

College of the
Marshall Islands

METO



EDUCATION MASTER PLAN

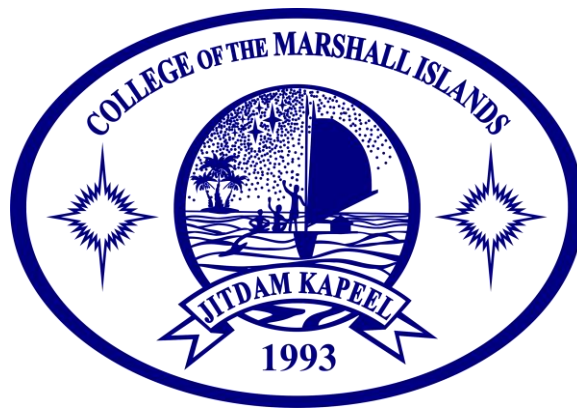
2019-2029

COLLEGE OF THE MARSHALL ISLANDS

METO

EDUCATION MASTER PLAN

2019-2029 (updated 2024)



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May 2018

College of the Marshall Islands

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Preface to the 2024 Revision

Since the establishment of CMI's first Education Master Plan in 2019, the college and the world have undergone significant changes. The plan was initially developed under president Dr. Theresa Koroivulaono, and the goals of the Meto guided the leadership transition to Dr. Irene Taafaki in 2020. Recognizing the importance of adaptation to changing circumstances, Dr. Taafaki initiated a process of revision in 2023 and multiple consultations were completed prior to her unexpected departure from this world that September. It is to her wisdom and memory that the revisions to this plan, and the efforts that will be undertaken to fulfill this plan, are dedicated. In particular, she saw the need to make the Wapepe plans more meaningful and cross-cutting. She also reminded us of the importance of addressing climate change in the college's plans as the effects of this major global change are increasingly felt.

Climate change, however, is not the only world event to impact CMI. The Covid-19 pandemic and the extended border closures that protected the Republic of the Marshall Islands from the worst of the disease brought challenges, especially with hiring, that emphasized the importance of developing local resources. At the same time, the pandemic brought remarkable opportunities for the college: special funding from the U.S. Department of Education allowed CMI to improve its technological resources and capacities, including by placing Zoom room technology in all classrooms. The pandemic also saw declining out-migration, which led to higher enrollment figures; these numbers have now returned to pre-pandemic levels. As the global political situation continues to change rapidly, the college must remember the lessons of the pandemic, including that none of us are separate from world events, no matter how distant they may seem.

The college has had important successes in 2019 thanks to the leadership of Dr. Koroivulaono and Dr. Taafaki, as well as to the guidance of the METO's goals. In 2021, following the completion of an Institutional Self-Evaluation Report and peer review visit, the college's accreditation was renewed for 18 months with the requirement of a follow-up report; in 2022, after the report was submitted and a second peer-review visit held, ACCJC reaffirmed the college's accreditation for the remainder of the cycle, extending the institution's longest unbroken period of accreditation without sanctions. Later that year, the college successfully applied to make the Ebeye Center into Kwajalein Campus, which means that full college-level programs can now be offered at that location. Expansions to other islands also took place. The planned Wotje Center opened, and sub-centers offering adult basic education were opened on Kili and Santo, with plans to offer similar services on Likiep and Namu. Programs developed since 2019 include the Certificates of Completion in Automotive Service Technology and Construction trades, which were developed specifically to meet the needs of Kwajalein Atoll; the Associate of Science in Agroforestry Education for Health and Sustainable Livelihoods; the Certificates of Completion in Health Outreach Worker and Outer Atoll Health Assistant, developed in collaboration with the Ministry of Health and Human Services and PIHOA; and two new maritime certificates for entry-level deck and engine room hands.

In light of all these developments, the goals of this plan have been revised to:

- Student Achievement and Success
- Expanded Access to Learning
- Economic and Community Development
- Sustainability of Human, Fiscal and Physical Resources
- Entrepreneurship

These goals will be supported through the following Wapepe:

- Climate Change (Goals III-IV)
- Equitable Student Success (Goals I-II)
- Community Engagement (Goals II-III, V)
- Institutional Sustainability (Goal III)

These five year plans will be implemented through management plans at the department and division levels.

MESSAGE FROM THE PRESIDENT

Iokwe aolep,

Greetings and welcome to the College of the Marshall Islands' first METO Education Master Plan! In 2018, we celebrated our twenty-fifth year of providing quality, post-secondary education to the Marshallese people.



Much has been achieved and yet so much more needs to be accomplished in the next twenty-five years and more. In the last twenty-six years, many new programs have been added to the initial teaching and nursing training programs and the Land Grant on which the college was first built. Marshallese Studies, Business, Marine Science and Liberal Arts provide the basis for a more diverse range of associate degrees. Selected vocational training is also available. Adult Basic Education and Developmental Education run parallel to college credit programs for students who need high school diplomas or remediation respectively to enter college or be more competitive in the workforce. The Bachelor of Arts in Elementary Education, our first four-year degree, was approved by the Accrediting Commission for Community and Junior Colleges (ACCJC) in 2017 and the first students enrolled in fall 2017. This first cohort graduated in May 2019 with 13/16 completing successfully and exceeding the Key Performance Indicator (KPI) in this area by 30%.¹

Directly addressing our completion rate, which in recent years has fluctuated between 4 – 6%, remains central to all CMI initiatives and student support programs. The Accelerated Program² and Dual Enrollment³ represent new and revised responses to enhancing college readiness. Multiple measures, introduced in spring 2017, allow the consideration of junior and senior high school grades and other competency test scores

¹ The KPI was set at 10.

² Initiative of the Developmental Education department and first introduced in summer 2017. Selected students who placed at level 2 were enrolled in an intensive, residential-study program for eight weeks to prepare them for entry to credit level at the start of the fall semester. Ordinarily, these students would have taken 2 – 3 semesters (or more) to reach credit level. A considerable number passed into credit level in fall 2017 after the eight weeks of accelerated learning.

³ Program where high school students can also take college credits usually in after-school class sessions at CMI.

like TOEFL,⁴ SAT⁵ or ACT⁶ alongside CMI placement test results. We continue to strengthen and build new partnerships particularly in this area both within the Republic of the Marshall Islands (RMI) and with stakeholders abroad to ensure highly competent and globally competitive graduates.

Navigating Student Success in the Pacific (2016) and Upward Bound (2017) are two of the several million-dollar grant programs for which CMI competed successfully to create new learning opportunities and advance student success and achievement. Other federal and non-federal grants including those from the National Science Foundation, Department of Education, Louis Stokes Alliances for Minority Participation and the Asian Development Bank enable further opportunities for student advancement in specific subject areas like science, math and education.

The Land Grant program, in recent years, has been able to fill all three researcher positions for the first time since it was established. The emphasis on food security through agriculture has been immensely encouraging as elementary and high school students and community members increasingly plant vegetable and fruit gardens from Majuro to Arno, Ebeye, and on to other outer island communities. The Agriculture Researcher⁷ continues to lead sustainable food security practices and conduct research projects that interrogate the propagation of new crops and crop production methods. The new Food Technology Researcher⁸, has also started exploring opportunities for inquiry, for example into coconut products like coconut flour and vinegar.

The aquaculture program through its new researcher⁹ will re-establish clam and oyster research projects and at the same time, establish new research programs based on finfish and other marine-based species. Through the Land Grant extension agents, sustainable and relevant agriculture, aquaculture and food technology projects will continue to be developed and shared with local communities.

New buildings have also changed the physical profile of the college. In 2012 the \$27 million facilities development was completed with new classrooms, labs and administrative spaces showcasing innovative and energy-efficient designs. Solar panels were installed on the roof of the new Rebbelip building, directly reducing energy bills by over 50%, a trend which continues to the present day.

⁴ Test of English as a Foreign Language

⁵ Originally the [Scholastic Aptitude Test](#), later renamed the Scholastic Assessment Test. Today it is no longer an acronym but remains as the trademark and name of the test usually administered as a standardized entrance examination.

⁶ American College Test: a standardized test, the results of which are widely accepted by American colleges to determine entry into higher education.

⁷ Mr. Vincent Enriquez

⁸ Ms. Adriana Perez

⁹ Dr. Sergio Bolasina

Increasingly, business as usual at CMI is driven by transformative change for continuous improvement. Just as the late Senator, Minister, Ambassador and champion of action on climate change, the Honorable Tony deBrum, reframed the Marshall Islands as a “large ocean nation” as opposed to a “small island state”¹⁰, CMI must also revise and create more relevant ways of configuring educational opportunities for transformational change in every sector of RMI society. The education lens must reflect the redefinition of modern Marshallese society as an empowered and empowering experience, integrating both traditional and contemporary knowledge and practices.

More than any other time in our history, our graduates must be trained to succeed as exemplars in employment or as transfer students. Our quality of education must be directly responsive and innovative to meet the multifarious needs of the RMI which include roles and responsibilities in leadership, commerce, industry, skilled labor, the public service, private sector and entrepreneurship. We will increase our efforts to leverage technology for education and for increased efficiencies in all college operations. No longer will we wait for students to come to Majuro; we have already started to take education to the outer islands with CMI Centers in Ebeye and Jaluit. Designs for the Wotje Center have been completed, and construction is scheduled for the latter half of 2019.

As CMI improves outreach opportunities, Service Learning and Community Service programs will be further explored and integrated as required to enhance community alliances and open students' eyes to the benefits of service learning. Through community service projects, students gain leadership skills, societal insight and interpersonal skills, as well as valuable work experience. Community service and service learning help build the bridge between serving and learning.¹¹

Internships are also excellent ways to ‘try out’ organizations that students may have targeted as possible future employers. Moreover, internships expose students to their chosen fields, with their inherent challenges and nuances in ways that textbooks cannot do. Students are able to apply what they learn in the classroom, plus internships enable students to develop all-important professional networks.¹²

In June - August, 2019, the first ever Construction Trades Boot Camp took place at Uliga Campus with the Old Library being converted into a temporary workshop. Twenty-five unemployed young Majuro trainees registered for the six-week program conducted in partnership with Guam Community College (GCC) and the National Training Council. Two GCC CTE instructors, Ronald Santos and Edward Camacho traveled to CMI to run

¹⁰ <https://www.americansecurityproject.org/event-recap-climate-change-foreign-minister-tony-de-brum-marshall-islands/>

¹¹ Attributed to Ms. Bernadette Howard, CTE State Director, University of Hawai'i

¹² Attributed to Ms. Bernadette Howard.

the program which consisted of six modules: Safety, Carpentry, Masonry, Electrical, HVAC and CPR Basic First Aid. The Boot Camp model for CTE training is scheduled to take place not only during the summer but throughout the year in response to community needs and available funding. Taking this model to Ebeye and other outer islands is also planned as long as adequate training facilities and the required resources are sufficient. Providing agile, relevant and sustainable responses to CTE and continuing education needs are priorities for the Adult & Continuing Education department at CMI.

As funding challenges at the national level necessitate even tighter financial controls and the need for quality and relevant higher and continuing educational services increases, CMI's mission in the coming years will be delivered through the implementation and continuous review of this ***METO: Education Master Plan, the Learning and Teaching Rebbelip (or Learning and Teaching Plan)*** and the six operational plans listed below:

- ***Governance Wapepe;***
- ***Enrollment Management Wapepe;***
- ***Information Technology Wapepe;***
- ***Human Capital Wapepe;***
- ***Facilities and Security Wapepe; and the***
- ***Finance Wapepe***

The first CMI Strategic Plan terminated in December 2018 and will be replaced by the new Bujen Kōllejar - Strategic Plan 2019 – 2023. Key performance indicators and risk mitigation strategies will provide the framework for institutional performance review in the new Strategic Plan. Finally, as CMI positions itself for the next twenty-five years and beyond, the success of the CMI METO, the Learning and Teaching Rebbelip, the six Wapepe and the Bujen Kōllejar will be determined predominantly by three major factors.

The names for the Education Master Plan (METO¹³), Learning and Teaching Plan (REBBELIP¹⁴), the six operational plans (WAPEPE¹⁵) and the Strategic Plan (BUJEN KōLLEJAR) were chosen to capture and embed elements of the Marshallese ethos. Central to all college plans is the recognition that the College of the Marshall Islands serves the Marshallese people as articulated in our mission.

¹³ The stick charts were constructed as instructional aids for teaching to preserve knowledge. They were not taken on voyages, for all knowledge was memorized. The charts depict natural phenomena and interpret the wave and current patterns that strike the islands. Long before modern day navigational instruments were brought to the Marshallese, they traveled the ocean, maintained courses and determined positions of islands by the use of wave patterns that are depicted in the stick charts. <http://www.alele.org/meto-stick-chart-navigation/>

¹⁴ The rebbelip, a square or rectangular shaped stick chart, illustrates sailing directions for most islands in both the Ratak (eastern) and Ralik (western) chains of the Marshall Islands. There are also rebbelip that chart out smaller sections of the Marshall Islands and may include only several atolls. <https://marshallse-manit.org/post-library-jukle/navigation-and-stick-charts-part-2-stick-charts/>

¹⁵ The Wapepe was the small square-shaped stick-chart which literally means “a canoe that is floating on the water”. Retrieved from <http://www.alele.org/author/alele-clem-adm/> on 22 May, 2018. Wapepe present the basic principles of wave navigation; meto were probably made by extending and elaborating Wapepe.

Firstly, competent, informed, decisive and student-centered faculty, staff and administrators bear the primary responsibility for delivering the CMI mission as articulated in these plans. Appropriate capacity building and professional development programs must underpin workforce planning and development. Secondly, fiscal management must be acutely mission-driven and potential efficiencies and opportunities optimized where ever possible. For example, entrepreneurship within college operations should be encouraged to generate self-sustaining resources.

Lastly, strong, ethical and visionary leadership at supervisor, middle management and executive levels need to be championed, supported and rewarded. As the only college in the RMI, exemplary employee performances, competitive graduation rates and innovative educational services will locate CMI in the best possible position for continued improvement in the next twenty-five years and beyond.

Kommool tata.

Theresa Koroivulaono (PhD)
President
College of the Marshall Islands



Figure 1: CMI Faculty and Staff members at the CMI Graduation Ceremony, May 2017.

ABBREVIATIONS and DEFINITIONS

ACCJC	Accrediting Commission for Community and Junior Colleges
ACT	American College Test
CMI	College of the Marshall Islands
CTE	Career Technical Education
EC	Executive Council (at CMI)
GCC	Guam Community College
HCW	Human Capital Wapepe
METO	Stick chart ¹⁶
REBBELIB	Stick chart (refer to footnote)
RMI	Republic of the Marshall Islands
EMW	Enrollment Management Wapepe
FSW	Facilities and Security Wapepe
FW	Finance Wapepe
ITW	Information Technology Wapepe
LTR	Learning and Teaching Rebbelib
PCC	Palau Community College
PSS	Public School System
SAT	No longer an acronym and is used to identify a standardized examination usually for college entry in the United States.
TOEFL	Test of English as a Foreign Language
TVET	Technical and Vocational Education and Training
USP	University of the South Pacific
WAPEPE	The Wapepe was the small square-shaped stick-chart which literally means “a canoe that is floating on the water.” Retrieved from http://www.alele.org/author/alele-clem-adm/ on 22 May, 2018. Wapepe present the basic principles of wave navigation; meto were probably made by extending and elaborating Wapepe.

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MISSION, VISION, PHILOSOPHY AND VALUES

Our Mission

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.

Our Vision

The College of the Marshall Islands will become a model educational center for the nation.

(BOR Approved Dec 1, 2020)

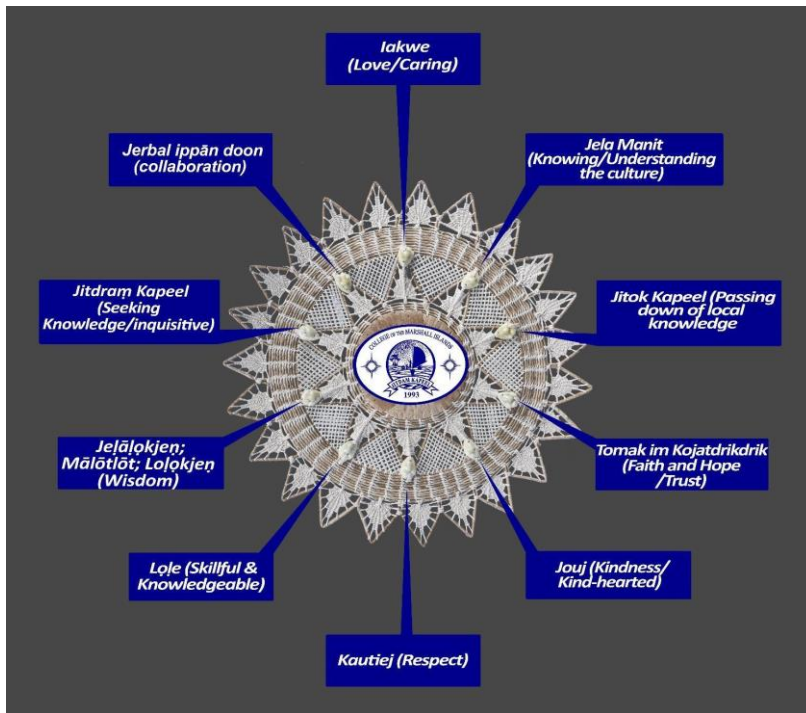
Our Philosophy

We believe that quality education is essential to the well-being of individuals and to the well-being 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.

(BOR Approved Dec 1, 2020)

Our values

- **Iakwe (Love/Caring):** Love and the ethic of care are core values in Marshallese culture and create a positive and enabling learning and work environment.
- **Jela Manit (Knowing/Understanding the culture):** We value our local culture and expect students and employees to seek out, understand and respect the cultural contexts within which we operate.
- **Jitok Kapeel (Passing down of local knowledge):** We value local knowledge systems and encourage contextualized learning experiences that use traditional and Pacific ways of learning.
- **Tomak im Kojatdrikdrik (Faith and Hope/Trust):** We value fidelity to a cause, and through honest, hard work, the building of trust within our community.
- **Jouj (Kindness/ Kind-hearted):** At the heart of Marshallese culture is Jouj or kindness. Kindness in interactions and communications, and acting in the best interests of others is expected throughout our community.
- **Kautiej (Respect):** We value respect as we are a multicultural institution. Respect creates a culture of trust, safety and wellbeing which is essential for collaborative working and learning.
- **Lōje (Skillful & Knowledgeable):** We value continuous learning and improvement, and strive to develop our community to ever higher levels of skill, knowledge and expertise.
- **Jelāļokjen; Mālōtlōt; Loļokjen (Wisdom):** We value wealth and depth of knowledge throughout the institution, especially for those accountable to others for delivering knowledge and making decisions.
- **Jitdraṃ Kapeel (Seeking Knowledge/inquisitive):** We value the pursuit of knowledge and truth, as learning is the foundation of our institution and is a hallmark of continuous improvement.
- **Jerbal ippān doon (collaboration):** We value collaboration and teamwork, of the sharing of responsibility for the development of our community.



EXECUTIVE SUMMARY

The METO Education Master Plan (METO) 2019 – 2029 is the first educational masterplan for the College of the Marshall Islands. The METO was developed in consultation with all sections of the college community: the Board of Regents, administrators, staff, faculty and students. External stakeholder responses were received from the following sources in the Republic of the Marshall Islands (RMI):

- The Chamber of Commerce,
- Information provided in the road map for the RMI Government entitled *Agenda 2020*¹⁷, and
- The National Training Council *Employer Skills Needs Survey 2015*.¹⁸

The METO is supported by the following cross-cutting operational plans, which in turn are supported by individual and departmental work plans:

- Climate Change Wapepe
- Equitable Student Success Wapepe
- Community Engagement Wapepe
- Institutional Sustainability Wapepe

¹⁷ <http://www.cmi.edu/documents/MScSubsChangeProp/RMI%20Agenda%202020%20FINAL.pdf>

¹⁸ <https://drive.google.com/file/d/1QfRUysdWvkkZBiAyDLnxL79sfmZkqbTb/view>

Goals

The METO has five goals:

- I. Student achievement and success;
- II. Expanded access to learning;
- III. Economic and Community Development;
- IV. Sustainability of Human, Fiscal, and Physical Resources; and
- V. Entrepreneurship.

Developed to last for ten years from 2019 – 2029, this first METO will continue to be reviewed for relevance and sustainability by the CMI Executive Council while it is being implemented.

INTRODUCTION

Marshallese society¹⁹

It is estimated that when the first Westerners arrived in the Marshall Islands, the population was approximately 30,000; more than 400 per square mile. For such crowded conditions in an atoll environment, special customs were developed that specified who had the rights to land, how fruits were divided, what each person's duties were and how these rights and duties should be passed on from one generation to the next. War was often waged over who should control the land and its resources.

Those who were successful in battle earned the right to be known as chiefs (irooj) over those who were conquered, and in turn led these subjects in protecting their lands against others who tried to take them. The chiefs provided protection, security and day-to-day leadership for the workers (ri-jerbal), who in return supported the chiefs with tribute from the land.

Society was organized around clans (jowi) which were subdivided into lineages (bwij). Each child inherited the lineage of his or her mother and the rights to that lineage. Members of royal lineages had chiefly rights in the lands of their subjects. Each islet was divided into tracts with definite boundaries and descriptive names; for each tract there was a commoner lineage with worker rights and a royal lineage with chiefly rights. There was no private property, only lineage property and there were elaborate rules for sharing which extended to other lineages in need. Work was done by groups, often within the lineage, but some tasks like the porpoise hunt were done on a communal basis, involving a whole village or atoll.

People were required to marry outside their lineage and preferably outside their clan. Marriage was permitted with a first cousin whose mother was from a different clan but marriage with distant relatives or even those of known relationship was prohibited if they stemmed from the same clan. Marriages were often arranged by the elders to consolidate land holdings. The system of clans and lineages and the same set of customs ran throughout the atolls and there was a considerable amount of inter-island travel. This system has resulted in the great homogeneity of language and culture that is found today over the 750,000 square miles of ocean on which the 70 square miles of land that comprise the Marshall Islands is located.

There were strict customs concerning bodily functions and sanitation, but native medicines could not cope with diseases and infant mortality was high. A community-wide feast (keemem) was held to celebrate the birthday of any child who survived the

¹⁹ Permission for this excerpt was granted by Deacon Alfred Capelle, co-author of *Marshallese Reference Grammar* (2016) from which this segment originates.

first year. This tradition is still widely practiced today. There were beliefs in both good and evil spirits and legends concerning demons who haunted remote islets.

The concerns of such a society are still reflected in the vocabulary of the Marshallese language. There are several thousand names for the various islets and tracts of land in the atolls, names for several dozen clans, for the various levels of royalty and the types of land rights in the feudal society, names for relatives of all sorts within the complex matrilineal kinship system, names for the numerous spirits and demons and terms for the types of tribute and the sharing of food.

Much of the foregoing account of life in the Marshall Islands remains true today. There have also been many changes since the arrival of the first Western explorers and missionaries and during the successive periods of German, Japanese and American administration. Traditional models of authority started to change as foreign administration systems replaced chiefly roles. New religions were introduced and a new education system was established by the missionaries.

A mechanized war on a scale previously unimaginable was fought on Marshallese shores and the populations of several atolls were evacuated to permit the testing of atomic weapons and intercontinental missiles. A new system of government was introduced based on the election of representatives. The new systems also meant dislocation at many levels. People moved to urban centers where they had little affiliation to land as modern civilization brought mixed blessings. Traditional structures that organized Marshallese communities could not operate in the new urban centers. All of these changes have taken place in a little over a century.

In the midst of ongoing adaptations to the changing political, religious, economic and social milieu, education in the RMI continues to face mammoth challenges. Higher and continuing educational opportunities at CMI must embrace definitive Marshallese cultural values even as they continue to develop the modern Marshallese professional and skilled tradesperson.

Modern Marshallese society

After four decades under US administration of the UN Trust Territory of the Pacific Islands, the Marshall Islands attained independence in 1986 under a Compact of Free Association. They have been under the Compact ever since. The current agreement will expire in 2023.

The Marshall Islands received approximately \$1 billion in aid from the US during the period 1986-2001 under the original Compact of Free Association (Compact). In 2002 and 2003, the US and the Marshall Islands renegotiated the Compact's financial package for a 20-year period, 2004 to 2024. Under the amended Compact, the Marshall Islands will receive approximately \$1.5 billion in direct US assistance. Under the amended

Compact, the US and Marshall Islands are also jointly funding a Trust Fund for the people of the Marshall Islands that will provide an income stream beyond 2023, when direct Compact aid ends.

US assistance and lease payments for the use of Kwajalein Atoll as a US military base are the mainstay of this small island country. The Marshall Islands hosts the US Army Kwajalein Atoll Reagan Missile Test Site. Kwajalein also hosts one of four dedicated ground antennas. The other ground antenna sites are on Ascension (Saint Helena, Ascension, and Tristan da Cunha), Diego Garcia (British Indian Ocean Territory), and at Cape Canaveral, Florida (US) that assist in the operation of the Global Positioning System (GPS) navigation system.

The importance of the RMI to the security of the US remains high, yet there is no assurance that the funds that have been allocated to the RMI since 1986 will continue after 2023. Funding security is but one of ten national issues of concern for RMI delineated in the *Agenda 2020* report.

The CMI Enrollment Management Wapepe (EMW) provides a critical component for determining the carrying capacity of the College against its available resources. Any new courses and programs will need to be supported by the projections in the METO for addressing the direct employment and capacity-building needs of the RMI.



Figure 5: Traditional and Modern Marshallese Society

Top Left: Young Marshallese female roro performer in traditional dress at the CMI graduation ceremony 2017.

Bottom Right: The Capitol building, the modern seat of power which represents democratic-style government, and where many modern-day Marshallese events are held.

History of the College of the Marshall Islands

The community college now known as the College of the Marshall Islands (CMI) came into official existence when the Board of Regents of the Community College of Micronesia issued its charter on October 10, 1989, designating it as the College of Micronesia-Majuro. Less than two years later, in January 1991, it was given its present

name and accredited by the Accrediting Commission for Community and Junior Colleges. In April 1993, CMI became an independent entity with its own Board of Regents and was chartered to serve as the post-secondary agency for the RMI.

As an institution, CMI can trace its origins to several earlier programs. The oldest of these was a school of nursing established by the Trust Territory of the Pacific Islands. Begun on Moen Island in Chuuk in 1953, it was later moved to Pohnpei, then to Palau, then to Saipan in the Northern Marianas, and finally, in 1986, to Majuro. The School of Nursing was affiliated with the University of Guam in 1972 to confer the Associate of Science degree in Nursing. In 1975, the Trust Territory Department of Public Health assigned responsibility for the school to the Community College of Micronesia under the Trust Territory Department of Education. Responsibility was then shifted to the Board of Regents of the College of Micronesia in 1978.

Uliga campus

The origins of the elementary education courses at CMI can be traced to the Micronesia Teacher Education Center, opened in 1963 on Pohnpei for in-service instruction. This center soon established a branch on Majuro, known as the Marshall Islands Teacher Education Center. In 1970 the High Commissioner of the Trust Territory issued a directive turning the educational centers into the Community College of Micronesia (CCM). Majuro's program then became an extension of CCM, offering pre-service elementary teacher education. Three years later it added a Curriculum, Learning, and Training Center which awarded graduates a two-year degree in education. The dual focus of this Center was on teacher education and curriculum development. Curriculum development covered most elementary subjects and was tested in Majuro's Rita Elementary School. In 1990 the program, now called the Continuing Education Center, ceased to be an extension of the Community College of Micronesia and was renamed the CMI Division of Instructional Services.

A third component dates from 1981, when the Community College of Micronesia, based in Pohnpei, now COM, was awarded U.S. Land Grant status. It began operations on Majuro in 1983, offering non-credit courses in agriculture and home economics, among others, and it continues to do so. By 1987, all three programs – nursing, education, and the Land Grant extension – were housed together in Majuro on the present College campus. In 1988, they were integrated under a single administrator by directive of the College of Micronesia Board of Regents. In 1989, they were combined to constitute the College of Micronesia-Majuro, which became independent in April 1993 as the College of the Marshall Islands.

In 2006, the College entered a phase of rapid improvement in facilities at the Uliga campus, including the opening of new Residence Hall facilities (2007), Tolemour Hall - a new Math, Science and Nursing Building with a state-of-the-art Simulation Nursing Laboratory (2008). Since then, the College built a new energy building housed in the

Physical Plant. Another classroom building, Wapepe Hall was added in 2009. The inside of Rebbelip and deBrum Halls was completed in 2010. The new Administration Building which houses the Office of the President, the Board of Regents Conference Room, Financial Affairs and Business Services, as well as Human Resources, was completed in 2011. The College Center, which contains the Library, Special Collections, Nuclear Institute, Instructional Technology upstairs and Academic Affairs and Student Services downstairs was completed in late 2012. The new Student Center facility, innovatively designed with three containers as the base units, was completed in late 2016 and is located on the Assumption Church side of the College Center.



Figure 2: CMI Uliga Campus, May 2018.

Arrak campus

The College started using Arrak campus as a residential site for students in the latter half of 1999. While there were some courses taught there from time to time, it was not until 2011 that the Tool Box initiative²⁰ was introduced as the first comprehensive program. Currently, the Carpentry and Maritime programs are based at Arrak. The majority of the students enrolled in these two programs live on campus, totaling approximately thirty-five a semester. With the re-establishment of the Upward Bound program at CMI in 2017, student numbers at the Arrak dormitories double over the summer semester.

Shortly after Arrak opened as a residential CMI site, the Land Grant program was also moved there in 2000. The ebbs and flows of research work as part of the CMI Land Grant program over the ensuing years resulted largely from a shortage of researchers in agriculture, aquaculture and food technology. Without resident researchers, Land Grant activities have largely been in the extension program areas. Since 2017, with the appointment of the new Land Grant Dean, a much more vibrant and outcome-focused set of programs in agriculture, aquaculture and food technology research are now evident. Furthermore, for the first time in CMI's history, the full complement of three researchers, in agriculture, aquaculture and food technology had been recruited by February 2018. The new wet and dry lab currently under construction is almost complete and will provide a much larger space for research projects.

Plans are also underway to renovate the old, dilapidated hatchery facilities and to this end, an architect from Palau Community College visited CMI in August 2019 to develop building designs which will then be submitted to the Land Grant Head Office in Pohnpei and the Board of Regents for funding approval.

With the new Agriculture Researcher (who started in February, 2016), community gardens were quickly established in Majuro and then in Ebeye. Plans for further expansion to more outer atolls like Jaluit and Ebon are underway. Research projects in natural fertilizers and mushroom production are also in progress.

In the Food Technology area, the production of coconut flour is well underway. Extension activities focused on food security, health and hygiene and water quality on Majuro and Ebeye have been conducted on a regular basis.

Notably in July – August 2019, the CMI Land Grant worked with aquaculture researchers from Palau Community College and the Land Grant Head Office in Pohnpei to conduct giant clam and rabbit fish production training both in Majuro and in Mili. Trainees from Aur also attended.

²⁰ A military-style program where students learned selected technical and basic academic skills and developed strong, personal discipline.

The potential for the Land Grant in promoting sustainable livelihoods and economic development cannot be emphasized enough. Land Grant programs and activities must not be peripheral considerations in the delivery of the CMI mission, they should be mainstreamed and integrated. There are a wide range of ways in which integration can take place. Three main areas are listed below:

- Firstly, there must be integration where appropriate, with learning and teaching especially in relation to research. Learning gardens and selected marine species production are two such areas.
- Secondly, the outreach by Land Grant extension activities provide crucial connections to the community and the opportunity to partner in food security projects, promote self-sufficiency and encourage entrepreneurship.
- Thirdly, as a potential resource base, other grants available as part of the Land Grant schedule of grants, for example, Distance Learning, provide a much-needed and valuable opportunity for the improvement and expansion of the CMI distance learning centers.



Figure 3: Land Grant activities poster

In 2018, the old library facilities underwent major renovation and refurbishment providing critical learner support services to students at Arrak, Laura and nearby locations. Future plans for the Arrak campus are focused on expanding facilities for CTE and selected entrepreneurial initiatives.

CMI Centers

At the time this METO was originally developed, two CMI centers had been established away from Majuro Atoll. CMI centers offer Adult Basic Education, informal training, and partial credit programs. The center on Ebeye was opened in 2013 and the one on Jaluit in June 2017. Since then, Ebeye Center has become Kwajalein Campus, able to offer full programs, and the planned Wotje Center has opened. Sub-centers offering Adult Basic Education have been offered on Kili and Santo, with additional sub-centers planned for Likiep and Namu.

The growth of CMI learning and teaching services in the neighboring island centers represents a significant development in taking education out to the people of the RMI. In a country of 70 m2 of land and 750,000 m2 of ocean, the bricks and mortar model can be exorbitantly expensive and unsustainable. Furthermore, students being able to study on their home islands is, from the student perspective, cheaper and often less disruptive. Living in Majuro can be challenging, costly and alienating. Consequently, harnessing the potential for open learning and providing the required learning and student support services must.



Figure 4: Jaluit Center students working on their garden project in 2018.

PURPOSE

The College of the Marshall Islands (CMI) Education Master Plan – the METO, provides a comprehensive institutional overview that aims to integrate current and future planning efforts related to data-informed enrollment projections, funding, staffing requirements, educational programming, and student support services. The METO provides the road map for the college from 2019-2029 as a result of an analysis of external and internal environmental scans and the resulting impacts on the Republic of the Marshall Islands (RMI).

CMI planning processes

In response to accreditation standards, the College has made significant progress in developing and implementing an integrated planning model²¹. The METO is fundamental to that model. Specifically, the METO informs CMI's goals and its allocation of resources to support and serve its community. It serves as the primary resource for the development of the College's Learning and Teaching Rebbelip, the Bujen KŌllejar - Strategic Plan and its five operational plans, namely the:

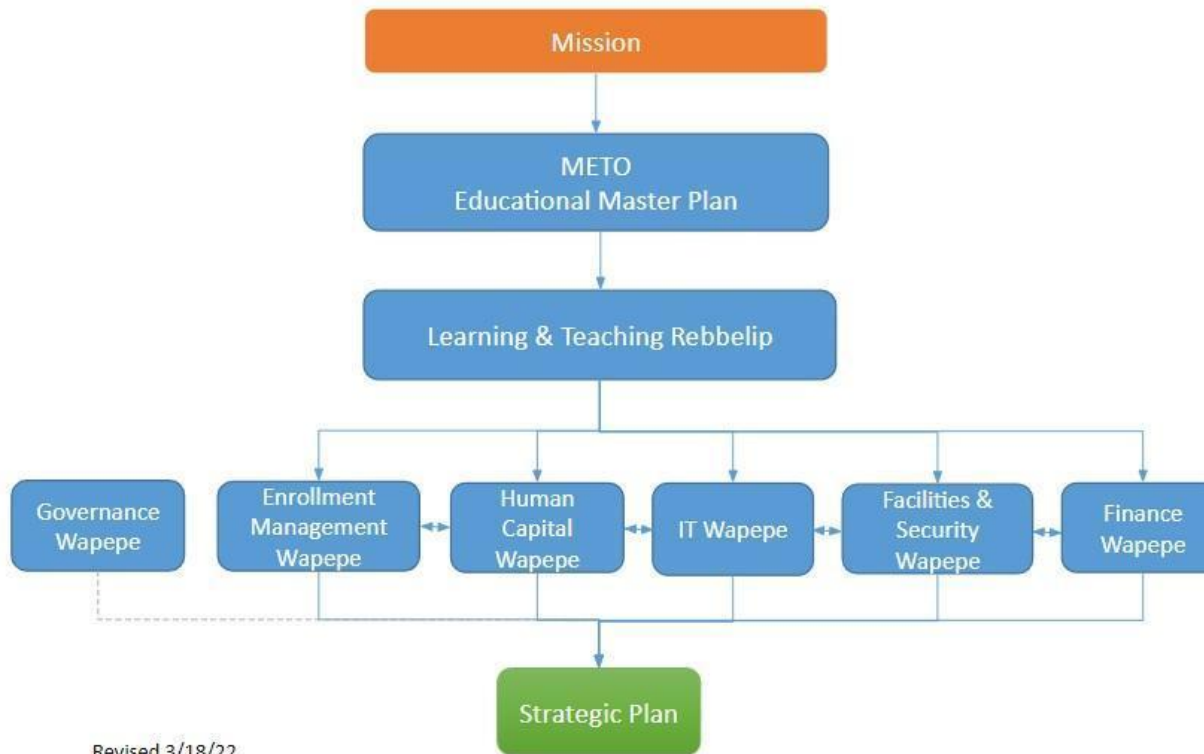
- Climate Change Wapepe
- Equitable Student Success Wapepe
- Community Engagement Wapepe
- Institutional Sustainability Wapepe

Note: the METO is not a document that takes the place of these key operational plans.



²¹ <http://www.cmi.edu/integrated-planning>

The CMI Master Planning Framework



Revised 3/18/22

Sets the direction and purpose of the Institution.

1st tier of Master Planning Framework. Long Term 10-year Educational Plan setting High Level Institutional Goals.

2nd tier of Master Planning Framework. Focus on Institutional Learning & Teaching using the Guided pathways model for Student Achievement and Success.

3rd tier of Master Planning Framework. Mid-term 5-year Support Programs Plans setting Mid-level Objectives to achieve Goals.

Mid-term 5-year Implementation plan for setting Annual Strategic Activities and targets/KPIs to achieve Objectives. Starts off the yearly integrated planning cycle.

KEY PERFORMANCE INDICATORS

The college has set Key Performance Indicators for student achievement. Achievement of these KPIs is indicative of the success of this plan in supporting the college's educational mission. KPIs are reviewed annually. Current KPIs are as follows:

KPI	Institution-Set Standard	Stretch Goal
150% Graduation Rate	15%	Prior year + 10
Course Completion Rate	Average of last five years	ISS + 10
Number of Graduates	<ul style="list-style-type: none"> • 71 certificates • 133 AA/AS degrees • 16 bachelor's degrees 	<ul style="list-style-type: none"> • 78 certificates • 146 AA/AS • 18 bachelor's degrees
Job Placement Rate	67%	77%
Transfer Rate	16%	26%
Fall to Fall Retention Rate	55%	65%
Percentage of Students who Complete 30 or More Credits during the Fall to Summer Academic Year	5%	15%
Percentage of degree-seeking students who complete ENG 111 within one year of enrollment	30%	40%
Percentage of degree-seeking students who complete MATH 111, 160, or 102 within one year of enrollment	17%	27%

Through the development of the METO, several themes emerged from the evaluation and analysis of the internal and external environmental scans and through dialog and input from campus constituents and community members. The consolidation of the major themes into the five goals of the METO provides the framework for enhancing student achievement at CMI and the sustained development of all College resources to support that achievement.

Traditionally, CMI has been the national nurse and teacher- training institution for the RMI. Twenty-five years on, nursing and teacher training remain core programs and the demand for competently trained nurses and teachers in the RMI remain unchanged. The College will continue to improve these two programs to provide graduates both for

transfer and employment. Furthermore, selected health professional-related programs will be provided to increase the number and strengthen health care professionals that support overall medical services.

Primarily, as reported in the *RMI FY2016 Economic Brief* (August 2017)²², the RMI public sector shows the highest growth rates since FY2010 at 1.8 percent per annum in state-owned enterprises (SOE), government agencies and local government. At the same time state owned enterprises have also been identified as an “ailing sector” (p. 4). In recognition of the “significance of the sector” however, the creation of a new ministry to oversee SOE is forecasted. The biggest challenge to providing this solution is the lack of “capacity and skilled management to implement the law...” Herein lies a second focus area for the METO, the provision of programs for both transfer and employment as public administrators at all levels.

Thirdly, in the *RMI FY2016 Economic Brief*, almost all of the areas identified in “economic performance” and “policy issues” highlight the dire need for basic and ongoing training to support professionals in finance-related fields like cashiers and bank tellers through to entrepreneurs, accountants, procurement officers and finance advisors. This provides a third focus area which is finance-related occupations.

Fourthly, renewable energy professionals should be a focus area in an atoll environment like the RMI. The College has in recent years offered training on demand in this area. A much more sustainable approach to training and potential credit-earning programs should produce professionals in this area not only for the RMI but also for the region and further afield as growing carbon footprints continue to threaten the existence of our atolls and islands.

Lastly, while Career Technical Education²³ programs are costly and difficult to sustain, the College should provide pathways and identify potential training sites. Negotiating agreements for access to CTE programs with colleges like Palau Community College (PCC) and Guam Community College (GCC) can be further enabled by committing National Training Council Funds to these initiatives. Partnerships with other higher education providers including the University of the South Pacific (USP) for continuing and higher education programs that are not offered at CMI will optimize opportunities where considerably challenged resources restrict or threaten student advancement.

Ongoing training for professionals in continuing education and programs leading to credentials and certificates will address the widening gaps in these areas that have resulted in the continued recruitment of off-shore technical and professional personnel.

²² Permission to use the information from the *RMI FY2016 Economic Brief* (August 2017) was granted by Mr. Jason Aubuchon Program Manager, International Institute, Pacific Islands Training Initiative, Graduate School, USA. jason.aubuchon@graduateschool.edu

²³ CTE; also known as TVET or technical and vocational education and training.

Existing professional development budgets at CMI provide selected training and higher education programs to meet college needs.



Figure 8: Carpentry students at Arrak Campus building a bus stop as part of their course work.

I. Student Achievement and Success

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

- Provide clear direction for student achievement and completion throughout the college entry process with more consistent and accurate advising and counseling.
- Review existing programs to align more clearly with preparation for transfer and training for employment.
- Develop and offer more CTE programs leading to credentials and certificates – including short-term certificates that are in high demand for jobs in the community.
- Develop leadership programs for private and public sectors.

- Increase K12 student, parent, and community awareness and readiness for college and career training.
- Promote student behaviors that lead to successful learning and achievement of their educational goals – including life-long learning.
- Enhance college-wide interdisciplinary collaborations and connections, especially between Instructional and Student Services.
- Develop and implement initiatives to support groups that face distinctive barriers to college achievement, including first-generation college students and women.



Figure 9: L-R: Maritime Program Students, Capstone Presentation

II. Expanded Access to Learning

Establish and continue to improve innovative, relevant and sustainable open learning programs, systems and networks for enhancing student learning.

- Strengthen the institutional capacity to improve student preparation, transitions, continuing education, training and successful course completion in open learning which includes face-to-face classes at the different CMI sites, distance education, blended/hybrid and online learning.
- Increase course and informal trainings offered online and at neighboring island sites.

- Adopt a comprehensive expanded access learning model that serves all of the atolls and islands of the RMI.
- Ensure consistently high quality of administration, resources and support services for students and faculty involved in open learning.



III. Economic and Community Development

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

- Develop and implement a collaborative strategy to meet the workforce training needs of the community.
- Develop strong partnerships between CTE programs and local businesses and industries.
- Organize community supporters to be a strong voice in communicating college needs to elected leaders.
- Collaborate with community development organizations and government agencies to meet the social, educational, and health care needs of community members.



Figure 11:

Top: CMI procession at the May Day march, May 2018.

Bottom: Land Grant Board meeting participants, Palau Community College Hatchery, Palau. Back: Thomas Taro, PCC; Engly Ioanis, COM, Dr. Patrick Tellei, PCC; Dr. Singeru Singeo, COM; Stanley Lorennij, CMI Front: Masa-Aki Emesioch, Republic Palau Government Representative; Department of Education Churchill Edward, FSM, Dr. Theresa

IV. 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.

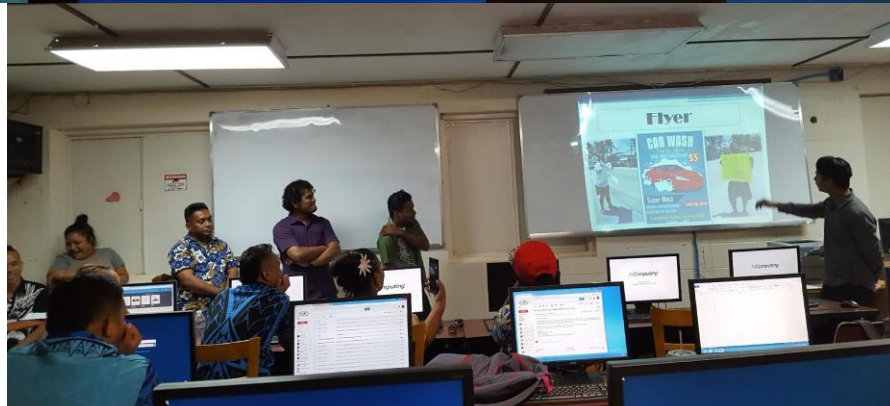
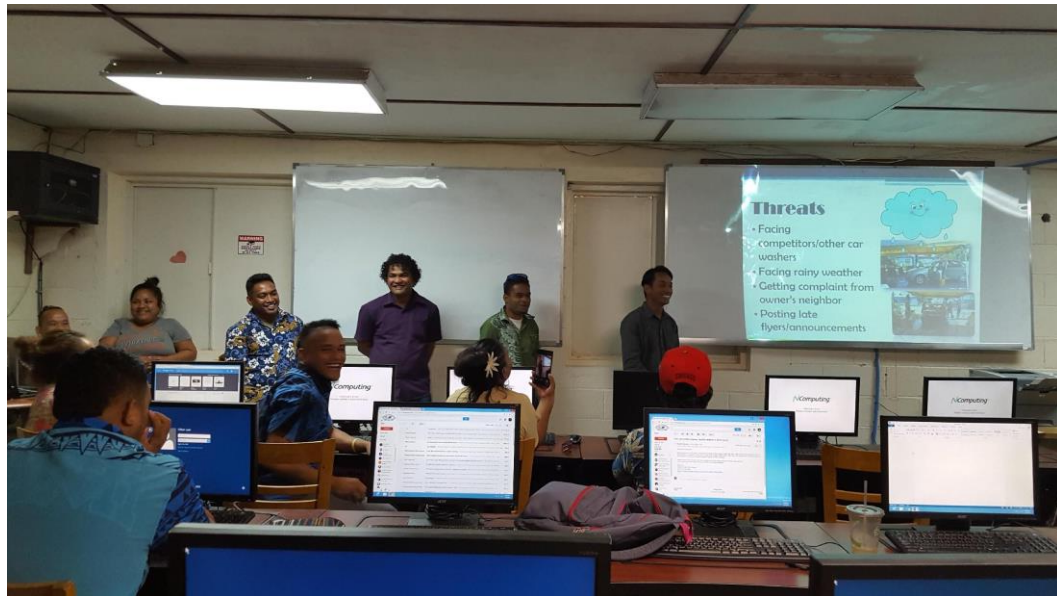
- Support a culture of continuous, career-based professional development for all employees.
- Ensure that resource decisions are transparent, collegial, equitable, and driven by strategic priorities for learning and student success.
- Increase facility use to include community sites and administrative operations that increase efficiency and cost-effectiveness.
- Support and implement an Enrollment Management Wapepe that clearly aligns available resources with enrollment capacity.
- Update the Facilities Master Plan and Maintenance Plan
- Identify and secure new sources of revenue to augment traditional funding and advance strategic priorities.



V. Entrepreneurship

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

- Integrate and embed entrepreneurship training and activities in learning and teaching at CMI.
- Strengthen existing entrepreneurial programs.
- Develop and promote relationships with the public and private sectors to support entrepreneurial activities and initiatives.
- Showcase entrepreneurial initiatives and products through institutionally supported events.



INTERNAL SCANS

CMI enrollment and student achievement

The average age of students at CMI has varied little from an average of 22.4 in FA 11 to 22.0 in FA 16. The FA 16 data shows an even 50% split between male and female, when in FA 15 the numbers were 53% male and 47% female. Less than 1% of students at CMI are from outside the Pacific Islands. The percentage from the RMI has been consistently at 96% since FA 14.

Table 1: Unduplicated Headcount by Demographic Variables (%), Fall Semesters, All Students

Unduplicated Headcount by Demographic Variables (%), Fall Semesters, All Students						
	FA-11	FA-12	FA-13	FA-14	FA-15	FA-16*
N	994	1123	1006	1087	995	995
Sex						
FEMALE	50%	48%	48%	50%	47%	50%
MALE	50%	52%	52%	50%	53%	50%
Age						
<=20	51%	48%	48%	51%	54%	57%
21-25	33%	34%	34%	33%	31%	27%
26-30	7%	9%	7%	7%	9%	8%
31-35	4%	4%	4%	4%	4%	4%
36-40	2%	2%	2%	2%	1%	2%
>40	3%	3%	4%	3%	2%	3%
Ave Age	22.4	22.7	22.8	22.4	21.9	22.0
Min Age	16	16	15	16	15	16
Max Age	65	66	60	69	72	67
Ethnicity						
Asian	<1%	1%	1%	1%	1%	1%
Black or African American	0%	0%	0%	0%	0%	<1%
Hispanic	<1%	0%	0%	0%	0%	0%
Native Hawaiian or other Pacific Islanders	99%	98%	98%	99%	99%	99%
Fiji	<1%	<1%	0%	0%	0%	<1%
FSM	2%	2%	2%	3%	3%	3%
Guam	0%	0%	0%	0%	<1%	<1%
Kiribati	<1%	1%	1%	<1%	<1%	0%
RMI	96%	95%	95%	96%	96%	96%
Palau	0%	0%	0%	0%	0%	0%
Papua New Guinea	0%	0%	0%	0%	0%	0%
Tuvalu	0%	0%	0%	0%	0%	0%
White	1%	1%	1%	<1%	<1%	<1%

Total	100%	100%	100%	100%	100%	100%
Unduplicated Headcount by Student Classification (%), Fall Semesters, All Students						
	FA-11	FA-12	FA-13	FA-14	FA-15	FA-16*
	994	1123	1006	1087	995	995
CREDIT LOAD						
AUDIT	0.6%	0.8%	1.3%	0.6%	0.6%	1.5%
FULL TIME	82.9%	69.0%	67.5%	72.1%	69.6%	68.2%
PART TIME	16.5%	30.2%	31.2%	27.2%	29.7%	30.3%
ACADEMIC STATUS						
AUDIT	0.6%	0.8%	1.3%	0.6%	0.6%	1.5%
FRESHMAN*	80.1%	80.3%	76.0%	74.1%	76.5%	73.8%
SOPHOMORE	19.3%	18.9%	22.7%	25.2%	22.9%	24.7%
REGISTRATION STATUS						
AUDIT	0.6%	0.8%	1.3%	0.6%	0.6%	1.5%
CONTINUING*	23.2%	15.4%	17.6%	21.7%	15.1%	16.5%
FIRST-TIME - DEGREE-SEEKING	37.5%	31.0%	26.5%	30.9%	32.4%	30.8%
FIRST-TIME - DUAL	NA	NA	NA	NA	0.5%	0.5%
FIRST-TIME- TRANSFEREE**	0.1%	0.1%	0.3%	0.5%	0.3%	0.3%
READMITTED+	1.8%	1.9%	1.7%	0.7%	1.4%	1.2%
RETURNING#	36.7%	50.8%	52.6%	45.5%	49.7%	49.2%
ENGLISH LEVEL						
AUDIT	0.6%	0.8%	1.3%	0.6%	0.6%	1.5%
CANNOT BE PLACED	0.0%	5.1%	3.5%	2.1%	1.6%	1.9%
DEVELOPMENTAL	62.6%	57.2%	52.6%	52.5%	50.8%	50.4%
Level 1	31.1%	25.6%	16.7%	17.6%	16.8%	15.1%
Level 2	17.4%	15.4%	18.4%	21.4%	18.8%	19.2%
Level 3	14.1%	16.2%	17.5%	13.5%	15.2%	16.1%
CREDIT	36.8%	37.0%	42.6%	44.7%	47.0%	46.2%
MATH LEVEL						
AUDIT	0.6%	0.8%	1.3%	0.6%	0.6%	1.5%
DEVELOPMENTAL	70.5%	71.8%	64.8%	65.4%	63.0%	59.6%
Level 1	34.7%	31.7%	25.6%	26.7%	24.5%	23.4%
Level 2	20.8%	23.2%	19.5%	17.7%	20.6%	18.1%
Level 3	15.0%	16.9%	19.7%	21.1%	17.9%	18.1%
CREDIT	28.9%	27.4%	33.9%	33.9%	36.4%	38.9%
DEGREE/CERTIFICATE PROGRAM						
AUDIT	0.6%	0.8%	1.3%	0.6%	0.6%	1.5%
BACHELOR'S PROGRAM (3+1 PROGRAM)						
B-EEDU	NA	NA	NA	1.2%	0.0%	1.4%
ASSOCIATE OF ARTS DEGREE PROGRAM						
AA-LBA	51.4%	49.0%	49.4%	50.8%	53.7%	54.9%

ASSOCIATE OF SCIENCE DEGREE PROGRAM						
AS IN BUSINESS-RELATED (AS-BA, AS-BS, AS-BIT,	13.9%	10.8%	4.5%	0.9%	0.0%	0.0%
	FA-11	FA-12	FA-13	FA-14	FA-15	FA-16*
AS-EEDU	14.4%	15.0%	17.6%	18.0%	20.5%	19.8%
AS-NURS	19.7%	19.4%	22.7%	24.3%	21.4%	18.3%
CERTIFICATE PROGRAM						
CC-Accounting Clerkship ²	NA	0.0%	0.2%	1.0%	0.6%	0.4%
CC-Carpentry ³	NA	5.1%	3.7%	2.0%	1.6%	2.1%
CC-Counselling ⁴	NA	NA	NA	NA	NA	NA
CC-Marshallese Studies	0.0%	0.0%	0.1%	0.1%	0.1%	0.0%
CC-Marshallese Social Studies	NA	NA	NA	0.0%	0.0%	0.1%
CC- SPED ⁵	0.0%	0.0%	0.2%	0.1%	0.0%	0.3%
CC-Teaching	0.0%	0.0%	0.4%	0.9%	1.5%	1.2%
CC-TESOL	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Table 2: Unduplicated head count by student classification (%), fall semesters, all students

Student enrollments

The unduplicated student headcount over the ten years, 2007-2016, has declined from a high of 1123 in FA 12 to 995 in FA 16. The same trend holds for spring and summer semesters. The trend holds for the number of first time students seeking a degree: from a high of 374 in FA 11 to 311 in FA 16.

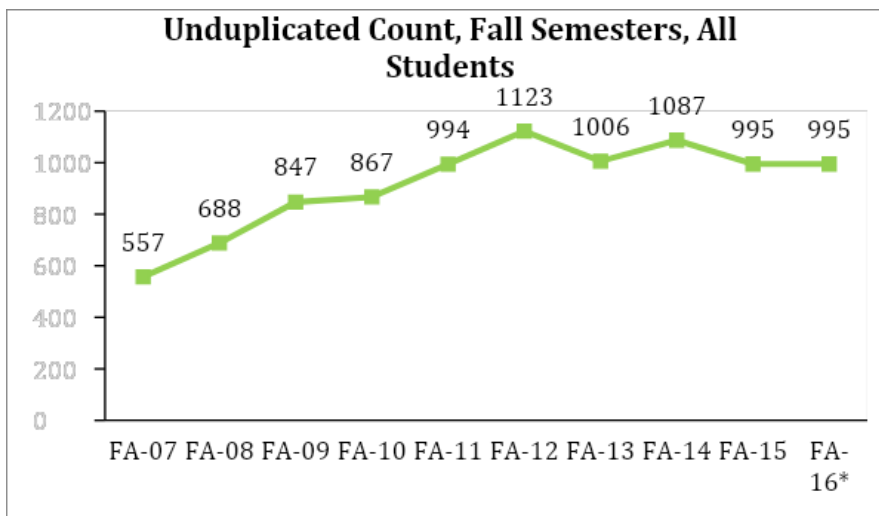


Table 3: Unduplicated Count, Fall Semesters, All Students

The proportion of full-time to part-time students has remained relatively stable, but both have dropped from their high in FA 12 of 775 FT and 348 PT to 679 FT and 316 PT in FA 16.

The proportion of first-time degree-seeking students, 31%, to returning students, 50%, has remained stable for the period FA 12-FA 16. The remainder are continuing students at 16% with a small fraction transferring or readmitted to the College.

Math and English placements continue to be a significant factor at CMI. A full 50% of initial placement of FA 16 students required at least some remediation in English, and 59% required at least some remediation in Math. This has financial implications for students who use much of their Pell eligibility before attempting college-level credits. NOTE: Majuro Baptist Christian Academy and the Majuro Cooperative School are exceptions in English placement with 73% and 64% respectively in FA 16.

Retention and course completion rates

The retention rate from fall to spring has remained relatively high at 80% for first-time students and even higher for first-time full-time students at 85%. However, the fall-to-fall rates drop dramatically to 52% and 55% respectively.

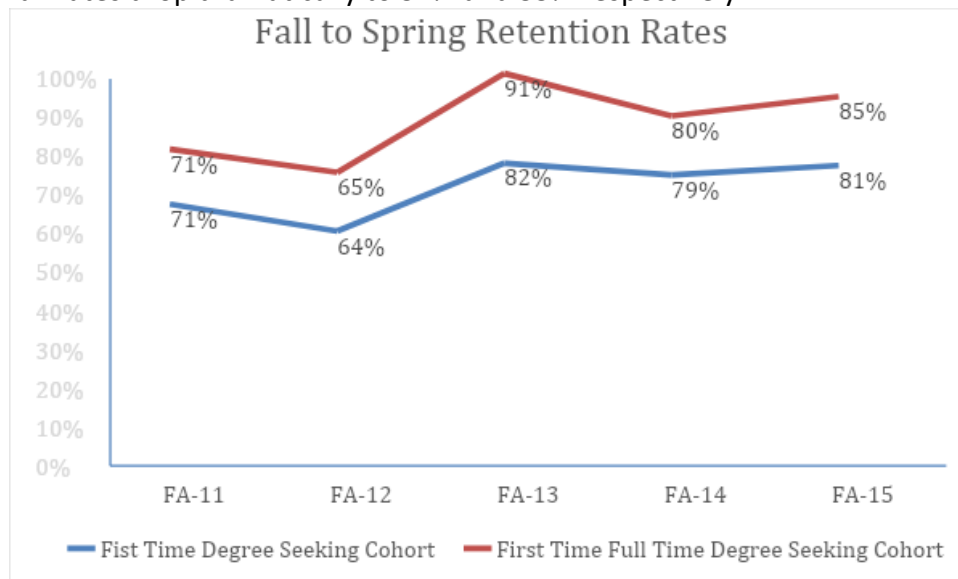


Table 4: Fall to Spring Retention Rates

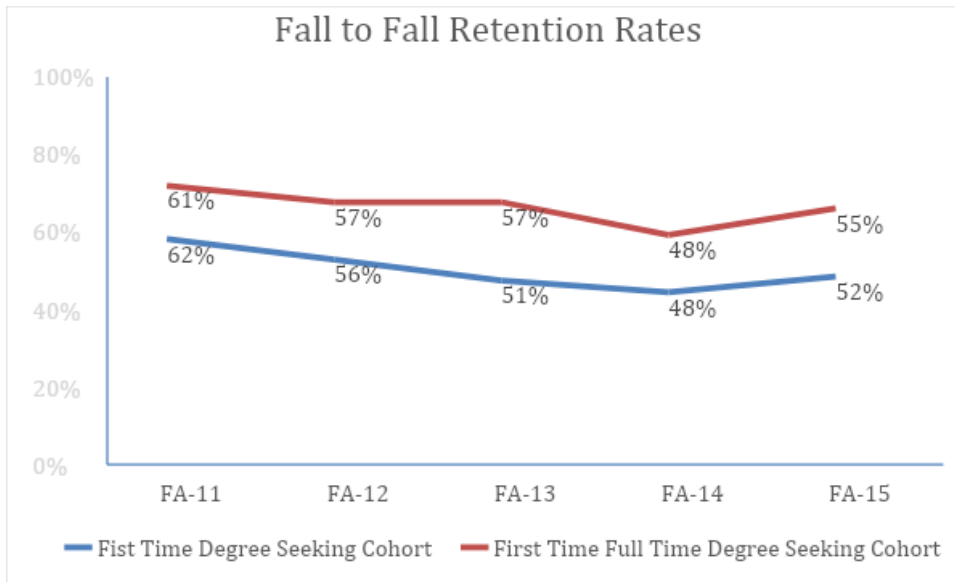


Table 5: Fall to Fall Retention Rates

The percentage of students enrolled in the AA degree program has grown from 49% in FA 12 to 55% in FA 16. In the AS programs in Business, from 15% in FA 12 to 20% in FA 16; and in Nursing from 19% in FA 12 to 18% in FA 16. In certificate programs 2% are enrolled in Carpentry. All other certificate programs have 1% or fewer enrolled.

The course completion rate has fallen from a high of 78% in FA13 to 72% in FA 16. Spring numbers show a high of 77% in FA 13 with a drop to 67% in FA 16. Summer students are more successful: their completion rate has hovered between 90% and 87% over the past 5 years.

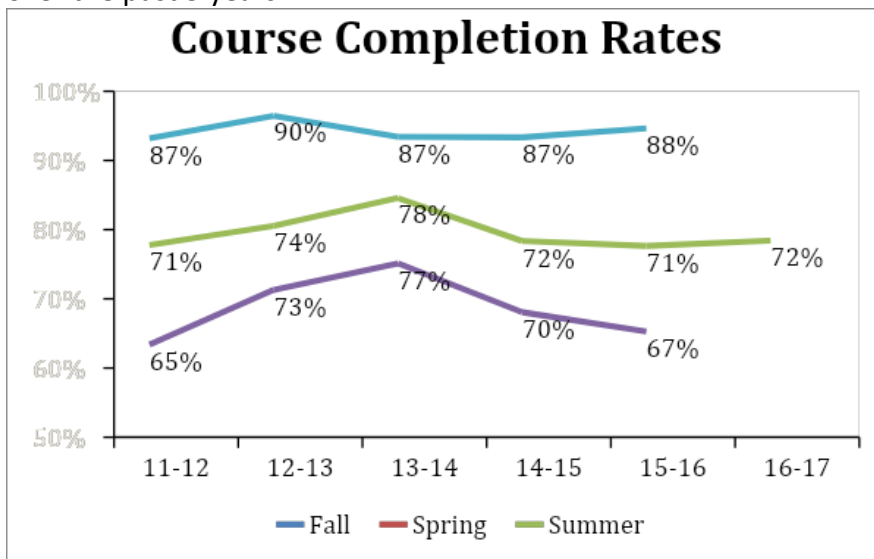


Table 6: Course Completion Rates

Average grades earned at CMI have remained just under 3.0 for fall, spring, and summer semesters since 2013-14. The unduplicated headcount of graduates grew from a low of 58 in FA 10 to a high of 126 in FA 14. In FA 16 it dropped to 118.

The number of associate degrees awarded fell from a high of 104 in 2014 to 87 in 2016. The number of awards reflects the enrollment figures for the AA and AS programs. The number of certificates in those same years decreased from 46 to 43.

Successful Course Completers - Average Grade						
	11-12	12-13	13-14	14-15	15-16	16-17
Fall	2.76	2.71	2.89	2.81	2.79	2.76
Spring	2.77	2.77	2.88	2.78	2.74	
Summer	2.92	2.98	3.06	3.06	2.94	

Table 7: Successful Course Completers - Average Grade

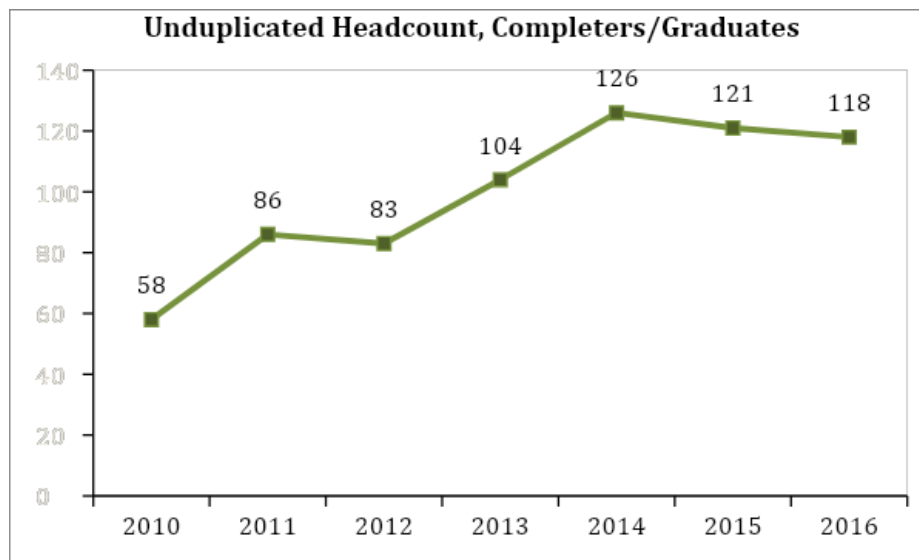


Table 8: Unduplicated Headcount, Completers/Graduates

CCSSE benchmark scores consistently show students rating the College high in the following areas:

1. Active and collaborative learning,
2. Student effort,
3. Academic challenge,
4. Student-faculty interaction, and
5. Support for learners.

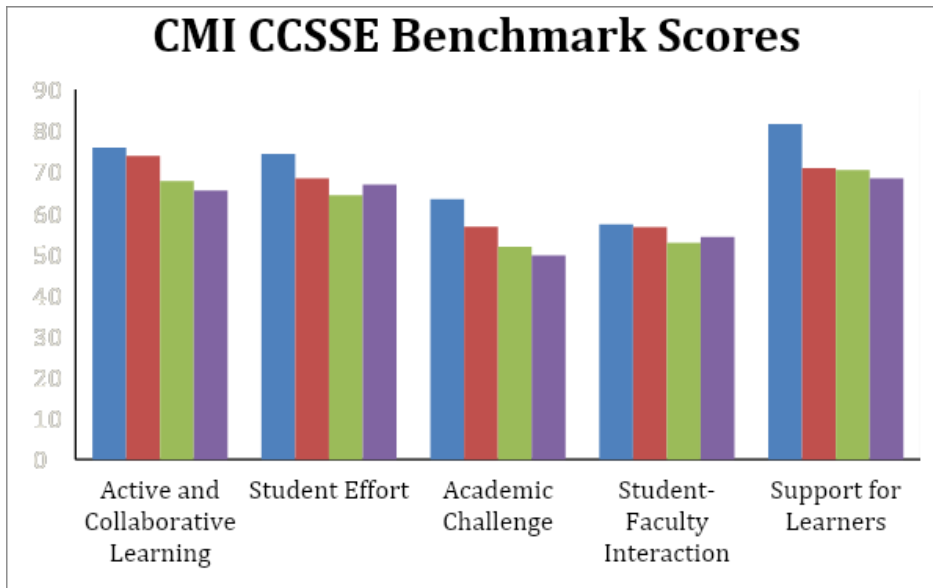


Table 9: CMI CCSSE Benchmark Scores

However, feedback received from students during the planning of the METO reveal there are many areas where they would like to see improvements. They are listed as follows and have been included in the METO goals:

- more program offerings leading to careers,
- more consistent and accurate advising and counseling, and
- more reliable and available internet and other technology resources.

RMI high school students' placement at CMI

CMI implemented a new, multiple-measure placement process in Fall 2017. The new process considers different measures to determine a student's placement in English and Mathematics. Instead of placing students through the use of only one measure, which was the placement test, the new process uses four measures. These measures include a newly developed CMI Placement Exam, Junior and Senior high school grades in English and Mathematics, and the overall high school GPA. The reimagined CMI Placement Exam was developed internally by selected English and Mathematics faculty who teach at the Developmental and Credit levels.

All students who took the placement exam, regardless of whether they submitted information for the other placement measures were placed in English and Math. This is possible as CMI, unlike in previous years, has not set any cut off score in the English placement exams administered in 2016-2017. However, since there are students who took the placement exam and have not submitted for the other placement measures but are included in the computations, the proportion of students placed at Level 1 is artificially inflated.

Table 10: English Placements

CMI English Placement (Percent) by High School by Placement Level	
	2016-2017

High Schools/ Community/ GED	Total Test Takers	C %	L3 %	L2 %	L1 %	All Levels Placed %
RMI HIGH SCHOOLS						
ADULT BASIC EDUCATION	14	7%	0%	93 73 %	0%	100%
ASSUMPTION HIGH SCHOOL	11	9%	9%	%	9%	100%
CALVARY HIGH SCHOOL	-	-	-	-	-	-
EBEYE BAPTIST HIGH SCHOOL	-	-	-	-	-	-
FR. LEONARD HACKER HIGH SCHOOL	1	0%	0%	100 %	0%	100%
JABRO HIGH SCHOOL	1	0%	0%	100 %	0%	100%
JALUIT HIGH SCHOOL	53	19 %	11%	40 %	30 %	100%
KWAJALEIN Atoll HIGH SCHOOL	45	7%	11%	42 %	40 %	100%
LAURA CHRISTIAN ACADEMY	-	-	-	-	-	-
LAURA HIGH SCHOOL	37	8%	22%	65 %	5%	100%
MAJURO BAPTIST CHRISTIAN HIGH ACADEMY	4	50 %	25%	25 0%	25 %	100%
MAJURO COOPERATIVE SCHOOL	2	50 %	0%	50 %	0%	100%
MARSHALL CHRISTIAN HIGH SCHOOL	4	25 %	0%	75 0%	75 %	100%
MARSHALL ISLANDS HIGH SCHOOL NATIONAL VOCATIONAL TRAINING INSTITUTE	203	21 %	41%	36 %	1%	100%
NORTHERN ISLANDS HIGH SCHOOL	46	20 %	28%	48 %	4%	100%
QUEEN OF PEACE	-	-	-	-	-	-
RITA CHRISTIAN HIGH SCHOOL	12	17 %	17%	17 %	58 %	100%
SEVENTH DAY ADVENTISTS SCHOOL - EBEYE	1	100 %	%	0%	0%	100%
SEVENTH DAY ADVENTISTS SCHOOL - MAJURO	11	45 %	36%	18 %	18 %	100%
OTHERS (Community)	17	53 %	24%	24 %	24 %	100%
OTHERS- Off Islands High Schools	27	56 %	30%	7% %	7%	100%
All High Schools English Placement Rates by Test Years by Placement Levels	489	16 %	28%	44 %	12 %	100%

Table 11. Math Placements

CMI Math Placement (Percent) by High School by Placement Level						
	2016-2017					
High School/ Community/GED	Total Test Takers	C %	L3 %	L2 %	L1 %	All Levels Placed %
RMI HIGH SCHOOLS						
ADULT BASIC EDUCATION	14	0%	29%	0%	71%	100%
ASSUMPTION HIGH SCHOOL	11	0%	18%	0%	82%	100%
CALVARY HIGH SCHOOL	-	-	-	-	-	-
EBEYE BAPTIST HIGH SCHOOL	-	-	-	-	-	-
FR. LEONARD HACKER HIGH SCHOOL	-	-	-	-	-	-
JABRO HIGH SCHOOL	1	0%	100%	0%	0%	100%
JALUIT HIGH SCHOOL	61	10%	21%	0%	69%	100%
KWAJALEIN Atoll HIGH SCHOOL	45	0%	18%	0%	82%	100%
LAURA CHRISTIAN ACADEMY	-	-	-	-	-	-
LAURA HIGH SCHOOL	36	3%	8%	0%	89%	100%
MAJURO BAPTIST CHRISTIAN HIGH ACADEMY	4	25%	25%	0%	50%	100%
MAJURO COOPERATIVE SCHOOL	2	50%	0%	0%	50%	100%
MARSHALL CHRISTIAN HIGH SCHOOL	4	0%	25%	0%	75%	100%
MARSHALL ISLANDS HIGH SCHOOL	203	12%	38%	0%	50%	100%
NATIONAL VOCATIONAL TRAINING INSTITUTE	-	-	-	-	-	-
NORTHERN ISLANDS HIGH SCHOOL	46	24%	26%	0%	50%	100%
QUEEN OF PEACE	-	-	-	-	-	-
RITA CHRISTIAN HIGH SCHOOL	12	0%	8%	0%	92%	100%
SEVENTH DAY ADVENTISTS SCHOOL - EBEYE	1	0%	0%	0%	100%	100%
SEVENTH DAY ADVENTISTS SCHOOL - MAJURO	11	9%	0%	0%	91%	100%
OTHERS (Community)	20	0%	5%	0%	95%	100%
OTHERS- Off Islands High Schools	28	7%	18%	0%	75%	100%
All High Schools Math Placement Rates by Years by Placement Levels	499	9%	26%	0%	65%	100%

Generally, there is a higher proportion of students placed in the higher levels for both mathematics and English for 2017 compared to previous years. Most importantly, for this placement period, the highest proportion of students placed in credit level are observed for both math and English at 9% and 16% respectively. In terms of the major public high schools, three of the four major RMI public high schools – Jaluit High School, Marshall Islands High Schools and Northern Islands High Schools have higher proportions of students placed at the credit levels compared to the previous periods. In fact, in English, the proportion of students placed in credit from Northern Islands High School and Jaluit High School quadrupled compared to last year. Although the proportion of students placed at credit-level English and math are the highest for this placement period, there is still a significant number of students that are placed at the lowest level. This is more pronounced for math—for which 65% of the students are still

placed at Level 1.



Figure 14: High School students from the Republic of the Marshall Islands

EXTERNAL SCANS

External forces challenging the RMI will need the joint efforts of all RMI's constituents – especially of CMI – if they are to be sustainably and effectively resolved.

RMI population trends

The following data and charts are taken from the RMI 2011 Census of Population and Housing Report and the 2009 Census.

Table 12: Population and Average Annual Growth Rate, RMI: 1920-2011

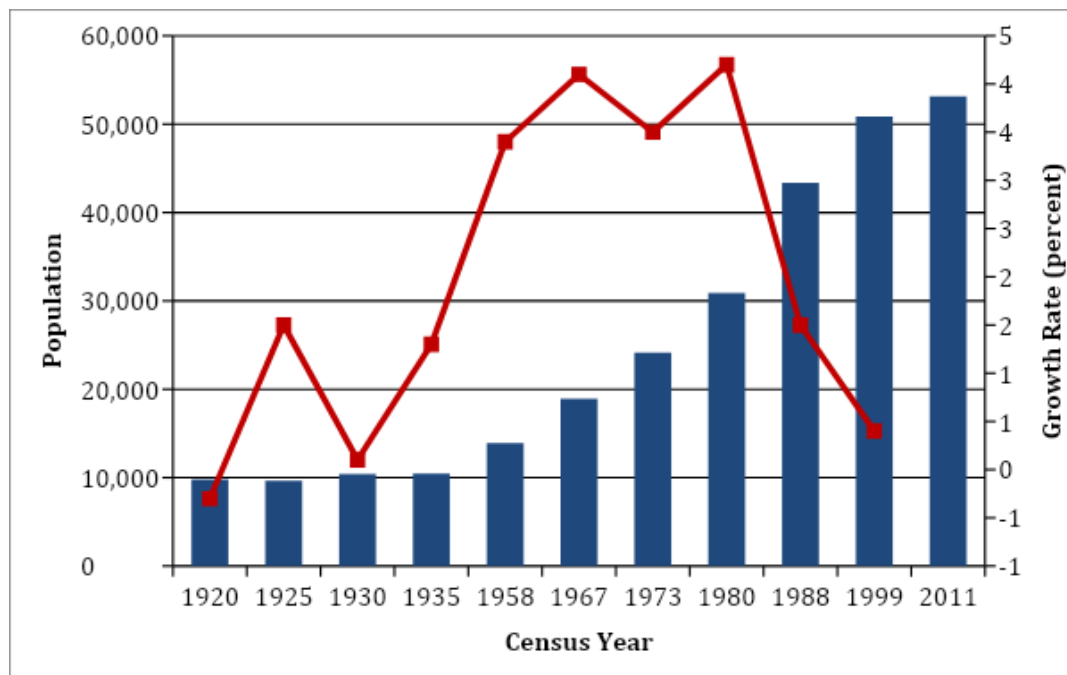


Table 13: Population and Average Annual Growth Rate, Four major atolls, RMI

Atoll/Island	Population			Ave Annual Growth Rate (%)	
	1988 census	1999 census	2011 census	1988-1999	1999-2011
Arno	1656	2069	1794	2.1	-1.2
Jaluit	1709	1669	1788	-0.2	0.6
Kwajalein	9311	10903	11408	1.5	0.4
Majuro	19664	23682	27797	1.8	1.4

The overall RMI population trends show that there was very little growth in the years from 1920 – 1935. Exponential population growth occurred from 1935 – 1980 when population numbers tripled from 10,000 – 30,000. Thereafter until 2011, the growth rate slowed considerably even though population numbers continued to increase.

The population trends for the four major atolls show variant patterns. Arno shows the highest average annual growth rate from 1988-1999 but over the next eleven years from 1999-2011 shows the highest decline in population. Jaluit showed the reverse trend in the same time frames with a slight decrease in the 1999 census but increased by .8% in the 2011 census. Although Kwajalein's population trend continued to increase there is a notable drop in the rate of growth from 1999-2011. Similarly, Majuro showed an increasing population from 1988 – 2011 with a slight 0.4% decrease in average

annual growth rate from 1999-2011. Overall, Majuro's population is significantly higher than any other atoll in the RMI. Kwajalein has the second highest population and Jaluit and Arno while significantly lower, continued to show population numbers that require local access to education at all levels. Leveraging technology for education, particularly in these outer islands, will be key to providing educational opportunities.

Given increasing population trends in the two major urban centers of the RMI, namely Kwajalein and Majuro, educational needs will continue to require innovative and sustainable solutions. The METO goals articulate CMI's responses in direct relation to transfer from college to university and to local and national employment and training needs.



Table 14: Population by 5-year age group and in four major atolls, RMI: 1999 and 2011

	Total		Arno		Jaluit		Kwajalein		Majuro	
	1999	2011	1999	2011	1999	2011	1999	2011	1999	2011
All persons	50,848	53,158	2,069	1,794	1,669	1,788	10,903	11,408	23682	27,797
Under 5 years	7,652	7,743	352	280	251	234	1,752	1,750	3,419	3,867
5 to 9 years	6,640	7,017	353	320	227	250	1,393	1,519	2,813	3,275
10 to 14 years	7,513	6,493	337	329	302	269	1,619	1,426	3,087	2,974
18 or 19 years	6,316	4,731	248	97	255	318	1,324	1,063	3,021	2,730
20 to 24 years	4,545	5,094	166	135	117	128	924	987	2,410	2,968
25 to 29 years	3,750	4,404	134	141	76	115	791	872	1,909	2,416
30 to 34 years	3,220	3,789	116	110	70	92	767	808	1,569	2,011
35 to 39 years	2,852	3,136	104	98	86	64	634	688	1,348	1,681
40 to 44 years	2,390	2,785	68	81	77	47	512	610	1,186	1,541
45 to 49 years	2,023	2,344	65	67	73	66	478	537	988	1,229
50 to 54 years	1,365	1,930	45	43	40	65	288	442	692	1,061
55 to 59 years	792	1,576	21	38	22	54	157	332	387	835
60 to 64 years	597	1,052	18	39	25	40	101	204	314	599
65 to 69 years	435	522	17	3	13	20	72	97	208	302
70 to 74 years	301	250	7	9	13	9	44	33	154	149
75 to 79 years	198	152	12	2	9	7	34	17	82	86
80 and above	259	140	6	2	13	10	13	23	95	73
Median	17.9	20.6	14.9	20.4	16.1	17.2	17.6	19.7	19.2	21.8

RMI Population and Demographic Trends²⁴

Population: 73,376 (July 2016 est.) with 72.7% in the urban areas, primarily in Majuro with a population of 31,000 (2014). Median Age: 22.7 years

Age structure:

- **0-14 years:** 35.48% (male 13,273/female 12,758)
- **15-24 years:** 17.54% (male 6,545/female 6,326)
- **25-54 years:** 37.4% (male 13,966/female 13,475)
- **55-64 years:** 5.79% (male 2,160/female 2,086)
- **65 years & over:** 3.8% (male 1,370/female 1,417) (2016 estimate)

²⁴ From the **2017** CIA World Fact Book

Completion and Graduation rates for grades 8 and 12²⁵

Table 15: Completion and graduation rates for grades 8 and 12

Completion/Graduation rate for 8th and 12th grade*								
	8th Grade				12th Grade			
	Male	Female	Total	% Total	Male	Female	Total	% Total
2010-11	589	526	1,115	65%	259	272	531	51%
2011-12	559	573	1,132	65%	247	290	537	52%
2012-13	558	590	1,148	72%	243	281	524	55%
2013-14	505	548	1,053	66%	291	273	564	67%
2014-15	487	458	945	81%	218	247	465	63%
2015-16	588	568	1155	78%	282	264	546	58%
*2016-17	NA	NA	NA	NA	201	209	410	45%

Generally, the completion/graduation rates for 8th grade have been increasing, albeit inconsistently, since 2010. In contrast, the completion/graduation rates for 12th grade increased from 2010 to 2014 but has been consistently decreasing since 2014. Strikingly, the most recent completion/graduation rate for 12th grade (i.e. 45% for 2016-2017) is the lowest for the 7 school-year periods on record.

Except for the 2013-2014 school year, completion/graduation rates for 12th grade are lower than completion/graduation rates for 8th grade. Also, excluding school year 2013-2014, the difference in the completion/graduation rates between 8th grade and 12th grade has been increasing. There is no reliable data for how many of the 8th grade failures eventually made it to high school, or how many of those became drop-outs or in-completers in high schools. Based on this information, there are over 1,750 people in the RMI that did not complete high school over a seven-year period. CMI must reach out to those people through its Adult and Continuing Education programs.

²⁵ Provided by Newton Langdrik from the Public School System on January 16, 2018.

Enrollment History and Projections

Table 16: Enrollment history and projection

	FA-08	FA-09	FA-10	FA-11	FA-12	FA-13	FA-14	FA-15	FA-16	FA-17
N	214	254	242	373	348	267	336	327	308	300
Sex										
FEMALE	53%	55%	53%	45%	50%	49%	48%	47%	51%	52%
MALE	47%	45%	47%	55%	50%	51%	52%	53%	49%	48%
Age										
<=20	79%	83%	79%	79%	80%	84%	87%	88%	92%	87%
21-25	16%	10%	16%	16%	17%	12%	10%	10%	6%	10%
26-30	3%	3%	2%	2%	1%	2%	1%	1%	1%	2%
31-35	0%	1%	1%	1%	1%	2%	2%	1%	0%	0%
36-40	0%	2%	0%	0%	0%	0%	0%	0%	0%	0%
>40	1%	2%	1%	1%	1%	0%	0%	0%	0%	1%
Ave Age	20	20	20	20	19	19	19	19	19	19
Min Age	15	16	16	16	16	15	16	16	17	16
Max Age	49	45	52	58	63	43	44	45	36	49
Ethnicity										
Asian	1%	0%	0%	1%	2%	1%	0%	0%	0%	0%
Native Hawaiian or Other Pacific Islander	99%	99%	98%	99%	98%	99%	100%	100%	100%	99%
Fiji	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
FSM	1%	2%	2%	0%	0%	1%	3%	0%	2%	1%
Kiribati	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%
RMI	98%	97%	95%	98%	96%	98%	97%	100%	98%	98%
Papua New Guinea	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Tuvalu	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
White	0%	1%	2%	1%	1%	0%	0%	0%	0%	0%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Other than a spike in enrollment for FA 2014 (which corresponded with the spike in graduations from high schools across RMI), enrollment has steadily declined at CMI since 2011. Based on the corresponding drop in the numbers of RMI high school graduates, there is little reason to believe another spike will occur in the number of incoming students. This underscores the need to focus on retention and completion.

Without stronger recruiting than CMI has evidenced in the past, we would reasonably expect only 60-63% of the available pool of students to enroll in CMI. It is critical, once we know the graduation totals from PSS, that we act on a robust recruiting strategy as soon as possible.

Employment in the RMI²⁶

During the amended Compact employment growth averaged 0.7 percent annually, but all the growth was in the initial years through Fiscal Year (FY) 2010. Since that time, employment levels have remained unchanged. While employment at the central government has remained largely stationary since FY2010, the public sector has grown by 1.8 percent per annum reflecting increased employment opportunities in the State-owned enterprises (SOE) sector, government agencies and local government. Private sector employment however, has fallen by 2.3 percent offsetting the increase in the public sector. Clearly, employment generation in recent years has been unable to provide an increasing source of job opportunities for the growing population.

Direct and consistent communication with RMI employers must inform CMI program initiatives. Regular evaluation of College courses and programs against the RMI's employment and training needs will determine how successfully the College is serving its mission to provide graduates for transfer and for employment in the RMI.

Furthermore, the growing complexity of today's economy is making it difficult for higher education to deliver efficiency and consistent quality.²⁷ New providers as well as delivery modes and models, such as online and competency-based education, have added further to the growing complexity and confusion. This has translated into a plethora of choices and decisions that challenge higher and continuing education providers in the RMI as they continue to focus on selected areas like the health and education sectors. Students on the other hand, are applying for national scholarships for a wide range of programs (other than health and education). The most obvious casualty in the current system is the lack of CTE pathways and programs.

²⁶ Excerpt from EconMAP: Economic Monitoring & Analysis Program, RMI FY2016 Economic Update (August 2017) US Graduate School of Economics.

²⁷ Georgetown University Center on Education and the Workforce, 2017, "Career Pathways: Five ways to Connect College and Careers," Anthony Carnevale, Tanya Garcia, and Artem Gulish.

CONCLUSION

Harnessing the power of integrated data to provide learners, workers, families, colleges, employers, and policymakers with information will help CMI to close the gaps between national need and college capacity in fulfilling its mission.

The identification of gaps in the services are summarized below:

- The persistent need for basic skills in both math and English;
- Student access to technology, particularly access that is consistent and can be accessed away from campus;
- Availability of, and awareness of, online services, provided consistently and accurately;
- A direct link between the College and both public and private sector employer requirements;
- Career Technical Education programs that reflect labor market issues and demands;
- A staffing plan that addresses emerging needs, particularly the need for full-time/adjunct faculty in areas other than those currently in place at the College; and
- More responsive customer services to students and to employees.

Key indicators from CMI focus groups provided the following essential information about CMI student expectations:

- Students want more program choices, especially those leading directly to a job.
- Students coming to the College are not prepared for college-level courses in math and English.
- Recent surveys of students disclosed important information about student satisfaction and perceptions: They bring expectations for technology in all aspects of their interaction with the College.
- Students in the outer islands would welcome online learning.

Through the METO the College is ready to embrace innovation and opportunities that promote student achievement, success and equity, including more certificate and credential programs that lead directly to jobs in the community, and to an increase in the delivery of courses and programs via blended learning and online modes. Finally, the following drivers will underpin the METO (long-term plan), the Learning and Teaching Rebbelip (mid-range plan), five Wapepe or operational plans (mid-term plans) and strategic plans (measurable performance plans):

- The College will maintain its commitment to access.
- The College will support a culture of evidence.
- Current, relevant data will be made available.
- The College mission will continue to address comprehensive needs for transfer, CTE, and basic skills, and opportunities for life-long learning.