outer islands and church communities as well as the summer TVET Fundamentals Certificate Program. As a result, twenty two new students enrolled in the program in fall 2020.

Do It Yourself (DIY) workshops were organized on Saturdays to create opportunities for individuals interested in small carpentry projects. Skills taught included measuring with a tape measure and T-square, interpreting sketches by identifying parts required and sizes, cutting using basic cutting tools and handsaws, shaping using the curve cutting saw, and smoothing using a shaping tool and machines. The use of waste materials from other CMI projects ensured that the projects were eco-friendly and inexpensive. The participants made their own garden boxes that can also be used as bookcases or shoe racks and small tables.

Future plans include:

- Revising the curriculum and to develop pathways for further study and careers.
- Develop articulation agreements with other colleges.
- Re-introducing broader construction trades coursework and programs.
- Recruiting students from all islands.

The Maritime Vocational Training Center

The Maritime Vocational Training Center prepares individuals to work in the RMI Maritime Industry, either with the government or the private sector. Due to the Arrak Campus being used as a quarantine center and restrictions on large groups activities, the program was unable to offer its usual training. Instead, the program conducted five CPR and first aid training programs to 14 CMI Carpentry students, 17 Assumption School teachers, 14 BAEE students at CMI, 14 Life Skills Academy students and 12 Laura High School students. They also ran a fire-fighting training for 15 Carpentry students. Lastly, MVTC ran a sea survival simulation with 16 WAM students, 11 IOM and MWSC students and a second group of 12 IOM and MWSC students. With funding assistance from the Fish Safety



Foundation, a workshop was conducted for policy makers and Maritime Law-Enforcement Officers and the Port Authority of the RMI.



Youth Corps

Youth Corps has continued to deliver programs to combat the high unemployment rate in the Republic and frame national service to build demand and public will. The program developed its training based on the Youth Service Corps Act 2016 as well as data provided to the program from the National Training Council and other sources. The trainings are also designed to meet the growing demand from both the private and public sector as well as the national needs.

Youth Corps and NTC collaborated on a range of initiatives designed to strengthen technical and vocational education. They organized the TVET Fundamentals Certificate Program on Majuro and Ebeye for high school graduates in Carpentry, Welding, Electrical and Automotive. NTC also provided two grants to implement the vocational training and the National Career Readiness Certification. The program was delivered by Fiji National University. Due to COVID-related travel restrictions, instruction occurred through Zoom and hands on supervisors located in Majuro assisting with hands-on activities.

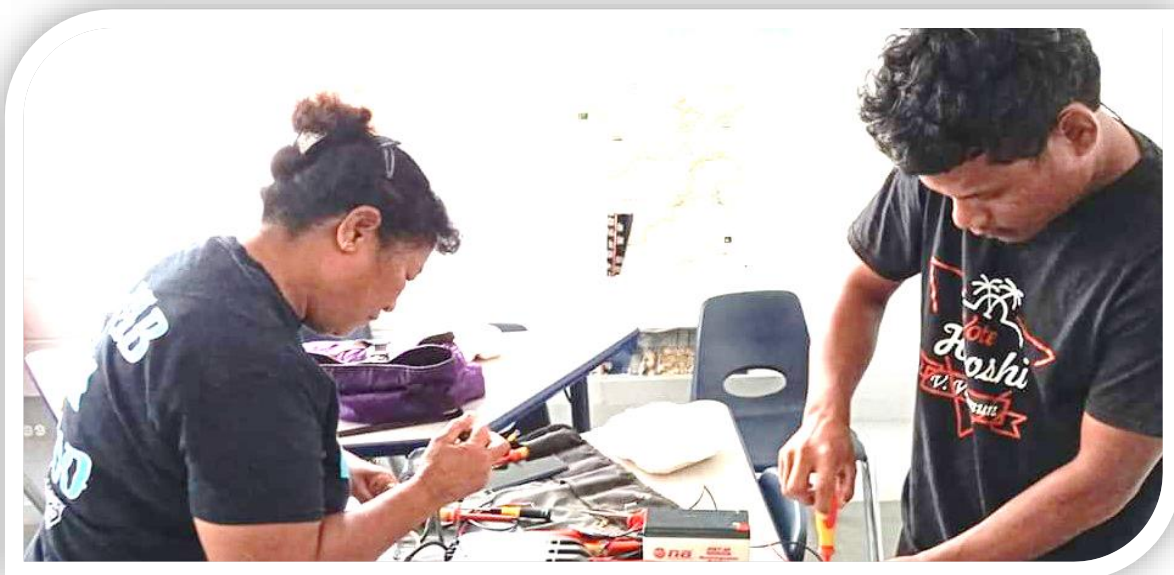


Youth Corps also partnered with USP to deliver the EU-PACTVET project as part of a broader programme known as Adapting to Climate Change and Sustainable Energy (ACSE Programme and it is implemented by the Pacific Community (SPC) and the University of the South Pacific. The training focused on Solar Energy with participants from MEC, Majuro Local Government, KAJUR, WUTMI, Kwajalein and Ebon Local Government, MICNGOS and CMI Physical Plant were part of the training.

Summary of Trainings

Training	Trainees	Outcomes
Maloelap Atoll community training (1 week – agriculture, aquaculture, nutrition, & sport)	17	This community-based training built self-reliance in three atoll communities. Monitoring and technical assistance will be provided upon request.
Mili Atoll community training (1 week – agriculture, aquaculture, nutrition, & climate change)	15	
Aur Atoll community training (1 week – agriculture, aquaculture, nutrition, & climate change)	20	
TVET Fundamentals Boot Camp – Majuro (8 weeks – Construction, automotive, electrical, & welding)	52	<p><u>Construction (11 registered 10 attended and completed)</u></p> <ul style="list-style-type: none"> • 5 enrolled at CMI • 1 in FT employment at PII • 1 left for Mainland • 2 awaiting internships <p><u>Welding (13 registered, 12 completed, 1 left for outer island)</u></p> <ul style="list-style-type: none"> • 3 enrolled at CMI • 1 in FT employment at PII • 6 awaiting Internship at Public Works • 3 awaiting internships at MALGOV

		<p><u>Electrical (16 registered, 14 completed, 1 joined summer remedial class and 1 did not attend a session)</u></p> <ul style="list-style-type: none"> • 6 enrolled at CMI • 1 enrolled at USP • 1 in FT employment at Lojkar Apts. • 6 awaiting internships at MEC, MALGOV, PSS Maintenance <p><u>Automotive (13 registered and completed)</u></p> <ul style="list-style-type: none"> • 4 joined CMI
TVET Fundamentals Boot Camp – Ebeye (8 weeks – Construction, automotive)	26	<p><u>Construction (12 registered, 11 completed.)</u></p> <ul style="list-style-type: none"> • 7 enrolled at CMI • 4 are working with NTC Ebeye to secure internships <p><u>Automotive (13 registered, 10 completed and 3 withdrew)</u></p> <ul style="list-style-type: none"> • 1 enrolled at CMI • 9 are working with NTC Ebeye to secure internships



National Career Readiness Certification

The department received a grant from the RMI National Training Council to conduct Work-Keys Assessment for high school students and college graduates. The project was piloted with the Level 4 Life Skills Academy students, ABE students and the Business Studies Graduates.

The National Career Readiness Certificate (NCRC) helps students prepare for the world of work through the acquisition of skills necessary to enter the workforce. ACT WorkKeys assessment provides valuable insights and helps predict future success in the workplace.

The National Career Readiness Certificate is awarded at four levels of achievement—Bronze, Silver, Gold, and Platinum—based on performance on three of the assessments, namely: Applied Math, Workplace Documents, and Graphic Literacy.

Nine students from the Business Students received a Bronze certificate after the First Attempt. LSA students passed 2 out of the 3 subjects but had some challenges with Applied Math. Each student can make two attempts. There are discussions with these students to revise the Curriculum again then take the test.

Workforce Development Training

Crisis Management Training

- Upon a request from the Public Service Commission, the department organized a two-day workshop covering the following topics:
- Assigning people to appropriate crisis team roles
- Conducting a crisis audit
- Establishing the means for business continuity
- Determining how to manage incidents
- Helping teams recover from a crisis
- Applying the crisis management process

Governmental Accounting

This year, the department offered a 10-month training program for selected Ministry of Finance and CMI staff. This was part of the ongoing Public Financial Management (PFM) Reform initiative of the national government, the Asian Development Bank (ADB) funds specialists to assist in the implementation of key reforms focusing on institutional capacity building particularly within the Ministry of Finance and in other government ministries and agencies whenever needed.

The main objectives of the training included:

- Building accounting technical expertise within the MOF;
- Improving public financial management through up-skilled government employees.

Micronesian Women's Leadership Training

This workshop was organized in partnership with the International Republican Institute (IRI), a US-based organization that aims to strengthen participation of aspiring women leaders in governance in twelve Pacific Island countries. It was conducted virtually for aspiring women leaders in the Marshall Islands, Nauru, Kiribati and FSM to discuss the important role that women play in their societies and their participation in the decision making process.

During the training, participants discussed what makes leaders, how women leaders amplify each other, and receive training on public speaking and advocacy plan development, how to develop training programs, Identifying your WHY – Mission and Goals and Speaking with a Purpose.

Time Management Workshop

A one-day Time Management training was organized for employees of the Ministry of Finance. The outcome of the training was for participants to:

- Better organize yourself and your workspace for peak efficiency.
- Understand the importance of, and the most useful techniques for, setting and achieving goals.
- Plan and schedule your time efficiently and learn how to set priorities and delegate to others

Agroforestry

The agroforestry courses funded by UNDP were launched on May 4 in the presence of the Mayors, extension agents and participants from Ebon, Jaluit, Namu, Jabat, Mejit, Lae, Wotho and Majuro Atoll, the CMI President and other CMI Faculty and staff.

The program introduced eighteen participants to fundamental concepts in agroforestry, identifying both global and national needs for agroforestry in the Marshall Islands' environment, and the fundamental concepts of various terrestrial ecosystems. Participants also studied the rich natural ecosystem on land and the coral reef found in Marshall Islands.

Module 1 covered the concepts of Agroforestry/ Terrestrial Ecosystem and Nutrient Dynamics. Module 2 will cover Silviculture systems in Agroforestry, Integrated Coastal Management and Agro-Industry products. The students will be provided with both theory and practical sessions to enhance their knowledge in this field.

The college plans to develop for-credit programs in this area in the future.



Distance Education Centers (DECs)

Ebeye DEC

The Ebeye Center is still housed in the Ebeye Queen of Peace Elementary School and aims to provide quality educational services to the Ebeye - Kwajalein community. The Center now has a full time Coordinator, one full-time ABE Instructor, one IT staff, and three ABE adjuncts. Enrollment

numbers increased this Fall 2020 semester with 20 students in the Credit Program with most of the students enrolled into the BAEE program as compared to the previous semester. This was possible through the vigorous recruitment organized by the One-Stop Shop committee.

The following programs have been offered at the Ebeye DEC this year:

Adult Basic Education (ABE)

CMI Credit and Developmental Courses

Youth Corps Training including the TVET

Fundamentals Certificate program and solar maintenance



This year, the ABE students completed the GEM Mapping project that started last year through a grant provided by PREL. The GEM Mapping Project aims to provide a more detailed map of Majuro, Kwajalein, and Jaluit as well as inquiring about the historical legends of these locations. These tasks were assigned to the ABE programs in Majuro, Ebeye, and Jaluit.

This year, the Ebeye ABE team developed comic books of stories from the islands they visited, including Mejatto, Ebandon and Santo. These books will be used as resources in classroom teaching.

With the increased number of students at the Ebeye Center, space is still a challenge. There are only two classrooms, one Polycom room, the library corner, and a computer lab for the use of all students. The center coordinator has tried to develop a schedule of classes to ensure that all classes are assisted with lectures and student activities. Internet outages and power cuts have also presented a challenge.

Jaluit DEC

The Jaluit DEC opened its new library in May 2020. The library includes an American Corner, reference collection, fiction and non-fiction collection, periodicals, and a desktop for research work. The opening ceremony was graced by both Ambassador J. Hsiao of ROC, Taiwan and from the US Embassy, Rachel Doherty. The Jaluit Library has been regularly visited by the students of Jaluit High School and Jabor Elementary for reading and research purposes.



The DEC has a new Coordinator this year and one custodian, and four ABE adjunct instructors with an additional Full Time ABE Instructor who will begin work in January 2021.

The enrollment numbers for students in the credit program increased to 22 in fall 2020, but the ABE program had a decrease in student numbers.

The DEC now has improved internet connectivity, which enables students to attend classes via Zoom or Polycom. In addition, the DEC assists the high school and elementary teachers who are taking up online classes at other colleges with internet access.

Challenges faced in Jaluit include:

- Space – There is a need to increase the number of classrooms as the numbers are increasing
- Attendance – students who live further from the DEC face transportation issues.
- Recruitment – more vigorous recruitment of students into the ABE program and other Credit Programs especially beyond Jabor is needed.
- Irregular Air/Boat Service – hinders the transportation of office and instructional supplies.

Wotje DEC

The official opening ceremony of the Wotje Distant Education Center was on September 28th, 2020. The Wotje DE center has two classrooms and one computer lab. In October, public announcements were sent out to Churches (Protestant, Catholic, Full Gospel, and Assembly) and advertisement at local stores. Home visits were done as well to recruit students for the ABE program. Job announcements for adjunct instructors were sent out to both schools on island Wotje Public Elementary School (WPES) and Northern Island High School (NIHS). CMI credit courses enrollment announcements were also sent out to Churches and advertisements at local stores on both islands, Wotje and Wodmej.



The placement test for ABE was taken by a total of 22 students. Out of these 22 students, 17 students were enrolled starting fall 2020. Students placed at levels 2,3, and 4. There are nine students in level 2, four students in level 3, and four students in level 4.

CMI credit and developmental classes will be offered starting spring 2021 via Polycom or Zoom. Six new students, ten readmitted students, and seven returning students have applied.

Challenges faced by the DEC include:

- A need for more classroom space and bathroom facilities.
- Working students often arrive late for class or miss class.
- Students need additional tutoring and engagement activities, which will be provided in the new year.

Student information in 2020

Student placements and analyses

Table 1: First-Time Student Placements in English, Fall 2020

CMI ENGLISH PLACEMENT RATES BY HIGH SCHOOL, FALL 2020										
	ENGLISH PLACEMENT LEVELS									
	CREDIT		LEVEL 3		LEVEL 2		CAN NOT BE PLACED		TOTAL	
HIGH SCHOOL TYPE/HIGH SCHOOL	COUNT	%	COUNT	%	COUNT	%	COUNT	%	COUNT	%
NON RMI	4	22%	7	39%	5	28%	2	11%	18	100%
RMI HS EQUIV	2	5%	14	34%	25	61%	0	0%	41	100%
GENERAL EDUCATION DEVELOPMENT (GED)	1	3%	14	38%	22	59%	0	0%	37	100%
LIFE SKILLS ACADEMY	1	25%	0	0%	3	75%	0	0%	4	100%
RMI PRIVATE	11	15%	22	30%	33	45%	7	10%	73	100%
ASSUMPTION HIGH SCHOOL	1	9%	4	36%	6	55%	0	0%	11	100%
CALVARY HIGH SCHOOL	0	0%	1	33%	0	0%	2	67%	3	100%
EBEYE CALVARY HIGH SCHOOL	1	17%	1	17%	3	50%	1	17%	6	100%
FR. LEONARD HACKER HIGH SCHOOL	0	0%	0	0%	0	0%	1	100%	1	100%
MAJURO BAPTIST CHRISTIAN ACADEMY	2	22%	3	33%	4	44%	0	0%	9	100%
MAJURO COOPERATIVE SCHOOL	2	25%	4	50%	2	25%	0	0%	8	100%
MARSHALL CHRISTIAN HIGH SCHOOL	1	7%	3	21%	9	64%	1	7%	14	100%
RITA CHRISTIAN HIGH SCHOOL	0	0%	1	20%	4	80%	0	0%	5	100%
SEVENTH DAY ADVENTIST SCHOOL	2	29%	2	29%	2	29%	1	14%	7	100%
SEVENTH DAY ADVENTIST SCHOOL	1	33%	1	33%	1	33%	0	0%	3	100%
EBEYE GEM CHRISTIAN SCHOOL	1	17%	2	33%	2	33%	1	17%	6	100%
RMI PUBLIC	31	17%	59	32%	85	46%	9	5%	184	100%
JALUIT HIGH SCHOOL	7	16%	9	20%	27	61%	1	2%	44	100%
KWAJALEIN ATOLL HIGH SCHOOL	1	6%	2	13%	7	44%	6	38%	16	100%
LAURA HIGH SCHOOL	0	0%	5	33%	10	67%	0	0%	15	100%
MARSHALL ISLANDS HIGH SCHOOL	20	22%	35	39%	33	37%	2	2%	90	100%
NORTHERN ISLANDS HIGH SCHOOL	3	16%	8	42%	8	42%	0	0%	19	100%
UNKNOWN	0	0%	0	0%	1	100%	0	0%	1	100%
Grand Total	48	15%	102	32%	149	47%	18	6%	317	100%

Table 2: First-Time Student Placements in Math, Fall 2020

CMI MATH PLACEMENT RATES BY HIGH SCHOOL, FALL 2020												
	MATH PLACEMENT LEVELS											
	CREDIT		LEVEL 3		LEVEL 2		LEVEL 1		CAN NOT BE PLACED		TOTAL	
HIGH SCHOOL TYPE/HIGH SCHOOL	COUNT	%	COUNT	%	COUNT	%	COUNT	%	COUNT	%	COUNT	%
NON RMI	3	17%	4	22%	3	17%	6	33%	2	11%	18	100%
RMI HS EQUIV	2	5%	14	34%	16	39%	9	22%	0	0%	41	100%
ADULT BASIC EDUCATION	1	3%	14	38%	15	41%	7	19%	0	0%	37	100%
LIFE SKILLS ACADEMY	1	25%	0	0%	1	25%	2	50%	0	0%	4	100%
RMI PRIVATE	7	10%	16	22%	24	32%	19	26%	7	10%	73	100%
ASSUMPTION HIGH SCHOOL	1	9%	4	36%	5	45%	1	9%	0	0%	11	100%
CALVARY HIGH SCHOOL	0	0%	1	33%	0	0%	0	0%	2	67%	3	100%
EBEYE CALVARY HIGH SCHOOL	0	0%	0	0%	3	50%	2	33%	1	17%	6	100%
FR. LEONARD HACKER HIGH SCHOOL	0	0%	0	0%	0	0%	0	0%	1	100%	1	100%
MAJURO BAPTIST CHRISTIAN ACADEMY	1	11%	2	22%	3	33%	3	33%	0	0%	9	100%
MAJURO COOPERATIVE SCHOOL	1	13%	2	25%	2	25%	3	38%	0	0%	8	100%
MARSHALL CHRISTIAN HIGH SCHOOL	1	7%	3	21%	4	29%	5	36%	1	7%	14	100%
RITA CHRISTIAN HIGH SCHOOL	0	0%	1	20%	2	40%	2	40%	0	0%	5	100%
SEVENTH DAY ADVENTIST SCHOOL	1	14%	0	0%	3	43%	2	29%	1	14%	7	100%
SEVENTH DAY ADVENTIST SCHOOL	1	33%	1	33%	0	0%	1	33%	0	0%	3	100%
EBEYE GEM CHRISTIAN SCHOOL	1	17%	2	33%	2	33%	0	0%	1	17%	6	100%
RMI PUBLIC	40	22%	55	30%	53	29%	28	15%	8	4%	184	100%
JALUIT HIGH SCHOOL	2	5%	18	41%	14	32%	9	20%	1	2%	44	100%
KWAJALEIN ATOLL HIGH SCHOOL	2	13%	2	13%	7	44%	0	0%	5	31%	16	100%
LAURA HIGH SCHOOL	7	47%	0	0%	4	27%	4	27%	0	0%	15	100%
MARSHALL ISLANDS HIGH SCHOOL	25	28%	30	33%	21	23%	12	13%	2	2%	90	100%
NORTHERN ISLANDS HIGH SCHOOL	4	21%	5	26%	7	37%	3	16%	0	0%	19	100%
UNKNOWN	0	0%	0	0%	1	100%	0	0%	0	0%	1	100%
Grand Total	52	16%	89	28%	97	31%	62	20%	17	5%	317	100%

CMI places students in the different English and Math levels using a multiple measures approach. Students are placed at one of the four placement levels using student's placement test score, junior grade, senior grade, and GPA. This is the second year that placement is only administered to incoming CMI students and not to all high school students.

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

Table 2 and Table 3 show the distribution of first-time degree-seeking registered CMI students using the multiple placement measures.

Half of the first-time students in Fall 2020 at CMI were from the public high schools of RMI. The biggest number came from the Marshall Islands High School which is also the biggest RMI public high school.

In Table 2, out of the 317 students, 15% were placed at Credit Level English. This proportion is slightly lower from last year at 17%. Thirty-two percent were at English Level 3, a very significant increase from the 13% of last year. With the elimination of English Level 1, more students were at Level 2 at 47% while 6% were at Can Not Be Placed.

Comparing the placement of RMI public school graduates, the biggest proportion of students placed at Credit Level English are from Marshall Islands High School (22%). For the first time, none of the Laura High School graduates placed at Credit Level. In contrast, while for last year, none of its students were placed at Credit English Level, 16% of Jaluit High School graduates were able to do so in Fall 2020. There is a significant drop in the proportion of Kwajalein Atoll High School graduates placed at Credit Level English from last year's 14% to this year's 6%. Though, very insignificant, Northern Islands High School placement at Credit Level dropped from 17% to 16% as well.

It is also notable that very few RMI private high school graduates placed at Credit Level English. For years, Majuro Baptist Christian Academy and Majuro Cooperative School have most of its graduates place at Credit Level. However, there were only 11% and 13% for Fall 2020. There is also a significant increase in the proportion of Non-RMI high school graduates placed at Credit Level English, from 11% in 2019 to 22% in Fall 2020.

Another worthy development is the placement of ABE and Life Skills Academy students at Credit Level. Though a very small number, it is an improvement from last year when none was placed at the Credit Level.

Table 3 shows the distribution of first-time students in the different Math placement levels. Sixteen percent are at Credit Level, a 2 percentage point increase from last year. While 28% are at Level 3, 31% at Level 2, 20% at Level 1, and 5% at Can Not Be Placed.

There is an increase in the proportion of students placed at Credit Level Math from the RMI public high schools from 18% last year to 22% in Fall 2020. The most dramatic is with the Laura High School graduates in which almost half (47%) of its graduates coming to CMI were at Credit Level Math compared to 21% from last year. There was also an increase in the proportion of students placed at Credit Level with Jaluit High School and Marshall Islands High School students. While very insignificant, there is a 1 percentage point decrease for Kwajalein Atoll High School and Northern Islands High Schools. It should be noted that the Fall 2020 incoming students are the first graduates of the Math Transition Course - an intensive 12th grade Math course developed collaboratively by CMI Instructions and PSS High School teachers.

Similarly with English placement, a small number of ABE and Life Skills Academy students were at Credit Level Math, a positive change from last year when none was placed at the Credit Level. Quite a high proportion of Non-RMI students were also placed at Credit Level Math with 17% in Fall 2020 but none were at this level last year.

Enrollment trends and analyses

Fall enrollments 2011 – 2020

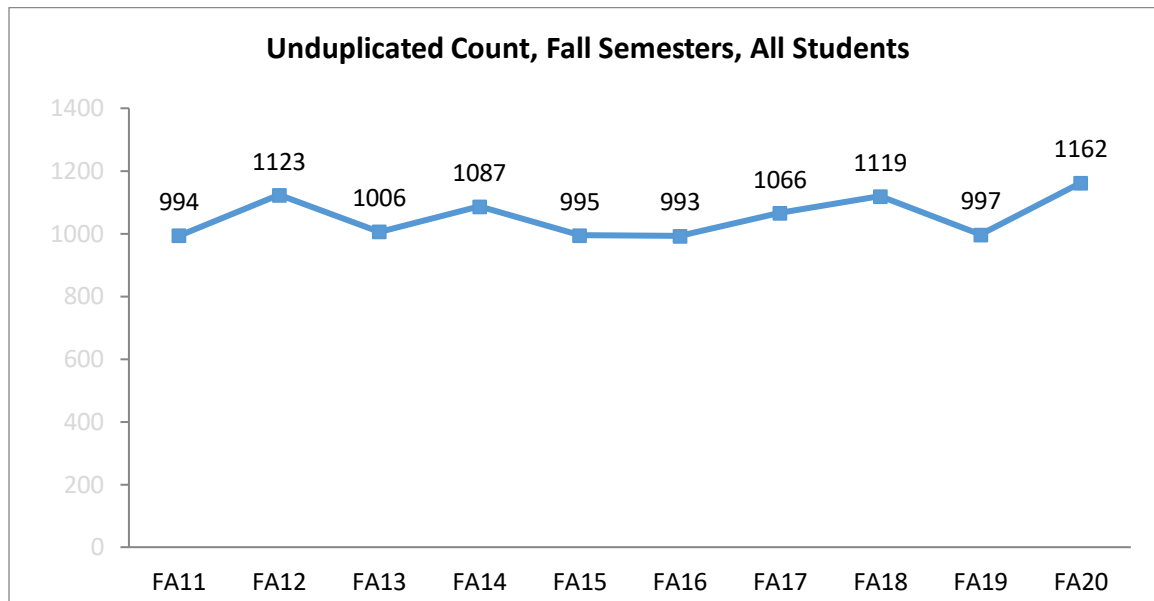


Figure 2: CMI unduplicated headcount, fall semesters

Spring enrollments 2012 – 2021

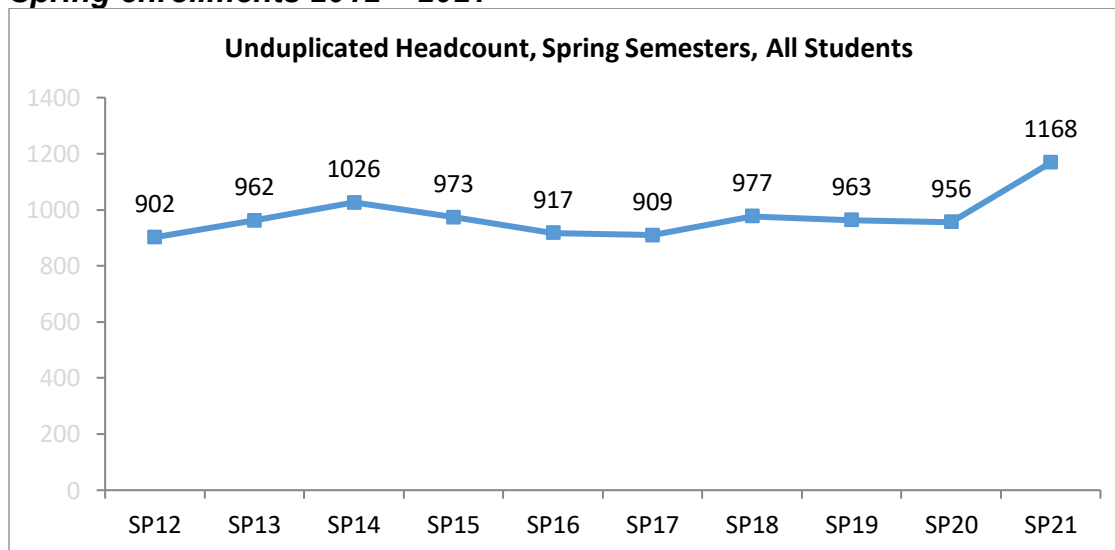


Figure 3: CMI unduplicated headcount, spring semesters

Figures 2 and 3

CMI recorded its two highest ever enrollments in Spring 2021 and Fall 2020. In fact, it is the first time that CMI's spring enrollment surpassed the previous fall enrollment.

In Fall 2020, 1162 students registered which is a 17% increase from the previous fall semester while in Spring 2021, 1168 students registered translating to a 22% increase from Spring 2020. Overall, unduplicated headcount of student enrollment at CMI has been relatively consistent in the past ten years with the slight increase noted in the most recent semesters. 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. With the biggest decline (11%) observed in 2019 since 2012.

Starting in 2011, spring enrollment gradually increased peaking at 1026 students in 2014, the all-time record for spring enrollment. After which, the number decreased gradually until 2018

Completions trends and analyses

Course completions from 2011 – 2020

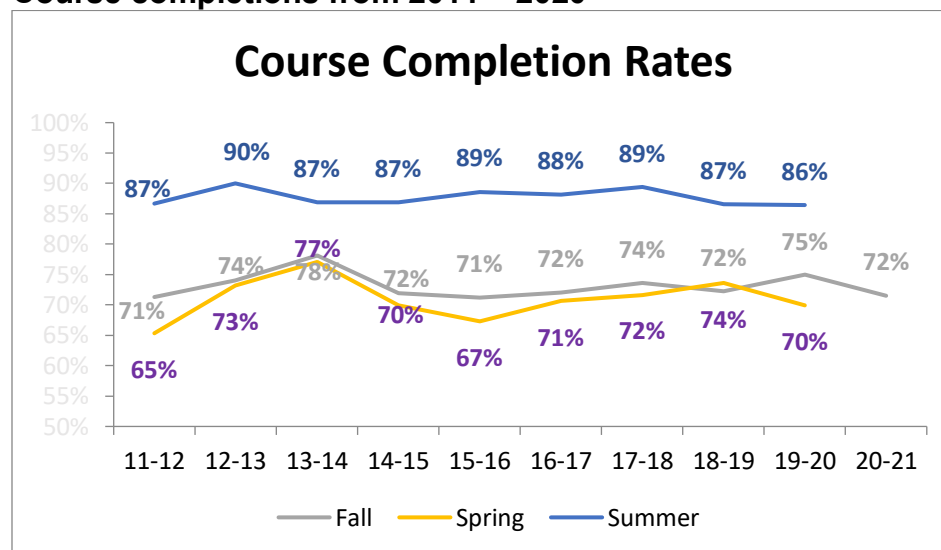


Figure 3: CMI course completion rates: fall, spring and summer semesters

Figure 4

Course completion rate measures the proportion of students who passed or completed their attempted courses for the semester excluding audit students. 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 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, decreasing or stabilizing at 72% except for a slight increase in fall 2017 and fall 2019. M

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% on 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) residential 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 rate during the fall semesters is a college KPI. The course completion institution-set-standard (ISSs) for Fall 2020 was achieved at 72% while the stretch goal at 82% was not.

Degree completions from 2013 – 2020

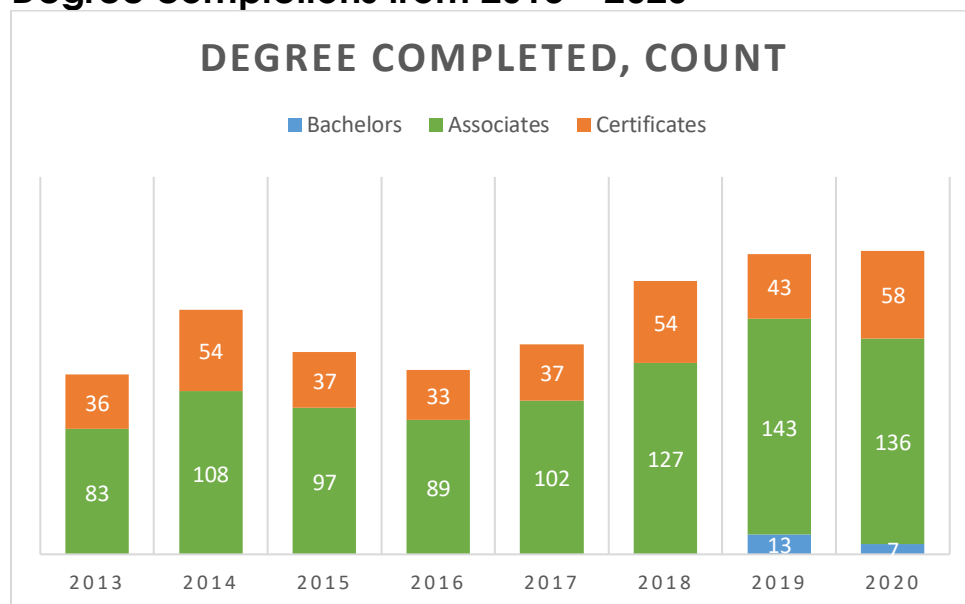


Figure 4: CMI degree completions

Figure 5

Figure 5 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 institution-set-standards for the number of graduates for the different degrees had been achieved up until 2019. In 2020, the ISS for the number of graduates for the bachelor's degree was not achieved.

It can be noted from the graph that the number of graduates for each type of degree is generally increasing over time except in 2020. 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 14 graduates. In the

most recent 2020 graduation, the number of associate and bachelor degrees awarded decreased by 5% and 46% respectively.

Degree completion rates from FA 2011 to FA 2017 Cohorts

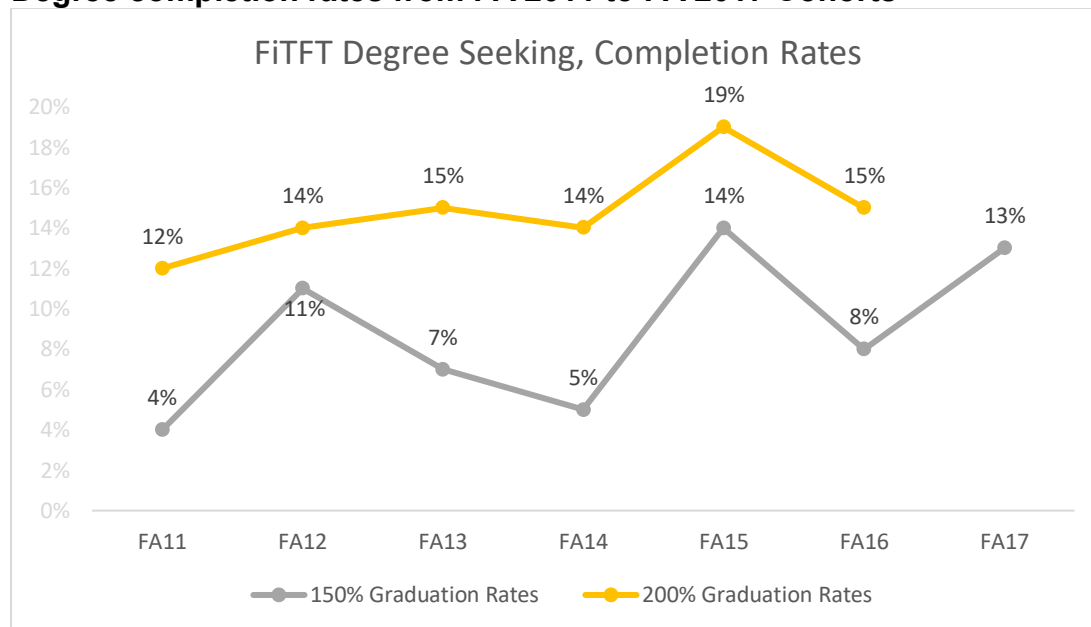


Figure 6: CMI completion rates

Figure 6

While the number of degrees awarded to the graduates is increasing over time, completion rates have generally declined. Figure 6 shows two degree-completion rates that are being monitored by the college as a KPI. One hundred fifty percent (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.

For the Fall 2015 cohort, the declining trend observed, since the Fall 2009 cohort, turned around as the 150% and 200% completion rates increased by 9% points and 5% points respectively. For the first time, CMI almost achieved its 150% and 200% completion rates ISSs at 20% and 15% with the Fall 2015 cohort.

However, with the Fall 2016 cohort, the 150% and 200% completion rates decreased to 8% and 15% respectively. A significant increase was observed with the Fall 2017 cohort at 13% but is still not enough to achieve the set ISS of 15%.

Upward Bound

Each semester, instructors from the college and from the private and public high schools with a minimum qualification of a bachelor's degree were recruited to teach the many evening enrichment courses offered to the high school students selected to participate in Upward Bound. Classes offered in 2020 included Algebra 1 & 2, Geometry, Physics, Chemistry, English, and Test Prep. This year, tutors and teachers were trained to use Moodle as well in case the global



pandemic led to a shutdown of face-to-face instruction.

Upward Bound's summer component is unique because it runs full-time over six weeks. Because the Arrak Campus was being used as a quarantine site, the summer program ran on the main campus in Uliga and could not be residential. For six weeks, classes ran from 8:30 in the mornings to 3:30 in the afternoons Monday through Friday. An hour after classes was dedicated to intramural activities for fun and enjoyment. In addition to the required courses offered, there were classes on Raspberry Pi, Achieve 3000, art and music, calculus, and scientific writing.

In the middle of the summer, the whole program went on a two-day camping trip at Eneko Island. Students learned about living out of shelters and providing for themselves. The first night rained so hard many students learned that the tent set-up is very important and this was after they were drenched in rain water. But it all was a good experience. Other activities student participated in were team-building and life-skills.

Graduated seniors who underwent the bridging program and experienced college for the first time. After the bridge program, the seniors then went on a cultural adventure to Mili Atoll from July 29th to August 3rd. The seniors explored the WWII remnants that are still there on Mili's main island and learned a little about the atoll's small but proud history. On other occasions boys and girls went about doing their separate activities where the ladies learned traditional cooking and basket weaving and the gentlemen went fishing. Before saying their good-byes the students

presented gift for all the schools on Mili, gifts for the community on the main-island, and gifts for the recently renovated Protestant church.

Upward Bound Activity Report for 2020

The start of the year was a challenge. Staff members went off-island to attend a Teaching Through Technology (T3) training, the annual performance report was opened and due soon, and then there was the pandemic.

Each semester our very own instructors from the college itself and others from the private and public high schools with a minimum qualification of a bachelor's degree are recruited to teach the many courses offered. One of our ambitions regarding our services is to provide quality and qualified delivery of instructions and what better way is there than to prove pedagogical prerequisites. Classes offered in the academic year included Algebra 1 & 2, Geometry, Physics, Chemistry, English, and Test Prep. Through classes, training on operating the Moodle platform was also conducted for both our instructors and tutors. Everyone had to prepare should there be a lockdown and face-to-face learning was not

possible and this online platform would

definitely help with continuing learning.

The prevalent part of the Upward Bound program is the summer component. The summer component is unique because the program runs full time in six weeks. It was unfortunate that this year, due to the unprecedented pandemic, the program could not proceed with a residential program. The Arrak campus was used as a quarantine site therefore the summer program had to run on the main campus in Uliga. For six weeks classes ran from 8:30 in the mornings to 3:30 in the afternoons Monday through Friday.

An hour after classes was dedicated for intramural activities for fun and enjoyment. Other than the required courses offered, others included Raspberry Pie, Achieve 3000, Art and Music, Calculus, and Scientific Writing.

In mid-summer program, the whole program went on a two days camping trip at Eneko Island. The

exhilarating camping trip taught students about living out of shelters

and providing for themselves. The first night rained so hard many students learned that the tent set-up is very important and this was after they were drenched in



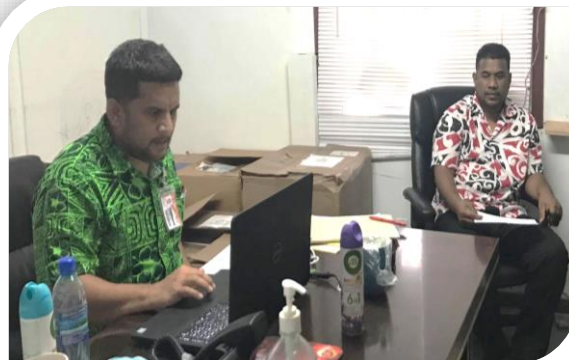
rain water. But it all was a good experience. Other activities students participated in were team-building and life-skills. Another electrifying part of the summer was that of the graduated seniors who underwent the bridging program and experienced college for the first time. Out of the 16 seniors we had 13 started their post-secondary education at CMI, 2 started in Fall, and the remaining 1 wished to start in Spring 2021. After the bridge program, the seniors then went on a cultural adventure to Mili Atoll where they spent and explored the Marshallese culture for 5 days, from July 29th to August 3rd, 2020.

The seniors explored the WWII remnants that are still there on Mili's main island and learned a little about the atoll's small but proud history. On other occasions boys and girls went about doing their separate activities where the ladies learned traditional cooking and basket weaving and the gentlemen went fishing. Before saying their good-byes the students presented gift for all the schools on Mili, gifts for the community on the main-island, and gifts for the recently renovated Protestant church. The senior trip concluded the school year.

In August 2020 the recruitment of new students from the target schools (MBCA, MIHS, AHS, SDA,



and COOP) kicked off. Out of over a hundred applicants, only 17 were selected to be part of the challenging, yet fun, journey. Regular UB classes ran from September 1st to November 26 with Report card night occurring the last Friday of the month. Parent involvement is an important intervention we wanted to practice and





seeing and talking to them about their child's progress made improvement on the student's performance in school. Moodle platform training commenced through the Fall semester as we also had new teachers. The

mandatory courses offered

included sciences, math, and English. A creative writing class was formed for our seniors. While regular class instruction ended in November, tutoring continued toward the 17th day of December when all schools finished their exams, thus ending the 2020 fiscal year.



Valuing Our Employees

Building Marshallese capacity

As the national college of the Marshall Islands, CMI strives to exemplify what it means to value employee wellbeing and give recognition to employee contribution.

- **Employee wellbeing in the time of COVID-19**

In the wake of the COVID-19 pandemic CMI immediately responded by putting in place guidelines and procedures to support employees and their families as well as manage its operations in the event of a COVID-19 infection. This included paid sick leave to care for family members and paid leave for compulsory quarantine should the need arise. Procedures and the necessary infrastructure were also put in place allowing employees to work from home to ensure college operations continued. These procedures have been formalized into a policy on 'Remote Work and Work from Home' as we continue transform our modus operandi in this time of the COVID-19 pandemic.

As the host of the RMI Government Quarantine Center for COVID-19, CMI is responsible for providing support service operations. Ensuring the safety and wellbeing of CMI administrative and support staff stationed at the Arrak campus has been a priority for CMI and in this regard employees were provided with the necessary PPE and compensation for hazardous risk exposure.

- **Supporting employees at our DE Centers**

As CMI expands its services to make it accessible to students in the outer atolls, hiring the best people to manage the centers is not without its challenges. A Hardship Differential policy approved by the Board in October 2020 recognizes the need to attract and retain the best employees to serve the needs of students of the college and the community in the outer islands through the CMI Distance Education Centers.

- **Recognizing employee performance**

Building a performance culture is critical to achieving CMI's strategic goals and the College's performance management system put in place in 2016 focuses on aligning employee efforts to achieve these goals. Despite the challenges faced in 2020, CMI successfully completed the fourth cycle of the PMS evaluation registering improvement to overall average employee performance outcomes and an increase to the number of employees receiving recognition awards.

- **Appreciating employees**

CMI prides itself in being family-oriented. Building on past practices, the two college sponsored employee appreciation activities held in 2020 were hugely successful. In particular, the annual employee appreciation picnic held in September which includes families was very well attended and very much appreciated by employees.

Investing in our Human Capital

CMI continues to build on its human capital investment focused on building Marshallese capacity in the academic and professional cadre of employees.

The first two candidates in CMI's Faculty Fast Track program successfully completed their Masters' degrees from the University of Guam in 2020. They have respectively joined the faculty rank in the Education and Liberal Arts departments. The two represent a 30% increase to the number of Marshallese faculty teaching degree programs which totaled 6 for the last two years increasing to 8.

On the non-faculty side, CMI continues to invest in the professional development of its employees through the Jitdam Kapeel programs. Of the seven employees reported last year pursuing higher degrees, three have successfully completed their studies. Ranny Kumtak returned with his BSc Information Systems from the STI College Global City in the Philippines and has been appointed to the position of Web and Data Administrator enhancing Marshallese capacity in the professional IT cadre. Manny Mottelang graduated with his bachelors' degree in Elementary Education from CMI further strengthening his role as Instructional Designer responsible for ensuring CMI courses are accessible on the Moodle learning platform. Jemaima Razalan completed her masters' degree in Student Development Administration from the Seattle University and her return to CMI will certainly boost the Academic Student Support program which she heads.

DEPARTURES

Administrator		Staff		Faculty	
Dr Theresa Koroivulaono	President	Jimmie Akeang	Translator	Raijieli Bulatale	Education
		Danny Jailar	Security	Gabriel Soje	Education
		Zinnia Johnson	Custodian/Groundskeeper	Jordon Prokosch	Liberal Arts
			Dean Resource		
		Carl Hacker	Development	Camari Koto	Liberal Arts
			Manager Safety and		
		Mill Helkena	Secuirty	Mixon Jonas	Liberal Arts
			Aquaculture Research		
		Foster Lanwe	Assistant	Michael Young	Liberal Arts
		Kalani Nii	4H/Youth Extension Agent	Martin Gluchman	Developmental Education
		Thomas Jelke	Paraprofessional ASP	Morgan Cameron	Developmental Education
		Jellesen Rubon	Executive Secretary	Andrea Hazzard	Developmental Education
		Robert Leon	Custodian/Groundskeeper	Alex Kasula	Developmental Education
			Accounting/Budget		
		Ernest Jakeo	Specialist	Wilfredo Cristobal	Business
		Joey Abner	Paraprofessional ASP	Jude Zachrias	Voc. Carpentry
		Kenneth			
		Fernando	Coordinator Jaluit DE Center	Tone Herkinos	ABE
		Arthur Razalan	Maintenance Technician	Werter Olter	ABE
		Cassandra		Maxmillian	
		Fransdan	Director Upward Bound	Breckterfield	Continuing Education
		Langinbwij			
		Langmos	Agriculture Extension Agent		

EMPLOYEES PASSED AWAY

Cent Langidrik	Commissioner CLLC
Alfred Capelle	Chair CLLC

NEW APPOINTEES

Administrator		Staff		Faculty	
Dr Irene Taafaki	President Executive Vice	Meyar Mamis	Associate Dean Student Equity & Engagement	Ekta Madan	Agroforestry
William Reiher	President	Mikaa Reiher	Administrative Assistant	Geoffrey Goodman	Liberal Arts
		Danny Jailar	Security Guard	Kendal Romany	STEM
		Curitha Jumao-As	Student Advocate/Counselor	Patricia Owens	ABE
		Janelynn Mandira	Library Technician I	Marson Ralpho	Education
		Kios	Maintenance Electrician	Val Margarit	Liberal Arts
		Johnny John	Custodian/Groundskeeper	Meri Rabuka	Nursing
		Zinnia Johnson	Arrak Cook	Darren Dillman	Liberal Arts
		Wanko Jolet			Developmental Education
		Willmita Alex	Arrak Cook	Karalaini Osborne	Education
		Arvin Jumao-As	Academic Coordinator	Rebecca Raab	
		Alexandria Johnny	Wotje Distance Education Coordinator	Wisely Bosin	ABE
		Elvison Aisia	Security Guard	Derrick DeBrum	ABE
		Kirrin Leit	Security Guard		
		Rubida Hermios	Jaluit Distance Education Coordinator		
		Collis Dooley	Aquaculture Extension Agent		
		Andreas Ned	Student Engagement Coordinator		
		Linus Kebos	Director Physical Plant		
		Carland Simon	Research Assistant		
		Jolani Lanidrik	Custodian		
		Roland Schutz	Custodian		
		Jora Jora	Bilingual Education		
		Bethany Fisher	Bilingual Education		

Rolson Jakabot
Pruter Karben

Bilingual Education
Bilingual Education

WORKING OVERSEAS DURING PANDEMIC

Administrator

Staff

Max Sudnovsky

Vincent Enriquez

Coastal
Agent

Management

Agriculture Researcher

Faculty

Geoffrey Goodman

Bethany Fischer

Liberal Arts
Bilingual
Education

STRANDED OVERSEAS DURING PANDEMIC

Administrator

Staff

Jemaimah
Razalan

Roselyn Tartios

Elsie Thomas

Rosie Konou

Angela Franklin

Director ASP

Paraprofessional ASP

Cook

Cook

Dean Student Success

Faculty

Meri Rabuka

Val Margarit

Rebecca Raab

Darren Dillman

Nursing
Social Science
Education
Liberal Arts

PROFESSIONAL DEVELOPMENT

Administrator	Vice President	Staff	Faculty
Stanley Lorennij	Land Grant	Johnson Langidrik Jemaimah Razalan Manny Motellang Mary Silk Lisa Jeeran Kelly Sebastian Nering Redmond Anti Muller John Zedkaia Risi Karben Vasemaca Savu	Procurement Officer Director ASP Learning Designer Director Nuclear Institute Cataloger Executive Officer Assistant Director HR Book Store Assistant Director Upward Bound Student Advocate Dean Academic Affairs
			Mylast Bilimon Marson Ralpho Meitaka Kendall Herman Lajar Jennifer Seru Tarry Henos
			FFT candidate FFT candidate Business Marshallese Studies Developmental Education Adult Education Basic

GRANTS

AREA HEALTH EDUCATION CENTER

Award Amount	Funded By	End Date
\$101,000.00	Health Resources and Services Administration (HRSA) through University of Guam	August 2021

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.

NAVIGATING STUDENT SUCCESS IN THE PACIFIC

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

The Navigating Student Success in the Pacific grant will contribute to improved education services for students with disabilities across the nation and the larger Pacific community. 26 educators focusing on severe disability and deaf education are underway to graduate in Spring 2021.

ADVANCED TECHNOLOGICAL EDUCATION

Award Amount	Funded By	End Date
\$42,350.00	National Science Foundation (NSF) through University of Hawaii at Manoa	March 2023

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 within the Pacific. Over 350 students have benefitted either directly or indirectly through the NSF-ATE grant. This benefit has come from internship opportunities and the improved curriculum supported by faculty development activities. Equipment's and other materials supplied by the grant 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
\$22,100.00	National Science Foundation through University of Hawaii at Hilo	August 2021

The Islands of Opportunity-LSAMP is committed to increasing the number of underrepresented minority students- especially students of Native Hawaiian and Pacific Islander ancestry- graduating with two- and four-year degrees in a STEM related discipline. CMI is one of 10 Alliance Institution from across the Pacific. The IOA-LSAMP offers student support through internship, research opportunities, and participation in annual international conferences.

REIMAANLOK- RIDGE TO REEF

Award Amount	Funded By	End Date
\$197,375.00	UNDP Pacific Office Fiji	April 2021

The Reimaanlok- Looking into the Future: Strengthening natural resource management in the Republic of the Marshall Islands employing integrated approaches (RMI R2R) project aims *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 Certification Program at the College. With the grant coming to an end, CMI has developed the Agroforestry Certificate Program and is underway to develop an Associate's Degree in Agroforestry. CMI also focused on enhancing the formulation of the GIS-based MIS, by supporting the National Spatial Analytic Facility monitoring and evaluation platform. The GIS repository has been populated with the latest data and soon to be accessible to both the public and policy makers.

FORESTRY STEWARDSHIP PROGRAM

Award Amount	Funded By	End Date
\$40,000.00	U.S. Department of Agriculture	December 2021

The Forestry Stewardship Program continues to promote the production of economically important crops like pandanus and breadfruit and has introduced more varieties of fruit trees for field trials. There are additional atolls/islands to enter and more demonstration sites and nurseries to build as the College is also in the process of expanding by putting up more distance learning centers. This project also calls for a more stable supply of quality trees for distribution, more training for stakeholders, and consistent awareness of the importance of agroforestry in the RMI.

IMPROVING QUALITY OF BASIC EDUCATION

Award Amount	Funded By	End Date
\$850,000.00	Asian Development Bank (ADB)	October 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 Framework 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 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
 - The Learning Designer's primary role is to work with faculty to design and develop online and hybrid courses.
 - The Learning Designer will offer training in the different modes of learning to faculty, staff and students as required.

CMI continues 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 intensive and Education sector-wide training and development in twenty-first century educational theory and practice.

PEER TO PEER PROGRAM

Award Amount	Funded By	End Date
\$25,000.00	RMI Gov't Through Single State Agency	September 2021

The CMI Peer 2 Peer (P2P) Program is designed to change students' perceptions, behavior, and tolerance regarding the most critical health and wellness through peer to peer mentoring. 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.



TVET Fundamental Certificate Program

Award Amount	Funded By	End Date
\$106,250.85	RMI National Training Council	August 2021

A Memorandum of Understanding established between CMI and NTC offers collaboration on a range of initiatives designed to strengthen Technical and Vocational Education Training (TVET), also referred to as Career Technical Education (CTE). With this funding from NTC, two vocational training was conducted on a hybrid mode for Majuro and Ebeye students. Fields covered were Automotive, Electrical, Construction and Welding & Fabrication. A total of 77 participants (70 male, 7 female) participated in the 8-week long training.

LAND GRANT

Accomplishment Highlights

- **Research**

Sweet potato research proposal was recently approved by National Institute for Food and Agriculture (NIFA) and is now in its early phases of implementation.

- **Extension**

Ronron High School - Extension team provided the following to the student population ...

- Sustainable Agriculture - Organic composting, Dry littering, Garden Setup, Planting of Leafy Vegetables, and introduction of 2 variety of tropical pineapples.

- Climate Change – Conducted a presentation session on climate change and its impact and introduction of a coastal erosion project.
- Expanded Food and Nutrition Education Program (EFNEP) – Youth curriculum lessons on food safety, nutrition, and healthy food recipe demonstrations.
- Youth & Family – Awareness presentations on substance abuse, communicable and non-communicable diseases, preventive/intervention measures, and where and how to get help and treatment.



Likiep Atoll - Extension team provided the following to the student population ...

- Sustainable Agriculture - Organic composting, Dry littering, Garden Setup, Planting of Leafy Vegetables, and introduction of 2 variety of tropical pineapples.
- Expanded Food & Nutrition Education Program (EFNEP) - Youth curriculum lessons on food safety, nutrition, and healthy food recipe demonstrations.
- Youth & Family - Awareness presentations on substance abuse, communicable and non-communicable diseases, preventive/intervention measures, and where and how to get help and treatment.

• Regional Collaborative Efforts

A **"Grouper Grow Out Trial"** is well underway at the former Aquaculture Technology of the Marshall Islands (ATMI) whereas 200 grouper juveniles were imported from the Oceanic Institute in Hawaii. This is a result of an ongoing regional collaboration between OI-Hawaii, LG Aquaculture Regional Chief Scientist and the LG Central Office at the COM, CMI CRE aquaculture division and former ATMI manager Mr. Ryan Murashige who has been contracted to take the lead and oversee this.

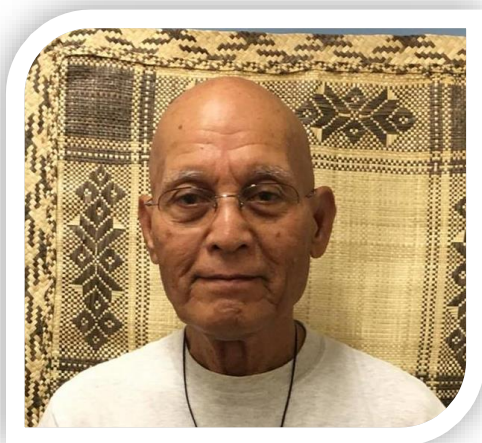
A new agriculture initiative dubbed **10'x10' - 5v** is also underway as part of the overall extension efforts to promote five easily grown vegetables that are rich in vitamins and minerals. This initiative involves establishing small demonstration gardens at each village on Majuro that are roughly 10 feet by 10 feet in size and are planted with the following vegetable: *Kangkong, Okra, Green Chili Pepper, Tomato, and Spinach.*



Memorial Tribute

The CMI Board of Regents, President, Senior Leadership, Faculty, Staff, and Students dedicate this tribute in memoriam of two CMI colleagues and great mentors: CLLC Chairman Alfred Capelle (1940 - 2020) and CLLC Commissioner Cent Langidrik (1948 -2020).

Our nation lost two great educators with the passing of these two gentlemen late last year. Both were exemplary in the preservation and promotion of our local language and culture. They will be respected as remembered as Marshallese Cultural and Linguistic experts that strongly upheld our traditional values and “manit”. They have both left a legacy behind with their talent in these areas, and have left lasting impressions on our language as evident in their written material for Marshallese children and adults.



Alfred Capelle



Cent Langidrik

“You may have left us, but your morals, ethics, and advice will always stay with us. Thank you for your inspirational leadership, COLLEAGUES.”