

ISER
2021

**INSTITUTIONAL
SELF
EVALUATION
REPORT**





Institutional Self-Evaluation Report
In Support of an Application for
Reaffirmation of Accreditation

Submitted by

College of the Marshall Islands
P.O. Box 1258
Majuro, MH 96960
Republic of the Marshall Islands

to

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

January 4, 2021

Certification

To: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

From: Dr. Irene Taafaki
President and Chief Executive Officer
College of the Marshall Islands
P.O. Box 1258
Majuro, MH 96960
Republic of the Marshall Islands

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

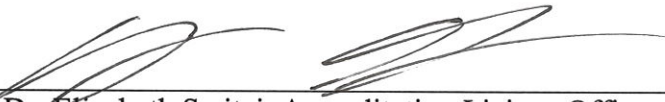
Signatures:



Dr. Irene Taafaki, President and Chief Executive Officer



Ms. Kathryn Relang, Chairperson, CMI Board of Regents



Dr. Elizabeth Switaj, Accreditation Liaison Officer and VP for Academic & Student Affairs

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A. Introduction

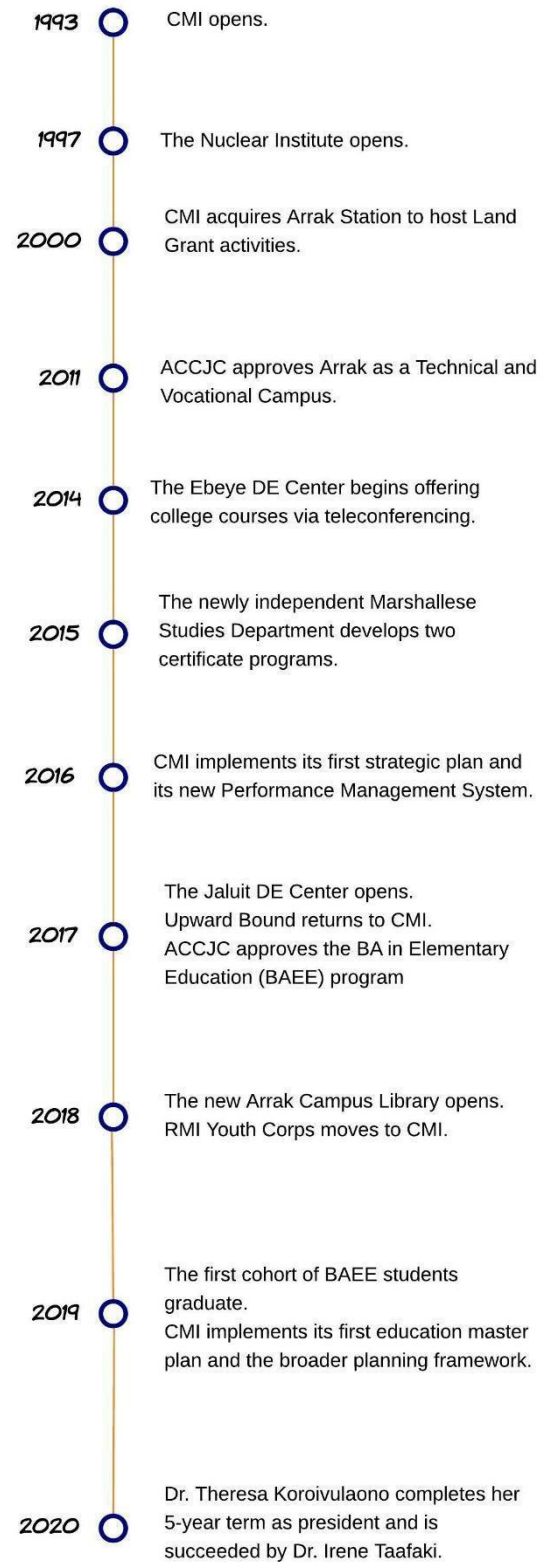
College History

The College of the Marshall Islands became an independent institution with its own Board of Regents in April 1993. Although the Republic of the Marshall Islands is one of the twelve member nations of the University of the South Pacific, CMI is the national college and the only community college in the country. Prior to becoming an independent institution, the College had existed as the Community College of Micronesia-Majuro, chartered in 1989. CCM-Majuro hosted nursing, education and Land Grant programs on what is now the Uliga Campus. X

The nursing program began as a school established by the Trust Territory of the Pacific Islands. Founded on Moen Island in Chuuk in 1953, it later moved to Pohnpei, Palau, Saipan, and finally, in 1986, Majuro. In 1972, affiliation with the University of Guam allowed the school to confer the Associate of Science Degree in Nursing. In 1975, the Trust Territory Department of Public Health made CCM responsible for the school. Today, CMI's Department of Nursing and Allied Health offers an AS in Nursing and a Certificate of Completion in Public Health.

CMI's education programs trace their history to the Micronesia Teacher Education Center, which opened in 1963 on Pohnpei and soon added the Marshall Islands Teacher Education Center on Majuro. In 1970, the Centers became CCM. In 1973, Majuro's program added a Curriculum, Learning, and Training Center that awarded a two-year degree in education. CMI's Department of Elementary Education has since added to its AS degree Certificates of Completion in Teaching and Special Education, Advanced Specialization Certificates in Deaf Education and Severe Disabilities, and a BA in Elementary Education.

The Land Grant component of CMI dates back to 1981 with the awarding of U.S. Land Grant status to CCM. It began operations on Majuro in 1983, offering non-credit courses in subjects such as



agriculture and home economics. Today, CMI's Land Grant conducts research into agriculture and aquaculture to improve local food security and hosts community workshops on gardening and healthy cooking. Land Grant helps the College fulfill its charge in the CMI Act 1992 to "conduct and support research relevant to the needs of the Republic."

In addition to these three original programs and their offshoots, CMI today offers AA degrees in Business Studies and Liberal Arts; Certificates of Completion in Accounting Clerkship, Marshallese Language Arts, Marshallese Social Studies, Vocational Carpentry, and Maritime Apprenticeship; Maritime; Adult Basic Education (ABE); not-for-credit community and workforce development courses; and Upward Bound.

Labor Market Data

A count of individuals contributing to the Marshall Island Social Security Administration conducted by Graduate School USA and published in *Republic of the Marshall Islands Fiscal Year 2013 Statistical Appendices* revealed low total numbers of employment in the Marshall Islands and heavy reliance on government and public-sector employment. As the table below shows, in Fiscal Year 2013, 39.7% of employed individuals in the RMI worked in the government sector and 7.7% for state-owned enterprises.

Number of Employees in the RMI by Sector, Fiscal Years 2004, 2008, 2013			
	FY 2004	FY 2008	FY 2013
Private Sector	4,074	4,101	4,238
Public, State-Owned Enterprise	690	814	920
Banks	153	191	208
RMI Government	2,2003	2,412	2,482
Government Agencies	597	469	616
Local Government	1,055	1,013	997
NGOs and Non-Profits	367	371	360
Foreign Embassies	14	16	41
Kwajalein Base	1,229	1,097	904
TOTAL	10,182	10,484	10,666

The same Graduate School USA publication showed that in Fiscal Year 2013, Public Administration was the leading industry for employment in the RMI, followed by the Wholesale and Retail Trade and Fisheries. Note, however, that government sector education, health, and social workers were included within Public Administration.

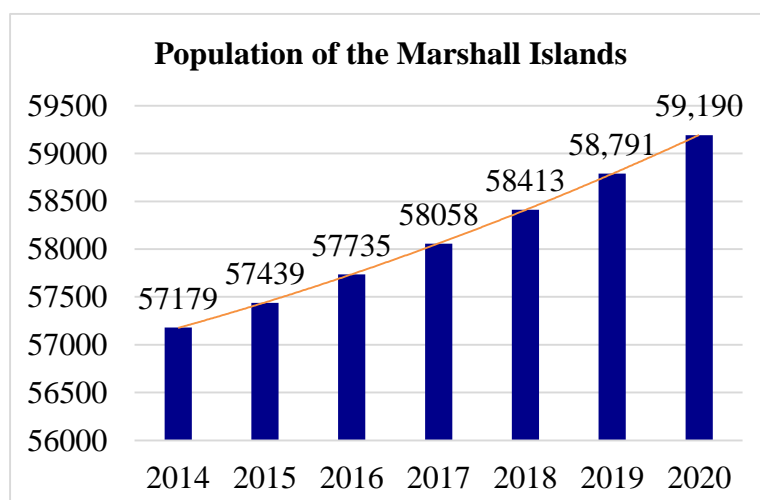
Employment by Industry, FY 2013		
	Private	Non-Private
Agriculture, Hunting, and Forestry	--	10
Fisheries	1,028	91
Manufacturing	42	58
Electricity, Gas, and Water Supply	--	326
Construction	425	--
Wholesale and Retail Trade	1,802	--
Hotels and Restaurants	139	104
Transport, Storage, and Communications	338	300

Financial Intermediation	27	208
Real Estate, Renting, and Business Activities	227	8
Public Administration	--	3,617
Education	--	481
Health and Social Work	29	194
Community, Social, and Personal Services	174	87
Private Households	6	--
Extra-Territorial Organizations	--	946

CMI's two AS degrees prepare students for work in the Public Administration sector; the Nursing Associate degree and Public Health Certificate additionally qualify students for work in the Health and Social Work Sphere, while the Elementary Education Associate and Bachelor's degrees and their associated certificates qualify students for work in the Education industry. The Vocational Carpentry Certificate targets construction, while Maritime targets fisheries. Graduates of the two AA programs work in a variety of industries.

Demographic Data

The Republic of the Marshall Islands has a population of nearly 60,000; the growth rate has hovered around .6% per year since 2016. Roughly 70% of the population lives on the capital atoll of Majuro and the island of Ebeye. Ebeye takes up 89 acres of Kwajalein Atoll, which is otherwise mostly occupied by U.S. military installations. Ebeye's population density of 66,750 per square mile is the highest of any island in the Pacific and more than double that of New York City.



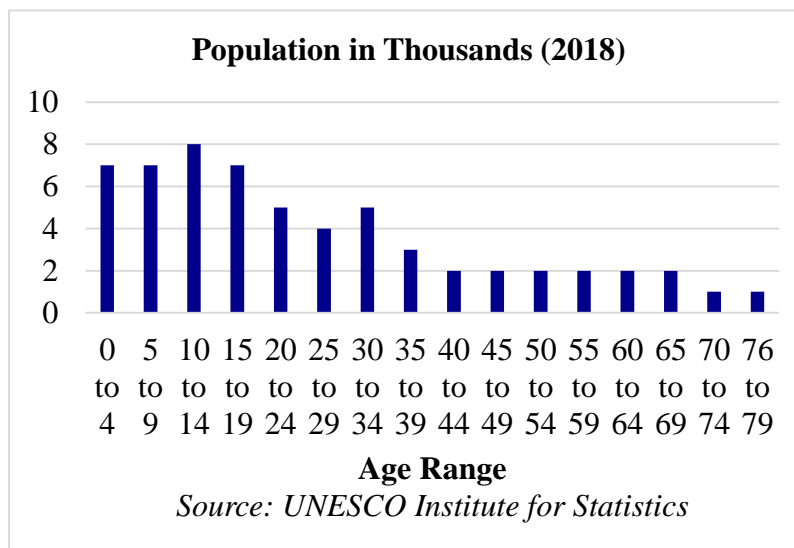
Source: UN Department of Economic and Social Affairs, World Population Prospects

The population of the Republic of the Marshall Islands skews young, with 38% being 14 years old or younger and 20% between the ages of 15 and 24.

Enrollment Data

In AY 2019-2020, CMI saw a decline in both unduplicated headcount and full-time equivalent enrollment, following a few years of steady growth. The

fall 2020 semester, however, saw a record single-semester enrollment of 1162 students. This number likely includes students who otherwise would have moved to the United States for employment, or to start their studies at a university, but chose not to because of the pandemic. This factor makes it difficult to evaluate the success of recruitment efforts in spring 2020 that included billboards, radio announcements, increased outreach to high schools, and increased social media activity.

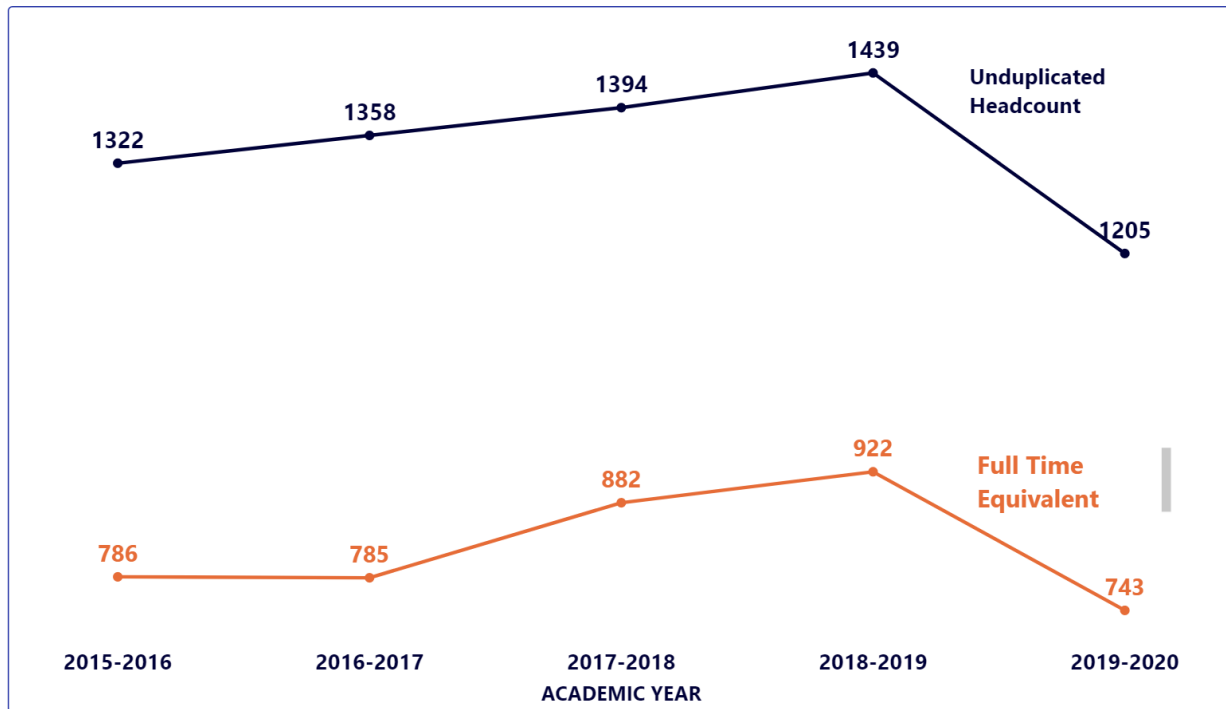


Disaggregated enrollment data shows that the percentage of women enrolled has steadily increased, along with the percentage of students from Majuro's neighbor islands. The percentage of international students has also increased slightly, though RMI citizens still make up the overwhelming majority of the student body. The percentage of students enrolled part-time increased gradually from AY 2015-2016 to AY 2019-2020. Fall 2020 saw a jump to 51% part-time. CMI's Enrollment Management Committee is studying the reasons for this increase. Serving working adults, in part by meeting the needs of part-time students, is already part of the college's Enrollment Management *Wappepe* plan.

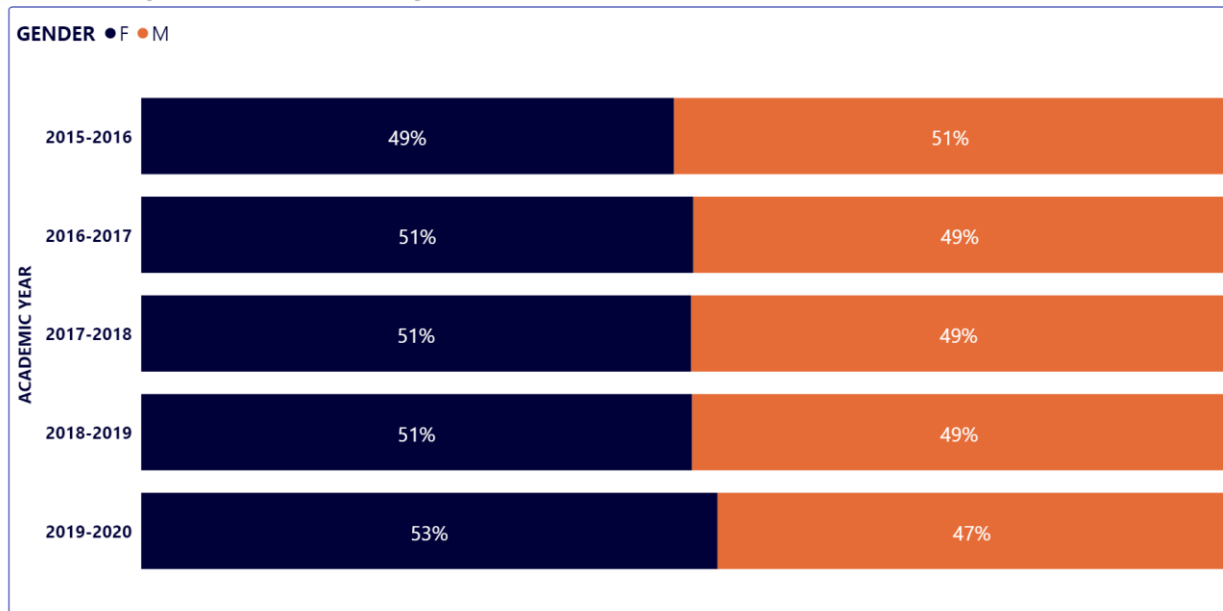
The disaggregated enrollment data further shows continued high numbers of students who place in developmental English and math classes. To serve these students better, CMI has implemented accelerated developmental coursework and is currently working with the Public School System to implement a math bridge course in the high schools. The course was designed collaboratively by CMI and high school faculty with the assistance of REL Pacific.



Unduplicated Headcount & Full Time Equivalent



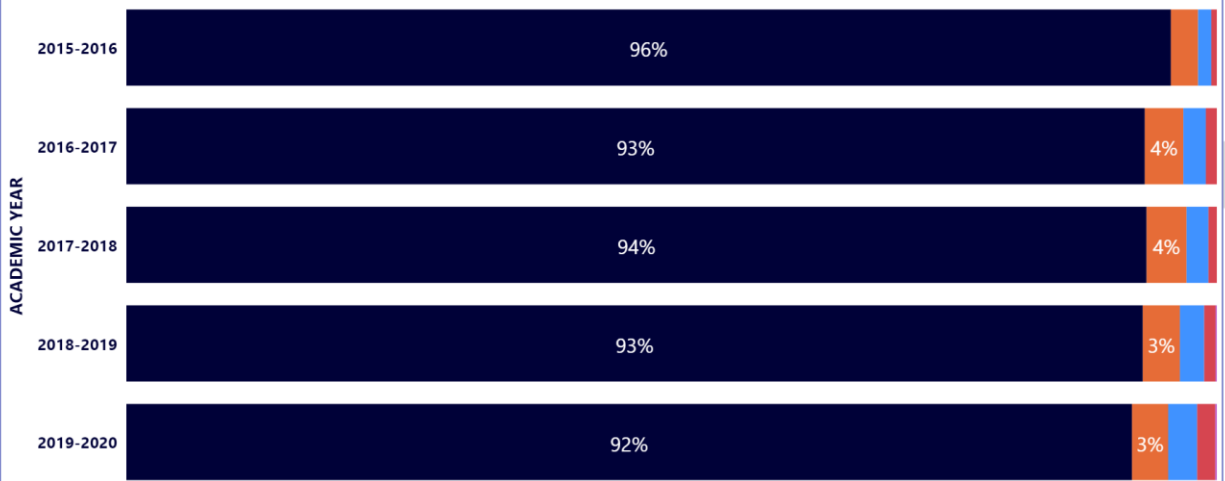
Unduplicated Headcount By Gender





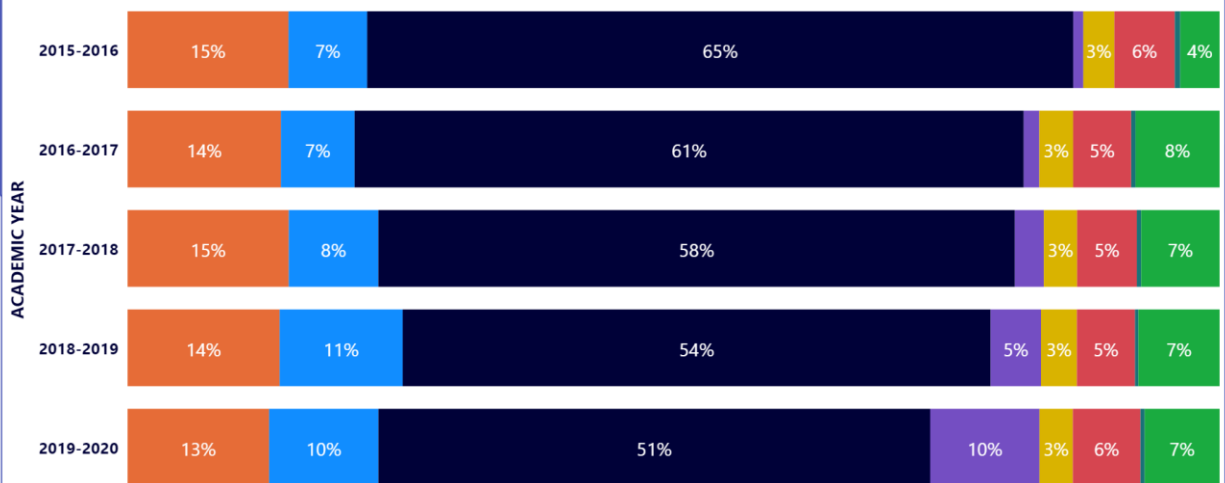
Unduplicated Headcount By Nationality

NATIONALITY ● 1: RMI ● 2: FSM ● 3: USA ● 4: OTHERS ● 5: UNKNOWN



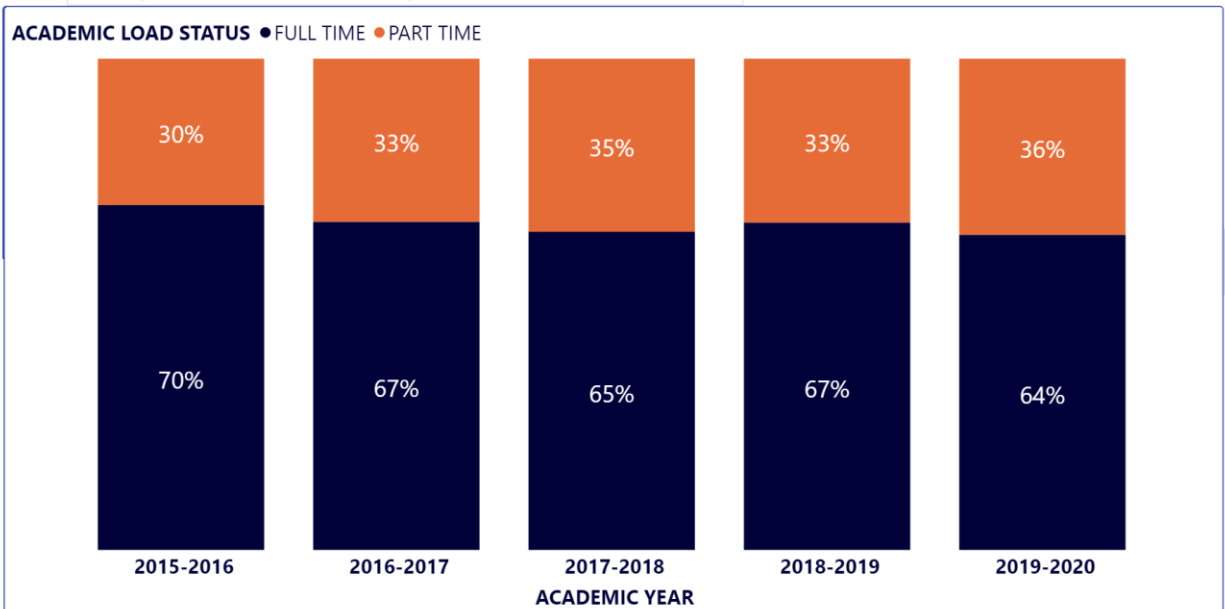
Unduplicated Headcount By High School Location

HIGH SCHOOL LOCATION ● 1: RMI JALUIT ● 2: RMI KWAJALEIN ● 3: RMI MAJURO ● 4: RMI WOTJE ● 5: FSM ● 6: USA ● 7: OTHERS ● 8: UNKNOWN

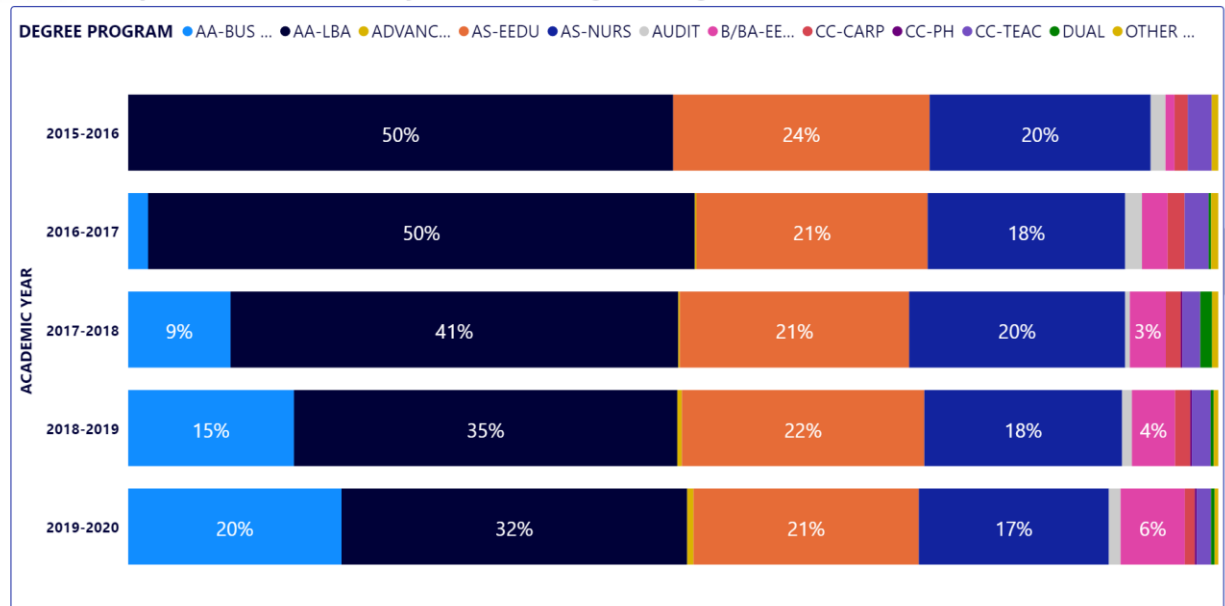




Unduplicated Headcount By Academic Load Status

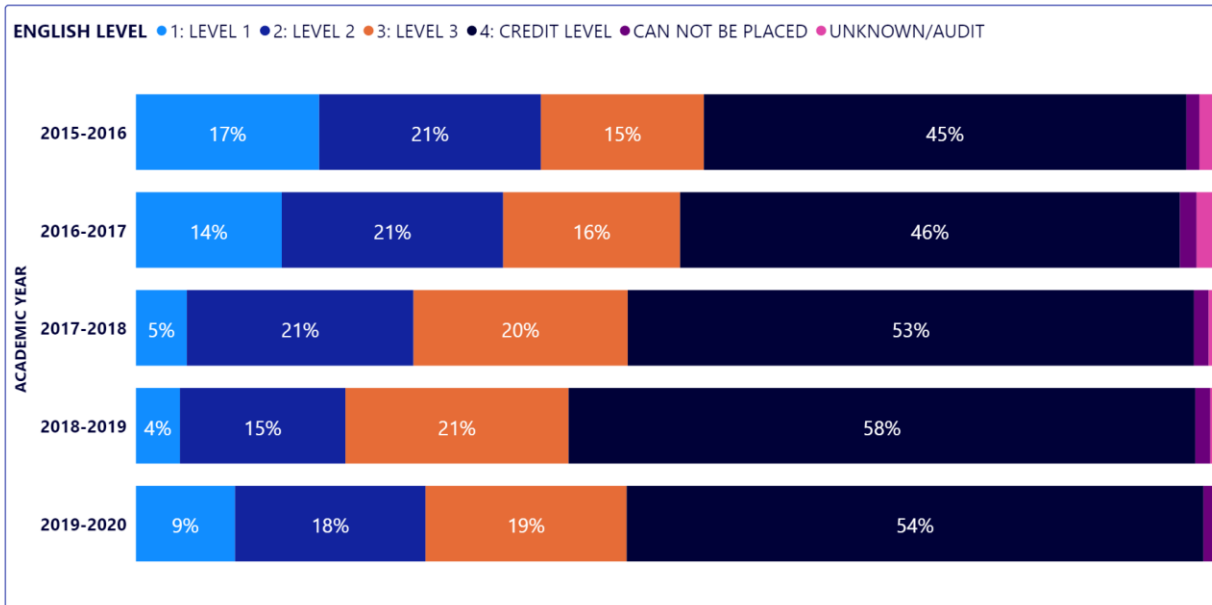


Unduplicated Headcount By Academic Degree Program

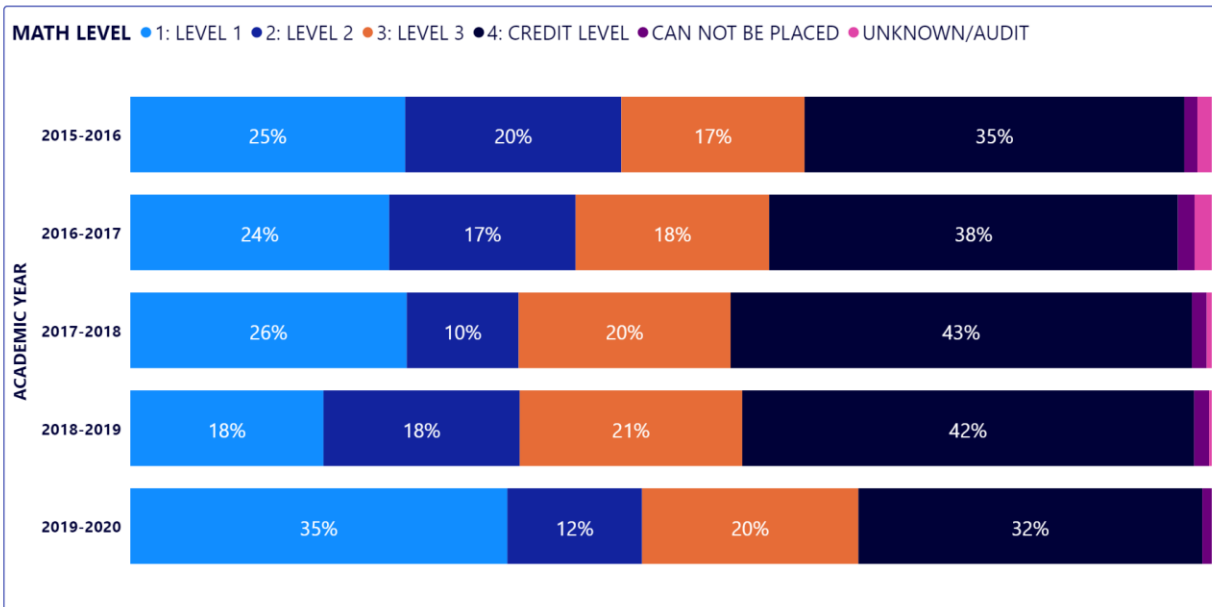




Unduplicated Headcount By English Level



Unduplicated Headcount By Math Level



Socio-Economic Data

In 2016, the Nitijela, RMI's unicameral legislature, enacted a bill to raise the minimum wage from two dollars per hour to \$2.50, with a fifty cent raise every year until 2019. The Minimum Wage Act 2017 delayed the second increase until a study of the first increase's impact could be conducted. This study has not been completed.

The 2011 RMI census revealed an overall unemployment rate of 32.6% on the two main urban atolls (25.1% on Majuro and 46.4% on Ebeye despite the importance of the Kwajalein base as an

economic sector). This was far higher than the unemployment rates found in other Pacific Island nations, and unemployment is far worse among younger groups. There is no indication of substantial improvement since then.

RMI Unemployment Rates by Age and Gender (2011)			
	Overall	Male	Female
15-24 years	58.5	59.2	57.8
25-39 years	31.4	24.9	39.1
40-59 years	17.7	12.4	25.7
60+ years	3.1	1.6	5.6

In 2018, the Nitijela amended the legislation for the Youth Corps initiative to assign responsibility for the program to CMI. Since that time, Youth Corps has sponsored trainings in entrepreneurship, solar panel repair and maintenance, community gardening, mosquito control (as part of national efforts to contain a Dengue Fever outbreak), and sports officiating across several islands and also collaborated with Guam Community College to host a construction trades boot camp. These efforts complement the College’s ABE, workforce development, and for-credit efforts to combat the nation’s dangerously high youth unemployment rates. They also help to fulfill CMI’s charge to “coordinate training and education programs and services currently being provided to adults and the out-of-school youth of the Republic” (CMI Act 1992).

Sites

The 29 coral atolls and 5 individual islands of the Republic of the Marshall Islands have a total of 70 square miles of land, spread across 750,000 square miles of ocean. The islands have fewer than 47 miles of paved roads. Four islands have airports with paved runways; eleven have airports with unpaved runways. United Airlines connects Majuro and Kwajalein to Hawai’i and the rest of the Micronesian region, while Nauru Airlines connects Majuro with islands to the South. Air Marshall Islands flies domestically. During the SARS-CoV-2 pandemic, Nauru Airlines has ceased flying to the RMI, while United has drastically reduced service.

In order to provide educational services to all the Marshallese people per the College mission, CMI has two campuses, and three established Distance Education Centers; the DEC’s offer ABE courses and up to 50% of academic programs via teleconferencing. As the RMI does not have street addresses, site locations are instead described below.

Uliga Campus

CMI’s main and original campus sits on the ocean side of the main road in Uliga, part of Majuro’s urban core. The Uliga Campus hosts all degree programs and most certificate programs. Faculty offices and classrooms can be found in Oscar deBrum Memorial Hall (dedicated in memory of CMI’s first Chairman of the Board of Regents), Rebbelip Hall, Wappepe Hall, and Tolemour Hall. The latter also contains science labs and the Simulation Nursing Laboratory. The Administration Building was completed in 2011 and the Student Services building, which also includes the Library and Nuclear Institute on its second floor, were completed in 2001. In 2016, shipping containers were used to construct a new student lounge,

fitness center, and SBA Office. The campus also provides space for the Customary Law and Language Commission and the CLLC's Bilingual Education Unit. Uliga campus residence halls have a maximum capacity of 110.

[Arrak Campus](#)

Arrak Campus is on the more rural Laura end of Majuro. Ordinarily, Arrak Campus hosts Land Grant, Maritime, and Vocational Carpentry programs. It also has residence halls and hosts Upward Bound's summer residential session. As part of the national pandemic response, the College has collaborated with the RMI Ministry of Health and Human Services to set Arrak Campus up as a quarantine center for Persons Under Active Surveillance (PUAS) who do not have symptoms of COVID-19, or any known exposure, but have arrived from outside the country. During Spring 2020, bans on incoming international travelers prevented cases, and quarantine allowed an extra layer of protection. Because of the protections set up, the RMI has only had border cases of COVID-19 and no community spread. Thus, CMI has been able to continue to offer face-to-face classes and other activities to fulfill the college mission. Preparing the campus to serve as a quarantine center also allowed the college to complete construction of a building that will in the future be used as a wet/dry laboratory.

[Jaluit Distance Education Center](#)

The Jaluit DEC opened in 2017 on Jabor Island between Jaluit High School and Jaluit Elementary School. CMI students can complete up to 50% of their degree programs at the center via teleconferencing, which appeals to in-service teachers in particular. In fall 2019 a cohort of eleven began taking courses towards their BAEE degrees. The center also offers ABE courses, primarily in the afternoon as many of the instructors work full-time at the high school and has hosted Youth Corps and workforce development trainings. Community projects include building traditional huts (most recently to serve as a shelter at the airport), setting up and maintaining gardens, and making recycled paper. Community members taking courses from USP also use the computer lab, and the RMI Red Cross has offered first aid certification classes.

[Ebeye Distance Education Center](#)

The Ebeye DEC is located at the heart of Ebeye, inside Queen of Peace Elementary School. Like the Jaluit DEC, it offers college courses (up to 50% of programs) via teleconferencing, in-person ABE courses, and Youth Corps and workforce development trainings. In 2020, the Center won the award for the best float in the Kwajalein Independence Day parade.

[Wotje Distance Education Center](#)

The Wotje DEC opened on September 28, 2020. Initially, the location offered ABE courses, but some college-level courses will be offered starting in the spring 2021 semester.

Specialized or Programmatic Accreditation

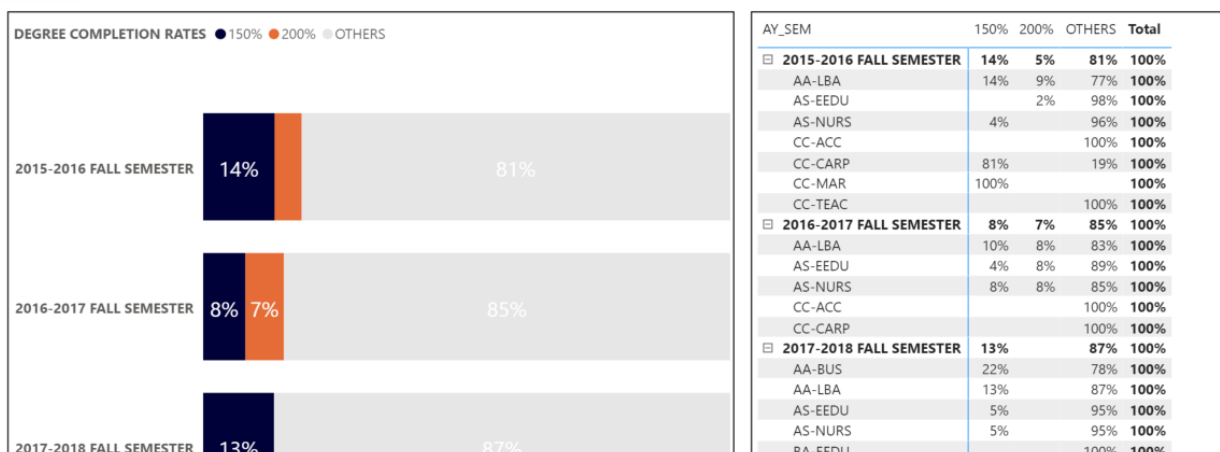
CMI has no specialized or programmatic accreditations, though Maritime courses lead to regional certifications.

B. Presentation of Student Achievement Data and Institution-set Standards

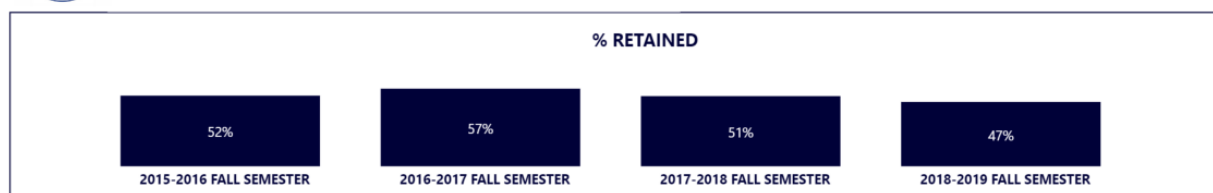
CMI is still working to improve its program completion rates. The 150% completion rate has not yet reached the 15% institution-set standard. However, 10% of the cohort entering in the fall semester of 2018 had completed their programs by May 2020; improved completion rates for Vocational Carpentry resulting from improved instruction are a major contributing factor to graduation rate improvements. Because of this success, the Vocational Carpentry Certificate of Completion program has been engaged in increased recruitment efforts through community visibility, including Saturday workshops.

Low retention rates are a major contributing factor to the overall low completion rates. For this reason, a number of outcomes in the Enrollment Management *Wappepe* plan address retention rates, and the Quality Focus Essay focuses on initiatives to improve retention, especially of first-year students.

Degree Completion Rates



Fall to Fall Retention Rates, First Time Students



Fall to Fall Retention Rates By English Level

AY_SEM	1: RETAINED	2: NOT RETAINED	Total
2015-2016 FALL SEMESTER	51.52%	48.48%	100.00%
CREDIT LEVEL	80.00%	20.00%	100.00%
DEVED & OTHERS	48.67%	51.33%	100.00%
2016-2017 FALL SEMESTER	56.59%	43.41%	100.00%
CREDIT LEVEL	65.38%	34.62%	100.00%
DEVED & OTHERS	55.79%	44.21%	100.00%
2017-2018 FALL SEMESTER	51.17%	48.83%	100.00%
CREDIT LEVEL	71.70%	28.30%	100.00%
DEVED & OTHERS	46.75%	53.25%	100.00%
2018-2019 FALL SEMESTER	46.94%	53.06%	100.00%
CREDIT LEVEL	65.82%	34.18%	100.00%
DEVED & OTHERS	41.29%	58.71%	100.00%
Total	51.44%	48.56%	100.00%

Fall to Fall Retention Rates By Math Level

AY_SEM	1: RETAINED	2: NOT RETAINED	Total
2015-2016 FALL SEMESTER	51.52%	48.48%	100.00%
CREDIT LEVEL	58.06%	41.94%	100.00%
DEVED & OTHERS	50.84%	49.16%	100.00%
2016-2017 FALL SEMESTER	56.59%	43.41%	100.00%
CREDIT LEVEL	71.05%	28.95%	100.00%
DEVED & OTHERS	54.58%	45.42%	100.00%
2017-2018 FALL SEMESTER	51.17%	48.83%	100.00%
CREDIT LEVEL	69.44%	30.56%	100.00%
DEVED & OTHERS	48.67%	51.33%	100.00%
2018-2019 FALL SEMESTER	46.94%	53.06%	100.00%
CREDIT LEVEL	58.82%	41.18%	100.00%
DEVED & OTHERS	44.86%	55.14%	100.00%
Total	51.44%	48.56%	100.00%

Despite the low 150% completion rate, CMI has generally met its Institution-Set Standards for number of graduates, employment rates for all alumni, and transfer rates for graduates with A.A. degrees. Because CMI cannot rely on the National Student Clearinghouse for employment data, the college has had to conduct its own surveys; for the courses graduating in 2017-2018 and 2018-2019, a team of college students were trained to reach out and encourage alumni to respond. The results are significantly more reliable than in the past.

CMI has also set a measure to ensure participants in the accelerated developmental English courses (referred to as AP/IE below) not only begin credit-level courses but also complete the first level of credit English; in this way CMI ensures that rigor is not lost in acceleration. On this measure, CMI has generally met the Institution-Set Standard but not the stretch goal. The accelerated developmental English courses were themselves initially developed as part of the response to low program completion rates.

College-Wide Student Achievement KPIs						
<u>Data Element</u>	<u>Definition of the Measure</u>	<u>Institution Set Standard</u>	<u>Stretch Goal</u>	<u>Most Recent Year's Performance</u>	<u>Previous Year's Performance</u>	<u>Multi Year Average</u>
Course Completion Rate	Applies to all students; successful course completion over the number of students enrolled	Average of last 5 years (Fall 2014 – Fall 2018): 72%	ISS + 10 percentage points: 82%	Fall 2019: 75%	Fall 2018: 72%	5-year average (Fall 2016 – Fall 2018): 73%
Graduation Data: Number of Graduates (Bachelors Level)	Applies to all completers of the BAEE program regardless of duration of completion	10	14	AY 2019: 7	AY 2018: 13	2-year average: (AY 2018, 2019): 10
Graduation Data: Number of Graduates	Applies to all completers of an	94	120	AY 2019: 136	AY 2018: 143	5-year average: AY 2015-

(Associate Level)	AA/AS Degree Program regardless of duration of completion					2019: 119
Graduation Data: Number of Graduates (Certificate Level)	Applies to all completers of a credit Certificate program regardless of duration of completion	39	50	AY 2019: 58	AY 2018: 43	5-year average: AY 2015-2019: 45
150% or 3 Year Graduation Rate	Applies to all full-time, first-time, degree seeking in a Fall cohort; Number of completers in 3 years (AA/AS) and 1.5 Years (Cert) over all students in the cohort	15%	Previous year +10%: 23%	Fall 2017 Cohort: 13%	Fall 2016 Cohort: 8%	Fall 2013-Fall 2015 Cohorts: 8.6%
200% or 4 Year Graduation Rate	Applies to all full-time, first-time, degree seeking in a Fall cohort;	25%	Previous year +10%: 25%	Fall 2016 Cohort: 15%	Fall 2015 Cohort: 19%	Fall 2014-Fall 2016: 13.8%

	Number of completers in 3 years (AA/AS) and 1.5 Years (CC) over all students in the cohort					
Programmatic Student Achievement						
Job Placement Rate (AA/AS/BA Graduates)	Applies to all degree graduates for a given academic year. Number of graduates who are holding any job during the alumni tracing period 6 months to 1 year after date of graduation.	30% of degree and certificate graduates	50% of degree and certificate graduates	AY 2018-19: 34% of all graduates (57 out of 169) 62% of all who completed the alumni survey (57 out of 92)	AY 2017-18: 44% of all graduates (55 out of 126) 67% of all who completed the alumni survey (55 out of 126)	3 year average: Data not reliable
Job Placement Rate (Certificate-Carpentry)	Applies to all CC Carpentry graduates for a given academic year. Number of graduates who are holding any job 6 months to 1 year after date of	30% of graduates	50% of certificate graduates	AY 2018-19: 90.9% of all graduates	AY 2017-2018: No responses to alumni survey	3 year average: Data not reliable

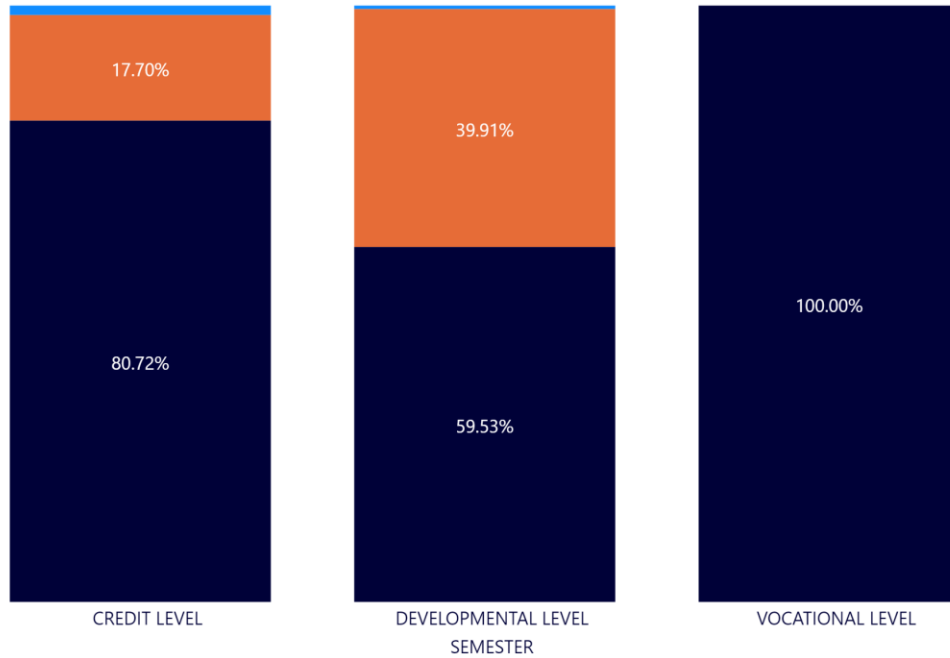
	graduation					
Transfer Rates	Applies to AA-Business and AA – Liberal Arts graduates only. Number of graduates who transferred to another higher education institution during the alumni tracing period 6 months to 1 year after date of graduation	10% of A.A. graduates	20% of A.A. graduates	AY 2018-19: 18% of all graduates (16 out of 91) 28% of all who completed the alumni survey (16 out of 58)	AY 2017-18: 18% of all graduates (16 out of 91) 28% of all who completed the alumni survey (16 out of 58)	
AP/IE Enrollees who pass ENG 111 within 1 year	Applies to all students in the AP/IE program. Number of AP/IE students in the program who completed ENG 111 1 year after the AP/IE semester	40%	70%	Summer 2019: 52%	Spring 2019: 46%	Summer 2017 to Fall 2018: 47%



Course Completion

Customize the visuals:
Click the box to select individual categories.
Press CTRL+RIGHT CLICK to select multiple categories.
SELECT ALL" to include all categories.

● 1-COMPLETED ● 2: NOT COMPLETED ● 3: WITHDREW



Current Employment

Shows the proportion of alumni who are currently employed by the time of survey among those who completed the survey. Also, shows profile of alumni who are currently employed.

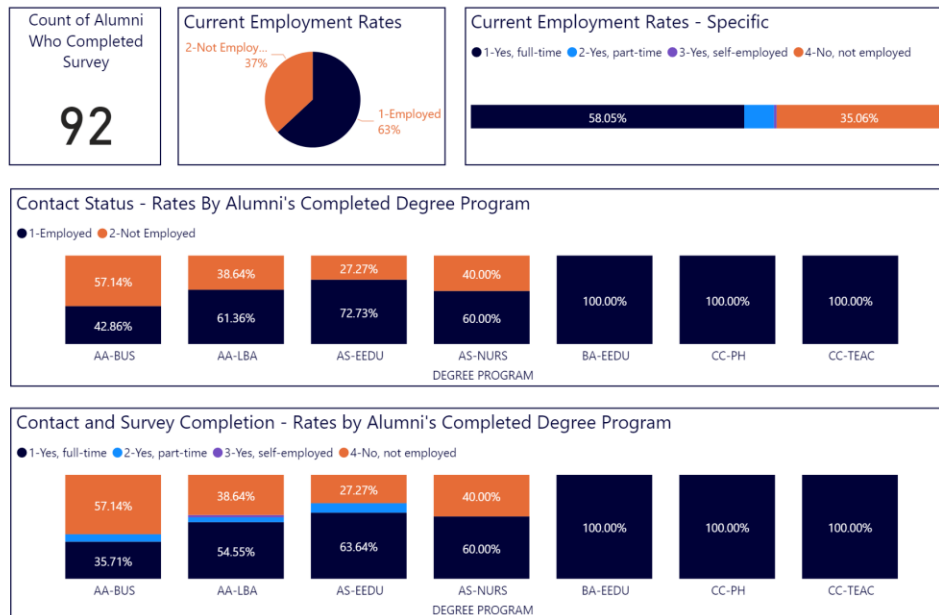
FILTER VIEW BY GRADUATION YEAR FOR SELECTED TILES

GRADUATION YEAR

☐ Select all

☒ 2018-19

☐ 2017-18





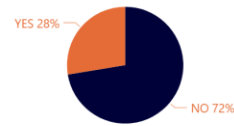
Transfer Rates

Shows the proportion of alumni who have furthered their education with another higher education institution.

Count of Alumni Who Completed Survey

58

Transferred/Attended Another College/University Out of Those Who Completed the Survey



FILTER VIEW BY GRADUATION YEAR FOR SELECTED TILES

GRADUATION YEAR

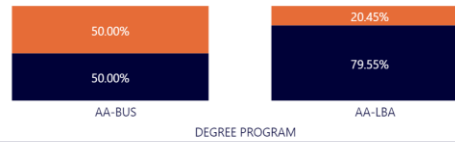
☐ Select all

☒ 2018-19

☐ 2017-18

By Degree Completed - Transferred/Attended Another College/University Out of Those Who Completed the Survey

● NO ● YES



AP/ IE ENG 111 COMPLETION

AY_SEM

- ☐ 2019-2020 SPRING SEMESTER
- ☐ 2019-2020 FALL SEMESTER
- ☒ 2018-2019 SUMMER SEMESTER
- ☐ 2018-2019 SPRING SEMESTER
- ☐ 2018-2019 FALL SEMESTER
- ☐ 2017-2018 SUMMER SEMESTER
- ☐ 2017-2018 SPRING SEMESTER
- ☐ 2017-2018 FALL SEMESTER
- ☐ 2016-2017 SUMMER SEMESTER

Cohort Count

27

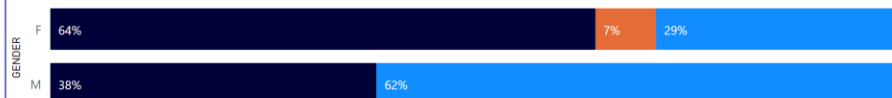
PASSED ENG 111 WITHIN A YEAR

● 1: YES ● 2: NO ● 3: NO RECORD



ENG 111 Pass StatusBy High School Type

● 1: YES ● 2: NO ● 3: NO RECORD



C. Organization of the Self-Evaluation Process

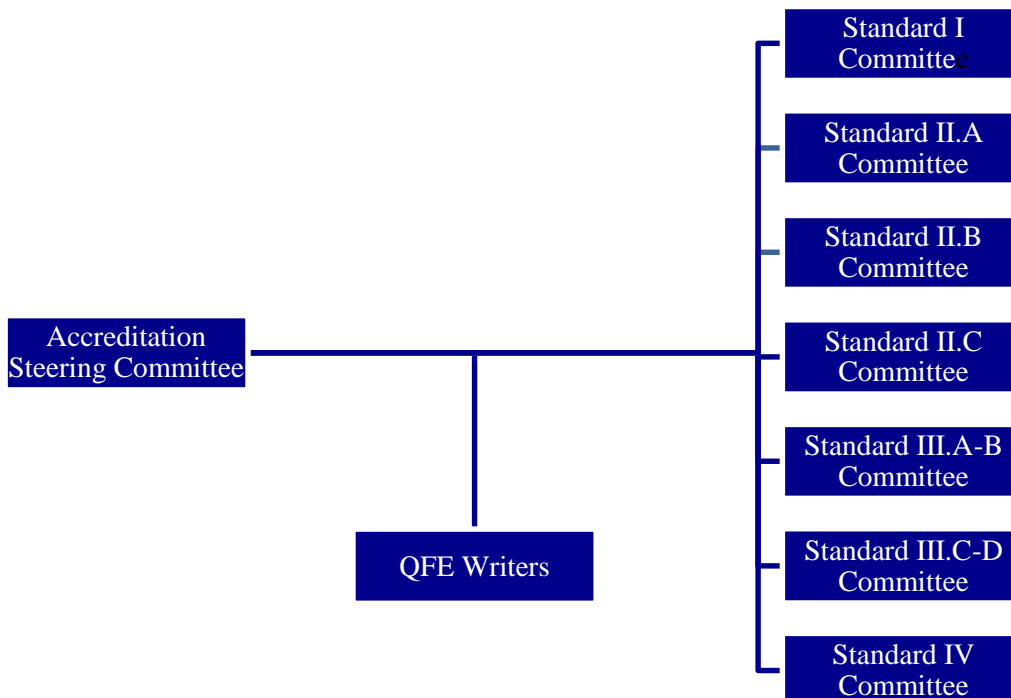
Timeline



Roles of Stakeholder Groups

Board of Regents	Updated on process and findings through accreditation report at each meeting Reviews draft ISER
All CMI Stakeholders	Multiple opportunities to review ISER and provide feedback (email, in-person presentations)
Participatory Governance Committees & Constituent Bodies	Encouraged to review standards and share findings Review drafts related to their areas and provide feedback
Standards Committees	Gather evidence Draft standards
Accreditation Steering Committee	Oversees process Solicits feedback

Organization of Core Writing Teams



Accreditation Steering Committee Members

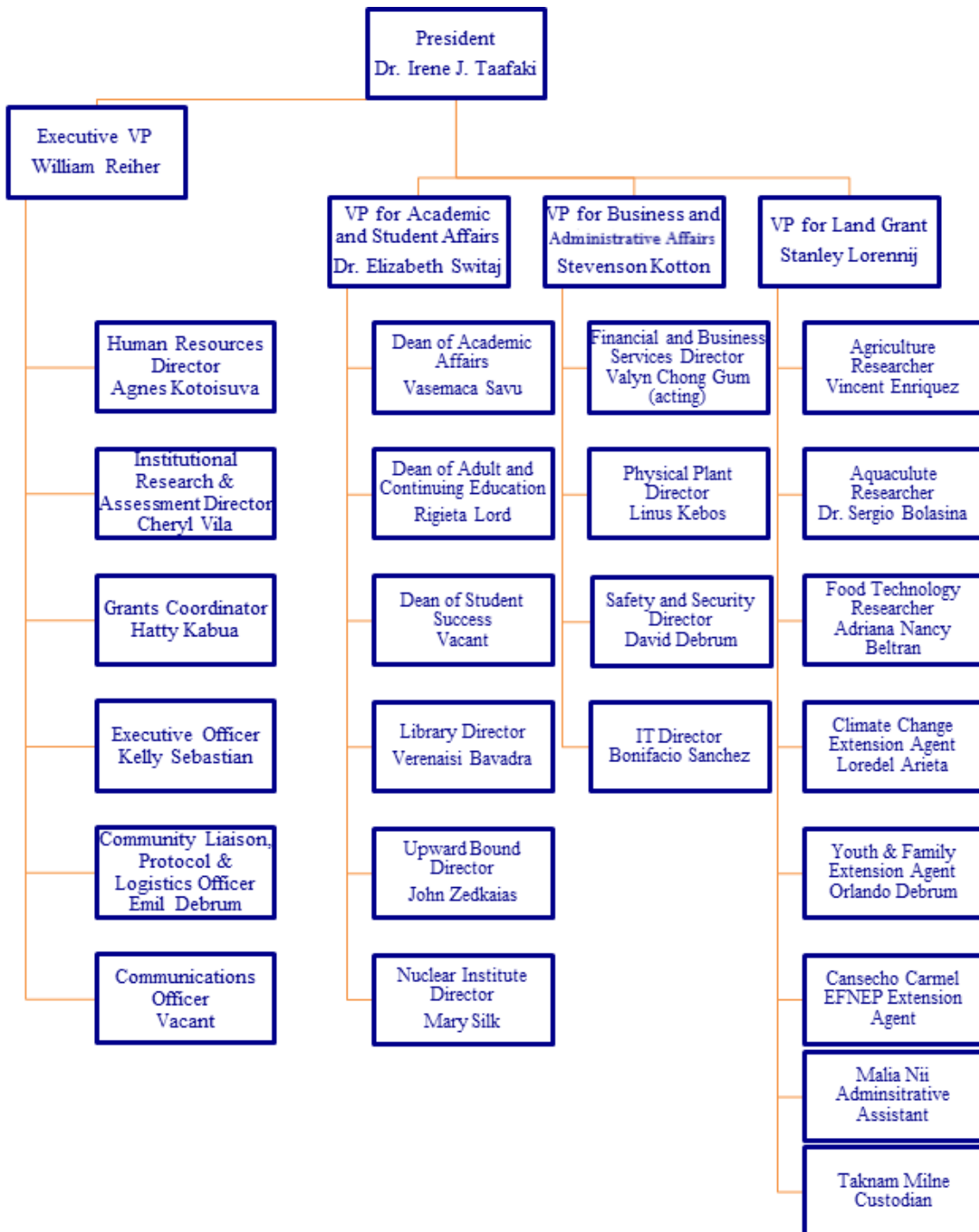
Name	Title	Role
Dr. Elizabeth Switaj	Vice President for Academic and Student Affairs	Accreditation Liaison Officer/Committee Chair
Morgan Cameron (until 7/31/20)	Developmental Education Faculty	Faculty Co-Chair
Dr. Theresa Koroivulaono (until 5/29/20)	President	Member at Large
Dr. Irene Taafaki (from 5/30/20)	President	Member at Large
William Reiher (from 4/16/20)	Executive Vice President	Member at Large
Stevenson Kotton	Vice President for Business and Administrative Affairs	Member at Large
Cheryl Vila	Director of Institutional Research and Assessment	Standard I Chair
Vasemaca Savu	Dean of Academic Affairs	Standard II.A Chair
Verenaisi Bavadra	Library Director	Standard II.B Chair
Kelly Luce Sebastian	Executive Officer	Standard II.C Chair
Agnes Kotoisuva	Human Resources Director	Standard III.A-B Chair
Boni Sanchez	Information Technology Director	Standard III.C-D
Ruthy Maun	Director of Procurement, Asset and Supply Management	Standard IV

Standards Committee Members

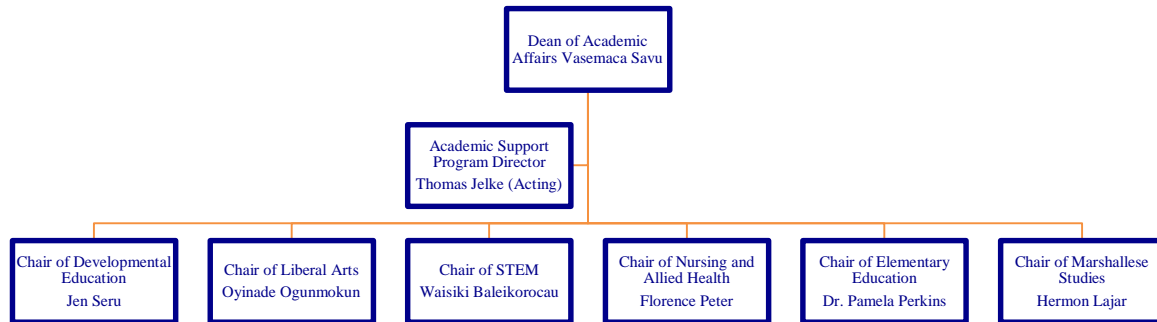
Standard I Cheryl Vila, Chair (management) Nikolas Willson (faculty) Lani Villafania (staff) Camari Koto (faculty) Rosalinda Sumaoang (faculty) Rajieli Bulatale (faculty) Esther Hitchfield (student)	Standard II.A Vasemaca Savu, Chair (management) Jomi Capelle (management) Jennifer Seru (faculty) Waisiki Baleikorocau (faculty) Alvin Page (faculty) Rosie Koroï (faculty) Luisa Kamenio (faculty) Lola Schutz (staff) Harvest Ned (student)
Standard II.B Verenaisi Bavadra, Chair (management) Pamela Perkins (faculty) Mary Silk (management) Nikolas Wilson (faculty)	Standard II.C Kelly Luce Sebastian, Chair (staff) Oyinade Ogunmokun (faculty) Ana Bulavakarua (faculty) Meyar Mamis (management)

Rosalie Bojos (faculty)	Rigieta Lord (management) Edward Adiniwin (faculty) Risi Karben (staff) Demiana Kumoru (management)
Standard III.A-B Agnes Kotoisuva, Chair (management) Angie Laaw (staff) Nina Makroro (staff) Adedayo Ogunmokun (faculty) Jessio Latrick (management) Waisake Savu (faculty) David deBrum (management) Johnny Silk (staff)	Standard III.C-D Boni Sanchez, Chair (management) Emiliana Enruiquez (faculty) Edward Alfonso (faculty) Curtis Vila (faculty) Lisa Jeraan (staff)
Standard IV Ruthy Maun, Chair (staff) William Reiher (administration) Dr. Theresa Koroivulaono (administration) Morgan Cameron (faculty) Moarieta Ientaake (faculty) Geoffrey Goodman (faculty) Thomas Jelke (student) Torres Simon (student) Hatty Kabua (staff)	

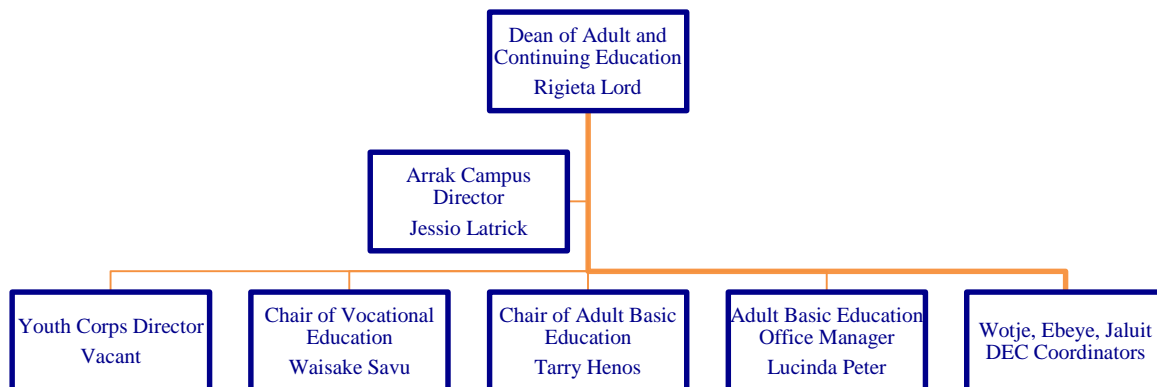
D. Organizational Information



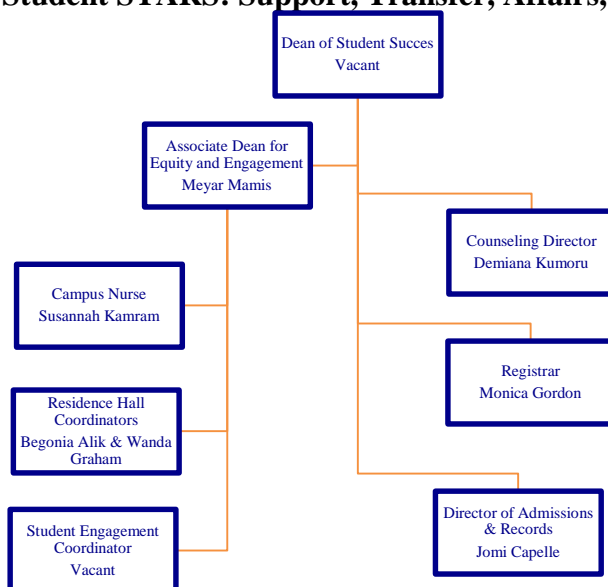
Organization of Academic Affairs



Organization of Adult and Continuing Education



Organization of Student STARS: Support, Transfer, Affairs, Registration, and Success



E. Certification of Continued Compliance with Eligibility Requirements

Eligibility Requirement 1: Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

The College of the Marshall Islands Act 1992 authorizes CMI as a post-secondary educational institution that awards degrees ([ER1-1](#)). Section §202 establishes CMI as “a single entity post-secondary education agency to serve the needs of the Republic.” Section §206 tasks the College to “develop and offer certificate and degree programs in fields to include, but not limited to, Teacher Education, Special Education, Nursing, Business, Liberal Arts, and other occupational and technical career fields.”

Eligibility Requirement 2: Operational Status

The institution is operational, with students actively pursuing its degree programs.

CMI has operated continuously as an independent entity with its own board since 1993. CMI set an enrollment record in fall 2020 with an unduplicated headcount of 1,162. 33.4% of these students were pursuing an AA in Liberal Arts, 25.3% an AS in Education, 21.3% an AA in Business, 15.2 % an AS in Nursing, and .3% a BA in Elementary Education. Courses are scheduled for spring 2021, and registration has begun ([ER2-1](#)); classes start January 11.

Eligibility Requirement 3: Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

During the 2019-2020 academic year, CMI awarded a total of 207 degrees and certificates to 175 graduates, in addition to 122 RMI high school equivalency diplomas. The 140 two-year degrees awarded consisted of 59 AA degrees in Liberal Arts, 37 AA degrees in Business, 28 AS degrees in Elementary Education, and 16 AS degrees in Nursing. Standards II.A.1, II.A.9, II.A.12, and II.A.13 discuss the College's degree offerings in further detail.

Eligibility Requirement 4: Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

Dr. Theresa Koroivulaono's five-year presidential term concluded on May 29, 2020. She was immediately succeeded by Dr. Irene Taafaki whose formal inauguration ceremony took place on June 1, 2020.

Dr. Taafaki has a B. Ed in Education and Geography from the University of Reading, a Masters in Professional Development, and a Doctorate in Teacher Education and Development from the University of Massachusetts, Amherst. She has worked in the field of Education as a teacher, principal, supervisor and trainer in the United Kingdom, Kiribati, India and the United States. Over the course of her career, Dr. Taafaki has authored books and articles for children, teachers and parents. Until April 30, 2020, she served as Director of the Marshall Islands campus of the University of the South Pacific, a position she held since 1998. She initiated and led USP's early WASC accreditation efforts, serves on the RMI National Scholarship and Loan Board, and is a long-serving Vice Chair of the Marshall Islands National Training Council.

Dr. Taafaki's research interests focus on cultural change, dislocation and migration. Her book *Traditional Medicine of the Marshall Islands – the Women, the Plants, the Treatments*, was co-authored with Maria Kabua-Fowler and Professor Randy Thaman, and represents the outcome of a five-year ethnographic research project. Together with Maria Kabua-Fowler, Dr. Taafaki has spent the past fourteen years working on a project to restore the fine weaving and intricate designs of Marshallese clothing mats. The project, which is a collaborative effort involving the Bernice Bishop Museum, Hawaii, Marylou Foley and other international partners, includes research, publication, apprenticeship programs, a virtual museum, video productions and exhibitions. Their jointly authored book *Clothing Mats of the Marshall Islands: The History, the Culture and the Weavers* was published in 2019.

[Standard IV.B](#) discusses the CEO role in detail.

Eligibility Requirement 5: Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

CMI undergoes an audit annually and complies with U.S. federal requirements to maintain eligibility for Title IV ([ER5-1](#)). See Standard III.D.7 for further details.

F. Certification of Continued Institutional Compliance with Commission Policies

The College of the Marshall Islands certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Public Notification of an Evaluation Team Visit and Third Party Comment

Regulation citation: 602.23(b).

CMI notified the public of the upcoming evaluation team visit through a website announcement ([CFR.1-1](#)) and email ([CFR.1-2](#)). In addition, the college website's accreditation page hosts a link for third-party comments ([CFR.1-3](#)), and the college community was informed about the evaluation visit through the internal accreditation website ([CFR.1-4](#)) and a variety of in-person meetings. Standard I.C.12 also discusses efforts to inform internal and external stakeholders.

[The College complies with the Commission Policy on Public Notification of an Evaluation Team Visit and Third Party Comment.](#)

Standards and Performance with Respect to Student Achievement

Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).

In May 2017, the CMI Board of Regents (BOR) approved College Key Performance Indicators (KPIs) and Institution-Set Standards (ISS) addressing both college-wide and programmatic student achievement. On March 27, 2019, the Institutional Effectiveness Committee opened institutional discussion about revising the KPIs and adding stretch goals; the BOR approved the revisions on October 6, 2020. Standard [I.B.3](#) discusses these standards in more detail.

[The College complies with the Commission Policy on Standards and Performance with Respect to Student Achievement.](#)

Credits, Program Length, and Tuition

Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.

The CMI Curriculum Manual specifies procedures for designating clock and credit hours (see also Standard II.A.9); the Manual also lists credit requirements for Certificates of Completion, Associate degrees, and Bachelor's degrees ([CFR.3-1](#)). All CMI courses and programs comply with these guidelines. (see also Standard II.A.5). Tuition, as listed in the catalog, is the same for Certificate of Completion and Associate level programs. Tuition for the Bachelor of Arts in Elementary Education degree is higher (see Standard I.C.6).

The College complies with the Commission Policy on Credits, Program Length, and Tuition.

Transfer Policies

Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).

CMI's academic catalog discloses its transfer policies to students and the public. See Standard II.A.10 for further details.

The College complies with the Commission Policy on Transfer Policies.

Distance Education and Correspondence Education

Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

Prior to the spring 2020 semester, the only distance education modality offered by CMI had students at the Distance Education Centers join other face-to-face students in the same courses using teleconferencing. The February 2020 Curriculum Manual allows the curriculum committee to specify the maximum contact hours that may be online for any course ([CFR.5-1](#)). The Disaster Management Policy approved by the BOR on March 24, 2020 ([CFR.5-2](#)) and the procedures entitled Online Learning at CMI: A Contingency Plan for Disaster Management ([CFR.5-3](#)) authorize the use of distance education in emergent situations, such as the current global pandemic, and ensure that all courses that move online in such situations include regular and substantive interaction. As yet, no course has been approved by the Curriculum Committee for regular online-only teaching.

The College complies with the Commission Policy on Distance Education and Correspondence Education.

Student Complaints

Regulation citations: 602.16(a)(1)(ix); 668.43.

The catalog describes CMI's policies and procedures for addressing student complaints. Records of student complaints are kept in an online repository accessible to the Senior Leadership Team, which consists of the president and vice presidents ([CFR.6-1](#)).

The College complies with the Commission Policy on Student Complaints.

Institutional Disclosure and Advertising and Recruitment Materials

Regulation citations: 602.16(a)(1)(vii); 668.6.

CMI's catalog and website provide accurate, current, and appropriately detailed information to students and the general public about its programs, locations, and policies. The homepage, www.cmi.edu, links directly to the page with the college's statement of accredited status ([CFR.7-1](#), [CFR.7-2](#)).

The College complies with the Commission Policy on Institutional Disclosure and Advertising and Recruitment Materials.

Title IV Compliance

Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.

CMI has addressed all required components of the Title IV program, including audit findings and issues raised by USDE ([CFR.8-1](#)). CMI students are not eligible for student loans.

The College complies with the Commission Policy on Title IV Compliance.

G. Institutional Analysis

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

A. Mission

1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of Meeting the Standard

The mission of the College of the Marshall Islands, according to the statement approved by the Board of Regents (BOR) on February 8, 2017, 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" ([I.A.1-1](#)). The next round of mission review began during the spring 2020 semester, with suggested revisions to the mission statement, vision, and philosophy reaching the BOR on December 1, 2020.

The mission statement describes the College's broad educational purpose, which aligns with the statement in the CMI of 1992 ([I.A.1-2](#)) that the college is to "develop and offer certificate and degree programs in fields to include but not limited to, Teacher Education, Special Education, Nursing, Business, Liberal Arts and other occupation and technical career fields" ([I.A.1-3](#)). Currently, CMI offers one Bachelor's degree, two Associate of Arts degrees, two Associate of Science degrees, and eight Certificates of Completion. As of spring 2020, 94% of the student population are Marshallese ([I.A.1-4](#)).

In addition to its post-secondary education purpose, the College carries out its mission of providing selective higher education programming, intellectual resources, and research by coordinating and implementing training, education programs and activities, and services for the adults, out-of-school youth, and the greater human resources capital of the nation and the larger Pacific community. Examples of programs in this area are Adult Basic Education, Youth Corps, Continuing Education, Maritime Program, and Upward Bound. Research is primarily conducted through the Land Grant program, but some faculty also carry out research, and an Institutional Review Board is in place.

The College's Philosophy statement reflects CMI's commitment to student learning and student achievement ([I.A.1-5](#)).

Analysis and Evaluation

The mission statement describes the institution's broad educational purposes, its intended student population, and the types of degrees and other credentials it offers. The philosophy statement describes CMI's commitment to student learning and student achievement.

Baccalaureate Degree

The Bachelor of Arts in Elementary Education is a "quality, student-centered, post-secondary educational" program. Improving the education level of teachers in the RMI contributes to policy objective of Strategic Area 2 ("Education and Training") of the first pillar ("Social and Culture") of the RMI National Strategic Plan 2020-2030 ([I.A.1-6](#)): "increased learning and student achievement in primary and secondary schools." Thus, the BAEE is "higher education programming . . . specific to the needs of the nation."

The College meets Standard I.A.1 and Eligibility Requirement 6.

2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

The College's Institutional Key Performance Indicators include college-wide and programmatic student achievement measures that reflect both the quality of the College's post-secondary educational services and the progress of the College in providing access to these services, which are key elements of the College mission ([I.A.2-1](#)). The Institutional Effectiveness Committee (IEC) monitors these KPIs ([I.A.2-2](#)).

CMI's Planning Framework ([I.A.2-3](#)), guided by the mission, directs institutional priorities in meeting the educational needs of students. The Planning Framework includes one long-term ([I.A.2-4](#)) and six medium-term plans ([I.A.2-5](#), [I.A.2-6](#), [I.A.2-7](#), [I.A.2-8](#), [I.A.2-9](#), [I.A.2-10](#)) operationalized in a five-year strategic plan ([I.A.2-11](#)). Each plan has its own set of KPIs so the college can use data to measure its effectiveness. From these top-level plans, programs, departments, and individuals develop their own shorter term plans.

Driven by the CMI Mission, the ten-year *METO* or Educational Master Plan ([I.A.2-4](#)) identifies five long-term goals: Student Achievement and Success, Open Learning, Community and Economic Development, Sustainability of Fiscal, Physical and Human Resources, and Entrepreneurship. The *METO* in turn drives the five-year Learning and Teaching (L&T) *Rebbelip* plan ([I.A.2-5](#)), which adopts the AACC's guided pathways model. While the L&T Plan focuses on student success and achievement, the five *Wappepe* focus on strategically aligning leadership and administrative functions to support the L&T Plan and the *METO*. The

Governance *Wappepe* ([I.A.2-6](#)) aligns the plans of the College Board of Regents to the L&T, *METO*, and mission. The Enrollment Management *Wappepe* ([I.A.2-7](#)) aligns enrollment management with the L&T. The Human Capital *Wappepe* ([I.A.2-8](#)) aligns recruitment, policy, personnel and performance towards achievement of the L&T. The Information Technology *Wappepe* ([I.A.2-9](#)) aligns the technology and systems needed to support open learning, one of the main goals of the *METO*. The Facilities and Security *Wappepe* ([I.A.2-10](#)) aligns requirements for future spaces, facilities and security with the L&T Plan.

The medium-term Strategic Plan ([I.A.2-11](#)) has outcomes and activities derived from the institutional goals described in the CMI Planning Framework. Timelines. KPIs developed and monitored in this plan ensure the CMI Planning Framework with its institutional goals, and ultimately the mission of the college, are carried out.

Analysis and Evaluation

CMI has processes in place for using data through KPIs that reflect how the college effectively accomplishes its mission. Integrated planning, which includes relevant data, directs the long-term and medium-term activities of the College as well as ensuring that challenges are addressed to meet the mission. Due to the importance of data in decision-making, IEC formed a Data Governance Subcommittee to review and recommend policies, processes, and procedures for data management and use ([I.A.2-12](#)).

Baccalaureate Degree

The Institutional KPIs include the number of Bachelor's degrees granted each year.

[The College meets Standard I.A.2.](#)

3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard

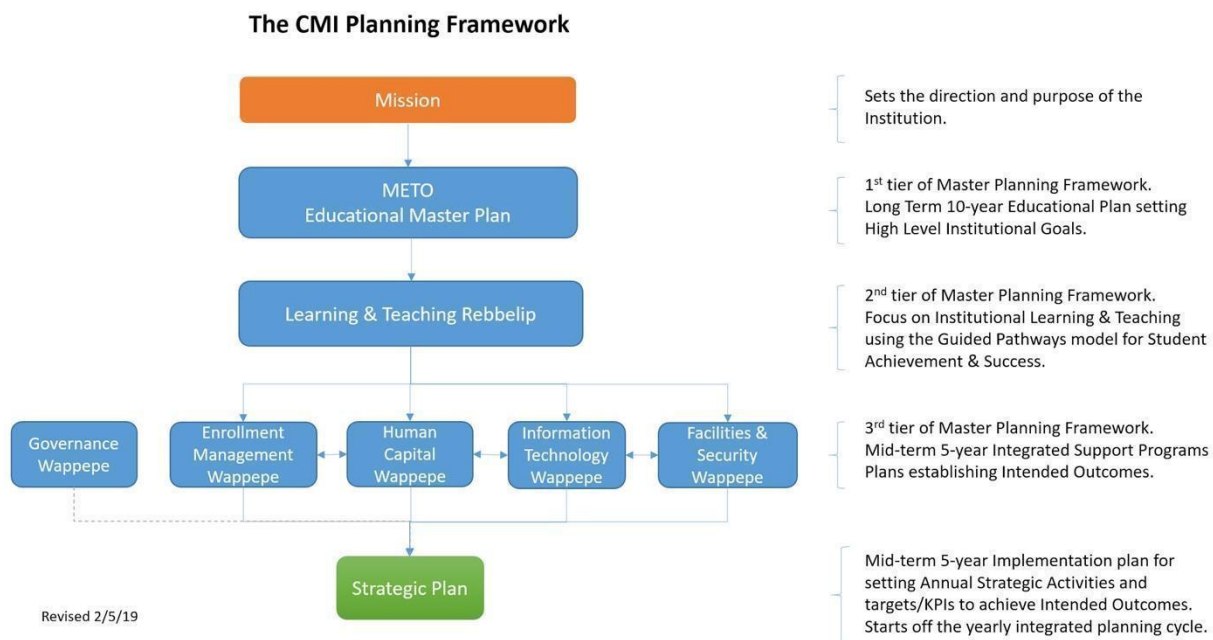
Each department or program's mission aligns with the College mission ([I.A.3-1](#), [I.A.3-2](#)).

Program reviews are carried out as part of the mission-directed integrated planning process. Through this process, departments and programs plan activities in accordance with their own mission, the *METO* Institutional Goals, and Strategic Plan Activities ([I.A.3-3](#)). Initiatives are reviewed by the Institutional Effectiveness Committee through a Prioritization Matrix ([I.A.3-4](#)), which the Budget Committee uses as the basis for resource allocation ([I.A.3-5](#)).

The program review was recently redesigned. FACETS, "seeks to move the college through proficiency in program review to the level of sustainable, continuous quality improvement. This goal will be achieved by further integrating program review into institutional decision-making, creating space for dialogue across the institution regarding program review results and their use in the improvement of student learning and achievement, and requiring regular revisions of the program review process itself" ([I.A.3-6](#)).

Analysis and Evaluation

The College uses departmental and program-level missions to demonstrate alignment of programs and services to the overall College mission. The College's long- and medium-term plans cascade down from the mission as shown in the chart below.



That the first goal of the *METO* Educational Master Plan is Student Achievement reflects the College's dedication to student learning and achievement. The other goals either support student learning or emphasize a specific aspect of learning.

Baccalaureate Degree

Under the previous program review system, the BAEE program review was part of the Elementary Education Department's review. Under the new system, each degree program, including the BAEE, completes its own review. The goals set in CMI's long- and medium-term plans provide the target areas for ongoing improvement in all areas of student learning, teaching, and achievement at CMI including the BAEE program.

The College meets Standard I.A.3.

4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Evidence of Meeting the Standard

The mission statement was revised through the Board approved mission review process ([I.A.4-1](#); [I.A.4-2](#)) and approved on February 8, 2017 ([I.A.4-3](#)). As scheduled, the mission review process began during the spring semester of 2020 through a process initiated by IEC ([I.A.4-4](#); [I.A.4-5](#)).

The mission is widely published through the website ([I.A.4-6](#)), the catalog ([I.A.4-7](#)), planning documents ([I.A.4-8](#)), and the president’s annual report ([I.A.4-9](#)). It is cited in the president’s reports and presentations ([I.A.4-10](#)). Copies of the mission statement are also posted at strategic locations on campus ([I.A.4-11](#)).

Analysis and Evaluation

CMI’s mission is reviewed by its governing board, reviewed regularly according to policy and process, and published widely.

The College Meets Standard I.A.4 and Eligibility Requirement 6.

Conclusions on Standard I.A. Mission

CMI is committed to a mission that emphasizes student learning and student achievement. Using data, the college continues to determine how effectively it carries out its mission to serve the educational needs of its students. The integrated planning process assures that programs and services align with the mission. The mission statement is widely published and periodically reviewed through a board-approved process.

The College meets Standard I.A.

Improvement Plan(s)

None

Evidence List

I.A.1-1	CMI Mission Webpage
I.A.1-2	CMI Act of 1992
I.A.1-3	Academic Programs Webpage
I.A.1-4	Spring 2020 Enrollment Dashboard
I.A.1-5	College Philosophy Webpage
I.A.1-6	RMI National Strategic Plan: Education and Training
I.A.2-1	Institution Set Standard and Institutional Key Performance Indicators
I.A.2-2	IEC RSA 2019-2010
I.A.2-3	Integrated Planning Framework
I.A.2-4	<i>METO</i> or Educational Master Plan
I.A.2-5	Learning and Teaching <i>Rebbelip</i> 2019-2023
I.A.2-6	Governance <i>Wappepe</i> 2019-2023
I.A.2-7	Enrollment Management <i>Wappepe</i> 2019-2023
I.A.2-8	Human Capital <i>Wappepe</i> 2019-2023
I.A.2-9	Information Technology <i>Wappepe</i> 2019-2023
I.A.2-10	Facilities and Security <i>Wappepe</i> 2019-2023
I.A.2-11	CMI Strategic Plan
I.A.2-12	Data Governance Subcommittee Terms of Reference
I.A.3-1	Nuventive Report Mission Statements By Unit

I.A.3-2	Mission Alignment – Extracted from FACETS
I.A.3-3	PR Initiatives – Extracted from FACETS
I.A.3-4	Prioritization Process Matrix Template
I.A.3-5	Integrated Planning Manual Resource Allocation
I.A.3-6	FACETS Redesigned Program Review Process
I.A.4-1	CMI Mission Review Report
I.A.4-2	BOR Approved Mission Review Process
I.A.4-3	BOR Minutes 2017-02-08
I.A.4-4	IEC Minutes 2020-02-12
I.A.4-5	IEC Initiated CMI Mission Statement Review Process
I.A.4-6	CMI Mission Webpage
I.A.4-7	2019-20 Academic Catalog – CMI Mission Page
I.A.4.8	Mission – Extracted from <i>METO</i> Educational Master Plan
I.A.4-9	The CMI Annual Report 2019
I.A.4-10	President's Report to Executive Council
I.A.4-11	Mission Statement Photos At Campus Locations

B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard

Sustained, substantive, and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement begins with CMI's participatory governance structure and functional organization. The basic structure of the participatory governance committees ensures broad participation in these discussions. Along with identified necessary personnel from operational areas, each committee membership includes representatives from the faculty and staff senates, management group, and student body association.

Faculty members make up more than half of the Curriculum Committee (CC) membership i.e. academic department chairs and two representatives from the Faculty Senate, thereby ensuring dialog on student outcomes and academic quality is focused on improving student learning and student achievement ([I.B.1-1](#)). In addition, all faculty members have the right to comment on any curriculum prior to curriculum committee approval ([I.B.1-2](#)).

Recently, CC updated the manual describing processes, templates, and requirements for curriculum development and approval. It further specifies how faculty and academic administrators make recommendations in developing high quality curricula that fulfills CMI's mission and serves the needs of students ([I.B.1-3](#)). Among CC's accomplishments brought about by sustained, substantive, and collegial dialog on student achievement is its review of the

General Education (GE) requirements for all academic degree programs. CC reduced GE's total credit requirement, providing opportunity for academic degree programs to increase credits focused on core requirements while potentially addressing CMI's low degree completion rates ([I.B.1-4](#)). For example, with the elimination of ENG 112 as a GE requirement, the ASEE program was able to add EDU 109: Foundational Literacy for Elementary Classroom Teachers, which prepares elementary classroom teachers to support their students in building a foundation for English literacy by improving their own command of English ([I.B.1-5](#)).

With the creation of the Associate Dean of Student Equity and Engagement position, CMI highlighted the importance of student equity in fulfilling its student-centered mission. The Associate Dean is responsible for leading efforts to ensure an equitable experience for diverse learners attending CMI and will serve as the Title IX and ADA Coordinator ([I.B.1-6](#)).

Analysis and Evaluation

The College of the Marshall Islands has a participatory governance structure in place for sustained, substantive, and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. The dialog occurs regularly throughout the year through the committees.

By its own Role, Scope, and Authority, each participatory governance committee assesses its efforts and lays out plans for improvement for next year. For example, the Enrollment Management Committee's 2018-2019 assessment called for the committee to "include regular review of data related to enrollment management functions in meetings" and, during the following academic year, the committee began reviewing one Enrollment Management *Wappepe* outcome per month.

The College Meets Standard I.B.1.

2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard

Student learning outcomes (SLO) and program learning outcomes (PLO) are developed and defined by individual expert faculty members, while the responsibility for approval lies with the Curriculum Committee and the appropriate academic administrators ([I.B.2-1](#)). Student learning outcomes, together with other course information, are shown in a course outline which is in turn referenced by faculty members in the development of their own course syllabus.

With its redesigned SLO Assessment Cycle called MAPS, CMI seeks to move the college through proficiency in outcomes assessment to sustainable, continuous quality improvement by creating space for widespread dialogues, using and producing comprehensive assessment reports, and ensuring that assessment results are used for institutional improvement ([I.B.2-2](#)). In this three-semester cycle, faculty members select an SLO to assess, giving priority to SLOs that have yet to be assessed. Throughout the cycle, department chairs, Dean of Academic Affairs, and the

Institutional Effectiveness Committee (IEC) are involved in ensuring that quality assessments are done through feedback given at different points of the assessment cycle ([I.B.2-3](#), [I.B.2-4](#)) and that assessment results are discussed and reviewed especially to identifying any gaps in the process ([I.B.2-5](#)). Further, assessment results are shared to the public ([I.B.2-6](#)).

Recently, IEC approved two rubrics for evaluating all aspects of SLO assessments, from the assessment activity through the assessment analysis and action ([I.B.2-7](#)). The rubrics can be used by faculty as guides to develop quality SLO assessments. Department chairs can use the rubrics to provide formative feedback. Ultimately, IEC will use these rubrics for summative evaluation of the quality of SLO assessments through a discussion of overall themes and how the SLO assessments impact institutional planning.

Student-centered administrative unit outcomes (AUO) or PLOs are developed by student and learning support services directors and are approved by the IEC ([I.B.2-8](#)). Most recently, IEC approved the PLOs/AUOs of the newly instituted office of Student Equity and Engagement ([I.B.2-9](#)).

PLOs and AUOs are all assessed as part of the program review process ([I.B.2-10](#)). Assessment data for PLOs and AUOs are reported in Nuventive Improve ([I.B.2-11](#)) and reviewed by IEC.

Institutional Student Learning Outcomes (ISLOs) are assessed through institutional surveys. CMI included custom survey items in the CCSSE survey on the relevance of the ISLOs to students ([I.B.2-12](#)). Graduating students were also surveyed on how much CMI has contributed to their knowledge, skills, and personal development in identified areas of each ISLO ([I.B.2-13](#)). Survey results will be discussed by IEC once results are available.

Analysis and Evaluation

Faculty experts define student and program learning outcomes for instructional programs, which are then reviewed and approved by the Curriculum Committee. Directors in charge of student and learning support services define student-focused administrative unit outcomes which are reviewed and approved by the Institutional Effectiveness Committee. SLOs are assessed regularly through the one-year cycle of MAPS process. PLOs and AUOs are assessed regularly through program review. Assessment results are reviewed and discussed by the Institutional Effectiveness Committee.

Baccalaureate Degree

The BAEE learning outcomes were developed by Education Department faculty members using the Degree Qualifications Profile (DQP) project of the ACCJC and the Lumina Foundation. With the DQP, the college was able to set program learning outcomes that reflect appropriate and adequate rigor for a bachelor's program. The Curriculum Committee reviewed and approved the BAEE SLOs and the PLOs ([I.B.2-14](#)).

The BAEE courses' SLOs are assessed ([I.B.2-15](#)) as part of the MAPS process while the PLOs are assessed through the FACETS process ([I.B.2-16](#)). Though the BAEE program review is yet to be completed through the first cycle of the FACETS, the BAEE learning outcomes results and analysis are now reported in Nuventive Improve ([I.B.2-17](#)).

The College meets Standard I.B.2 and Eligibility Requirement 11.

3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard

In the process of monitoring the Board-approved 2017 Institutional KPIs and, consequently, in its desire for continuous quality improvement, CMI recognized the need to improve its process such that discussions engage the entire institution, mechanisms are formalized for remedial action, and stretch goals are set to allow for improvement plans.

Thus, in May 2019, the Institutional Effectiveness Committee (IEC) reviewed the existing Institutional KPIs, together with integrated planning KPIs and goals. Some ISS and stretch goals were set based on stakeholder and leadership discussions; others were set based on external and internal planning requirements. College-Wide and Programmatic Student Achievement Institutional KPIs reflect both the quality of the College's post-secondary educational services and the progress of the College in providing access to these services - key elements of the College Mission. The new set of Institutional KPIs ([I.B.3-1](#)) were approved by the Executive Council and the Board of Regents in September 2020.

In the approved process, Institutional Research prepares an annual report on the Institutional KPIs, shares it with IEC and posts it to the CMI website. As part of the annual report on KPIs, student achievement KPIs are to be disaggregated. Where achievement gaps are seen, IEC will recommend action plans to the appropriate operational units with a report to EC and include remedial action in institutional planning recommendations ([I.B.3-2](#)).

To ensure broad dissemination and discussion of the results, IEC will hold annual KPI workshops open to all CMI community members. The Institutional KPIs are published on the college website ([I.B.3-3](#)).

Analysis and Evaluation

Through integrated planning, CMI established criteria and processes to determine appropriate institution-set standards including stretch goals and mechanisms for remedial action following annual review of the KPIs. The KPIs include metrics that appear on the USDE College Scorecard such as completion rates and first-year retention rate.

Among the College KPIs, CMI's 150% graduation rate in particular has inspired a broad range of programmatic and institutional efforts such as a review of General Education requirements (also discussed in I.B.1), accelerated pathways in developmental coursework, and the development of a math bridge course with the Public Schools System that allows students who pass the final assessment to enter credit-level math directly.

Baccalaureate Degree

To assess the effectiveness of the BAEE program, a graduating cohort of ten was established as an institution-set standard. BAEE student data is reported and closely monitored through the college's program review process and monitoring systems.

The College meets Standard I.B.3 and Eligibility Requirement 11.

4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

CMI's Integrated Planning process ([I.B.4-1](#)) uses assessment data to support student learning and student achievement.

The Assessment/Research phase ([I.B.4-2](#)) in particular is data driven. Data is essential to evaluating effectiveness in carrying out the mission at all levels – institutional, committee, and departmental. Institutional Student Learning Outcomes (ISLOs), Institutional Key Performance Indicators with Institution Set Standards (KPIs), Administrative Unit Outcomes (AUOs), Program Learning Outcomes (PLOs), and Student Learning Outcomes (SLOs) will be assessed and reported on a regular cycle.

As mentioned in Standard I.B.2, MAPS and FACETS are the specific processes in the Assessment/Research phase of the bigger Integrated Planning process in which Institutional Student Learning Outcomes (ISLOs), Program Learning Outcomes (PLOs), Administrative Unit Outcomes (AUOs), and Student Learning Outcomes (SLOs) are assessed and the resulting assessment data is analyzed, used, and shared in the continuous exercise of supporting student learning. The Institutional Effectiveness Committee (IEC) uses the results to evaluate CMI's effectiveness in fulfilling its mission, especially in support of student learning and student achievement ([I.B.4-3](#), [I.B.4-4](#), [I.B.4-5](#)).

CMI established institution-set standards with its Institutional KPIs for student achievement. The process of using the Institutional KPI data for decision making is described in Standard I.B.3.

Each participatory governance committee reflects on its annual performance and organize its next year's round of activities based on its annual assessment data. Assessment is centered to improve the committee's effectiveness in carrying out its role in support of the mission of the College. IEC exemplifies best practices in the use of assessment data in its evaluation of institutional processes it is in charge with ([I.B.4-6](#)). In the 2018-19 IEC Assessment report, IEC resolved to change CMI's program review cycle and champion data through data summits and the establishment of the Data Governance Committee ([I.B.4-7](#)). Both initiatives have been implemented successfully.

Analysis and Evaluation

IEC oversees an institutional integrated planning process that is cyclical and uses assessment data to support student learning and achievement. Assessment of student outcomes at the course, program, and institutional level feeds back into planning.

The College meets Standard I.B.4.

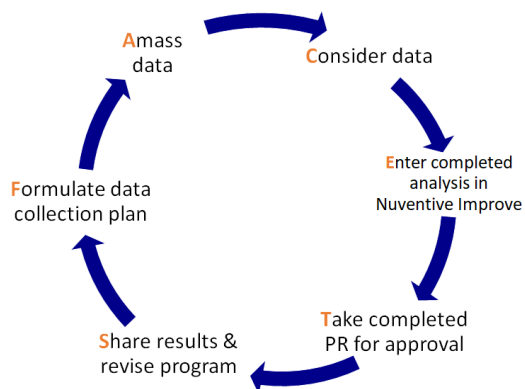
5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard

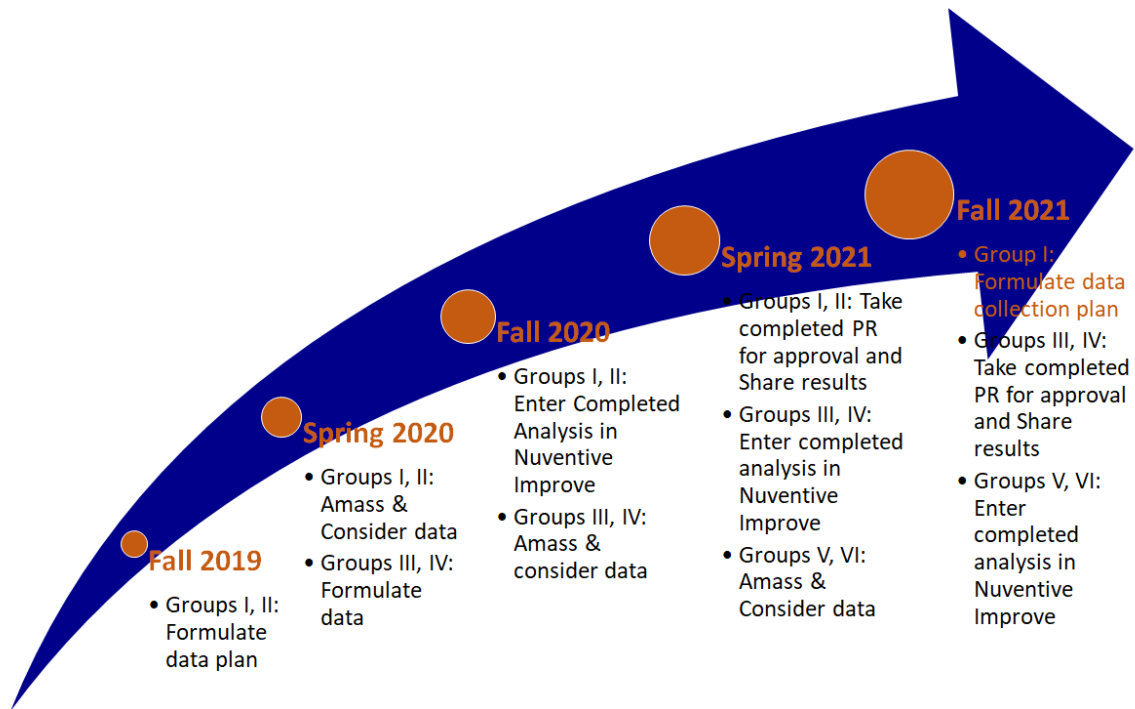
In addition to the assessment component of the integrated planning process described in Standard I.B.4, the integrated process also includes cyclical program reviews and annual updates carried out by instructional programs, student and learning support services, other academic programs, administrative departments, and all other programs that have budget allocation, including the Distance Education Centers. These reviews and updates ensure that CMI assesses its effectiveness in accomplishing the two components of its mission: to “provide quality student-centered post-secondary educational services” and to “provide selective, higher-education programming, intellectual resources, and research specific to the needs of the nation and the larger Pacific community.”

The redesigned program review process is called FACETS ([I.B.5-1](#)), an acronym for the six phases of program review as shown in the diagram.

With the redesigned program review process, program and department heads now report program reviews in Nuventive ([I.B.5-2](#)). Hence, assessment data is centrally located and the Institutional Research Office can generate reports for review and for discussion purposes at the Institutional Effectiveness Committee.



Instead of a one-year cycle, FACETS will take two years in the initial phase of implementation followed by a three-year cycle thereafter. This adjustment will reduce lag time between program reviews and ensure sufficient time for feedback and sharing. In addition, program reviewers are grouped with each group following a different two-year and eventually three-year cycles. The semester-by-semester phases for the two-year cycle is as follows:



As the program review is CMI's process for ensuring that all programs and units are aligned with the college's mission and strategic goals, program reviewers must report on the following:

- Alignment of department mission to college mission
- Alignment of PLOs/AUOs to ISLOs
- Stakeholder data, descriptions, and analysis of trends and gaps
 - Instructional programs must include: enrollment data, completion data, and alumni employment data disaggregated for subpopulations
 - Student and learning support programs must include: user data disaggregated for subpopulations
 - Any other data relevant to College KPIs should be included
- Program resources and gap analysis
- Stakeholder comments and analysis
- PLO/AUO assessments, disaggregated by subpopulations, including analysis of results
- SLO assessments (instructional programs only)
- Evidence of contributions to student attainment of instructional program PLOs (Library, ASP, and Nuclear Institute) and gap analysis
- Assessment against relevant ACCJC standards (including evidence)
- Budget impact (including tuition income and expenditures), reflection, and 3-year projections with the most recent data or the last relevant data set provided as a reference
- 3-year work plan, including assigned elements of the strategic plan and remedial actions resulting from gap analyses
- Initiatives requiring one-time additional funding
- Feedback for institutional planning
- Assessment of prior work plan

Because program review will occur over a multi-year period, each department will prepare an annual department update using an IEC- and Budget Committee-approved template. The Annual Department Update will also be entered into Nuventive Improve ([I.B.5-3](#)). Areas of the college with budgets not covered under program review also complete the annual department update.

Moreover, since each program, service, and administrative unit is required to do program reviews, the data is inherently disaggregated by academic degree programs. The Distance Education centers will also be conducting their own program reviews.

As the FACETS has just been recently started, the first set of program reviews will be completed in spring 2021. Several units have been reporting data and information in Nuventive for the first few phases of FACETS since fall 2019 ([I.B.5-4](#)).

The evidence shows the evolution of CMI's program review process from a simple reporting tool to a more comprehensive process involving broad participation at different levels of the organization.

Analysis and Evaluation

FACETS is a systematic evaluation of CMI programs and services using data on student learning, student-centered Administrative Unit Outcomes, assigned strategic KPIs, and student achievement disaggregated by subpopulations. Programs and services data are not disaggregated by mode of delivery as only a limited number of students take courses through the Distance Education centers. However, the Distance Education centers are required to do program reviews to assess their effectiveness in accomplishing their unit outcomes, initiatives, and work plans.

The College meets Standard I.B.5.

6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard

The College of the Marshall Islands regularly assesses its learning outcomes through the MAPS and FACETS processes. Instructional programs, student and learning support services, and administrative units assess student centered learning outcomes. These are all reported through Nuventive. These processes are described in Section I.B.2 and I.B.5.

The stakeholder data and Program Learning Outcome (PLO) and Administrative Unit Outcome (AUO) assessment data are disaggregated for subpopulations. In addition, almost all sections of the program review include a gap analysis that lead to work plans and new initiatives. Since the program reviews are in three-year cycles, each department will prepare an Annual Department Update that includes updated budgets, revisions on work plans and new initiatives with

justifications ([I.B.6-1](#)). Units which were scheduled to start the program review process in fall 2019 reported disaggregated data in Nuventive ([I.B.6-2](#)).

In the recently revised Institutional Key Performance Indicators, as part of the annual report on KPIs, student achievement KPIs are disaggregated based on gender; English level at admission; and Majuro, Ebeye, or Outer Islands high schools. Disaggregation by high school will be included in a report for internal use only. Where achievement gaps are seen, IEC will recommend action plans to the appropriate operational units with a report to EC and include remedial action in institutional planning recommendations ([I.B.6-3](#)).

Analysis and Evaluation

CMI requires that learning outcome data at the program level be disaggregated as part of the program review process. It defines distinct student subpopulations, appropriate to the local context, for the disaggregation of student achievement data. Disaggregation is reviewed for any gaps, and the gap analysis leads to remediation plans.

[The College meets Standard I.B.6.](#)

7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard

At the core of CMI's policy evaluation process is a Board approved policy for the creation, review, and revision of policies. Board Policy 620.03 ([I.B.7-1](#)) outlines CMI's process and timeline to systematically review all of its Board policies in a span of six years. As scheduled, Series 100 Board Bylaws and Policies have been reviewed and revised by the Board of Regents ([I.B.7-2](#)) and have been translated into Marshallese ([I.B.7-3](#)).

Instructional programs are regularly evaluated by the Curriculum Committee. The Curriculum Manual describes the review process for new, revised, and reaffirmed curriculum that may require Board of Regents approval or not. Review of instructional programs includes substantive or non-substantive revisions, reinstitution of archived programs, or reaffirmation of existing programs ([I.B.7-4](#), [I.B.7-5](#)).

The program review process, FACETS, as described in Standard I.B.5, is CMI's process for evaluating academic degree programs, student and learning support services, and all other programs or departments in the college. Program review reports include analysis of the program's resources, its effectiveness in meeting its student-centered outcomes, and the alignment of the unit's initiatives with the accomplishment of its mission and the College mission. FACETS is the new program review process which is carried out in a longer cycle to provide, among other things, more time for reflection and feedback; the final phase of the cycle requires revision or reaffirmation of curriculum. To ensure that the program review process continues to evolve, the Institutional Effectiveness Committee is charged to evaluate FACETS in

spring 2024 using a self-prescribed procedure and timeline. Group 1 and Group 2 have completed the “F”, “A”, and “C” phases of FACETS ([I.B.7-6](#), [I.B.7-7](#)).

The participatory governance committees produce annual assessment reports as specified in their Role, Score, and Authority documents ([I.B.7-8](#)). EC approves the assessment reports. The assessment report guides the committee on its plan of work for the next academic year. At present, not all participatory governance committees have completed the self-assessment process.

Analysis and Evaluation

Board Policy 620.03 sets the timeline for the college’s review of policies; a new policy of policies is also under development. Instructional programs and student and learning support services policies and practices are evaluated through the cyclical program review process, FACETS which includes an evaluation of the department’s resources. All evaluation practices subsequently lead to an improvement plan to assure the program, service, or the college’s effectiveness in supporting academic quality and accomplishment of mission.

However, only three out of the seven participatory governance committees completed the annual assessments of their work for 2018-2019, and there is no regular, overarching review of the governance structure and process. EC has authorized a review of the governance process to fill this gap and generally improve the functioning of participatory governance ([I.B.7-9](#)).

Baccalaureate Degree

As an instructional program, the BAEE in Elementary Education (BAEE) performs program review ([I.B.7-10](#)) through the FACETS process.

The College does not meet Standard I.B.7 due to a\gaps in assessment of governance.

8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard

Assessment and evaluation results are broadly communicated by email to the CMI community and through the college website. In addition, and by virtue of its Role, Scope, and Authority, most assessment and evaluation discussions and decisions happen in the Institutional Effectiveness Committee (IEC) and Executive Council (EC). Both committees have representatives from the faculty and staff senates, management group, and student body association who are tasked with sharing these discussions with their constituencies. To inform the public, participatory governance committees and senates post minutes and annual assessment results on the website ([I.B.8-1](#)).

Survey results and data reports are posted on the website ([I.B.8-2](#)). The interactive data reports allow users to control the information shown in the report visuals.

The Institutional KPIs, available on the website ([I.B.8-3](#)), serve as the institution's evaluation tool for student learning, student achievement, and financial and human resource performance. IEC who is primarily responsible for the Institutional KPIs has a monitoring process in place which sets the motion for broad discussions in understanding the college's strengths and weaknesses.

The new cycles for program review and student learning outcomes assessment ([FACETS](#) and [MAPS](#)) also require that departments post their reports on their webpage as parting of the final phase. As of fall 2020, program reviews are yet to be completed. Partial results are reported in Nuventive ([I.B.8-4](#), [I.B.8-5](#)). Older programs reviews are available via the [Program Review page](#) on the College website.

Analysis and Evaluation

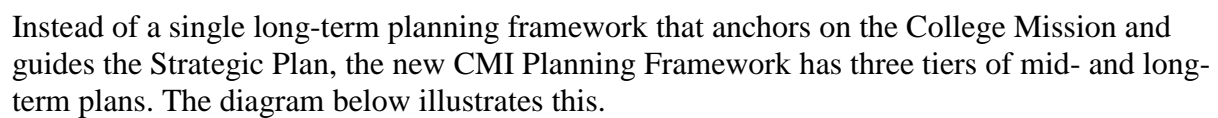
Assessment results are broadly communicated within the College. College processes and procedures call for documents to be shared on the website to enable external stakeholders to view them. However, many documents have yet to be posted, minutes and assessment documents from participatory governance committees in particular.

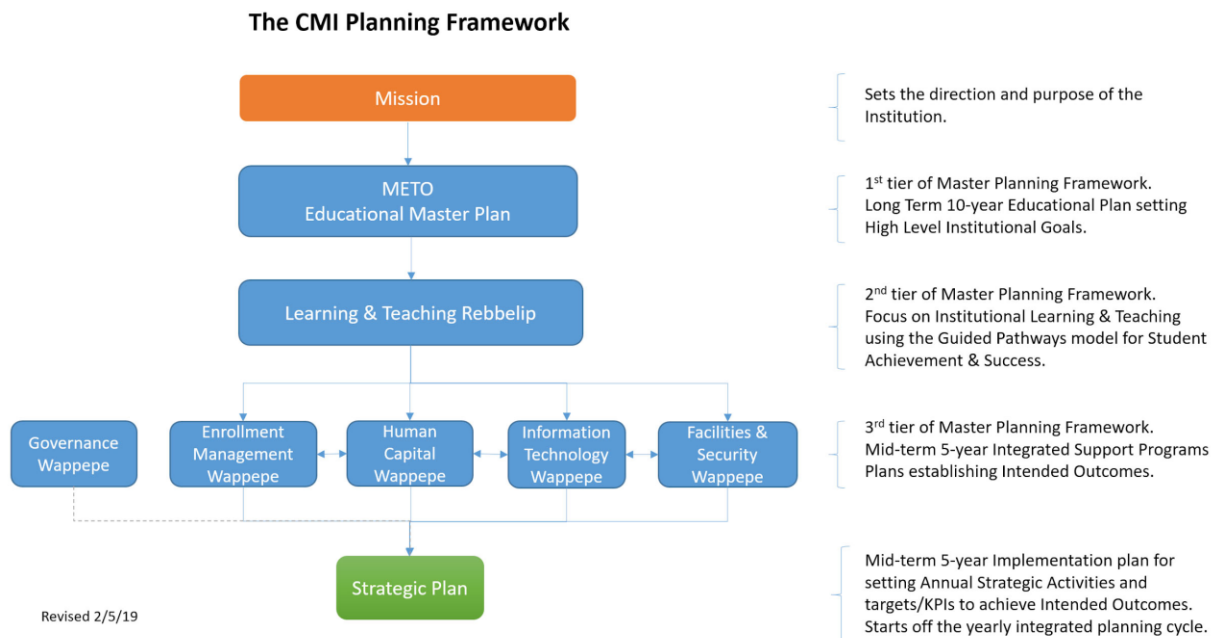
[The College does not meet standard I.B.8.](#)

9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Evidence of Meeting the Standard

The College of the Marshall Islands has a formal structure in place engaging continuous, broad-based, systematic evaluation and planning. The Integrated Planning process ([I.B.9-1](#)) approved in 2016 is currently being revised through the participatory governance structure. The original elements of the cycle are still in place. However, huge improvements were made in the CMI Planning Framework, Program Reviews and Annual Report, Resource Allocation, and the Annual Prioritized College Wide Action Plan stages. The chart below, which illustrates CMI's planning process, was adapted with permission from Shasta College.





The *METO* Educational Master Plan ([I.B.9-2](#)), a 10-year educational plan with high-level institutional goals, is the first-tier of the CMI Planning Framework. It drives the second-tier plan on institutional teaching and learning. Emphasizing CMI’s continued effort continuously improve instructional program and support for students and their learning, the *Learning & Teaching Rebbelip* ([I.B.9-3](#)) uses the AACC’s Guided Pathways model. The third-tier five-year *Wappapes* ([I.B.9-4](#); [I.B.9-5](#); [I.B.9-6](#); [I.B.9-7](#); [I.B.9-8](#)) focus on aligning leadership and administrative functions to support the *Learning & Teaching Rebbelip* and *METO* in turn. These five short term plans address needs for human, physical, technology, and financial resources.

Completing CMI’s comprehensive planning is the Strategic Plan ([I.B.9-9](#)) which is a medium term plan with outcomes and activities from the long term institutional goals described in the CMI Planning Framework. Timelines and KPIs are developed and monitored in this plan to ensure the CMI Planning Framework with its institutional goals, and ultimately the college mission are carried out.

The FACETS Program Reviews and the Annual Reports contain progress reports on the Strategic Plan initiatives ([I.B.9-10](#)) which are linked to the Strategic Plan goals and outcomes. These new initiatives are included in the Annual Prioritized College-Wide Action Plan which are then considered in the Resource Allocation stage. Strategic Plan Initiatives also go through the same process ([I.B.9-11](#), [I.B.9-12](#)).

As described in Standard I.B.5, through CMI’s program review process (FACETS), all programs and departments undergo the three-year program review cycle with updates submitted annually.

Analysis and Evaluation

CMI's Integrated Planning is a comprehensive and systematic evaluation and planning process. Guided by the Mission, the Master Planning framework consists of mid- and long-term plans on learning and teaching, governance, enrollment management, human, facilities and security, and technology resources. These plans are implemented through the Strategic Plan activities, which are in turn carried out and reported by specific departments or personnel in program reviews and annual reports. As an evaluation and planning tool, program review guides programs and departments in evaluating goals and planning initiatives which are then prioritized for resource allocation.

In 2020, CMI started implementing its improved integrated planning process starting with the new Strategic Plan and the new program review process, FACETS. However, integrated planning has been in place since 2016 with program reviews and resource allocation carried out annually.

[The College meets Standard I.B.9](#)

Conclusions on Standard I.B. Academic Quality and Institutional Effectiveness

Through the participatory governance process, the College of the Marshall Islands demonstrates a sustained, substantive, and collegial dialog to assure academic quality and institutional effectiveness.

All programs, services, and administrative units in the College perform the FACETS program review in a three-year cycle that include assessments of student-centered learning or unit outcomes, gap analysis of its human, fiscal, and other resources, and analysis of stakeholder data that are disaggregated by subpopulations of students. All these program review elements are then used to justify future initiatives to further support student learning and student achievement.

At the institutional level, the College evaluates its mission by monitoring its Institutional KPIs, along with institution-set-standards and stretch goals, that are centered on student learning and achievement. Included is a monitoring system that enables the College to address gaps and that allows for continuous improvement.

Through a Board policy, CMI evaluates all of its board policies regularly. Participatory governance committees evaluate processes and practices in the College including an annual self-assessment. Though some committees may not have completed its annual assessment for the year, the Executive Council is committed to complete the annual assessments. Recognizing the lack of an overall evaluation of the participatory governance structure and processes, the College is beginning to implement a thorough review through a taskforce.

College procedures and processes require documents to be published to the website to ensure availability to external stakeholders, but these procedures and processes have not been fully implemented.

Lastly but more importantly, the dialog, assessment and evaluation, program review, planning, and resource allocation activities in the College are continuous, broad-based, and systematic through its Integrated Planning process.

The College does not meet Standard I.B.

Improvement Plan(s)

Standard	Action	Timeline	Position Responsible
I.B.7	<p>A Participatory Governance Review Taskforce will analyze the effectiveness of CMI's current participatory decision-making policies, procedures, and processes. Based on this analysis, the taskforce will recommend revisions to participatory governance that build on existing strengths and remediate limitations.</p> <p>The taskforce will produce:</p> <ul style="list-style-type: none"> • Proposed revisions to Policy 620.01 and any other revised or new policies. • Proposed, indexed procedures to support the above policies. • Proposed Participatory Governance Handbook. • Plan for communication of taskforce results and education on new participatory governance policies, procedures, and processes. <p>Through the development of these documents, the taskforce recommendations shall include but not be limited to establishment of the following:</p> <ul style="list-style-type: none"> • Clear pathways for any individual within the College community to bring forward suggestions related to policy, procedure, processes, or other areas of College functioning • Designated channels for communication with clear 	<p>Fall 2020 semester: internal consultations and external research</p> <p>Spring 2021 semester: development of documents for approval in May</p> <p>Summer 2021 semester: education and preparation for launch of new participatory governance system</p> <p>Fall 2021 semester: launch of new participatory governance system and disappearance of taskforce</p>	The Taskforce shall be chaired by the Executive Vice President.

	<p>expectations and responsibilities for both the sender and the receiver</p> <ul style="list-style-type: none"> • Integration of ongoing accreditation review into the participatory governance process • Inclusion of responsibilities for integrated planning • Clear expectations for use of data in decision making • Regular review of participatory governance as a whole • Standardized templates for regular reports, RSAs, and similar documents 		
I.B.8	Program review reports and SLO assessment four-column reports will be posted to department websites as they complete their first cycles under the new systems.	<p>December 2020: Initial SLO assessment reports posted</p> <p>May 2021: Initial program reviews</p>	IEC Chair
I.B.8	The College is hiring a Communications Officer who will work with a review committee to ensure all required documentation is accurate and uploaded to the website.	This plan has been delayed due to COVID-19 travel restriction but anticipates implementation by May	The Communications Officer will report to the Executive Vice President.
I.B.8	To ensure that committees and other bodies involved in participatory governance complete and share all required documents, the College will hire a governance secretariat.	No later than May 2021	President

Evidence List

I.B.1-1	Curriculum Committee (CC) Role, Scope, and Authority 2019-20
I.B.1-2	Curriculum Manual Version 1 Extracted Roles and Responsibilities
I.B.1-3	Curriculum Manual Version 1
I.B.1-4	CC Meeting Minutes September 17, 2018 On GE Program
I.B.1-5	CC Meeting Minutes October 7, 2019 On Approving EDU 109
I.B.1-6	Associate Dean of Student Equity and Engagement Job Responsibilities

<u>I.B.2-1</u>	Curriculum Manual Version 1 Extracted Roles and Responsibilities
<u>I.B.2-2</u>	MAPS Redesigned SLO Assessment Cycle
<u>I.B.2-3</u>	SLO Assessments Cycle 1 Report
<u>I.B.2-4</u>	Sample Department Chair Feedback on SLO Assessment Screenshot
<u>I.B.2-5</u>	IEC Meeting Minutes July 24, 2019
<u>I.B.2-6</u>	Assessment Results Webpage
<u>I.B.2-7</u>	High Quality SLO Assessment Rubric
<u>I.B.2-8</u>	PLO/AUOs By Unit
<u>I.B.2-9</u>	IEC Meeting Minutes August 26, 2020
<u>I.B.2-10</u>	FACETS Redesigned Program Review Process
<u>I.B.2-11</u>	PLO/AUO Assessment Results Nuventive Report
<u>I.B.2-12</u>	CCSSE 2020 Custom Items Report
<u>I.B.2-13</u>	Graduates Exit Survey ISLO Results Report
<u>I.B.2-14</u>	CC Meeting Minutes November 23, 2016
<u>I.B.2-15</u>	BAEE SLO Assessment Cycle 1 Report
<u>I.B.2-16</u>	BAEE PLO Assessment Cycle 1 Report
<u>I.B.2-17</u>	BAEE PLO Assessment Plan
<u>I.B.3-1</u>	Proposed Changes to ISS and KPIs
<u>I.B.3-2</u>	Annual Report on KPI
<u>I.B.3-3</u>	Institutional KPIs Webpage
<u>I.B.4-1</u>	Integrated Planning Webpage
<u>I.B.4-2</u>	Integrated Planning Manual Research/Assessment Section
<u>I.B.4-3</u>	IEC Minutes on ISLO Results Discussion
<u>I.B.4-4</u>	IEC Minutes on AUO/PLO Results Discussion
<u>I.B.4-5</u>	IEC Minutes on SLO Results Discussion
<u>I.B.4-6</u>	Committee Assessments from 2018-2019
<u>I.B.4-7</u>	Assessment Meta Assessment Report in Power BI
<u>I.B.5-1</u>	FACETS Redesigned Program Review Process
<u>I.B.5-2</u>	FACETS Redesigned Program Review Page in Nuventive Screenshot
<u>I.B.5-3</u>	FACETS Annual Department Update Page in Nuventive Screenshot
<u>I.B.5-4</u>	Sample Program Review Report Page in Nuventive Screenshot
<u>I.B.6-1</u>	FACETS Program Review Process
<u>I.B.6-2</u>	Sample Disaggregated Data Analysis in Program Review Screenshot
<u>I.B.6-3</u>	Data Disaggregation Requirement in CMI ISS KPI
<u>I.B.7-1</u>	BOR Policy 620.03
<u>I.B.7-2</u>	Policy Series 100 BOR By Laws and Policies (English)
<u>I.B.7-3</u>	Policy Series 100 BOR By Laws and Policies (Marshallese)
<u>I.B.7-4</u>	Extracted Program Curriculum Guide and Template
<u>I.B.7-5</u>	Sample CC Minutes with Discussion on Curriculum Review
<u>I.B.7-6</u>	FACETS Phases FAC Cycle 1 Group 1 Program Review Report
<u>I.B.7-7</u>	FACETS Phases FAC Cycle 1 Group 2 Program Review Report
<u>I.B.7-8</u>	Committee Assessment 2018-19 Reports
<u>I.B.7-9</u>	Executive Council Minutes October 7, 2020
<u>I.B.7-10</u>	BA Elementary Education Program Review
<u>I.B.8-1</u>	Executive Council Webpage Showing Annual Assessment Reports
<u>I.B.8-2</u>	Institutional Research Facts and Figures Webpage

I.B.8-3	CMI Institutional Set Standards and KPIs 2020 Webpage
I.B.8-4	FACETS Phases FAC Cycle 1 Group 1 Program Review Report
I.B.8-5	FACETS Phases FAC Cycle 1 Group 2 Program Review Report
I.B.9-1	Integrated Planning Webpage
I.B.9-2	<i>METO Educational Master Plan</i>
I.B.9-3	Learning and Teaching Rebellip
I.B.9-4	Governance <i>Wappepe</i>
I.B.9-5	Enrollment Management <i>Wappepe</i>
I.B.9-6	Human Capital <i>Wappepe</i>
I.B.9-7	Information Technology <i>Wappepe</i>
I.B.9-8	Facilities and Security <i>Wappepe</i>
I.B.9-9	CMI Strategic Plan
I.B.9-10	Strategic Plan Initiatives Extracted from FACETS Program Review
I.B.9-11	Budget Allocation - Strategic Plan Initiatives
I.B.9-12	Budget Committee Minutes Allocating Budget for Strategic Plan Initiatives

C. Institutional Integrity

1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evidence of Meeting the Standard

Official CMI information is published in the catalog ([I.C.1-1](#)) at www.cmi.edu.

Recently, through CMI's participatory governance process, a Calendar and Catalog Subcommittee of the Enrollment Management Committee (EMC) was formed to assure that CMI information published to its students, prospective students, personnel, and to the public are clear, accurate, and has integrity ([I.C.1-2](#)). The Dean of Academic Affairs chairs the subcommittee. This subcommittee develops and oversees appropriate processes and timelines for development of the academic calendar and catalog. It also provides guidance to the Dean and other personnel responsible for these documents. The Subcommittee has developed processes and timelines to ensure that the catalog is checked for accuracy and completeness, and available prior to the start of each academic year. The academic calendar is planned three years ahead.

The Calendar and Catalog Subcommittee checks that information published in the Academic Catalog is verified and reviewed. However, other groups in the CMI participatory governance structure are primarily responsible for providing clear and accurate information.

By virtue of the committee's Role, Scope, and Authority, the Institutional Effectiveness Committee ([I.C.1-3](#)) is responsible for the regular review of the mission statement while the Curriculum Committee leads development of learning outcomes and educational programs

([I.C.1-4](#)). Work in both committees, as in all other committees, is subject to the systematic participatory governance process of CMI.

Information on Student Support Services comes from the Vice President of Academic and Student Affairs and the Enrollment Management Committee ([I.C.1-5](#)).

Website content is governed by the Site Posting Procedure ([I.C.1-6](#)) through the Website Subcommittee of the Information Technology Committee (ITC). In July 2019, after a comprehensive needs assessment and review of design, the College launched the new website with students as its focal target of users. This was accompanied by training for personnel who are responsible for posting content updates using the Content Management System.

The College of the Marshall Islands is accredited only by ACCJC. With regards to its ACCJC Accreditation, CMI provides accurate and comprehensive information to its students and the public through the Accreditation webpage which is one click from CMI's website home page in its website ([I.C.1-7](#); [I.C.1-8](#)). ACCJC resources, CMI accreditation documents, training materials, and the present work on the CMI's Institutional Self Evaluation Report (ISER) are some of the information provided publicly. The Accreditation webpage is overseen by the Vice President for Academic and Student Affairs who is also the Accreditation Liaison Officer. The catalog also describes CMI's accreditation status ([I.C.1-9](#)).

Analysis and Evaluation

Though a system is now in place for review of the catalog ([I.C.1-10](#)), other college documents are not subject to systemic review. As with Standard I.B.8, the hiring of a Communications Officer will be key to developing systemic review of the website and other documents. The Institutional KPIs on the website are updated annually to provide accurate information about student achievement, and the student learning outcomes are published in the College catalog. The College is in the process of ensuring that both program and course-level student learning outcomes are available on the program webpages.

Baccalaureate Degree

Information on the BAEE, including its review, comes from the Curriculum Committee. The BAEE program's mission statement, program learning outcomes, and courses are published in the Catalog and in the CMI website

[The College does not meet Standard I.C.1.](#)

2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements". (ER 20)

Evidence of Meeting the Standard

An online catalog is available to students ([I.C.2-1](#)). During New Student Orientation, a soft copy of the catalog is provided to the students. Through the Calendar and Catalog Subcommittee of

the Enrollment Management Committee (EMC), the catalog is annually updated and reviewed for currency, accuracy, and consistency.

The table below shows the page where the information on the following Catalog Requirements specified in Eligibility Requirement 20 are located in the 2020-2021 catalog.

Catalog Requirements	Pages(s) in Academic Catalog
1. General Information	
• Official Name, Address, Telephone Number(s), and Website Address of the Institution	i
• Educational Mission	3-5
• Representation of accredited status with ACCJC	18
• Course, Program, and Degree Offerings	72-149
• Student Learning Outcomes for Programs and Degrees (or Program Learning Outcomes- PLOs)	<ul style="list-style-type: none"> • General Education: 73 • Developmental Education: 76 • AS in Liberal Arts: 78 • CC in Marshallese Language Arts: 80 • CC in Marshallese Social Studies: 81 • AA in Business: 83 • CC in Accounting Clerkship: 84 • CC in Marine Science: 86 • BA in Elementary Education: 89 • AS in Elementary Education: 95 • CC in Teaching: 97 • CC in Special Education: 98 • AS in Nursing: 100 • CC in Public Health: 102 • CC in Vocational Carpentry: 103 • STCW: 105 • Basic Crewmember: 106 • SPC Basic Fisheries Observer Certificate: 107
• Academic Calendar and Program Length	150-153
• Academic Freedom Statement	68
• Available Student Financial Aid	35-49

• Available Learning Resources	24, 54-59
• Names and Degrees of Administrators and Faculty	141-149
• Names of Governing Board Members	141
2. Requirements	
• Admissions	26-30
• Student Tuition, Fees, and Other Financial Obligations	50-52
• Degrees, Certificates, Graduation and Transfer	72-107, 66
3. Major Policies and Procedures Affecting Students	
• Academic Regulations, including Academic Honesty	63-70
• Nondiscrimination	19-21
• Acceptance and Transfer of Credits	66
• Transcripts	54
• Grievance and Complaint Procedures	61
• Sexual Harassment	18-19
• Refund of Fees	43-44
4. Locations or Publications Where Other Policies may be Found	13, 28, 30, 33, 54-57, 79, 105

Analysis and Evaluation

In the 2019-2020 catalog, some of the Catalog Requirements listed in ER 20 were not present i.e. AS in Elementary Education PLOs, CC in SPED PLOs, CC in Public Health degree programs, and locations or publications where other policies may be found. These omissions were improved upon for the 2020-2021 catalog, and the new process for the academic catalog, developed by the Calendar and Catalog Subcommittee of the Enrollment Management Committee will allow more time for a thorough review of the document moving forward.

The College meets Standard I.C.2 and Eligibility Requirement 20.

3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard

As described in Standard I.B.3, the Institutional Key Performance Indicators (KPIs) with Institution Set Standards (ISSs) set out procedures for monitoring and remediation which include actions to be taken when gaps are observed when CMI assesses and evaluates its student enrollment, student achievement, human resource and financial data. Annually, a report on KPIs will be prepared by Institutional Research and shared with IEC. To ensure broad dissemination and discussion of results, IEC will hold an annual KPI workshop to all CMI community members. The Institutional KPIs and ISSs, and the Annual KPI Report are available on the website ([I.C.3-1](#)) to communicate to the community how well CMI is “provid[ing] access to quality, student-centered, post-secondary educational services.”

In addition, separate sets of KPIs are incorporated into all of CMI’s planning documents, which point to evaluating the quality of CMI’s services. Committees were identified to track, discuss, and report on the different medium-term plan KPIs. For example, the Enrollment Management Committee, which is primarily responsible for monitoring the Enrollment Management *Wappepe*, includes one EMW KPI in its monthly agenda ([I.C.3-2](#)). While different committees monitor and discuss the *Wappepe* KPIs in detail, the Executive Vice President is responsible for ensuring that assessment and evaluation of CMI’s short and long term plans, including KPIs, are communicated publicly. As an example, an online monitoring system for the Strategic Plan is publicly available on the website ([I.C.3-3](#)).

CMI communicates matters of academic quality through the Facts and Figures page of the website ([I.C.3-4](#)). Data on student enrollment, student completion, student achievement, student engagement, learning outcomes assessment, and other key measures are accessible to students, prospective students, and the public.

The CMI Act 1992 also requires the College to provide the government with Annual Reports summarizing activities undertaken in each calendar year. The annual report includes comprehensive financial information, progress reports on CMI’s implementation of long-range plans, student enrollment data, costs, and the status of students graduated from or terminated studies at the College. The Annual Reports are also publicly available ([I.C.3-5](#)).

Analysis and Evaluation

CMI documents its assessment of student learning and evaluation of student achievement on the CMI website. The CMI Institutional KPIs, planning KPIs, and the Data Dashboard are publicly available.

Baccalaureate Degree

CMI’s Institutional KPIs include measures for its Baccalaureate degree. The Data Dashboard has detailed information for each degree program.

[The College meets Standard I.C.3 and Eligibility Requirement 19.](#)

4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard

Academic certificates and degrees including courses are reviewed by the Curriculum Committee prior to administrative review and Board approval ([I.C.4-1](#)). To effectively carry out its role, the Curriculum Committee developed a new Manual ([I.C.4-2](#)), adopted in February 2020, describing the processes, templates and requirements for curriculum development and approval for all credit and non-credit bearing courses. At the program proposal stage, department chairs provide information on the degree or certificate program's purpose, content, course requirements and expected learning outcomes ([I.C.4-3](#)). Once approved, this information appears in the catalog and the CMI website ([I.C.4-4](#); [I.C.4-5](#)).

Analysis and Evaluation

Being the two major publication tools of CMI, the website and catalog comprehensively describe certificates and degrees offered in the college. Program descriptions include course sequence, units or credit hours, and prerequisites.

Baccalaureate Degree

Information on the BAEE program is shown in the catalog and on the CMI website ([I.C.4-6](#); [I.C.4-7](#)).

[The College meets Standard I.C.4.](#)

5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

In February 2020, the Board approved an amended Policy 620.03 ([I.C.5-1](#)) to clarify the starting period of cyclical policy review for each of the six series of policies. Every four years, in accordance with Board Bylaws, integrated planning, and mission review cycles, the Board will complete a cycle of policy review.

As a best practice, CMI includes a cyclical review, monitoring, assessment, or evaluation procedure in its planning, participatory governance, and other key college processes. For example, in the redesigned program review process, FACETS, the evaluation is described as follows ([I.C.5-2](#)):

Program Review Cycle Evaluation

IEC will evaluate this program review cycle during the spring 2024 semester using the following timeline:

- *open up a comments document for college stakeholders by January 15, 2024 which will close by February 15, 2024.*

- *gather and collate any feedback already received during the course of program review by February 15, 2024.*
- *analyze comments and common themes by March 15, 2024.*
- *prepare responses to common themes by April 15, 2024.*
- *prepare a revised Integrated Planning Manual and any other relevant documents by May 15, 2024 for approval by EC and implementation beginning in the fall semester of 2024.*

This evaluation cycle will be repeated every six years thereafter.

As policies and processes are approved through the participatory governance structure, committees conduct annual self-assessments reflecting upon the effectiveness of the committee with suggested remedial actions which are taken into consideration in the formulation of the Role Score and Authority for next year ([I.C.5-3](#)).

As described in Standard I.C.1, the catalog and CMI website undergo cyclical review through the Calendar and Catalog Subcommittee and the Website Subcommittee. Because the Integrated Planning Manual (IPM) has its own self-prescribed revision process, it is regularly reviewed by the Institutional Effectiveness Committee. A new IPM is currently going through the approval process ([I.C.5-4](#), [I.C.5-5](#)).

Analysis and Evaluation

CMI has clear structures and processes in place for conducting cyclical review, assessment, and evaluation of its policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

[The College meets Standard I.C.5.](#)

6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard

The catalog contains accurate information on the total cost of education, including tuition, fees, and other required expenses, including textbooks ([I.C.6-1](#)).

Analysis and Evaluation

Tuition is consistent for all courses, except for the BAEE program, which is charged at a higher rate. The process for catalog review referred to under Standard I.C.4 will ensure that this information remains accurate in future catalog editions.

[The College meets Standard I.C.6.](#)

7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear

the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence of Meeting the Standard

Section 1.8 of the Human Resources Policy and Procedure Handbook describes CMI's policy on academic freedom and responsibility ([I.C.7-1](#)). The policy on Freedom of Expression and Dissent "affirms the right of teachers and students to teach and learn, free from coercive force and intimidation and subject only to the constraints of reasoned discourse and peaceful conduct" at the same making clear that "respect for the rights, dignity, and integrity of others is essential for the well-being of a community."

The HR Policy and Procedures Handbook is available to CMI faculty, staff, students, and to the general public through the CMI website ([I.C.7-2](#))

Analysis and Evaluation

CMI has governing board policies on academic freedom. These policies are reviewed along with other human resources policies at least every six years per policy 620.03, and the policies are accessible to internal and external constituencies.

The College meets Standard I.C.7 and Eligibility Requirement 13.

8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Evidence of Meeting the Standard

BOR Policy 425.4.11 Academic Honesty and Integrity ([I.C.8-1](#)) for employees and the Academic Honesty Policy ([I.C.8-2](#)) for students are clear policies and procedures that promote honesty, responsibility, and academic integrity. These policies and procedures describe the principles of academic honesty and integrity, and the consequences for its violation.

Analysis and Evaluation

These policies are widely published. BOR Policy 425.4.11 is published in the Human Resources Policies and Procedures Handbook ([I.C.8-3](#)) while the Academic Honesty Policy is published in the Catalog ([I.C.8-4](#)). Both policies are widely disseminated through the CMI website ([I.C.8-5](#)). Course syllabi describe expectations from students for academic honesty and integrity ([I.C.8-6](#)).

In addition, starting in fall 2020, the mandatory new student orientation includes education about academic honesty as part of "student rights, student equity and responsibilities."

The College meets Standard I.C.8.

9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard

The Conflict of Interest policy establishes rules of ethical conduct to ensure that private interests do not conflict with the employee's duties and responsibilities at the College. The policy covers employees, their spouses, and their dependents ([I.C.9-1](#)).

Faculty and other employees are expected to exercise integrity and responsibility in the conduct of their duties and responsibilities while recognizing faculty's academic freedom ([I.C.9-2](#)). The Freedom of Expression and Dissent policy affirms the right of teachers and students to express their views while recognizing that this freedom must not interfere with others' rights ([I.C.9-3](#)).

Finally, the course outlines, developed initially by faculty with expertise in the field and reviewed by the department, Curriculum Committee, and academic administrators set guidelines for what is expected to be taught in each course, both in terms of student learning outcomes and content.

Analysis and Evaluation

Through the standardized course outlines, as well as through elements of the policies on Freedom of Expression and Dissent and Conflict of Interest, the College conveys the expectation that faculty teach generally accepted disciplinary standards and distinguish between these standards and personal belief.

[The College meets Standard I.C.9.](#)

10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard

Chapter Four of the Human Resources Policies and Procedures Handbook describes the policies and procedures for standards of conduct and work performance. These standards are established to create a quality workplace for CMI employees and, by extension, its stakeholders ([I.C.10-1](#)).

Similarly, CMI's student conduct policy informs students of expectations "to maintain standards of personal integrity that are in harmony with the educational goals of the institution; to respect the rights, privileges, and property of others; and to observe national, state, and local laws as well as College regulations." This policy is in the catalog ([I.C.10-2](#)), which is on the CMI website.

Analysis and Evaluation

CMI clearly communicates its codes of conduct for employees and students. The student discipline policies and procedures are currently undergoing revision. CMI does not seek to instill specific beliefs or world views.

[The College meets Standard I.C.10.](#)

11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Evidence of Meeting the Standard

CMI operates only in the Republic of the Marshall Islands.

Analysis and Evaluation

[The College meets Standard. I.C.11.](#)

12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard

The College of the Marshall Islands complies with the Eligibility Requirements, Accreditation Standards, Commission policies, guidelines and requirements of its only accrediting body, ACCJC. The CMI Accreditation webpage ([I.C.12-1](#)) shows comprehensive evidence of reports and documents in accord with ACCJC policies, standards, and requirements.

After the reaffirmation of CMI's accreditation status in 2015, CMI was placed on Warning in 2016 after failing to submit an acceptable Follow-Up Report. Immediately after, the CMI president led the effort to produce an acceptable Follow-Up Report, which preceded a Team Visit in the same year. ACCJC removed CMI from Warning on the basis of the Follow-Up Report with the Team Visit. Subsequently, a Midterm Report was submitted in 2018 on which CMI was commended by the Commission.

Following the midterm report, the Accreditation Liaison Officer with the Accreditation Steering Committee led the institution-wide efforts to prepare for the 2021 ISER. These efforts began with the Accreditation Steering Committee training. An [ISER Google Site](#) holds all committee documents. To solicit wide participation from different stakeholders, an Accreditation Carnival was held. The fun activity was featured in the local newspaper highlighting CMI's effort to increase accreditation awareness in the community ([I.C.12-2](#)). Regularly, participatory governance committees discuss standards during meetings ([I.C.12-3](#)). An Accreditation Report is

a standing item on the Board of Regents agenda. Immediately upon receiving notice of the dates of the Spring 2021 visit, [the College posted it as a news item to the website](#). Even the ISER cover was selected from three options by poll.

Analysis and Evaluation

The College has, in recent years, expanded its efforts to inform internal constituencies and external stakeholders about accreditation. It has begun embedding accreditation standards into existing decision-making processes to make accreditation an ongoing quality assurance process.

[The College meets Standard I.C.12 and Eligibility Requirement 21.](#)

13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard

Standards I.C.8 and I.C.9 describe the existing policies in place to uphold honesty and integrity within CMI. While these policies pertain to how employees act in the conduct of duties and responsibilities, the policies also address how CMI conducts its business with external agencies, including compliance with regulations and statutes.

As CMI is the national higher education institution of the RMI, the college president provides the RMI president and Nitijela with an Annual Report ([I.C.13-1](#)). The report describes a summary of key activities undertaken by CMI for the year. It is also submitted to fulfill CMI's statutory obligations under the CMI Act of 1992. The Annual Reports are published on the CMI website. In addition, all agreements with external organizations are published on [the Agreements and Understandings page](#) of the College website.

CMI is accredited only by ACCJC. CMI's accreditation status along with relevant reports and documents are publicly available on the CMI website. As needed, CMI clearly communicates any changes with its accredited status to the students and the public by email, through the local journal, and the CMI website.

Analysis and Evaluation

In all its relationships with external agencies, CMI is honest and transparent and upholds compliance with regulations and statutes highly. The College ensures that these relationships with external agencies are made available for public scrutiny.

[The College meets Standard I.C.13 and Eligibility Requirement 21.](#)

14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard

As stated in its mission, CMI is committed to high-quality education, student achievement, and student learning. CMI does not have external investors or support external interests aside from serving the country and the larger Pacific community.

Analysis and Evaluation

CMI's paramount objective is improving the quality of post-secondary education in the RMI. It has no external investors and no parent organization.

[The College meets Standard I.C.14.](#)

Conclusions on Standard I.C. Institutional Integrity

CMI has the policies, processes, and procedures in place to ensure honesty, transparency, and integrity in its relationships with prospective students, current students, faculty, staff, accreditors, external agencies, and the general public. Included in the structures in place are self-assessments and evaluation steps to assure continuous improvement to effectively execute its mission. As with Standard I.B, however, there is still work to be done with regards to the systematic review of College documents.

[The College does not meet Standard I.C.](#)

Improvement Plan(s)

Standard	Action	Timeline	Position Responsible
I.C.1	The College is hiring a Communications Officer who will work with a review committee to ensure all required documentation is accurate and uploaded to the website.	This plan has been delayed due to COVID-19 travel restriction but anticipates implementation by May	The Communications Officer will report to the Executive Vice President.

Evidence List

I.C.1-1	CMI 2019-2020 Catalog
I.C.1-2	Enrollment Management Committee Role, Scope, and Authority 2019-2020
I.C.1-3	Institutional Effectiveness Committee Role, Scope, Authority 2019-2020
I.C.1-4	Curriculum Committee Role, Scope, and Authority 2019-2020
I.C.1-5	Enrollment Management Committee Role, Scope, and Authority 2019-2020
I.C.1-6	Site Posting Procedure

<u>I.C.1-7</u>	CMI Homepage Screenshot
<u>I.C.1-8</u>	CMI Accreditation Webpage Screenshot
<u>I.C.1-9</u>	CMI 2019-2020 Catalog Accreditation Page
<u>I.C.1-10</u>	Academic Calendar and Catalog Committee Process and Procedures
<u>I.C.2-1</u>	Online CMI 2019-2020 Catalog
<u>I.C.3-1</u>	CMI Institution Set Standards and KPI Webpage
<u>I.C.3-2</u>	Sample EMC Minutes Discussion on EMW KPI Monitoring
<u>I.C.3-3</u>	Strategic Plan Monitoring System Webpage
<u>I.C.3-4</u>	Facts and Figures Webpage
<u>I.C.3-5</u>	Annual Reports Webpage
<u>I.C.4-1</u>	Curriculum Committee Role, Scope, and Authority 2019-2020
<u>I.C.4-2</u>	Curriculum Manual Approved February 2020
<u>I.C.4-3</u>	Curriculum Manual Program Curriculum Guide and Template
<u>I.C.4-4</u>	A.A. in Business Webpage
<u>I.C.4-5</u>	CMI 2019-2020 Program Information
<u>I.C.4-6</u>	BAEE Program Webpage
<u>I.C.4-7</u>	CMI 2019-2020 Catalog BAEE Program Information
<u>I.C.5-1</u>	Policy:++ Creation, Review and Revision of Policies 620.03
<u>I.C.5-2</u>	Redesigned Program Review FACETS
<u>I.C.5-3</u>	Executive Council Assessment 2018-2019
<u>I.C.5-4</u>	Integrated Planning Manual in Progress of Approvals
<u>I.C.5-5</u>	Institutional Effectiveness Committee Minutes October 14, 2020
<u>I.C.6-1</u>	CMI 2019-2020 Catalog Financial Information
<u>I.C.7-1</u>	HR Policies and Procedures Manual 1.8: Freedom of Expression and Dissent
<u>I.C.7-2</u>	HR Policies and Procedures Manual 1.8 Webpage
<u>I.C.8-1</u>	BOR Policy 425.4.11 Academic Honesty and Integrity
<u>I.C.8-2</u>	Academic Honesty Policy for Students
<u>I.C.8-3</u>	Human Resources Policies and Procedures Manual Policy 425.4.11
<u>I.C.8-4</u>	2019-2020 CMI Catalog Academic Honesty Policy
<u>I.C.8-5</u>	Academic Honesty and Integrity Website Screenshot
<u>I.C.8-6</u>	CMI 101 Spring 2020 Syllabus
<u>I.C.9-1</u>	Conflict of Interest Policy
<u>I.C.9-2</u>	BOR Policy 425.4.11 Academic Honesty and Integrity
<u>I.C.9-3</u>	HR Policies and Procedures Manual Freedom of Expression and Dissent
<u>I.C.10-1</u>	HR Policies and Procedures Manual Employee Standards of Conduct
<u>I.C.10-2</u>	2019-2020 CMI Catalog Student Conduct
<u>I.C.12-1</u>	Accreditation Carnival Pictures
<u>I.C.12-2</u>	Institutional Effectiveness Committee Minutes February 26, 2020
<u>I.C.13-1</u>	The CMI Annual Report 2019

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

A. Instructional Programs

1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

CMI offers one BA, two AA degrees, two AS degrees, and eight Certificates of Completion. Descriptions in the College catalog and on program webpages describe the purpose of each program with regards to career or transfer outcomes, as well as the program learning outcomes. ([II.A.1-1](#), [II.A.1-2](#)) All new, revised, and reaffirmed programs must be described in terms of mission alignment ([II.A.1-3](#)). Students at the Distance Education Centers enroll in the same courses and programs as students on Majuro, participating through Zoom or other teleconferencing methods. Students are limited to completing less than 50% of their programs at the DECs.

Analysis and Evaluation

All degree and certificate programs at CMI fulfill the mission as "quality, student-centered, post-secondary educational services." The College uses the program review process described under standards I.A.3 and II.A.2 to ensure that the programs are high quality, student-centered, and taught at a level appropriate to post-secondary education. Program reviews, as well as the annual KPI report, include data on student achievement of degrees and certificates.

Baccalaureate Degree

The CMI Act 1992 charges CMI to develop teacher training programs. Initial BAEE enrollment consisted primarily of in-service teachers given leave to enroll full-time. This first BAEE cohort graduated in 2019 and a second such cohort is expected to graduate in 2021, along with those students who enrolled in the BAEE as part of the Navigating Student Success in the Pacific grant, which trains regional special education teachers. The number of part-time and/or pre-service enrollments has also increased since the program began in 2017.

The College meets Standard II.A.1 and Eligibility Requirements 9 and 11.

2. Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

Evidence of Meeting the Standard

Faculty discuss the content and methods of instruction at monthly department meetings ([II.A.2-1](#)), Faculty Symposium at the start of each semester ([II.A.2-2](#)), and Faculty In-Service near the middle of each semester ([II.A.2-3](#)). Full-time faculty are required to participate in these events; adjunct and part-time faculty are invited but not required to attend.

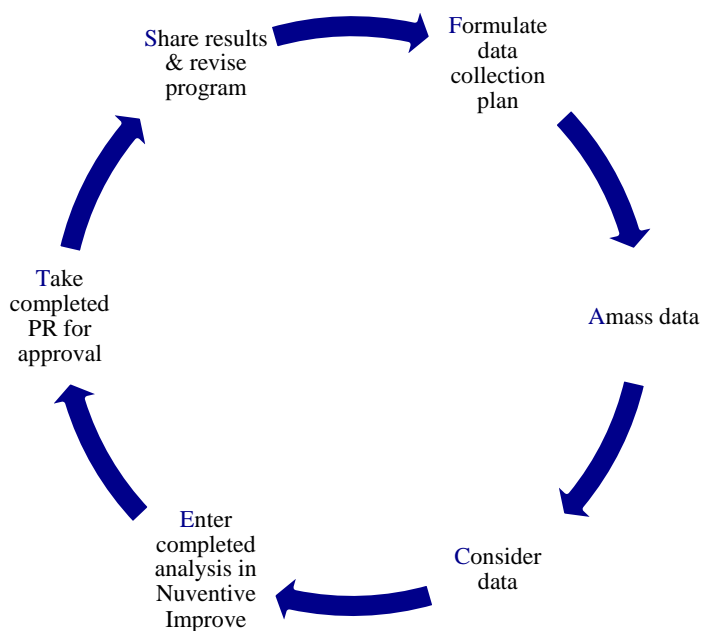
Department chairs lead all faculty through the program review process and the linked process of program revision or reaffirmation. Until 2019, program review took place annually and included stakeholder data, outcomes assessment, gap analysis, plans for improvement, and reporting on the previous program review's plans. These elements have been carried forward into the extended FACETS program review process ([II.A.2-4](#)).

Analysis and Evaluation

The extended program review process ensures that faculty have time to hold meaningful conversations about their programs.

By making the formulation of the data collection plan a discrete phase, the FACETS program review process (shown to the right) encourages faculty to consider more deeply what questions should be asked, and what data points considered, in evaluating the learning process within their departments and programs. In the final

phase of the FACETS process, departments either revise their program curriculum or apply for



reaffirmation. Regular curricular review ensures program currency. While the one-year cycle was in place, curriculum development was often disconnected from program review, and some courses aged excessively before being revised.

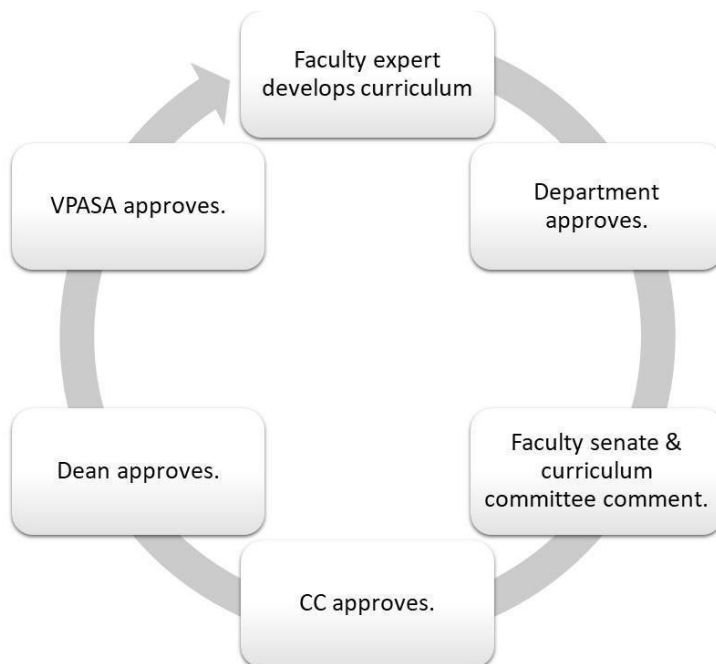
One example of how faculty leverage collective ownership of the learning experience for consistent improvement is the accelerated developmental coursework initiative. Previously, depending on placement scores, students could require up to three semesters to complete developmental English. Faculty in the developmental education department developed a plan that eliminated the lowest level of developmental English (level one). Students who would previously have placed in level one now complete level two in their first semester. Students who would have previously placed into level two may take the accelerated pathway to complete levels two and three in one semester and begin credit-level English during their second semester. The valedictorians for 2019 and 2020 both followed the accelerated pathway. A new initiative piloted in 2020 allows some students who place into level three developmental English to complete those courses in the first half of the semester, followed by the Composition I and Fundamentals of Speech (first-semester credit-level English courses) in the second half ([II.A.2-5](#)). That faculty developed this initiative outside the program review process illustrates one reason for the revised program review process: the one-year cycle was not driving continuous quality improvement.

[The College meets Standard II.A.2.](#)

3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Evidence of Meeting the Standard

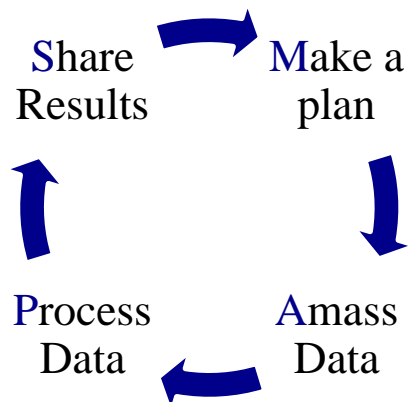
CMI's Curriculum Committee (CC) certifies that each course has well-defined Student Learning Outcomes (SLOs) that align with the appropriate Program Learning Outcomes (PLOs) ([II.A.3-1](#)). SLOs are developed as part of the course outline development and approval process illustrated below:



Similarly, PLO development is embedded in program development and approval processes. These processes follow a similar pattern to the course development process, except that new or substantively revised programs must also be approved by the faculty senate, Executive Council, and Board of Regents. CMI's Curriculum Manual ([II.A.3-2](#)) describes these processes. It also includes templates requiring SLOs and PLOs along with mapping from SLOs to PLOs to ISLOs.

Assessment of PLOs is embedded in the FACETS program review process described in II.A.2. Assessment of SLOs is the responsibility of the course instructor following the MAPS process.

During the fall semester, responsible faculty make the assessment plans for courses taught in the spring and fall or only in spring; during the spring semester, responsible faculty make the assessment plan for courses taught only in fall. During the following semester, data is amassed and processed. The results, analysis, and recommendations are recorded through the Nuventive Improve system. Department Chairs approve assessment plans and give feedback on results, analysis, and recommendations. Sharing results overlaps with the development of the next set of plans. Summer-only courses or other special schedules follow schedules determined by the relevant Department Chairs and Deans.



Department Chairs verify that all syllabi include SLOs ([II.A.3-3](#)). At the start of each semester, each student receives a copy of the approved course syllabus during the first week of class. In addition, all class sections are required to have a Moodle presence and include the syllabus in the Moodle shell ([II.A.3-4](#)).

Analysis and Evaluation

CMI identifies student learning outcomes for courses, programs, certificates, and degrees through a well-established curriculum development process. As a result, all existing courses, programs, certificates, and degrees have written outcomes; official course outlines and syllabi contain these outcomes. The Curriculum Manual approved in 2020 strengthened information included in course outlines about outcomes in several ways. The previous course outline template required only a listing of which PLOs linked to each SLO. The new course outline template requires an explanation of the link and specification of whether PLO will be introduced, practiced, or mastered in the course. It also requires that the course author show how the outcomes of any prerequisite courses support the course SLOs.

Faculty regularly assess SLOs for the courses they teach and participate in assessment of PLOs for program review. Students at the Distance Education Centers participate in the same courses as students in Majuro. Prior to implementation of the MAPS cycle, department chairs alone certified that faculty completed their SLO assessments. Under the new cycle, the results are also reviewed by the Deans and the Institutional Effectiveness Committee ([II.A.3-5](#)).

Baccalaureate Degree

The BAEE program follows the same cycle of assessment and curriculum development as all degree programs ([II.A.3-6](#)).

The College meets Standard II.A.3.

4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard

The CMI catalog notes that only courses with numbers 101 and above are applicable to degree programs. Courses with numbers below 100 are pre-collegiate and include Adult Basic Education, developmental English and math, and some Career and Technical Education courses. Developmental math and English courses are listed in the course catalog with clear indications that they do not earn college credit; credit-level math and English courses descriptions in the catalog note the requirement for credit-level placement or completion of the developmental sequence ([II.A.4-1](#)). The new Curriculum Manual requires curriculum mapping within programs, and course outlines record how the SLOs of prerequisite courses support the SLOs of courses requiring them. This requirement includes but is not limited to introductory credit-level courses requiring completion of developmental sequences. Continuing and community education or short-term courses that are not-for-credit have their own approval processes ([II.A.4-2](#)).

Analysis and Evaluation

The College has established processes distinguishing between courses that do not earn college-level credit and those that do. Faculty in math and English have collaborated to develop alignment between developmental and credit-level courses in these areas, but until the approval

of the new Curriculum Manual in 2020, the curriculum development process did not require formal documentation of this alignment. Faculty in the Developmental Education Department receive credit release hours for attendance and academic coaching activities ([II.A.4-3](#)).

The College meets Standard II.A.4.

5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Evidence of Meeting the Standard

CMI's course catalog and website list the course requirements for all degree programs; all associate degrees require 60 or more semester credits for completion, while the BAEE program requires 122 ([II.A.5-1](#)). The Curriculum Manual defines degree and certificate program types as follows:

- Bachelor's Degree (120-150 credits, with at least 40 upper division credits and 36 general education credits, including 9 upper division general education credits)
- Associate Degree (60-75 credits)
- Advanced Specialization Certificate (24-36 credits, half upper division)
- Certificate of Completion (24-36 credits)
- Certificate of Achievement (15 or fewer credits)

The AS in Nursing has not yet been revised to meet these limits and currently requires 77 credits.

The Curriculum Manual also requires that each lower-division course have at least one SLO that demonstrates higher-order thinking skills and each upper-division course have at least two. Proposed new or revised bachelor's programs must explain how they distinguish lower-division and upper-division courses. Prerequisite mapping ensures that course sequencing and time to completion are appropriate to the program. ([II.A.5-2](#))

Analysis and Evaluation

Academic departments, the Curriculum Committee, and academic administrators use the curriculum development process described in Standard II.A.2 to ensure that instructional programs and courses meet all requirements listed and are continuously improved. Reviewers have specific responsibilities described in the Curriculum Manual ([II.A.5-3](#)). Prior to 2020, the requirements and limits described in the Curriculum Manual were not written down. Curriculum is still being revised to meet these standards. Based on the FACETS program review cycle, revisions should be completed by the end of the spring 2021 semester.

Baccalaureate Degree

The BAEE's 122 credits include 59 upper-division credits, ten of which are general education. Upper-division courses bear course numbers in the 300s and 400s, while lower-division courses are in the 100s and 200s. CMI also used the Lumina Foundation's Degree Qualifications Profile to ensure the degree's outcomes are rigorous to the baccalaureate level ([II.A.5-4](#)).

The College meets Standard II.A.5 and Eligibility Requirement 12.

6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard

The CMI Curriculum Manual requires that new programs include a prerequisite map ([II.A.6-1](#)) demonstrating that the program can be completed in an appropriate number of terms. Sample course sequences in the catalog and on the website show how the programs can be completed on time ([II.A.6-2](#), [II.A.6-3](#)).

Core required courses that serve as prerequisites for multiple programs, such as ENG 111: Composition I, ICS 101: Introduction to Microsoft, CMI 101: First-Year Experience, and the developmental-level math and English courses are offered every semester, with multiple sections available. All required courses for programs with enrolled students are offered at least once per year. Developmental math and English courses are offered in accelerated formats. While courses typically require a minimum of 15 students to run, under-enrolled courses may be allowed if they are needed by students near graduation ([II.A.6-4](#)). Independent study may replace low-enrolled sections.

Analysis and Evaluation

Curriculum mapping exercises conducted in 2019 in response to low on-time completion rates showed that most programs had pathways that met the established expectations for time to completion in higher education, specifically the Integrated Postsecondary Education Data System (IPEDS) definitions for a certificate, associate degree, and bachelor's degree. The AS Nursing program, however, required seven semesters to complete due to prerequisites. As a result of this exercise, the nursing program revised course prerequisites to shorten the pathway. For example, NURS 110 and NURS 113 previously had SCI 210 and 230 as prerequisites but now both only require SCI 210, which may also be taken concurrently. NURS 110 serves as a prerequisite for 200-level nursing courses ([II.A.6-5](#)). In addition, the reduction to general education requirements discussed in I.B.1 helped reduce time to completion for this degree.

Baccalaureate Degree

Originally the BAEE program scheduled courses based on a cohort model, with certain courses offered regularly in the fall and others in the spring. As the number of part-time students has increased, the program began offering more courses multiple times per year, including during the summer. CMI also began offering upper-division BAEE courses to students at the Distance Education Centers during the spring 2020 semester.

The College meets Standard II.A.6 and Eligibility Requirement 9.

7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

In order to meet its mission of providing access to quality, student-centered, post-secondary educational services to the Marshallese people—and not only those individuals located on Majuro—CMI has established Distance Education Centers on Jaluit, Ebeye, and Wotje. At these centers, students join classes held in Majuro via Zoom or other teleconferencing technology, while the center coordinators ensure that they receive individualized support. So that access would continue in the event that COVID-19 reached Majuro, the College developed a contingency plan for online learning and worked with the local telecommunications provider to ensure students could access the internet from home ([II.A.7-1](#), [II.A.7-2](#)).

To evaluate student needs and how well delivery modes, teaching methodologies, and learning support services are working at the institutional level, CMI uses the Community College Survey of Student Engagement ([II.A.7-3](#)). For the first time, in 2020, CMI also administered the Community College Faculty Survey of Student Engagement (CCFSSE) to gather faculty perspectives on student needs and engagement ([II.A.7-4](#)). On the level of individual performance, department chairs review faculty teaching methodologies through regular classroom observations using a standardized form ([II.A.7-5](#)).

Analysis and Evaluation

CMI uses data disaggregation to ensure equitable achievement. As described also under Standard I.B.3, the revised Institutional Key Performance Indicators identify subpopulations to be considered when assessing student achievement KPIs, specifically gender; English level at admission; and graduation from Majuro, Ebeye, or Outer Islands high schools. The FACETS Program Review process described II.A.2 also requires that stakeholder and Program Learning Outcomes assessment data be disaggregated. Regular review of subpopulation achievement ensures that diverse learning needs are met.

The Enrollment Management *Wappepe*, one of the College's medium-term plans, includes separate outcome areas related to full-time and part-time students' success ([II.A.7-6](#)).

[The College meets Standard II.A.7.](#)

8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

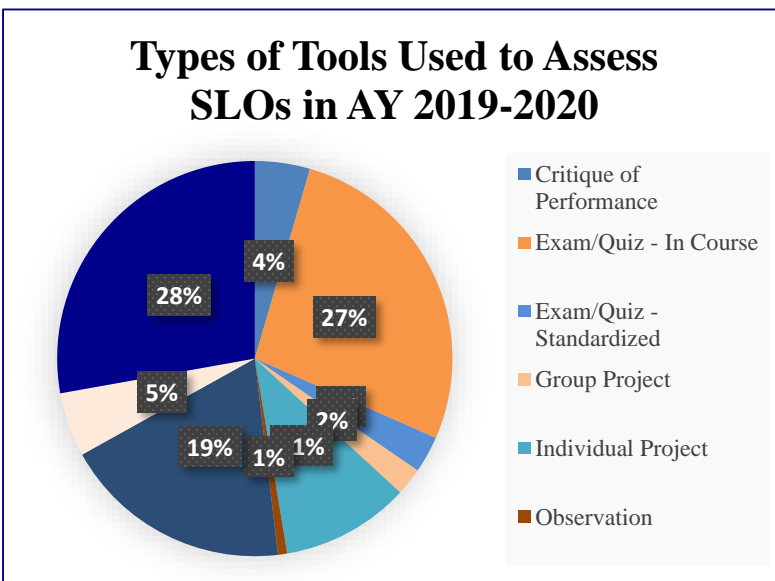
Any department wishing to use a standardized examination must submit, to the appropriate dean, a copy of the examination along with a cover letter explaining what outcomes it is intended to measure, how bias is avoided, and how the department has validated the examination. The dean

then approves the examination and submits a copy to the Vice President for Academic and Student Affairs ([II.A.8-1](#)).

Analysis and Evaluation

Deans verify that any departmental examinations are unbiased, valid measures of student learning.

Departments use a variety of tools for assessment both for grading purposes and for SLOs. Course outlines include recommended methods of evaluation. Those departments that offer multiple sections of the same course typically use standardized rubrics or other approaches to norming. For example, English instructors in the Liberal Arts Department develop rubrics pegged to specific student learning outcomes, use them to evaluate sample essays, and then discuss the results ([II.A.8-2](#)).



The College meets Standard II.A.8.

9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard

All courses have approved student learning outcomes (SLOs) that articulate to program-level learning outcomes (PLOs) as recorded on official course outlines; academic departments ensure that the courses required in their programs include SLOs that meet all PLOs and record these linkages in Nuventive Improve ([II.A.9-1](#)). In addition to outcomes, course outlines show the required number of contact hours ([II.A.9-2](#)). The Curriculum Manual includes guidelines for contact hours for both credit and clock hours ([II.A.9-3](#)). The catalog defines grades in terms of percentage scores ([II.A.9-4](#)).

Analysis and Evaluation

CMI awards credits according to accepted norms in higher education and in compliance with Federal regulations. The curriculum approval process described under II.A.3 ensures that all courses and programs have appropriate contact hours and outcomes. Faculty then design course

activities based on the SLOs. Some faculty employ the same embedded assignments used to complete SLO assessments for grading purposes. Course outcomes, evaluation activities, and the basis for assigning grades are included in the course syllabus ([II.A.9-5](#)).

Baccalaureate Degree

The BAEE program awards credits and degrees following the College's institutional policies and procedures. The BAEE program has its own PLOs supported by the course-level SLOs ([II.A.9-6](#)). As required of all faculty members, BAEE faculty design class activities and evaluations based on SLOs.

The College meets Standard II.A.9 and Eligibility Requirement 10.

10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard

The catalog states CMI's transfer-of-credits policy. CMI accepts credits from US-based accredited colleges and universities or from international colleges and universities (if accreditation equivalency is established) with the following restrictions:

- Transfer credits must have a minimum grade of 2.00 (C) on a 4.00 scale. Transfer credits must be at the College level.
- A maximum of 30 semester or 45 quarter hours of academic credit is accepted toward a CMI associate degree.
- The final 12 credits of any program must be earned at CMI.
- Transfer credits are evaluated through a course-by-course analysis.

Course analysis considers factors such as applicability to the CMI program and quality of grades. All official transcripts are received by the director of admissions and evaluated by the dean of academic affairs or the vice president for academic and student affairs to determine if courses are relevant and apply to a college major. The final decision to accept or deny credit is made by the dean of academic affairs or the vice president for academic and student affairs ([II.A.10-1](#)).

All articulation agreements appear on the College website under [Understandings and Agreements](#). CMI has articulation agreements with Eastern Oregon University ([II.A.10-2](#)), the University of Hawai'i at Hilo ([II.A.10-3](#)), and the University of Guam ([II.A.10-4](#)) as well as a student exchange agreement with the University of the Ryukyus in Japan ([II.A.10-5](#)).

Analysis and Evaluation

CMI has established policies and procedures for transferring credits into the College and transferring to other institutions. The Enrollment Management Committee reviews the transfer-of-credit policies and procedures as needed. The Registrar detects patterns of transcript requests so that articulation agreements can be pursued with other institutions as patterns emerge.

Baccalaureate Degree

Up to 70 credits may be transferred into the BAEE program per its specific policy ([II.A.10-1](#)).

The College meets Standard II.A.10 and Eligibility Requirement 10.

11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

As the table below shows, CMI's Institutional Student Learning Outcomes address communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives.

	The CMI graduate will . . .				
	Have life-goals and know how to use available resources to achieve those goals.	Be knowledgeable and respectful of culture.	Use skills and knowledge to the economic, political, intellectual, social, and ethical benefit of local communities, the RMI, and the global community.	Make innovative, informed, and responsible decisions based on evidence.	Understand the importance of mental and physical well-being and be able to make personal decisions leading to a healthy lifestyle.
Communication Competency		X	X		
Information Competency	X	X	X	X	X
Quantitative Competency			X	X	
Analytic Inquiry Skills	X		X	X	X
Ethical Reasoning		X	X		
Ability to Engage Diverse Perspectives		X	X		

All CMI programs have outcomes that articulate to the institutional outcomes ([II.A.11-1](#)). In addition, all students in degree programs must fulfill general education requirements that fulfill the General Education Learning Outcomes (GLOs) ([II.A.11-2](#)). The GLOs reflect communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives, as shown below.

	Upon completion of the General Education Core, the student will...					
	Communicate complex ideas and information effectively through writing, oral presentations And technological resources.	Demonstrate civic awareness.	Process, analyze and synthesize information from a variety of sources in order to solve problems, and to formulate reasoned and substantiated individual points of view.	Use the scientific method to analyze information and solve problems	Demonstrate quantitative literacy.	Demonstrate understanding and appreciation of the creative process.
Communication Competency	X					X
Information Competency			X	X		
Quantitative Competency				X	X	
Analytic Inquiry Skills			X	X		
Ethical Reasoning		X				
Ability to Engage Diverse Perspectives		X	X			X

Analysis and Evaluation

Program learning outcomes are assessed through the program review process described in II.A.1. ([II.A.11-3](#)). Institutional Student Learning Outcomes are assessed through graduate exit surveys ([II.A.11-4](#)).

Baccalaureate Degree

The BAEE PLOs demonstrate broader and deeper learning than those for the associate degree in the same field, as the chart below shows:

BAEE Outcomes	Related ASEE Outcomes	Analysis
Reflect on experiential learning in the field of elementary education through maintaining a practicum portfolio.	Practice self-reflection and professionalism in the classroom.	While graduates of both programs practice reflection, the scope for baccalaureate holders is wider.
Differentiate instruction for individuals, small groups and large.	Identify cognitive and affective needs of students in the classroom.	ASEE graduates understand students' differentiated needs; BAEE graduates know how to address those needs in a class of diverse students.
Assess K-6 students' progress in all areas.	Identify cognitive and affective needs of students in the classroom.	Graduates of both programs can identify students' immediate needs, and BAEE graduates can also track student progression.
Develop engaging and meaningful lessons in an authentic elementary classroom to meet long-term goals for students.	Apply appropriate classroom teaching and management methods to promote a positive learning environment.	Graduates of both programs engage students in the classroom, but BAEE graduates' stronger planning skills help them link lessons to students' long-term goals.
Exhibit professional practices.	N/A	BAEE graduates are role models for other teachers in their schools.

The College meets Standard II.A.11.

12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

The website both contains the vision and philosophy, mission, and learning outcomes for General Education (GE) at CMI ([II.A.12-1](#)). IEC approved the current mission and outcomes in 2017 ([II.A.12-2](#)). The course development process described in the Curriculum Manual tasks the

faculty developing a course with determining whether the course is appropriate for general education and with linking course SLOs to GE Learning Outcomes if so ([II.A.12-3](#)). Program sheets for all degree programs specify GE requirements ([II.A.12-4](#)).

Analysis and Evaluation

Development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences is ensured through the lower-division distribution requirements, specifically three credits of humanities, four credits of lab science, three credits of mathematics, and three credits of social sciences. The general education course CMI 101: First-Year Seminar prepares students for learning and application of learning both in college and beyond. In the new FACETS program review process described under II.A.1, GE follows the Group III cycle and should complete its program review by fall 2021; the last GE program review under the old cycle was completed in 2016 ([II.A.12-5](#)).

Baccalaureate Degree

The BAEE program requires 26 lower-division general education credits and 10 upper-division general education requirements.

Upper-Division GE Courses	Credits	Major Subject Areas
ART 329: Performing Arts Expression	4	Humanities
ETH 300: Ethics and Governance	3	Social Sciences
IDS 428: Personal and Social Health Skills	3	Sciences and Social Sciences

The College meets Standard II.A.12.

13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

The catalog lists the following programs:

- Bachelor of Arts in Elementary Education
- Two Associate of Arts Degrees
- Two Associate of Science Degrees
- Eight Certificates of Completion
- Non-Credit Maritime CTE programs

Certificates of Completion and not-for-credit programs focus on specific areas of learning; their program learning outcomes reflect these focuses. Degree programs have general education requirements (as described in II.A.12) along with major-specific courses and program learning outcomes ([II.A.13-1](#)).

Analysis and Evaluation

The curriculum review process described under Standards II.A.2 and II.A.9 ensures that all programs have a focused core of study that connects to the career or transfer purpose of the degree. For example, the A.S. in Nursing requires, in addition to the general education core, 30 credits in nursing, three credits in allied health, three credits in psychology, and 16 lab science credits. The Liberal Arts A.A. allows for a broader range of study because it is intended primarily as a transfer degree that fulfills lower-division general education requirements for a bachelor's degree; students may choose to use their electives to complete a specialization such as Business Studies, English, Information Technology, Marshallese Studies, Math, or Science.

Baccalaureate Degree

The BAEE program includes professional courses, pedagogical theories and communication techniques needed to educate elementary (K-6) students. The program teaches how to plan lessons using Bloom's Taxonomy, assess students' work, and adapt content and methods for specific needs. The degree cultivates reflective practitioners who think creatively, critically, and reflectively about the impact of teaching on student learning and on the quality of life in the increasingly diverse world in which we live and work. Working as partners in the Improving the Quality of Basic Education project with the local Public School and the University of the South Pacific, CMI has integrated the Quality Pedagogical Framework (QPF) at both the associate and baccalaureate degree levels. Evidence-based factors that directly reflect quality teaching and improved student learning form the basis of the QPF approach.

[The College meets Standard II.A.13.](#)

14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

External licensure and certification requirements within the RMI are minimal. Students who complete Maritime programs receive certificates from the Secretariat of the Pacific Community that allow them to work regionally ([II.A.14-1](#)). Students who complete the A.S. in Elementary Education or the Certificate of Completion in Teaching with another associate degree qualify for professional certificates from the RMI Teacher Standards and Licensing Board ([II.A.14-2](#)).

Analysis and Evaluation

To ensure that all programs are designed with student outcomes in mind, the new template for program curriculum requires a description of the program's intended transfer or career outcomes for students ([II.A.14-3](#)). The current Strategic Plan also includes development of community advisory boards to ensure that degrees and certificates meet employers' needs.

[The College meets Standard II.A.14.](#)

15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Evidence of Meeting the Standard

The Curriculum Manual's "Process for Archiving Programs" ([II.A.15-1](#)) includes nine steps for reviewing the archiving action and a set of post-archiving actions. The template for archiving require a plan to allow currently enrolled students to complete their program in a timely manner.

Analysis and Evaluation

CMI has an established procedure for program elimination that includes ensuring that students can complete the program in which they are enrolled. No programs have been eliminated since the last comprehensive review. Changes to existing programs since 2015, such as the reduction in general education requirements described in I.B.1, have not disrupted student progress.

[The College meets Standard II.A.15.](#)

16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

All programs offered by CMI undergo the program review process described in II.A.2. Instructional programs are assigned to odd-numbered groups for program review scheduling as follows:

I. Degree programs	III. Non-credit and secondary instructional programs	V. Certificate programs
A.A. in Liberal Arts A.A. in Business Studies A.S. in Elementary Education B.A. in Elementary Education A.S. in Nursing	Developmental Education Adult Basic Education Youth Corps Career and Technical Education (programs not otherwise listed)	C.C. Accounting Clerkship C.C. Marshallese Language Arts C.C. Marshallese Social Studies C.C. Marine Science C.C. Teaching C.C. Special Education Advanced Specialization in Deaf Education Advanced Specialization in Severe Disabilities C.C. Public Health C.C. Carpentry Maritime Programs

Each group completes a different program review step each semester per the calendar below:

	Spring	Fall
2021		Formulate Data Collection Plan Group I
2022	Formulate Data Collection Plan Group II Amass Data Group I	Formulate Data Collection Plan Group III Amass Data Group II Consider Data Group I
2023	Formulate Data Collection Plan Group IV Amass Data Group III Consider Data Group II Enter Completed Analysis in Nuventive Improve Group I	Formulate Data Collection Plan Group V Amass Data Group IV Consider Data Group III Enter Completed Analysis in Nuventive Improve Group II Take Completed PR for Approval Group I
2024	Formulate Data Collection Plan Group VI Amass Data Group V Consider Data Group IV Enter Completed Analysis in Nuventive Improve Group III Take Completed PR for Approval	Formulate Data Collection Plan Group I Amass Data Group VI Consider Data Group V Enter Completed Analysis in Nuventive Improve Group IV Take Completed PR for Approval

	Group II Share Information and Revise the Program Group I	Group III Share Information and Revise the Program Group II
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Analysis and Evaluation

CMI uses the revised program review process, FACETS, to regularly evaluate the effectiveness of its courses and programs. The revised process encourages departments and committees to use program review for meaningful improvement to programs. While some important initiatives such as improved recruitment for the Vocational Carpentry Certificate of Completion and the creation of the Marine Science Certificate of Completion, came through the one-year program review process, performance gaps were not always caught. For example, Developmental Education did not address low completion rates for the First-Year Experience course, and the Nursing and Allied Health Department did not meaningfully address low program completion and employment rates. The extended process separates formulation of the data gathering plan from amassing the data and analyzing it to encourage more incisive questions about program performance. The process also involves the departments' heads supervisors at each step to ensure accuracy and honest assessment of previous cycles' work plans. Program revision has now become its own phase to ensure that curriculum is regularly updated for currency and continuing relevance. Finally, the extended process allows more time for the Institutional Effectiveness Committee to review program review results and make recommendations for institutional planning.

[The College meets Standard II.A.16.](#)

Conclusions on Standard II.A. Instructional Programs

CMI's instructional programs align with its mission and are conducted at levels of quality and rigor appropriate for higher education. The College uses program review and course-level student learning outcomes assessment to review educational quality, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. New processes for assessment extend the process and encourage more meaningful reflection and connections to the curriculum review process. All degree programs require general education courses that promote inquiry across the areas of English, technology, math, science, and humanities. Newly revised program review and curriculum development processes ensure constant quality improvement.

[The College meets Standard II.A.](#)

Improvement Plan(s)

None

Evidence List

<u>II.A.1-1</u>	2019-2020 CMI Catalog AA Business
<u>II.A.1-2</u>	AA Business Webpage
<u>II.A.1-3</u>	Curriculum Manual Program Template and Guide
<u>II.A.2-1</u>	Sample Department Meeting Minutes
<u>II.A.2-2</u>	Spring 2020 Faculty Symposium Agenda
<u>II.A.2-3</u>	Fall 2019 Faculty In-Service Agenda
<u>II.A.2-4</u>	FACETS Redesigned Program Review
<u>II.A.2-5</u>	Developmental English Redesign Report
<u>II.A.3-1</u>	Curriculum Committee Role, Scope, and Authority
<u>II.A.3-2</u>	Curriculum Manual
<u>II.A.3-3</u>	Sample Syllabi
<u>II.A.3-4</u>	Screenshot from Moodle Shell Showing Syllabus Placement
<u>II.A.3-5</u>	SLO Assessment Report for IEC Review, MAPS Cycle One
<u>II.A.3-6</u>	Elementary Education Department SLO Meta-Assessment Report
<u>II.A.4-1</u>	2019-2020 Catalog English Course Listings
<u>II.A.4-2</u>	Curriculum Manual Program and Course Templates and Guides
<u>II.A.4-3</u>	Developmental Education Academic Coaching Report 2020
<u>II.A.5-1</u>	Compiled Program Sheets
<u>II.A.5-2</u>	Curriculum Manual Program Template
<u>II.A.5-3</u>	Curriculum Manual Roles and Responsibilities
<u>II.A.5-4</u>	Mapping of BAEE PLOs to Degree Qualification Profile
<u>II.A.6-1</u>	Curriculum Manual Program Template
<u>II.A.6-2</u>	2019-2020 Catalog AA in Liberal Arts Course Sequencing
<u>II.A.6-3</u>	AA in Liberal Arts Webpage (course sequencing on pages 3-4)
<u>II.A.6-4</u>	Under-Enrolled Course Exceptions Form
<u>II.A.6-5</u>	Curriculum Committee Minutes May 13, 2019
<u>II.A.7-1</u>	Online Learning at CMI: A Contingency Plan for Disaster Management
<u>II.A.7-2</u>	Screenshot of Webpage for Students about Internet Access and Devices
<u>II.A.7-3</u>	Executive Summary of CCSSE Results from Spring 2020
<u>II.A.7-4</u>	CCFSSE Results from Spring 2020
<u>II.A.7-5</u>	Standardized Classroom Observation Form
<u>II.A.7-6</u>	Enrollment Management <i>Wappepe</i> Outcome Areas 1-2
<u>II.A.8-1</u>	Department Documents Memorandum, January 2019
<u>II.A.8-2</u>	Sample Norming Session Materials
<u>II.A.9-1</u>	SLO-PLO Mapping Report from Nuventive Improve
<u>II.A.9-2</u>	Curriculum Manual Course Outline Template
<u>II.A.9-3</u>	Curriculum Manual Course Curriculum Guidance
<u>II.A.9-4</u>	2019-2020 Catalog Grades Description
<u>II.A.9-5</u>	Sample Syllabi
<u>II.A.9-6</u>	BAEE Course SLO Assessments Mapped by PLO
<u>II.A.10-1</u>	2019-2020 Catalog Transfer of Credit
<u>II.A.10-2</u>	Articulation Agreement with Eastern Oregon University
<u>II.A.10-3</u>	Articulation Agreement with University of Hawai'i Hilo
<u>II.A.10-4</u>	Articulation Agreement with University of Guam

II.A.10-5	Exchange Program Agreement with the University of the Ryukyus
II.A.11-1	Map of Unit Outcomes (PLOs/AUOs) to Institutional Student Learning Outcomes
II.A.11-2	General Education Webpage
II.A.11-3	Screenshot of AS Nursing PLO Assessments in Nuventive Improve
II.A.11-4	Graduating Student Exit Survey Report, AY 2018-2019 and AY 2019-2020
II.A.12-1	General Education Webpage
II.A.12-2	IEC Minutes of October 11, 2017
II.A.12-3	Curriculum Manual pages addressing General Education
II.A.12-4	Degree Program Sheets, showing General Education requirements
II.A.12-5	2016 General Education Program Review
II.A.13-1	Degree Requirements and Outcomes from the 2020-2021 Catalog
II.A.14-1	Maritime Vocational Training Center Webpage
II.A.14-2	Teacher Standards and Licensing Board Standard Operating Procedures Manual
II.A.14-3	Program Template and Guidance from Curriculum Manual
II.A.15-1	Process for Archiving Programs from Curriculum Manual

B. Library and Learning Support Services

1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Evidence of Meeting the Standard

The College library supports student learning and achievement, in accord with its program mission Statement ([II.B.1-1](#)), with a library in the main campus, and smaller libraries at the Arrak Campus, Jaluit DEC and Ebeye DEC ([II.B.1-2](#)). Students at the Wotje DEC are temporarily using the high school library, with materials provided by CMI, until the college can build its own. These libraries ensure that CMI students at all locations can access sufficient learning resources and library services both on campus and online through a variety of digital databases and online resources. To support the college curriculum, the library has a print collection volume of more than 14,000 print and non-print resources, including audio-visual media, and print journals ([II.B.1-3](#)). These resources are shared across all CMI libraries and are sufficient in quantity, currency, depth and variety to support the curriculum, reading and research needs of students. In addition, students can access selected online resources including databases and an online OverDrive Library via the library webpage ([II.B.1-4](#)). The Uliga library is open five days a week from 8:00 am to 8:00 pm, while hours at other locations depend on the center coordinator or campus director's assessment of student needs; the Arrak library is currently closed because the campus is being used for quarantine.

The library also offers tutorials and learning support workshops. In consultation with the Developmental Education instructors, the teaching librarian runs scheduled sessions for first-year

students. These sessions include library orientation, library tours, OPAC, and database practical sessions. The Library conducts the Library Tutoring Series to help first-year students attain research skills and ethical academic writing for all students. In addition, the qualified Teaching Librarian runs a Tutorial Series for students enrolled in the First Year Experience course, where students sign up during free hours with the objective of improved student development outcomes for gateway courses ([II.B.1-5](#)). The library also hosts information literacy tutorials for first year students, BAEE and Walk-In Research classes or individual requests ([II.B.1-6](#)).

The Academic Support Program (ASP) provides peer and paraprofessional tutoring. ASP began offering online tutoring during the Spring 2020 semester to ensure availability of services for students at all CMI locations as well as to ensure continuity of services in case the College needed to move classes online. ASP provides services in several locations: the Writing Center ([II.B.1-7](#)), the Developmental Education Lab ([II.B.1-8](#)), three open computer labs, and two Science, Technology and Mathematics Playground (STAMP) labs ([II.B.1-9](#)). All Distance Education Centers have computers available for student use, with tutoring provided by the center coordinator or online by ASP.

Analysis and Evaluation

Library resources and services currently offered are sufficient to support student learning and achievement, promote reading and lifelong research skills. Short surveys of Collection and User Satisfaction are regularly carried out to assess this. ASP provides a variety of tutoring services to students at all levels and across campus. At DE Centers, Coordinators lead provision of tutoring services, though online services are increasingly available.

Baccalaureate Degree

The BAEE program is supported through a closed reserve collection of selected materials by BAEE instructors. Resources in the General Collection Section (Non-Fiction) are color tagged to guide BAEE students for supplementary readers. The Conference and Video room are priority booked for BAEE students to facilitate a more private group learning environment. The library continues to develop education related references for the BAEE program with an initial collection of 30 titles of 2 copies per title. The Teaching Librarian coordinates and implements a Library Instruction Program specifically for BAEE students.

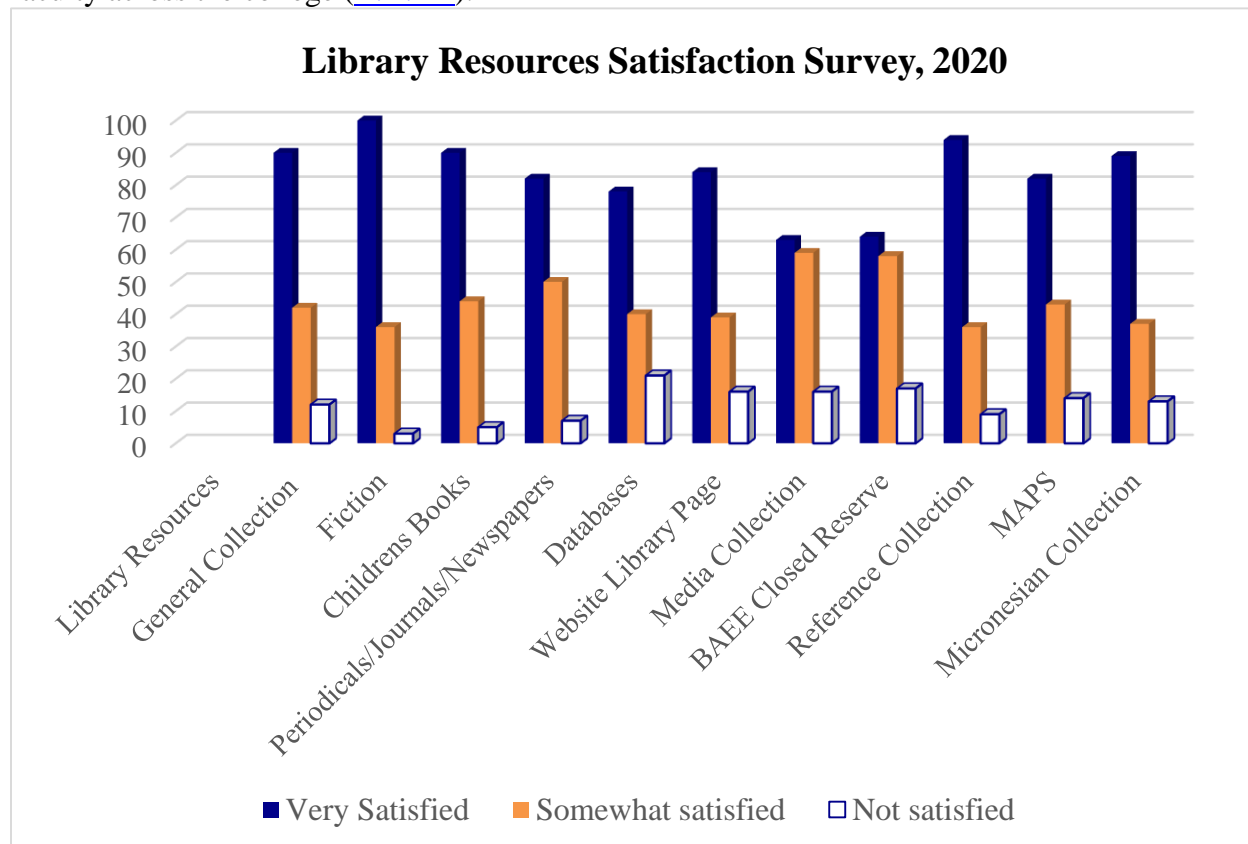
In addition to the tutoring centers, which BAEE students may use, the college has a Teacher Education Center (TEC) staffed by both students and faculty who provide support specific to education majors. The TEC lab houses additional educational resources not available in the library. The original BAEE tutor is on educational leave, so faculty have been given credit equivalencies to serve as a designated tutor for BAEE students.

[The College meets Standard II.B.I and Eligibility Requirement 17.](#)

2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard

The Library Collection Development Policy approved in 2018 requires collaboration with faculty, students and staff in developing a collection with depth, relevancy and quantity to support the curriculum offered by programs in the college ([II.B.2-1](#)). Library resource surveys are used to gather opinions of faculty, staff, and students regarding the collection, and faculty are encouraged to email specific materials requests to the library director. The library is also currently implementing a new information literacy tutorial series developed in consultation with faculty across the college ([II.B.2-2](#)).



The Academic Support Program Director reports to the Dean of Academic Affairs, which encourages communication between the ASP unit and the faculty.

Analysis and Evaluation

Collaboration between librarians, tutors, and instructors supports student learning by enabling students to gain skills and understand how to contextualize their research in order to pass their courses or programs of study. Both resources and tutorials in the library are based on faculty input. The Developmental Education lab, an ASP space reserved for students completing their developmental level English coursework was opened as a result of faculty input that these students needed their own space, primarily for reasons of student comfort in accessing services.

[The College meets Standard II.B.2.](#)

3. The institution evaluates library and other learning support services to assure their

adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

Institutional evaluations include Library Program Reviews and ASP Program Reviews for stakeholder and outcome assessment to ensure that student needs are identified and addressed adequately. Previously, both the library and the Academic Support Program completed their program reviews on annual basis ([II.B.3-1](#), [II.B.3-2](#)). Both programs will complete their initial review under the new FACETS program review cycle in spring 2021. Periodic and short surveys targeting students as the primary stakeholders are undertaken to gauge levels of satisfaction ([II.B.3-3](#)).

Analysis and Evaluation

With the increasing student population within the main campus and at Distance Education Centers, the library aims to extend and decentralize its resources, staff and services to ensure equitable access for students at all locations. The Distance Education Center Coordinators provide support services to their manageable student groups. ASP has also faced challenges due to staff going on extended leave and being unable to return due to the COVID-19 pandemic. Nonetheless, both programs continue to serve students and meet their learning support needs.

[The College meets Standard II.B.3.](#)

4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, and are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard

The Library subscribes to the EBSCOhost for Academic Search Premier, a multidisciplinary full text database which provides basic coverage of most subject areas to support the courses offered by the college. The articles are peer-reviewed and authoritative in nature ([II.B.4-1](#)). For developmental reading needs, the library also subscribes to TumbleBookLibrary and TumbleBookCloud. ([II.B.4-2](#)). TumbleBookLibrary provides unlimited access to books for children and young readers, read-alongs, e-books, graphic novels, non-fiction, language learning, National Geographic videos, puzzles and games. Tumble Library also has a special feature, Tumble Maths which helps students learn math in a fun way. TumbleBookCloud includes, non-fiction, drama, poetry, enhanced books, graphic novels, videos, and audio Books. To promote reading, the library also subscribes to the Overdrive Online Library, which lets students read or

listen to books from anywhere ([II.B.4-3](#)). To ensure students stay current with local and national news, the library subscribes to the Marshall Islands Journal, the RMI's only newspaper ([II.B.4-4](#)). The subscription covers the main campus and other Distance Education Centers. The library collaborates with other academic and special libraries, publishers, organizations and Digital Common sites to access digital and online shareable resources. These resources are accessible to students and faculty through the Library Webpage under "Quick Links" ([II.B.4-5](#)).

Analysis and Evaluation

The college library has an adequate collection of online, digital and print resources to support the academic programs offered and has formal documented arrangements for subscriptions. The college ensures uninterrupted services and access to online and print resources through technical support from the IT Department.

The College meets Standard II.B.4 and Eligibility Requirement 17.

Conclusions on Standard II.B. Library and Learning Support Services

CMI provides a wide variety of library and learning support services, many of which are accessible to students regardless of their location. Crucial services such as library resources and tutoring are available both in person and online. All services maintain a web presence to provide students necessary information.

The college provides library services that are accessible to students regardless of their campus location. Academic Student Program services fulfill the College's mission and effectively support students throughout their educational pathwayS with adequate materials, equipment and space. The academic support services of the college collaborate with internal and external constituencies for policies and evaluations in order to ensure access, progress, learning, and success.

The College meets Standard II.B.

Improvement Plan(s)

None

Evidence List

II.B.1-1	IPC Minutes Approving Library Mission Statement
II.B.1-2	Library Photographs
II.B.1-3	Library Collection Holdings
II.B.1-4	Library Webpage
II.B.1-5	CMI 101 Library Sessions Schedule
II.B.1-6	BAEE Information Literacy Plan
II.B.1-7	Writing Center Photographs
II.B.1-8	Developmental Education Lab Photographs

<u>II.B.1-9</u>	STAMP Lab Photographs
<u>II.B.2-1</u>	Library Collection Development Policy
<u>II.B.2-2</u>	Library Information Literacy Tutorial Series 2020-2021
<u>II.B.3-1</u>	Library Program Review 2017-2018
<u>II.B.3-2</u>	Academic Support Program Review 2016-2018
<u>II.B.3-3</u>	Student Survey Results
<u>II.B.4-1</u>	Library Subscriptions to EBSCO
<u>II.B.4-2</u>	TumbleBook, TumbleCloud Subscriptions
<u>II.B.4-3</u>	OverDrive Subscription
<u>II.B.4-4</u>	MIJ Newspaper Subscription
<u>II.B.4-5</u>	Library WebpageX

C. Student Support Services

1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard

CMI uses the FACETS program review process described under I.B.5 to evaluate the quality of student support services. Student support services fall under group two for program review and will complete their initial program review under FACETS in spring 2021 and every three years thereafter; financial aid, however, because of its financial reporting requirements, follows the cycle for administrative units ([II.C.1-1](#)). Previously, student support services completed their program reviews annually ([II.C.1-2](#)). The Enrollment Management *Wappepe*, a medium-term planning document, includes activities and outcomes related to student support ([II.C.1-3](#)).

Analysis and Evaluation

Under the old, annual program review, student support services were evaluated according to the alignment of their mission with the institutional mission, assessment of program learning or administrative unit outcomes aligned with the institutional student learning outcomes, and stakeholder feedback. The new program review system retains these elements but records them in Nuventive Improve instead of in a Word template. In addition, the extended review cycle requires that the plans for gathering stakeholder data and assessing program outcomes be reviewed and approved by the department head's supervisor: planning for assessment, gathering data, analyzing the data, and applying the analysis to future plans are all discrete steps. An example of how this has already improved the data gathered for program review is that, previously, the admissions office had been providing forms completed by students for various records requests instead of compiling the numbers into an Excel spreadsheet breaking down the types of documents students had requested. The new cycle also provides more time for the Institutional Effectiveness Committee (IEC) to evaluate the program reviews and request revisions if needed.

In addition to each student support program, each Distance Education Center and campus other the main Uliga campus produces a program review to ensure that students are receiving

appropriate and equitable services in their areas. Centers and campuses will complete their first FACETS review in fall 2021.

The Enrollment Management Committee (EMC) reviews one outcome from the Enrollment Management *Wappepe* (EMW) each month and makes recommendations if the outcome is not being met. For example, a survey found that the majority of students did not know about internships, apprenticeships, and career opportunities, which outcome 3.2 of the EMW requires, the committee formed an Internships, Apprenticeships, and Career Opportunities Taskforce to create institutional definitions of internships, apprenticeships, and career training; advise the Tilmaake Resource and Career (TRACC) Center Student Advocate on communicating with students, and ensure TRACC is informed of relevant opportunities existing in various college departments ([II.C.1-4](#), [II.C.1-5](#)).

CMI takes a three-pronged approach to assessing the success of student support programs in serving student achievement at all locations and the college mission: each program conducts its own review overseen first by the department head's supervisor and second by the IEC; Arrak campus and each DEC conduct a similar program review; and EMC reviews the expected institutional outcomes as recorded in the EMW.

The College meets Standard II.C.1.

2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

CMI's student support programs have the following unit outcomes, approved by the Institutional Effectiveness Committee:

Program	Outcomes: Upon accessing services, students will be able to...
Admissions and Records	<ol style="list-style-type: none"> 1. access information, Programs and services offered by CMI to achieve their educational goals. 2. access accurate student records. 3. receive convenient and efficient customer service by staff and student workers.
Counseling and TRACC	<ol style="list-style-type: none"> 1. maintain a successful academic progress as well as personal and career goals by developing a self-evaluated progress plan with the counselors. 2. be familiar with the services available and offered by the Counseling and TRACC division. 3. have more knowledge on the issues, risks and causes of using substance abuse while in school.

	<ol style="list-style-type: none"> develop academic and social skills to face the world when they graduate from CMI. classify every requirement that is needed for transferring and making sure they are done and submitted on time. Available resources allow for an easy access and smooth transition.
Health Center	<ol style="list-style-type: none"> access and use more medical services. organize health events within their respective communities. maintain an accurate account of their own medical records.
Registrar	<ol style="list-style-type: none"> have access to an accurate individual academic record. meet registration, add/drop/withdraw deadlines. Adhere to academic policies and procedures. understand and navigate the registration process in SIS.
Residential Life	<ol style="list-style-type: none"> appreciate culture and respect cultural differences. apply Life Skills in day to day activities. live in a safe and conducive environment. study effectively and pass their classes.
Financial Aid	<ol style="list-style-type: none"> access Financial Aid opportunities by ensuring that the college comply with state and federal general regulations and provisions. receive grants and awards in a timely manner. adhere to Financial Aid policies and procedures.
Engagement and Equity	<ol style="list-style-type: none"> Network with peers, faculty and staff in CMI. Gather information within the community to prepare events or to guide others. Understand a sense of healthy lifestyle such as mental and physical well-being. Collaborate with others and show an ability to work in teams. Recognize a sense of equity and diversity within CMI.

CMI has also begun establishing Student Development Outcomes at the program level that show what traits students will develop through support services. The first SDOs, approved by IEC for Engagement and Equity, are:

After accessing services, students will develop traits such as:

- Self-Responsibility

2. Leadership
3. Taking Initiative
4. Commitment to the Community
5. Public Service
6. A Sense of Belonging
7. Appreciation for Diversity ([II.C.2-1](#)).

Outcomes are assessed as part of the program review process.

Analysis and Evaluation

Outcomes assessment results are used to improve student services. For example, from 2017-2018 a number of issues with data entry and student satisfaction in Admissions and Records and the Registrar's office, had to do with waiting times for students and data entry issues caused by time pressure ([II.C.2-2](#), [II.C.2-3](#)). As a result, the College funded work study positions and a Student Services Administrative Assistant to complete some of the office tasks.

The College meets Standard II.C.2.

3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service, location or delivery method.

Evidence of Meeting the Standard

CMI students enroll at the Uliga Campus, the Arrak Campus, or at one of the Distance Education Centers (DECs). There are no online-only students. Because of the relatively low enrollment at the DECs, most student support services are facilitated by the center coordinators working in concert with personnel on Majuro atoll. Because Arrak Campus is located on the same atoll as the Uliga Campus, students either are transported by bus to Uliga or personnel travel to Arrak to provide services there, when Arrak is open.

In addition, some services are offered via technological means. Students can register online, with advising available face-to-face; center coordinators typically ensure that students sign up for the courses they need. Counseling offers workshops and counseling sessions via Zoom ([II.C.3-1](#)); these offerings are supplemented by in-person visits ([II.C.3-2](#)). First-time students at DECs complete New Student Orientation online ([II.C.3-1](#)). As described under II.C.1, DECs and Arrak Campus complete their own program reviews to ensure the level of service at each location meets stakeholder requirements.

Analysis and Evaluation

CMI ensures equitable and appropriate access to support services across locations. The College uses program review to ensure that these services remain sufficient. DECs do not currently offer residential life services because they serve students who already live on Ebeye, Jaluit, and Wotje, so they do not need to travel to the capital atoll to study. Arrak campus ordinarily houses students in programs that meet on the campus (i.e. Vocational Carpentry) in addition to male students who attend classes at Uliga. Because Arrak is currently serving as a national quarantine center, these students are currently being housed at Uliga ([II.C.3-4](#)). Running Uliga at maximum

capacity has placed pressure on kitchens and other facilities; to meet demand, the college is installing additional outlets in shared spaces for rice cookers and other small appliances.

Student support services are working to increase their online accessibility. New student orientation is available entirely via Moodle. Counseling has established a Moodle shell but is still developing interactive workshops and e-counseling strategies ([II.C.3-5](#)). Increasing services available online via Moodle will improve access not only for students at the DEC's but also for working adults and students with major family obligations.

The College meets Standard II.C.3.

4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

CMI does not sponsor intercollegiate athletics but does provide fitness facilities and activities. CMI's fitness center is open from 8 am - 8 pm Monday through Friday and offers weights, mats, and other equipment to the college community. Students and employees also participate in intramural sports and fitness classes ([II.C.4-1](#)).

Clubs are started through the Student Body Association (SBA). In fall 2020, a total of 22 student-organized clubs completed their charter requirements. Some of these clubs are associated directly with CMI instructional, learning support, and student support programs, such as: Library, Star Gazers (resident students), Nuclear, BAEE, and Education. Others allow students to show pride in their islands of origin, such as Aur, Kwajalein, FSM (Federated States of Micronesia), Jaluit, Namdrik, Ebon, MORIBA (Bikini atoll), Namu Lomakinna, Wotje, Arno, Mejit Juon Wot Boro, and Majuro-Litakboki. Others revolve around a shared interest, such as Safety First, IMPAC, and Life. Two clubs partner with external organizations that serve the community: Jo-Jikum and Red Cross ([II.C.4-2](#), [II.C.4-3](#)).

CMI students, especially SBA leaders, also participate in community events such as marches against gender-based violence ([II.C.4-4](#), [II.C.4-5](#)). In addition, the SBA and club leaders plan a variety of activities throughout the academic year. These events have included Halloween haunted houses ([II.C.4-6](#)), campus clean ups ([II.C.4-7](#)), welcome parties ([II.C.4-8](#)), and Manit (Culture) Day festivities ([II.C.4-9](#)).

Analysis and Evaluation

Overall, athletics at CMI focus less on competition and more on living a healthy lifestyle, in accord with one of the Institutional Student Learning Outcomes (ISLOs), "understand the importance of mental and physical well-being and be able to make personal decisions leading to a healthy lifestyle." Clubs and the SBA, meanwhile, encourage student involvement on campus, with the goal of improving student retention and persistence. Historically, athletics and student

leadership were separate programs evaluated by program review and with a coordinator at the head of each; clubs feel under student leadership. These programs have now been combined into Engagement and Equity, headed by an Associate Dean; the new program will complete its first review in spring 2021. This reorganization serves the purpose of refocusing on the primary purpose of athletic and co-curricular activities: increasing student engagement with college to encourage student persistence and achievement. Part of the work of the new Associate Dean has been to produce a Student Club Handbook that includes procedures and processes for handling club funds to ensure the college maintains financial control of these organizations ([II.C.4-10](#)).

The College meets Standard II.C.4.

5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

CMI has a Counseling Department to support student development, while faculty members conduct academic advising. In 2020, to improve coordination between counseling and academic advisors, the Counseling Department assigned personnel to specific academic departments ([II.C.5-1](#)).

The Counseling Department is headed by a Director with four personnel holding the title of Student Advocate. One Student Advocate has primary responsibility for the Tilmaake Resource Center (TRACC), which provides career and transfer information. The Counseling Department takes a holistic approach to supporting students, including one-on-one counseling, educational workshops, retreats, and career navigation. One-on-one counseling is available on a drop-in basis, and the Student Advocates reach out to contact students who have been referred by faculty or whose midterm progress reports show they are in danger of failing one or more courses ([II.C.5-2](#)).

Each academic department holds meetings on the first Friday of the month; these meetings include discussions of advising ([II.C.5-3](#)). Responsibility for these discussions and training for new faculty advisors falls to department chairs in smaller departments and advising coordinators in larger ones. Some departments have developed checklists to assist advisors with their responsibilities ([II.C.5-4](#), [II.C.5-5](#)). Advisors use program sheets to explain course requirements to students. Students can also track their progress toward completion electronically through the Student Information System.

Analysis and Evaluation

The Counseling Department conducts program review according to the same schedule as other student support services. Outcomes related to enhancing student development and success such as “maintain a successful academic progress as well as personal and career goals by developing a self-evaluated progress plan with the counselors” are of particular relevance here.

Academic advising has largely been managed by each department separately. To ensure that each department regularly discusses advising, it has been included in new templates for department meeting agenda and minutes to be used from November 2020 ([II.C.5-6](#), [II.C.5-7](#)).

The College meets Standard II.C.5.

6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Evidence of Meeting the Standard

In keeping with the College mission to “provide access,” CMI’s Board of Regents approved policy is to admit students based on ability to benefit ([II.C.6-1](#)). The catalog contains clear pathways to completion for degrees and certificates ([II.C.6-2](#)), while the Tilmaake Resource and Career Center provides information to students who wish to transfer.

Analysis and Evaluation

CMI’s Office of Admissions and Records continuously strives to improve its services, as evident in its implementation of the online application process via www.cmi.edu/apply/ to ensure that prospective students, both in the RMI and anywhere in the world, can find information on admissions requirement and deadlines, as well as apply.

To minimize the issues of late application lodgment and missing documents, the Office of Admissions and Records continues to devise contingency strategies to assist students. In 2018, the college implemented of a Conditional Admission Procedure for applications with a few missing documents. A new procedure for Conditional Admissions for Summer extends the timeline in order to accommodate recent high school graduates ([II.C.6-3](#)); this revised procedure was first implemented for Summer 2020. These strategies support CMI’s access mission.

To improve the pathway for students intending to transfer, CMI’s Strategic Plan includes the development of transfer majors within appropriate degrees.

Baccalaureate Program

The BAEE does not have specific additional admissions requirements, though students are encouraged to complete an associate’s degree first.

The College meets Standard II.C.6 and Eligibility Requirement 16.

7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

CMI admits all students with a high school diploma or equivalent. Most students are placed in credit- or developmental-level English through a multiple measures approach that takes into

account scores on the CMI placement tests (which were designed by CMI faculty), high school GPA, and junior- and senior-year grades in the subjects. This multiple measures approach has been in place since summer 2017 ([II.C.7-1](#)). In addition, a computer literacy placement tests determines whether students need to complete a developmental technology course. Students may be exempted from the placement tests in math or English and placed directly into credit-level courses through one of the following:

- 500+ TOEFL
- 510+ SAT English or math
- 18+ ACT English
- 15+ HiSET English
- Successfully passing the final assessment of the Public Schools System math bridge course, developed in coordination with CMI faculty ([II.C.7-2](#)).

Analysis and Evaluation

To ensure that the placement instruments are regularly evaluated, the Enrollment Management Committee has formed a Placement Subcommittee ([II.C.7-3](#)). This committee has been working on revising the placement test in response to findings of a study conducted by REL Pacific in collaboration with Institutional Research and Assessment ([II.C.7-4](#); [II.C.7-5](#)).

[The College meets Standard II.C.7.](#)

8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard

CMI keeps student records in a secure, locked room. It has, in process, policies and procedures in place designed to maintain student records permanently, securely, and confidentially. Board Policy 330.04 Confidentiality of Student Records states that the student records are to be kept in a secure location during their period of retention and storage.

Under Board Policy 300.08, records that have been maintained in accordance with the procedure and no longer need to be kept should be destroyed or shredded. The BP states that good educational practice and federal law require that any sensitive or identifying personal information existing in such records be disposed of in a manner that will prevent unauthorized individuals from accessing the information ([II.C.8-1](#)).

Analysis and Evaluation

Access to student records is given only in accord with the Family Educational Rights and Privacy Act (FERPA) regulations. The Family Educational Rights and Privacy Act (FERPA) ensures that student academic records are confidential and access to them is limited to the student and, for advisory or other educational purposes, to designated administration and faculty, and outside funding agencies supporting the student's education.

The Enrollment Management Committee is currently reviewing revisions to the Registrar Policies and Procedures that will include a schedule for document retention. A plan to create electronic student files is pending purchase of high-speed scanners.

The College meets Standard II.C.8.

Conclusions on Standard II.C. Student Support Services

CMI's student support services align with its mission, particularly with provision of access, and with the Institutional Student Learning Outcomes. The College uses program review and outcomes assessment to ensure the quality of its services.

The College meets Standard II.C.

Improvement Plan(s)

None

Evidence List

II.C.1-1	Nuventive FACETS Guide
II.C.1-2	Student Support Program Reviews 2017-2018
II.C.1-3	Enrollment Management <i>Wappepe</i>
II.C.1-4	Enrollment Management Committee Minutes August 20, 2020
II.C.1-5	TOR - Internships, Apprenticeships, & Career Opportunities Taskforce
II.C.2-1	Institutional Effectiveness Committee Minutes August 26, 2020
II.C.2-2	Admissions and Records Program Review 2017-2018
II.C.2-3	Registrar Program Review 2017-2018
II.C.3-1	Schedule of Ebeye DEC Counseling Workshops, Fall 2019
II.C.3-2	Jaluit Trip Report from Student Advocate
II.C.3-3	Orientation Moodle Shell
II.C.3-4	Residence Hall Webpage
II.C.3-5	Counseling Moodle Shell
II.C.4-1	Fitness Center Webpage
II.C.4-2	Club Registrations for 2020-2021 (Renewals)
II.C.4-3	Club Registrations for 2020-2021 (New)
II.C.4-4	Students at March against Gender-Based Violence 2020
II.C.4-5	Students at March against Sexual Violence 2018
II.C.4-6	Poster for 2020 Halloween Haunted House
II.C.4-7	Students Cleaning Up Uliga Campus 2019
II.C.4-8	Poster for Spring 2018 Welcome Party
II.C.4-9	Students Performing for Manit (Culture) Day 2020
II.C.4-10	Student Club Handbook
II.C.5-1	Email from Counseling Director RE Counselor to Department Allocation
II.C.5-2	Counseling Department Webpage
II.C.5-3	Sample Department Meeting Notes Showing Discussion of Advising

<u>II.C.5-4</u>	Advising Continuing and Returning Students Checklist
<u>II.C.5-5</u>	Advising New Students Checklist
<u>II.C.5-6</u>	Instructional Department Meeting Agenda Template from November 2020
<u>II.C.5-7</u>	Instructional Department Meeting Minutes Template from November 2020
<u>II.C.6-1</u>	Admission Policy and Procedures approved 2018
<u>II.C.6-2</u>	2020-2021 Catalog Pages Showing Program Requirements and Pathways
<u>II.C.6-3</u>	Conditional Admission Procedure Revised to Include Summer Procedures
<u>II.C.7-1</u>	Multiple Measures Scoring Process for English and Mathematics
<u>II.C.7-2</u>	Admission Procedure Revised to Include High School Math Transition Course
<u>II.C.7-3</u>	Enrollment Management Committee Role, Scope, and Authority
<u>II.C.7-4</u>	Enrollment Management Committee Minutes April 2, 2020
<u>II.C.7-5</u>	Enrollment Management Committee Minutes October 1, 2020
<u>II.C.8-1</u>	Registrar Policies and Procedures Approved 2018

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness.

Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

A. Human Resources

1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

CMI's students are mostly Marshallese, from diverse economic, social, geographical and educational backgrounds. They are supported, taught, and mentored by some of the most qualified and diverse employees in the RMI. CMI has a total of around 200 employees categorized into four groups, namely administrators, management and professional, faculty, and technical and support staff all of whom contribute to educating and supporting students.

The College seeks to hire the best qualified and most appropriate candidate for each job, and CMI adheres to its recruitment policy and procedures. The Human Resources Department administers all HR functions, including recruitment of employees in accordance with Board approved Human Resources Policies and Procedures.

2.1.4 HR Responsibility. The Office of Human Resources is responsible for all recruiting activity and for approving (with Presidential approval) all employment commitments including salary, position classification, and any special conditions of employment. The Director of Human Resources shall be responsible for coordinating the hiring process among the affected College divisions. The search committee shall evaluate the fitness of applicants for employment and shall recommend the action to be taken on each applicant to the President.

Employees are recruited in accordance with stated qualifications and criteria that adhere to the college's requirements and accreditation standards, as well as RMI government requirements in respect to hiring expatriates.

Type of Faculty	Minimum Qualifications
Associates Degree and Developmental Education Faculty	Master's Degree and relevant teaching experience or, the minimum requirement for equivalency of a master's degree is a bachelor's degree in the field of study of their teaching assignment, a minimum of fifteen (15) credits towards their master's degree and five (5) years of documented teaching experience in a discipline relevant to field of the teaching assignment.

Baccalaureate Faculty	Master's Degree and relevant teaching experience or a PhD and relevant teaching experience
Adult Basic Education Faculty (High School Equivalency)	Bachelor's Degree and relevant teaching experience in a high school
Technical and Vocational Faculty (Non-credit Certificates)	Technical Certificate and relevant industrial work experience

Grade Level	Minimum Qualifications
Administrators	PhD or Masters + 5 years experience, Bachelor's with more than 15 years relevant professional experience. Has expert knowledge and experience in management.
Management and Professional	Degree required is a relevant bachelor's level, professional certification with five or more years relevant experience or a Masters' Degree and relevant work experience.
Technical/Admin. Support	Associate's degree or equivalent experience or technical certificate or licensure and/or a high school degree and vocational or advanced administrative/clerical training.
Support Staff	High School and relevant work experience.

Chapter Two of the Human Resources Policy and Procedures Handbook ([III.A.1-1](#)) specifies recruitment policies and procedures for all categories of employees including advertising, application, screening, reference checks, interviews and recommendation. The HR Department ensures that the policy and procedures are adhered to, that the process followed is fair and transparent and the necessary background checks of recommended candidates are carried out.

The Human Resources Department advertises all permanent positions, including grant funded positions, using both print and online media. All job postings are placed on the CMI recruitment website and published in the Marshall Islands Journal (the local weekly newspaper) and open for a minimum of ten days. Job postings are further enhanced by the use of local mass text and radio advertising. Positions open to international applicants are automatically advertised on the Higher Education Jobs site when posted on the CMI job website. To enhance the reach of CMI postings in the Pacific region, faculty and management postings are placed in national newspapers like the Fiji Times (print media) and regional job boards like the Pacific Islands Jobs site ([III.A.1-2](#)).

Faculty positions are normally advertised twice a year for the Spring and Fall semesters and open for twenty days. Job postings are written in to match the approved faculty job description ([III.A.1-3](#)). Staff positions identified by management as having the potential to be filled internally are open for a minimum of five days, posted on the CMI website specifying internal recruitment only, and circulated using all staff email communication ([III.A.1-4](#)).

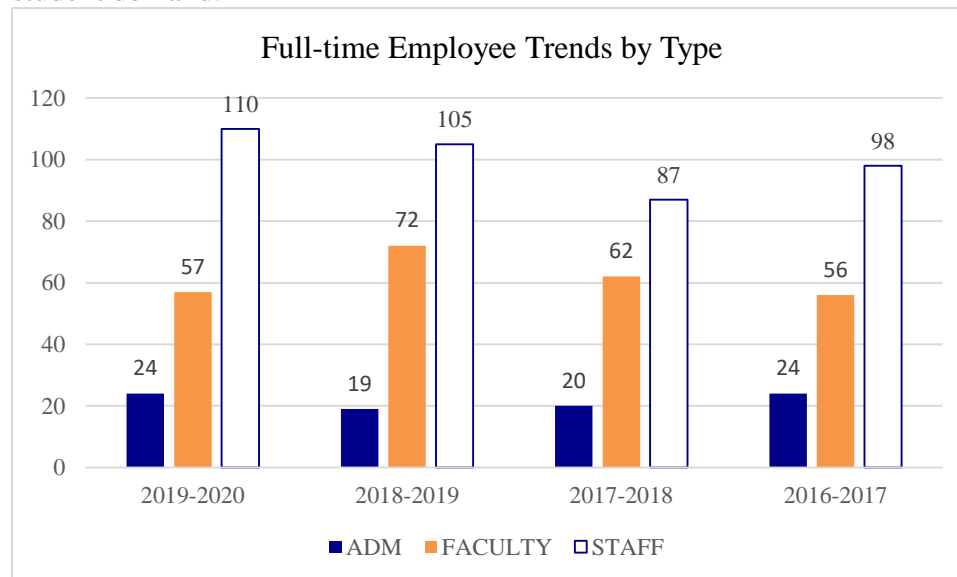
CMI's recruitment follows a seven-step process for both faculty and non-faculty positions:

1. Search Committee is established, briefed by HR and signed off on confidentiality and declaration of conflict.
2. Development of the selection criteria- required and preferred qualifications confirmed in accordance with job posting and become the selection criteria.
3. Search committee develops recruitment plans with HR assistance.
4. Initial screening- committee members granted access to applicants' portal to screen applicants in accordance with selection criteria. Search Committee meets to review individual shortlists and agree to interview shortlists and prepare interview questions.
5. Reference Checks of shortlisted candidates are conducted by HR.
6. HR facilitates interviews conducted by the Search Committee of shortlisted candidates.
7. Search Committee submits a written recommendation of selected candidate(s) to the President for approval.

Prior to posting, all new positions as well as existing positions with a substantial change to job responsibilities are assessed in accordance with the college's Job Evaluation System to ensure there is consistency in job size and qualification and remuneration [\(III.A.1-5\)](#).

Analysis and Evaluation

Overall recruitment trends for faculty, administrators and staff have been consistent based on student demand.



Through a process of shared governance, CMI policies and procedures are developed, reviewed, revised and approved to ensure consistency and fairness in the college's recruitment of employees. The application of

recruitment policies and procedures is closely monitored by Human Resources and Administrators to ensure there is consistency in the recruitment of employees.

The College meets Standard III.A.1.

2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to

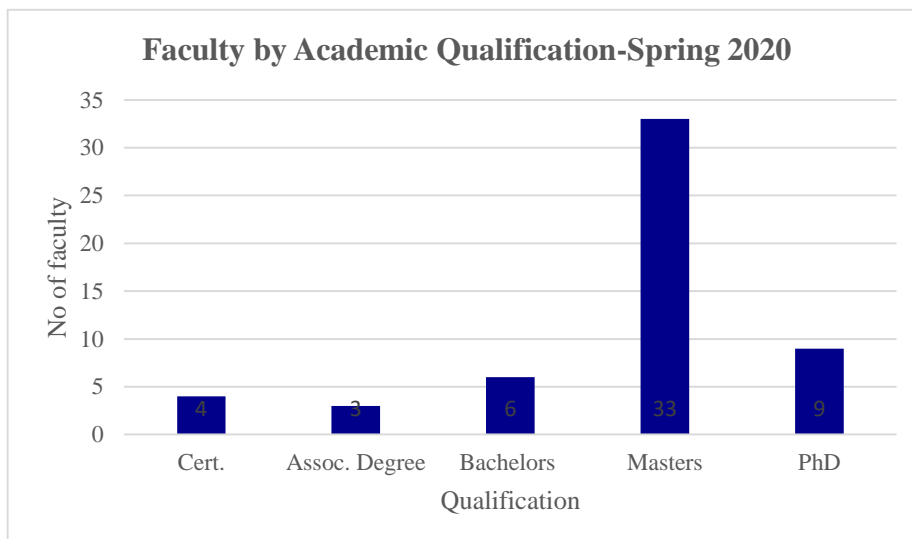
the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evidence of Meeting the Standard

CMI ensures that all faculty positions are advertised in compliance with the college's stated minimum qualification requirements for faculty nationally, regionally and internationally. The general job description for faculty is articulated in the HR Policy and Procedure Handbook ([III.A.2-1](#)). Individual faculty job descriptions are reviewed and updated each time a faculty position is advertised. Job postings specify required qualifications and HR monitors compliance.

All full-time faculty in developmental education and credit programs must hold a master's degree or equivalent in the field of their teaching assignment ([III.A.2-2](#)). In every case, a master's degree is preferred, but if the master's is not in the "field of their teaching assignment," equivalency must be established. A determination of equivalency is approved by the Vice President Academic and Student Affairs in consultation with the Dean of Academic Affairs. While the policy also applies to Adjunct faculty, most recruited hold a minimum qualification of a bachelors' degree and teaching experience.

Faculty in the Adult Basic Education program are required to hold a bachelor's degree, and faculty in the vocational carpentry and maritime programs are required to hold certificates of professional expertise in their respective fields.



Analysis and Evaluation

Compliance with this policy is ensured through the recruitment process with both the Job Description and Job Posting clearly stating a Master's degree or equivalent and teaching experience as the minimum qualification requirements. Job descriptions are reviewed each time a position is re-advertised and with changes updated accordingly to ensure they accurately reflect current roles and responsibilities and academic discipline requirements. The Marshallese Studies department which teaches the Marshallese language is staffed by faculty with the traditional and indigenous knowledge required to teach the Marshallese language program. Current faculty in the Marshallese department do not hold a master's degree.

The college also recognizes the very small labor market in the RMI and the scarcity of qualified faculty with masters' degrees. For this reason, the College draws its adjunct faculty from the pool of professionals already in full-time positions of employment, most of whom are high

school teachers with Bachelors' degrees. The current policy on degree equivalence for faculty is being revised to address these two aforementioned groups.

Baccalaureate Degree

The job description for teaching faculty for the Bachelor's Degree in Elementary Education was specifically drawn up and approved. This was used for the recruitment of an additional teaching faculty for the program [\(III.A.2-3\)](#). All faculty currently engaged in teaching the Bachelor's degree in Elementary Education hold a Master's degree with one faculty holding a PhD in Elementary Education [\(III.A.2-4\)](#).

[The College meets Standard III.A.2.](#)

3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

Administrators and employees at CMI responsible for educational programs and services possess the necessary qualifications necessary to perform their duties and responsibilities set out in their job descriptions. As discussed in III.A.1, the college's Job Classification guidelines specify minimum qualification and work experience requirements.

All management and professional positions are advertised on the CMI Job website and applicants are required to complete an online application and submit a resume, a letter of interest, official academic transcripts and references. The recruitment system automatically screens out incomplete applications or applicants who do not possess the minimum academic qualifications.

The search committee screens candidates and selects a shortlist of candidates to be invited for an interview [\(III.A.3-1\)](#). The college also ensures sustainability of its institutional effectiveness and academic quality by complying with its policy of building Marshallese capacity in the college. The designated Human Resources officer facilitates all hiring processes by providing advice and guidance to the hiring committees using the approved recruitment policy and procedures in chapter two of the Human Resources Policies and Procedures Handbook [\(III.A.3-2\)](#).

While management and professional hiring committees are chaired by administrators, the hiring committee for administrators is chaired by the president. The search process for an administrator can include an onsite visit by the final shortlisted candidates and such a visit may include meetings with constituent groups and a public presentation to the college community before a final selection is made [\(III.A.3-3\)](#).

Analysis and Evaluation

The Human Resources department together with the College Administrators ensures that the college's recruitment process is conducted with fairness, equity, transparency and free of any

form of discrimination. The expanded search process for the President and Administrators underscores the importance of the position and the need to select the best qualified person with the most appropriate organizational fit given the geographical and resource constrained challenges faced by the college.

The College meets Standard III.A.3.

4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

The college ensures that required degrees for faculty, administrators, and management and professional positions are from institutions accredited by recognized accrediting agencies by requiring applicants to submit official transcripts from their institution. The Human Resources Department is responsible for receiving and vetting transcripts and uses a third party to verify degrees in accordance with this requirement. The College currently uses Hireright to undertake this process on its behalf ([III.A.4-1](#)).

The Assistant Director Human Resources submits an online request for “educational verification” of degrees and employment verification of work experience of the selected candidate to Hireright. Documents sent include official academic transcripts and degrees, resume, and names and contacts of referees. In accordance with recruitment and hiring procedures, educational verification means:

1. ensuring that the selected candidate possesses all education credentials beyond high school listed on the application, resume or cover letter or otherwise cited by the candidate that qualify the individual for the position sought, and
2. for non-US institutions, confirmation of accreditation of the institution where the external candidate received his/her degree(s) and US equivalency of such degree(s).

Analysis and Evaluation

All offers made to successful candidates are contingent upon the College’s verification of credentials and in addition successful candidates hired from outside of the Marshall Islands undergo a comprehensive background check. In cases where non-U.S. accredited institutions cannot be verified by Hireright, Human Resources will undertake its own verification process before a decision to accept the qualifications of the candidate is reached.

The College meets Standard III.A.4.

5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to

their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard

CMI's Performance Management System for all employees is outlined in chapter five of the Human Resources Policy and Procedure Manual: Performance Evaluation and Compensation under "Work Performance Evaluation." Policy 5.1.1 Performance Management System(PMS) outlines the purpose, guidelines and procedures for evaluating performance for all employees ([III.A.5-1](#)).

Implemented in 2016, the college's Performance Management System was developed under a consultative and participatory framework that included all constituent groups of employees ([III.A5-2](#)). The PMS has a reward component with performance outcome ratings linked to reward and recognition ([III.A.5-3](#)).

The College ensures the continued relevance and effectiveness of the PMS through a formal review process of the system ([III.A.5-4](#)). In accordance with the policy, the PMS was formally reviewed after the first year of implementation and will undergo subsequent reviews every two years thereafter. The review of the PMS is the responsibility of the Director Human Resources.

While there are minor differences to the performance evaluation criteria for faculty and non-faculty, the guiding principles and processes are the same. Like non-faculty, all full-time faculty are covered under the same PMS. Adjunct faculty are not covered under this policy.

The Performance Evaluation Moderation Committee reviews performance evaluation outcomes for all employees to ensure evaluations are conducted in a realistic, consistent and fair manner and norms and standards are being applied consistently. There are two committees, one to consider faculty evaluations and the second to consider non-faculty evaluations ([III.A.5-5](#)) and meet at the end of each performance cycle. The committees include the presidents of the relevant employee senates.

HR monitors the process by sending out notifications and reminders of timelines. The Human Resources department provides training and guidance to employees and supervisors prior to each planning and review phase of the cycle ([III.A.5-6](#)), ([III.A.5-7](#)).

Analysis and Evaluation

CMI is now into the fourth cycle of using the current Performance Management System. All employees of the college under contracts of 12months and longer are evaluated annually under the provisions of the PMS policy and procedures. Individual employee evaluation includes a mid-term review and a formal evaluation at the end of the performance cycle which follows the college's fiscal cycle. Employee Work Plans are submitted to HR at the start of the cycle, likewise final evaluations are submitted to HR at the end of the cycle. Employee work plans and evaluations are submitted to Human Resources where they are filed on record.

Full time faculty are evaluated annually and new faculty on probation are evaluated after 6months. Adjunct faculty are assessed informally by department chairs at the end of each semester and prior to making a decision to rehire in the following semester.

The PEMCs make formal recommendations to the president for the approval of performance outcomes and recommendations for rewards. Every employee receives a formal letter communicating their annual performance evaluation outcome. Depending on individual evaluation outcomes achieved an employee may receive a financial reward, commendation or a performance improvement recommendation. Employees also have the right to appeal the final outcome if they believe due process was not followed. Performance evaluation outcomes also inform decisions for contract renewal.

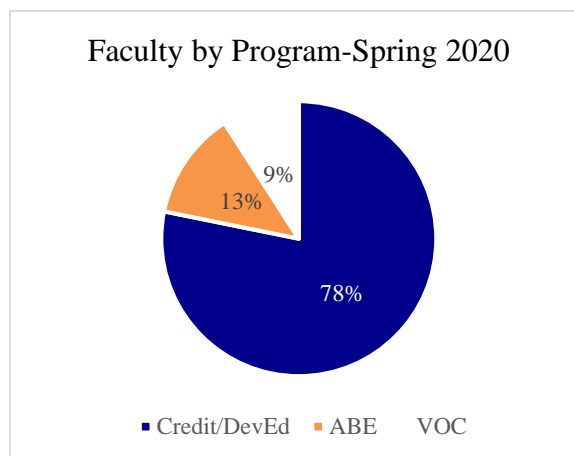
The College meets Standard III.A.5.

6. ~~The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.~~ (Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.)
7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty **and** may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

Evidence of Meeting the Standard

Through program reviews and budget planning processes academic departments forecast and confirm their faculty needs for the forthcoming academic year ([III.A.7-1](#)). Two key factors used by the college to determine its faculty numbers are student numbers and faculty retention. The total number of students over the period from 2016/17-2019/20 has averaged at 900 per school year. For the same period, the number of faculty for credit and developmental education programs has averaged 45 per academic year. Student/Faculty ratio is currently 20:01.

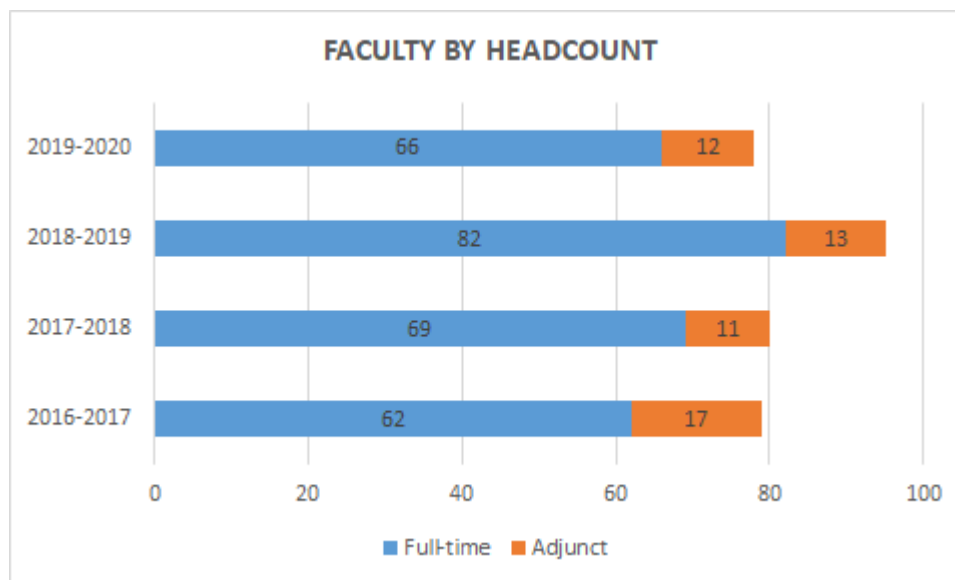
The composition of full time faculty in Spring 2020 reflects student numbers in the various programs of study with 78% of faculty engaged in teaching developmental education and degree programs.



Analysis and Evaluation

As discussed in Standard III.A.1, faculty numbers increased in 2018-2019 in response to a growth in student numbers. However, faculty numbers decreased in 2019-2020 when departing faculty were not replaced as a result of the faculty workload policy changing the load from 12 to 15 credits per semester [\(III.A.7-2\)](#).

As the national college of the Marshall Islands, CMI makes a conscious effort to increase Marshallese capacity amongst teaching faculty. In this regard, increasing the number of Marshallese



faculty teaching in the degree programs is a key performance indicator that continues into the new strategic plan.

At the start of the academic year 2019-2020, Marshallese faculty in the credit and Developmental Education programs increased from 11% (5) in 2018 to 16% (7) of the total number of faculty. Adult Basic Education and Vocational and Continuing Education faculty are almost all Marshallese. One new Marshallese faculty joined the ranks of our credit faculty in the academic year commencing fall 2020 and another is expected to join in spring 2021 upon completion of their Masters Degrees from the University of Guam under the Majol Mokta (Faculty Fast Track) Program. In addition, the College continues to support current Marshallese faculty to further their academic qualifications with one pursuing a PhD and two more furthering their studies to complete a masters' degree and a Bachelors' degree.

Baccalaureate Degree

Approved in 2018, CMI's BAEE program has three full-time and one part-time faculty dedicated to teaching the program. All faculty engaged in teaching the Bachelor's degree in Elementary Education hold a Masters Degree, with one faculty holding a PhD in elementary education.

[The College meets Standard III.A.7.](#)

8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard

The College draws its adjunct faculty from professionals working and residing in Majuro. A general advertisement for adjunct faculty is placed prior to the commencement of each new semester based on departmental requests ([III.A.8-1](#)).

When appointed, adjunct faculty undergo orientation by the Department Chair and are included in departmental meetings and communication. Where necessary an adjunct is given work space for better access to students. Adjunct faculty are included in the Faculty Orientation Program scheduled at the commencement of each semester organized by the Dean of Academic Affairs ([III.A.8-2](#)).

Analysis and Evaluation

The majority of CMI courses are taught by full-time faculty. Ninety per cent of adjunct faculty hold teaching positions in high schools in Majuro. This limits their ability to participate in professional development and other college activities to hours outside of their own teaching responsibilities. The Business Department relies on adjuncts and provides dedicated work space for the two adjuncts in the department.

Orientation for new adjuncts includes sessions on the College's Student Information System, classroom use orientation, and CMI Standards of Conduct. Adjunct faculty are given CMI email accounts and included in departmental and college-wide communication. The process of performance evaluation for adjuncts is mostly informal based on feedback from course coordinators and students. A more formal procedure for evaluation of adjuncts is in development.

[The College meets Standard III.A.8.](#)

9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard

The College uses its program review process to determine its staffing needs ([III.A.9-1](#)). In addition, specific staffing needs are determined in response to function changes and specific project needs.

Non-faculty employees currently comprise 71% of all employees. Professional, technical, and support staff make up 79% of this group. Over the period from 2017 to 2020, the College increased the number of staff providing technical, physical, and administrative support services from 87 to 110. Between the period from 2016-2020 a total of 32 new positions most of which were in instructional support services in support of distance education programs as well as enhancing administrative support ([III.A.9-2](#)).

Analysis and Evaluation

The increase in staff is attributed to the expansion of services to the outer islands with the establishment of Distance Education Centers in Jaluit and Wotje and the enhancement services provided at the Arrak Campus and Ebeye Distance Education Centers. Also contributing to the increase in staffing was the expansion of Adult and Continuing Education, including the Youth Corps program.

In addition, the capacity to deliver administrative and governance services in the Office of the President was enhanced with three new positions, the Executive Officer, Internal Auditor and Secretariat Officer to the Executive Council. The latter two are still going through the recruitment process.

[The College meets Standard III.A.9.](#)

10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

Evidence of Meeting the Standard

The president of the college is supported by an executive vice president and three vice presidents who make up the senior leadership team. The executive vice president and vice presidents are supported by middle management deans and directors heading each of the key functional areas that support the CMI's mission and goals ([III.A.10-1](#)).

The College's administrative leadership structure has evolved over time in response to the growth of the student population and the strategic priorities of the college. An expanded administrative structure was recently implemented to ensure continuity and effective leadership ([III.A.10-2](#)).

Analysis and Evaluation

CMI maintained a consistent number of administrators over the last 3-5 years. The recent increase in the number of senior administrators from three to five is in response to the need to build capacity at the highest level of college administration to ensure continuity and effective leadership.

[The College meets Standard III.A.10.](#)

11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

CMI's Human Resources Policy and Procedures Hand book is authorized by the Board of Regents pursuant to its By-Laws. The HR Department is responsible for facilitating policy

development through the Human Resources Committee which includes representatives from the various employee governance senates [\(III.A.11-1\)](#).

CMI'S Human Resources Policy and Procedures Handbook is easily accessible to all employees on the college website [\(III.A.11-2\)](#). It is also accessible on the Employee Web Service (EWS) Self-service kiosk. The Human Resources Policy and Procedures Hand book covers all employees of the college and is reviewed and updated annually in accordance with the requirements specified in chapter one.

The Human Resources Department conducts policy awareness sessions for employees covering areas like 'Employee Benefits, Leave Benefits, PMS and Professional Development Programs [\(III.A.11-3, III.A.11-4\)](#). HR also responds to individual department's requests to conduct policy awareness sessions on specific areas.

Analysis and Evaluation

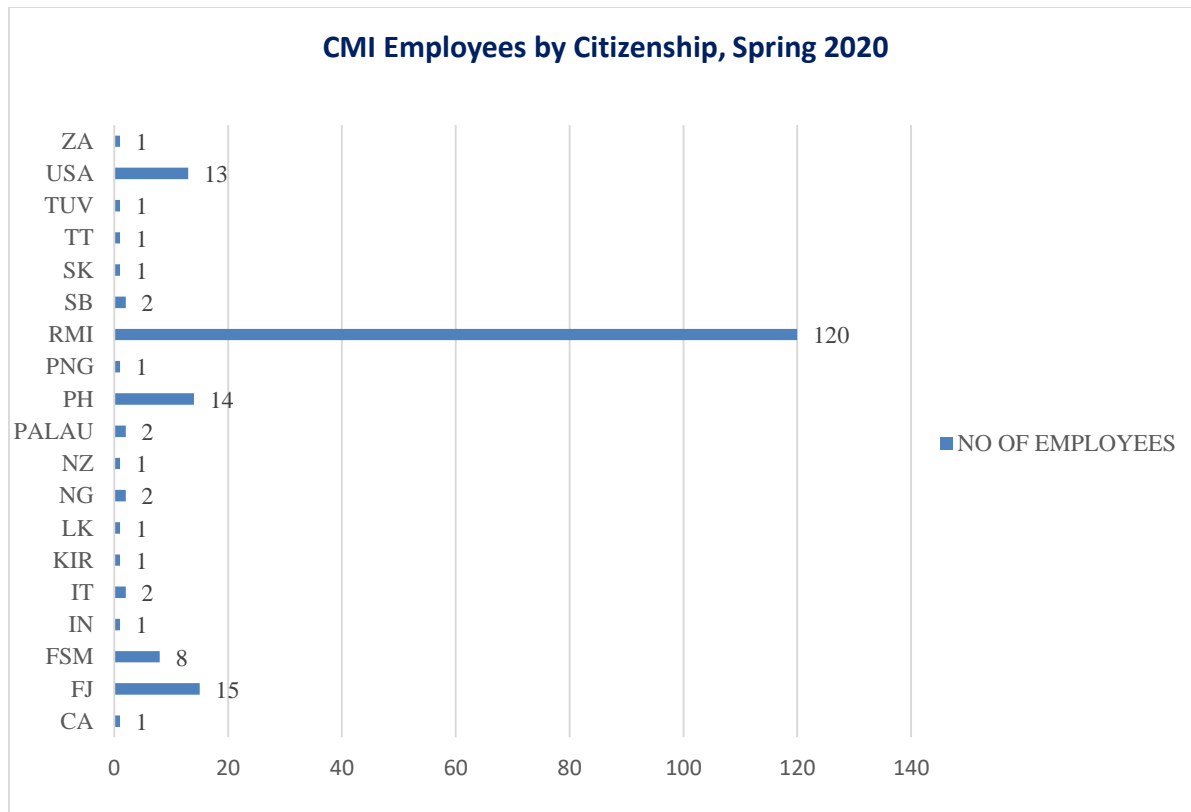
Proposals for new and revised policies are derived from governance senates and the college administration through the HR Department. All such proposals must be tabled before the Human Resources Committee for a first reading before being circulated to all governance senates for employee feedback. Governance senates are usually given a minimum period of two weeks to provide feedback. Policies are discussed at the next meeting of the HRC and may be recommended to the Executive Committee for consideration and onward recommendation to the Board of Regents for approval. Employees are also represented by their senate Presidents at the Executive Committee. The handbook is updated annually in the month of December and posted on the College website

[The College meets Standard III.A.11.](#)

12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

CMI's philosophy states, "we 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 content addresses the general and specific needs of the students, the local community, and the nation." In this regard, CMI takes pride in the diversity of its employees who comprise citizens from 19 countries. As the national college for higher education in the Marshall Islands, CMI employs more Marshallese than any other citizenship.



Administrators play a key role in ensuring adherence to the college's policy on equal employment opportunity ([III.A.12-1](#)). To ensure compliance, all search committees are chaired by an administrator or the administrator's designee and facilitated by HR.

The College supports non-Marshallese language speakers to enroll in Basic Marshallese language courses offered by the Marshallese Studies department. Orientation of new non-Marshallese faculty includes sessions on the Marshallese culture and understanding how Marshallese students learn ([III.A.12-2](#)).

Analysis and Evaluation

The College pays particular attention to ensuring diversity among its faculty, management, and professional staff where Marshallese are in the minority. For this reason, HR ensures that every search committee includes a Marshallese employee in accordance with policy requirements to ensure Marshallese interests are represented. In addition, the Faculty Fast Track program aims to increase the number of Marshallese faculty. College activities organized by employees and students are inclusive and support diversity.

The College meets Standard III.A.12.

13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

CMI's core values of High Character, Respect and Truth Seeking are embedded into employee attributes and standards of behavior. Chapter four of the Human Resources Policy and Procedure Handbook [\(III.A.1-1\)](#) specifies Conduct and Work Performance Standards for Employees. In particular, policy 4.4 specifies the General Standards of Conduct that all employees are expected to abide by [\(III.A.13-1\)](#). Consequences for violation to standards of conduct are articulated in the Employee Discipline policy [\(III.A.13-2\)](#).

The employee attributes of Integrity and Respect are two of five attributes on which all employees are assessed as part of their annual performance evaluation [\(IIIA.13-3\)](#).

Analysis and Evaluation

Administrators and supervisors are responsible for ensuring employees comply with these general standards of conduct. Where there is a breach of standards by an employee, the supervisor and administrator with guidance from HR are required to take the necessary action consequential to the violation. Violations are investigated and recommendations for disciplinary action must be supported by evidence of wrongdoing.

[The College meets Standard III.A.13.](#)

14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The College provides professional development opportunities through its Jitdam Kapeel Programs for a Sustainable Workforce [\(III.A.14-1\)](#). Using the College's Performance Management System, employee development needs are identified and linked to opportunities for professional development accessible through the Jitdam Kapeel programs [\(III.A.14-2\)](#).

At the start of the 2020 school year a total of eighteen (18) employees were on a JK sponsored program pursuing higher degrees. Three successfully completed their studies at the end of the school year [\(III.A.14-3\)](#).

The College is also focused on building Marshallese capacity amongst faculty and the Faculty Fast Track program is targeted at achieving this goal [\(III.A.14-4\)](#). The first successful candidate in this program joins the Education Department as an instructor in the Fall 2020 semester and the second expected to complete her masters' degree by the Fall 2020 semester and will join the Liberal Arts department in the Spring of 2021. Four more candidates will be recruited into this program at the commencement of the new school year [\(III.A.14-5\)](#). Developing on-the-job skills

is also a focus of the professional development programs, and opportunities are accessible to employees through its in-house training programs [\(III.A.14-6\)](#).

The College maintains its commitment to providing professional development programs for employees with an annual budgetary provision of \$89,000 for scholarships and an increase to \$30,000 for the Faculty Fast Track Program for Fiscal Year 2020-2021 [\(III.A.14-7\)](#).

Analysis and Evaluation

One of the objectives of professional development at CMI is to build Marshallese capacity in the Management and Professional cadres. In this regard, Marshallese comprise eight (8) of the total sponsored employees pursuing their bachelors' degrees in the areas of education, business and information systems and two (2) pursuing masters' degrees. Three have recently completed their studies, two obtaining Bachelors' Degrees and the third a Masters' Degree. This achievement immediately contributes to enhancing the professional capacity in the relevant departments.

The Faculty Fast Track Program is directly contributing to the increased number of Marshallese faculty teaching credit programs with the first successful candidate now teaching in the Education Department and the second candidate expected to join the Liberal Arts Department in Spring 2021.

[The College meets Standard III.A.14.](#)

15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

The College's Human Resources Department has responsibility for maintaining the security and privacy of all employee records [\(III.A.15-1\)](#). The employee, or his/her representative, may request access to his/her personal file. Such a request is submitted in writing to the Director of Human Resources and the employee granted access in the presence of a Human Resources Officer. Employee Medical records are kept separately in a secure locked cabinet with prior approved access.

Analysis and Evaluation

The College maintains employee records in both paper and electronic form. A Personnel File is created for every employee upon hiring and maintained by HR throughout their employment period at CMI. The files are kept in fire-proof cabinets in the Office of the Director HR and only accessed by HR personnel for official business. Copies of documents in the Personal File are also uploaded electronically to the Employee's records on the MIP HRIS system.

The employee may request a copy of any document in their personal file but cannot remove a document from their file. When the Director of HR receives a request from an employee to view their personal file, the employee is granted access in the presence of the HR Officer.

The College meets Standard III.A.15.

Conclusions on Standard III.A. Human Resources

The institution effectively uses its human resources to achieve its mission and to improve academic quality and institutional effectiveness.

The College meets Standard III.A.

Improvement Plan(s)

Standard	Action	Timeline	Position Responsible
III.A.4	While the College continues to use a third party to verify qualifications of new employees, a formal process for verifying equivalence of non-US Accredited institutions to strengthen the existing process will be put in place. The process will include approving a list of non-US Accredited institutions for the purpose of establishing US equivalency of degrees awarded.	May 2021	Human Resources Director
III.A.8	The current Performance Management System covers all employees, but a more formal procedure to address the evaluation of adjuncts will be put in place.	May 2021	Dean of Academic Affairs

Evidence List

<u>III.A.1-1</u>	Chapter Two-Recruitment Policies and Procedures
<u>III.A.1-2</u>	Fiji Times and Pacific Islands Jobs job postings
<u>III.A.1-3</u>	Faculty Job Posting and Job Descriptions
<u>III.A.1-4</u>	Internal Job Advertisement
<u>III.A.1-5</u>	Job Evaluation System
<u>III.A.2-1</u>	Faculty Job Description
<u>III.A.2-2</u>	Degree requirement for Faculty
<u>III.A.2-3</u>	BAEE Faculty Job Posting
<u>III.A.2-4</u>	BAEE Faculty qualifications
<u>III.A.3-1</u>	Shortlist Matrix
<u>III.A.3-2</u>	Role of HR in recruitment policy
<u>III.A.3-3</u>	Candidates for Vice President Academic and Student Affairs onsite visit program
<u>III.A.4-1</u>	Hireright candidate employment and qualification verification
<u>III.A.5-1</u>	PMS Policy
<u>III.A.5-2</u>	PMS Evaluation Report
<u>III.A.5-3</u>	Rewards and Recognition policy
<u>III.A.5-4</u>	PMS Review policy
<u>III.A.5-5</u>	Performance Evaluation Moderating Committee Terms of Reference
<u>III.A.5-6</u>	CMI Announcement PMS Roll-out 2016
<u>III.A.5-7</u>	PMS Timelines notification 2018-2019
<u>III.A.7-1</u>	Program Reviews
<u>III.A.7-2</u>	Faculty Workload policy
<u>III.A.8-1</u>	Adjunct Recruitment advertisement
<u>III.A.8-2</u>	Email communication- Adjunct training
<u>III.A.9-1</u>	Program Review schedule for administrative units
<u>III.A.9-2</u>	List of new positions created 2017-2020
<u>III.A.10-1</u>	CMI Org Structure
<u>III.A.10-2</u>	Administrative Restructure
<u>III.A.10-3</u>	Draft Integrated Planning manual-pg 38
<u>III.A.11-1</u>	HRC RSA
<u>III.A.11-2</u>	College website address for HR Policy and Procedure Handbook
<u>III.A.11-3</u>	HR Policy Awareness Training
<u>III.A.11-4</u>	New Employee Orientation
<u>III.A.12-1</u>	Equal Employment Opportunity policy
<u>III.A.12-2</u>	New Faculty Orientation Program
<u>III.A.13-1</u>	General Conduct Standards policy
<u>III.A.13-2</u>	Employee Discipline policy
<u>III.A.13-3</u>	Employee Attributes
<u>III.A.14-1</u>	Professional Development policy
<u>III.A.14-2</u>	PMS Form- Development Objectives
<u>III.A.14-3</u>	JK Update Report Spring 2020
<u>III.A.14-4</u>	Faculty Fast Track policy
<u>III.A.14-5</u>	Faculty Fast Track Advertisement
<u>III.A.14-6</u>	In-House Professional Development Schedule
<u>III.A.14-7</u>	HR Budget Fiscal Year 2020-2021

B. Physical Resources

1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard

To assure safe and sufficient resources, CMI identifies and addresses issues dealing with access, safety, security and a healthful learning and working environment on a continuing basis. The college's Physical Plant Director, who chairs the Plant and Facilities Committee and reports to Vice President of Business and Administrative Affairs, is directly responsible for ensuring the safety and sufficiency of the College's physical resources at the Uliga main Campus and other locations at Arrak, Ebeye, Jaluit and Wotje. Any facility emergencies or immediate safety hazards are reported directly to the Physical Plant Division and/or to the Security Department, both of which are on standby 24 hours a day, and 7 days a week. HippoFM, a customized maintenance software developed by a Canadian-based facilities maintenance company, is used to manage non-emergency maintenance issues, including: reporting of any unsafe facilities in need of repair or cleaning, generating reports on maintenance expenditures by specific criteria, (for example, the cost of maintenance by labor or by building or equipment), generating automated preventative maintenance schedules, and providing maintenance related data for better planning ([III.B.1-1](#)). CMI personnel submit work requests for routine maintenance and services online using the HippoFM software ([III.B.1-2](#)). Students can report safety issues to CMI personnel.

CMI provides sufficient instructional and support space for its students, faculty, and staff. The College of the Marshall Islands has two campuses on Majuro Atoll. The main campus occupies 3.97 acres of land on the Uliga Ocean side. The Arrak Campus for Technical and Vocational Education, which is on 9.76 acres of land, is located approximately 23 miles away from the main campus. In addition, CMI also has distance education centers located on Ebeye in Kwajalein Atoll, Jabor in Jaluit Atoll and in Wotje.

The main Campus in Uliga, Majuro has assignable space inventory comprising of: 10,000 square feet of Administration office space, 32,000 square feet of classroom space, 5,000 square feet of lab space, 25,000 square feet of learning resource center (inclusive of library space, media production space, information technology, and nuclear institute), 10,000 square feet of Faculty Offices, and 14,000 square feet of dormitory. In addition, the College has nonstandard space including: 15,000 square feet common staff/student cafeteria, assembly areas, the bookstore, and other unspecified spaces) and 10,000 square feet of central stores/maintenance. The Physical Plant and Facilities Committee (PPFC) helps identify facility needs and planning future upgrades.

CMI's Safety and Security department, headed by a Director of Safety and Security, has grown from a team of three people covering the Uliga Campus to the twenty personnel working 24

hours, 7 days a week securing and observing safety throughout the campuses. [\(III.B.1-3\)](#) The Security personnel provide: 24/7 campus security patrol and monitoring, incident and crime reporting, security checkpoints, residence hall security, building entry and access, campus information, and emergency transportation. They maintain a good relationship with the local police and manage the CCTV security camera system. [\(III.B.1-4\)](#). Additionally, the Safety and Security Department prepares incident reports under the U.S Clery Act requirements, and compiles data to be included in the U.S Department of Education's website for disclosure [\(III.B.1-5\)](#).

Analysis and Evaluation

Organizational infrastructure is in place to ensure there are safe and sufficient physical resources at all locations where courses, programs, and learning support services are offered (including DEC's). CMI maintains complete control over all its facilities. If any CMI staff or students observe a problem with access, safety, or security, the issue can be reported to the Physical Plant Department or the Safety and Security department. In addition, CMI staff may utilize the HippoFM online maintenance request process to report problems with facilities.

The Safety and Security Department ensures that those who attend classes and who work at the College's campuses and centers do so in a secure and healthful learning and working environment 24 hours a day, 7 days per week at all sites.

[The College meets Standard III.B.1.](#)

2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

CMI's master planning framework includes a medium-term Facilities and Security *Wappepe*. This plan supports the achievement of the long-term *METO*: Educational Master Plan, which was developed to fulfill the college's mission, and ensures development of facilities needed to support the medium-term Learning & Teaching *Rebbelip plan*, which flows from the *METO*. In planning the Facilities and Security *Wappepe*, meetings were held with student groups and various CMI Departments and employees to complete a SWOT analysis. A draft plan was then presented to the stakeholders (Staff Senate, Student Body Association, Faculty Senate, the Management Group, and Administration) to ensure departmental and programmatic needs such as enrollment growth, resources requirements, and technological and curriculum needs and other factors, were addressed. The feedback was incorporated into a final draft presented to all college stakeholders to review and provide feedback once again. The final plan was adopted by the BOR [\(III.B.2-1\)](#). The activities in this *Wappepe* become part of the Strategic Plan.

The Facilities and Security *Wappepe* was also developed with reference to the 20-Year Maintenance Plan, developed by BECA Consulting firm between 2010 and 2012, which provides detailed maintenance plan schedules and estimated annual costs wherein the College can set aside annual funding to ensure funds are available for future maintenance needs. The RMI Government increased the Maintenance funding for CMI from \$250,000 annually to \$500,000 annually and with this increase, the planned projected maintenance costs in the CMI's Maintenance Plan look to be financially sustainable at the current level of funding. Moreover, the College used the 20-Year Maintenance Plan to establish a maintenance investment fund with the Bank of Marshall Islands in 2016 to cover future repair and maintenance needs so as to lessen the financial burden on CMI's general fund in the future ([III.B.2-2](#)).

Of the \$10.4 million projected for Financial Year 2018 under both restricted and unrestricted funds, 19 percent was allocated for Operations & Maintenance ([III.B.2-3](#)). For FY2019, 19 percent of the \$8.4 million projected expenditures under unrestricted funds was allocated for Operations and Maintenance ([III.B.2-4](#)). Also for FY 2018, 21 percent of the \$2.3 million projected expenditures under restricted funds was allocated for Capital Improvement Project and 12 percent for Maintenance Investment Fund Account with BOMI. The 21 percent was to fund ongoing campus renovations. Of the \$2.8 million projected expenditures under restricted funds for FY 2019, 28 percent was allocated for the Capital Improvement Project which includes the \$500,000 transfer out to the investment account at BOMI ([III.B.2-5](#)).

Analysis and Evaluation

Facilities planning is part of CMI's integrated planning process. This process puts the mission first and develops a long-term educational plan to support the mission, which the Facilities and Security plan, among other plans, support in turn. Program and service needs determine equipment replacement and maintenance. The 20-Year Maintenance Plan, however, must be updated.

The College meets Standard III.B.2.

3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence of Meeting the Standard

Under the new, extended program review cycle, Physical Plant is slated to complete its program review according to the FACETS process with Group VI. Physical Plant began its program in the fall semester of 2020 and is expected to be completed in the spring semester of 2022.

Prior to the implementation of FACETS, Physical Plant completed program review annually ([III.B.3-1](#)). In addition, the program review of all other Departments and sections of the college include plans and evaluation of the facilities and equipment to which they have access as program resources. These reviews are expected to take utilization and other relevant data into account ([III.B.3-2](#)).

Analysis and Evaluation

The FACETS processes will integrate meaningful review of the Physical Plant's operations into the integrated planning process. Through this process, CMI regularly evaluates the use of its facilities and uses the results for improvement.

Baccalaureate Degree

The College has set aside funds for ongoing maintenance of its facilities to address current and future needs at all CMI centers where the BAEE courses are taught. The newly opened Library at the Jaluit Center provides learning support services for the BAEE students at the Jaluit Center.

[The College meets Standard III.B.3.](#)

4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

CMI has a 20-Year Maintenance Plan to support the college's operations and the mission, as discussed in III.B.2. Responsibility for updating the plan falls on the Physical Plant and Facilities Committee ([III.B.4-1](#)), but this has not been done since the plan was developed in 2011. To further address financial stability in meeting the College's future maintenance needs, the Board of Regents passed a resolution in May 2017 to open a Maintenance Fund investment account with Bank of the Marshall Islands ([III.B.4-2](#)).

The College's Five-Year Rolling Budget includes capital outlays for the period from 2016-2021 ([III.B.4-3](#); [III.B.4-4](#)). Capital projects included in the current five-year budget include building expansion projects in the Arrak Campus and Ebeye Center. New projects were included in response to community and government need to expand services to Jaluit and Wotje Atolls. New buildings include a library in Jaluit, a computer laboratory, and classroom space. In Wotje, a World War II Japanese bunker underwent major renovations to house the new Wotje Distance Education Center.

Analysis and Evaluation

The current Five Year Rolling Budget served as the college's long term capital plan from 2016 and is due to expire in 2021. While the Five Year Rolling Budget and the 20-Year Maintenance Plan both support the college's mission and goals, both are due for revision and new plans will need to be formulated from capital project priorities identified in the CMI *METO* and five *Wappepes*. A more detailed Capital Works Construction plan will be a complement, and an input, into the Five-Year Rolling Budget. The Five-Year Capital Construction Plan will include projections of total cost of ownership. To ensure that plans are kept current, the Physical Plant and Facilities Committee will need to meet regularly and maintain appropriate records.

[The College does not meet Standard III.B.4.](#)

Conclusions on Standard III.B. Physical Resources

The College has planning, participatory governance, and program review structures in place to ensure long-term maintenance is funded and that facilities development and maintenance meet institutional needs and are integrated into institutional planning. However, the relevant plans have not always been updated as needed through the participatory governance process.

The College does not meet Standard III.B.

Improvement Plan(s)

Standard	Action	Timeline	Position Responsible
III.B.4	Update the 20-Year Maintenance Plan	May 2021	Plant and Facilities Committee Chair, reporting to the Vice President for Business and Administrative Affairs
	Develop a Five-Year Capital Construction Plan	May 2021	Plant and Facilities Committee Chair, reporting to the Vice President for Business and Administrative Affairs
	Ensure that the Physical Plant and Facilities Committee meets regularly	Ongoing	Plant and Facilities Committee Chair, reporting to the Vice President for Business and Administrative Affairs

Evidence List

III.B.1-1	Sample Report from HIPPO
III.B.1-2	Process of Reporting on HIPPO
III.B.1-3	Safety and Security Organizational Chart
III.B.1-4	CCTV Camera Safety and Security System
III.B.1-5	Example of a Safety and Security report written according to Clery Act
III.B.2-1	Facilities and Security <i>Wappepe</i>
III.B.2-2	20 Year Maintenance Plan
III.B.2-3	Sample of Annual Prioritized Plan
III.B.2-4	Annual Report 2017
III.B.2-5	Annual Report 2018, pg. 62
III.B.3-1	Physical Plant program review 2015-2026
III.B.3-2	Example of a Departmental Program Review
III.B.4-1	Physical Plant and Facilities Committee RSA
III.B.4-2	BOMI statement on CMI maintenance fund
III.B.4-3	Five-Year Rolling Budget-a
III.B.4-4	Five Year Rolling Budget-b

C. Technology Resources

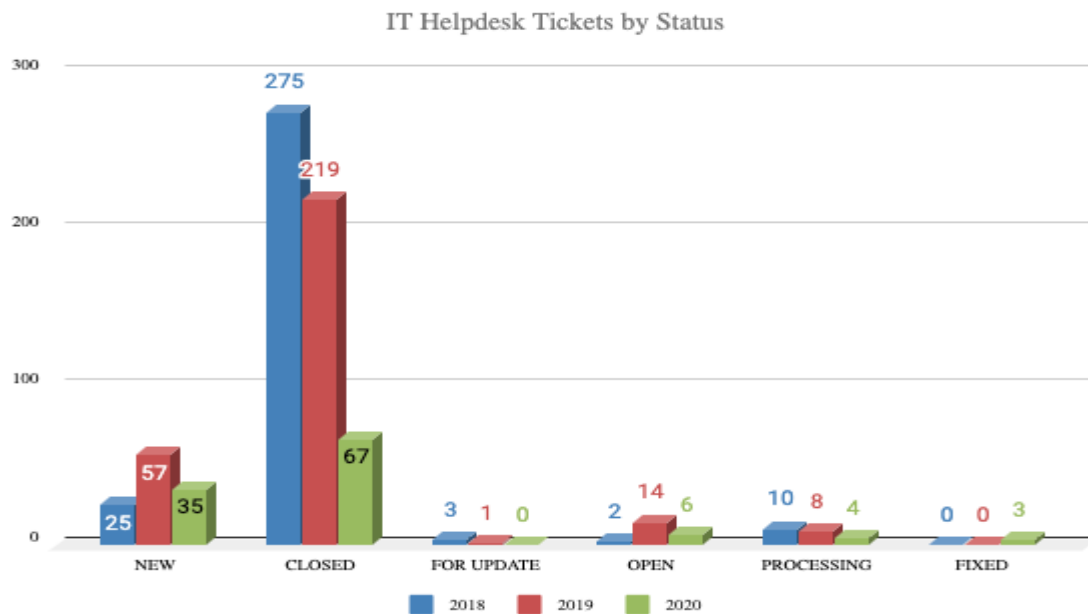
1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

The CMI Information Technology Department (ITD) supports the academic and administrative needs of the institution and its mission. Program review assesses how well ITD supports the college's ongoing progress ([III.C.1-1](#)). CMI ensures that sufficient technology resources are available to support the institution's management and operational functions, professional support, equipment ([III.C.1-2](#)), hardware, and software required for online services, and learning management ([III.C.1-3](#)) for academic programs.

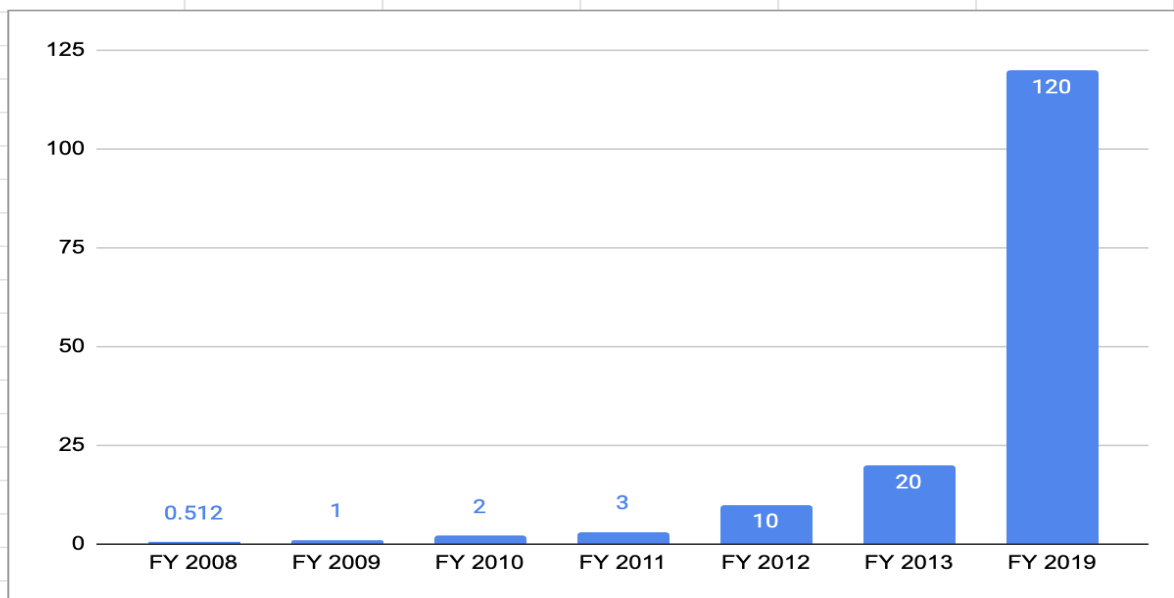
Analysis and Evaluation

The Information Technology Department in its effort to respond to the institution's needs has proactively devised three initiatives, namely: Helpdesk, Ncomputing Technology and bandwidth expansion. The Helpdesk system ([III.C.1-4](#)) gives the Information Technology Department a centralized platform to handle immediate issues besetting the faculty, students, and staff. Helpdesk tracks the needs at the given moment, and ITD staff responds immediately and appropriately to mitigate or solve the issue.



	<i>Year</i>	<i>Number of computers</i>	<i>Student/Computer Ratio</i>	<i>Classroom</i>
	2002	30	30:1	
	2008	100	6:1	
	2013	300	3:1	
	2020	355	2:1	

In collaboration with the local internet service provider, the college increased its internet bandwidth from 20 Mbps in 2013 to 120 Mbps in 2019. This expansion particularly secured the internet support for delivering online classes from the main campus in Uliga, Majuro to the Distance Education Centers.



The College meets Standard III.C.1.

2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

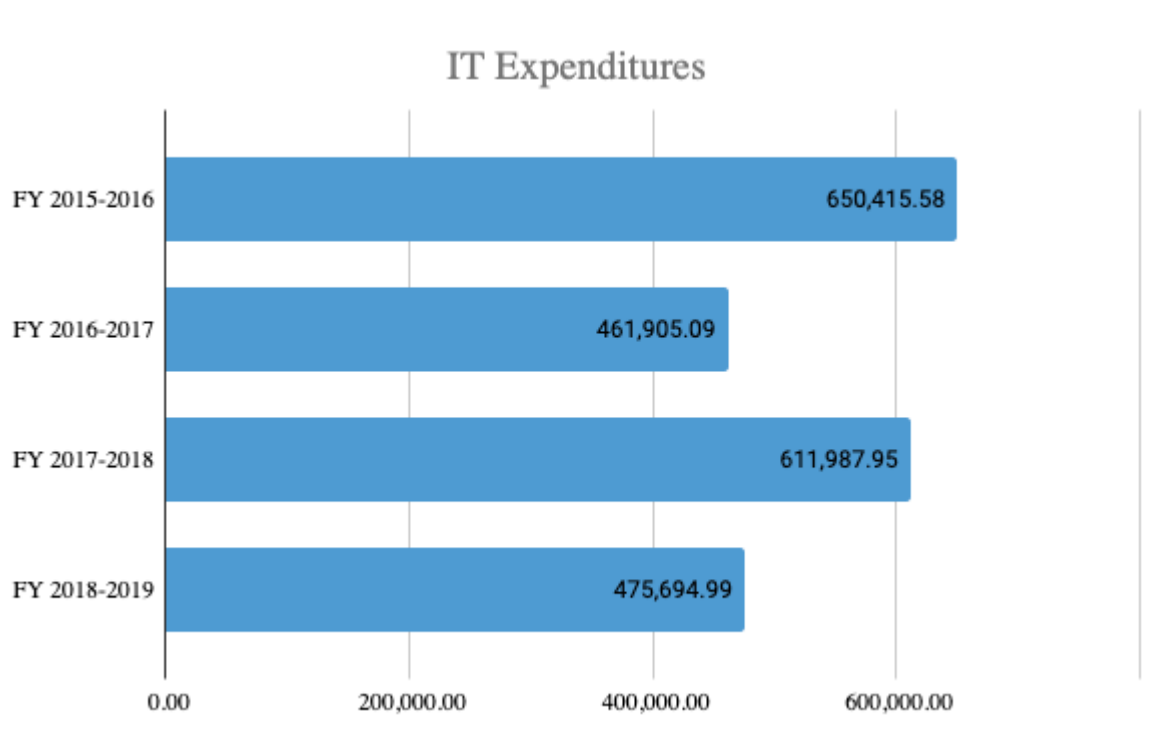
Evidence of Meeting the Standard

ITD is focused on the continuous upgrading of network and system infrastructure while it anticipates the need to eliminate obsolete units untenable for use in the institution. To that end, the long-standing IT Committee collaboratively works with ITD to upgrade the school computers of Faculty and Staff. The Computer Replacement Procedures, ([III.C.2-1](#)) approved by the IT Committee, adequately supplies new computers to faculty and staff periodically. Rapid changes in technology necessitate that the college addresses the institutional needs via this systematic plan to ensure technological support to its mission, operations, programs, and services.

Analysis and Evaluation

ITD provided this three-pronged response to this measure. First is the complete adherence to the existing Computer Replacement Procedures when the ITD, in 2018, replaced the faculty Lenovo Thinkpads with the more efficient and lighter Macbook Pro or Microsoft Surface Pro. Similarly replaced were the desktop computers used by the staff. All laptops are replaced every two to three years while desktops get replaced every four to five years. The IT department determines technological needs of particular entities through requested institution-wide surveys ([III.C.2-2](#)). Next shows the centralization of the internet to one controller that can handle multiple sites (Unifi-Network). The last presents the annual IT budget which always allocates for new

initiatives such as the continuous hardware and system upgrade based on the assessment result from the annual program review (HP Blade System).



Baccalaureate Degree

The TEC computer lab, dedicated for the use of Education majors, converts into virtual NCOMPUTING. The TEC Lab has a total of fifteen computers connected to a dedicated server to provide more effective and secure computing services. One dedicated printer is also available for the students to use. Four laptops have also been set up in the BAEE Student Lounge to increase opportunities for access to devices and connectivity.

The College meets Standard III.C.2.

3.The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

ITD provides the highest quality information technology solutions, in the most cost-effective manner, to facilitate the College mission as it applies to the management, teaching, learning, and community service ([III.C.3-1](#)). The college uses a web-enabled Student Information System (SIS) ([III.C.3-2](#)) which delivers registration and transcript services.

Analysis and Evaluation

Two features have recently been integrated into the existing SIS-iNavigator system that benefitted Administrators and students. The Admissions Funnel was included in the system as an additional feature in 2019 to assist CMI in keeping a record of students or prospective students' data in the following areas. Similarly, another feature was incorporated into the SIS to allow current students to add, drop, and withdraw from courses online instead of using paper. This is the add/drop feature on the Student Portal, initially implemented in fall 2020.

[The College meets Standard III.C.3.](#)

4.The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

CMI's technological framework is well set in place. Instructions have all been provided before coming on board and while on board. ITD effectively supports online courses inclusive of Moodle, zoom, and distance education.

Analysis and Evaluation

The two campuses (Uliga and Arrak) on Majuro are both technologically and independently equipped to support the functions of each separately. The Uliga campus hosts the most number of post-secondary programs while the Arrak campus hosts the Vocational Education Department which offers Carpentry and Maritime programs.

The College provides students with hands-on technology experience. Academic researches employ the internet capability to address student success. Likewise, with the use of the Learning Designer Position, the faculty is trained to utilize the learning management system known institution-wide as Moodle which the college has been using since 2007. Presently, some 59 faculty members, adjunct faculty included, use Moodle to enhance their courses.

The online Moodle modules span 177 sections of 90 different courses which are offered every semester. These courses are as follows:

- Developmental Education with 5 courses
- Elementary Education with 19 courses
- Nursing and Allied Health with 11 courses
- Liberal Arts with 17 courses
- STEM with 16 courses
- Business Studies with 9 courses
- Marshallese Studies with 8 courses
- Vocational Education with 5 courses

On top of the two campuses are the three Distance Education Centers. Course delivery via teleconferencing is essential for students in the outer islands. ITD's capabilities deliver the institution's products and services. The table below summarizes each location's capacity.

Campus	Computer Labs	Computers	Internet	Video Conferencing
Uliga Campus	13	265	Yes, LAN, & WiFi	Zoom room, 2 Polycom system, and Board Room.
Arrak Campus	1	39	Yes, LAN, & WiFi	Polycom System
Ebeye DEC	1	30	Yes, LAN, & WiFi	Polycom System
Jaluit DEC	1	21	Yes, LAN, & WiFi	Zoom Room
Wotje DEC	1	12	Yes, LAN, & WiFi	Zoom Room

ITD regularly conducts institution-wide electronic surveys to identify training and professional development needs. ([III.C.4-1](#), [III.C.4-2](#)). Workshops and seminars periodically update faculty and staff changes in technology and the status of ongoing expansion or projects. ([III.C.4-3](#)). In the recently concluded IT Services Survey in Fall 2019, 79.7 percent of respondents indicated that IT Support is successfully achieved by simply "walking into ITD" while the remaining percent used the help desk, email, or other approaches.

The College meets Standard III.C.4.

5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

CMI adheres to the technology policies specified in IT Policies and Procedures which was revised, recommended and approved by the Executive Council on February 16, 2016 and approved by the Board of Regents on September 21, 2016. IT Policies and Procedures are reviewed every six.z years unless an immediate change in the Policies is needed whereupon a committee is convened to discuss the issues at a regular meeting ([III.C.5-1](#)).

Analysis and Evaluation

The IT Policies and Procedures Manual is a guide to students, faculty, and staff on the Eligibility and Acceptable use of IT technology at the college. It provides wide access to information technology resources for essential education purposes. Technology resources are shared with all users ([III.C.5-2](#)).

The employee is also reminded to use the Email, Internet, and IP Telephone for business only. Shared IT resources comprise the Moodle System ([III.C.5-3](#)), Zoom Meeting ([III.C.5-4](#)), Student Information System ([III.C.5-5](#)), IP Telephone ([III.C.5-6](#)), and technology classrooms.

The College meets Standard III.C.4.

Conclusions on Standard III.C. Technology Resources

The institution has sufficient technological resources to achieve its mission and to improve academic quality and institutional effectiveness. College systems are well maintained and improved as needed.

The College meets Standard III.C.

Improvement Plan(s)

None

Evidence List

<u>III.C.1-1</u>	IT Department Program Review
<u>III.C.1-2</u>	Information Technology Resources Inventory
<u>III.C.1-3</u>	Learning Management System Screenshot (Moodle)
<u>III.C.1-4</u>	Helpdesk System Screenshot
<u>III.C.2-1</u>	Technology Equipment Replacement Procedures
<u>III.C.2-2</u>	Institution-wide IT Survey
<u>III.C.3-1</u>	IT Department Mission and Administrative Unit Outcomes
<u>III.C.3-2</u>	Student Information System Portal
<u>III.C.4-1</u>	IT Semester-based IT Technology Survey
<u>III.C.4-2</u>	Workshops and IT Trainings
<u>III.C.4-3</u>	IT Expansion Projects
<u>III.C.5-1</u>	IT Policies and Procedures
<u>III.C.5-2</u>	IT Policies and Procedures Manual
<u>III.C.5-3</u>	Moodle System
<u>III.C.5-4</u>	Zoom System
<u>III.C.5-5</u>	Student Portal
<u>III.C.5.6</u>	IP Telephone System

D. Financial Resources

Planning

1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

Evidence of Meeting the Standard

The annual audit report ensures the integrity and stability of CMI's financial affairs ([III.D.1-1](#)). The College's five-year rolling budget establishes allocations for all departments, including those responsible for instructional programs and student support services ([III.D.1-2](#)). Department heads allot these funds each year as appropriate to meet their programmatic goals; as part of this process, they may also request additional funds for specific purposes. For example, for FY2019-2020, the Counseling Department was granted additional funding to allow two team members to visit the Jaluit Distance Education Center and work with students there in person. The final budget annual budget portfolio ([III.D.1-3](#)) is approved by the Budget Committee, Executive Council, and finally the Board of Regents.

Analysis and Evaluation

The institution has sufficient revenue from tuition and fees, RMI government funding, Compact of Free Association funding, grants, and other sources to support educational improvement and innovation. These resources are distributed in a manner that ensures the College can meet its goals, especially with regards to instructional programs and student support.

In addition, CMI's investment strategy includes the following funds to ensure long-term stability:

Endowment Fund: An Endowment Fund was created to safeguard the College's financial stability. Also, as part of the College long term plan, it has developed ambitious goals to create endowments for the college's operating budget, the baccalaureate program in education, nursing and allied health and the Marshallese Institute ([III.D.1-4](#)). The maintenance fund had reached \$1.75 million as of September 30, 2020.

Contingency Fund: In FY2015, the College transferred the Contingency Fund from the First Hawaiian Bank to the Bank of the Marshall Islands. The move was made to help in response to continuous downturns in the College's contingency fund with the First Hawaiian Bank due to negative interest gain ([III.D.1-5](#)). The contingency fund stood at \$1.003 million (11% of the College's operating budget) as of September 30, 2020.

Maintenance Fund: In FY2016, the College submitted a resolution to CMI's Board of Regents to use a portion of the Infrastructure Maintenance Fund to start an investment fund with the Bank of the Marshall Islands. For fiscal year 2016, CMI was awarded \$750,000 of which \$500,000 was used to start the fund. Since then, CMI has inserted additional cash into the investment to capitalize on the investment opportunity ([III.D.1-6](#)). As of September 30, 2020 the maintenance fund totaled \$1.589 million.

Baccalaureate Degree

Funding for the BAEE program is part of the Education Department budget. This funding includes a faculty line added in fall 2018 to ensure that sufficient courses could be offered.

The College meets Standard I.D.1 and Eligibility Requirement 18.

2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

Budget planning is part of CMI's integrated planning process. Initiatives from program review or activities from the strategic plan that cannot be funded by the responsible department's usual budget compete for funding through a prioritization process. The Institutional Effectiveness Committee evaluates proposals based on institutional priorities and a ranked list to the Budget Committee. The Budget Committee allocates funds to these proposals in ranked order ([III.D.2-1](#)). Allocation of funds to initiatives is included in the budget portfolio presented for Board of Regents approval.

Analysis and Evaluation

Annual fiscal planning supports the college mission and completion of both short-term plans produced by College departments and medium-term plans produced by the institution. All medium-term plans flow from the College's long-term *METO*: Educational Master Plan. The Board of Regents meetings at which the budget portfolio is approved are open to the public and include discussion of how the budget supports CMI's plans ([III.D.2-2](#)).

[The College meets Standard III.D.2.](#)

3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard

CMI's Budget Committee includes budget managers from across college constituencies, along with a student representative ([III.D.3-1](#)). In addition, budget proposals are shared at Board of Regents meetings and via email ([III.D.3-2](#)).

Analysis and Evaluation

The College has established processes for financial planning and budget development. Constituents have the opportunity to participate in the budget development process by working with their department heads and by proposing initiatives through program review.

[The College meets Standard III.D.3.](#)

Fiscal Responsibility and Stability

4. Institutional planning reflects a realistic assessment of financial resource availability,

development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

The College Budget Committee and the Financial Affairs Committee of the Board of Regents regularly discuss availability of resources. A Grants Management Handbook is currently being developed to encourage college employees to seek additional resources to fund activities that support the mission and achievement of institutional goals ([III.D.4-1](#)).

Analysis and Evaluation

The annual budget portfolio and other reports provide accurate information to individuals engaged in institutional planning. Sound financial planning is a key element of the sustainability goal of the college long-term planning document, the *METO*: Educational Master Plan ([III.D.4-2](#)).

The College meets Standard III.D.4.

5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

Purchasing at CMI follows a process of approvals through Microix's Workflow Modules software ([III.D.5-1](#)). Budget managers can also view their budgets and remaining balances at any time through Microix.

College financial information is disseminated through the Budget Committee ([III.D.5-2](#)), regular training for budget managers ([III.D.5-3](#)), emails to the CMI community ([III.D.5-4](#)), and discussions at each Board of Regents meeting ([III.D.5-5](#)).

Analysis and Evaluation

CMI has established internal controls for purchasing and other financial functions. Financial information is shared in a timely manner, especially with budget managers and other personnel responsible for making financial and budgetary decisions.

The College meets Standard III.D.5.

6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

CMI contracts Deloitte & Touche to perform an annual audit to examine the College's financial records, including restricted and unrestricted funds. At the end of every fiscal year when the

audit report is completed, the audit report is discussed with the Board Finance Committee and the whole Board of Regents. The audit is also discussed with the College Budget Committee and the CMI community and others through appropriate media, including the CMI Web site. The summary of audit findings and questioned costs are provided in the audit reports along with the College's responses and corrective action plans to the findings and questioned costs ([III.D.6-1](#)).

Analysis and Evaluation

The annual audit demonstrates the integrity of CMI's financial management practices. The budget accurately depicts how institutional funds will be spent during the fiscal year.

Departments may reprogram between line items, but moving more than ten percent of a department's allotted funds requires Board of Regents approval.

[The College meets Standard III.D.6.](#)

7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

The chart below shows responses to prior findings listed in the audit report for fiscal year 2018:

Finding Number	CFDA Number	Status and Corrective Plan
2015-001	N/A	The College continuously addresses these inactive accounts as of September 30, 2018. Majority of the remaining inactive accounts were under the oversight of the former VP of Academic Affairs.
2016-001	84.063	Not corrected. Refer to the planned corrective actions in the Corrective Action Plan for Finding 2018-001.
2016-002	84.063	Not resolved as per the grantor's final determination letter dated December 7, 2017. CMI to continue to review and revise as necessary, its internal policies and procedures to ensure that student credit balances are issued, and returned according to the Federal regulations.
2017-001	84.063	Not resolved as per the grantor's final determination letter dated January 17, 2019. Further, grantor requested CMI to continue to review and revise as necessary, its internal policies and procedures to ensure that student credit balances are issued, and returned according to the Federal regulations.

Analysis and Evaluation

Finding No. 2017-001 refers to deficiencies in CMI's handling of federal student aid, specifically maintaining appropriate records of eligible students, return to Title IV, and on-time disbursement of funds. To address these issues, the college reformed its Financial Aid Office (FAO), appointed a new director, and relocated it from student services to the administration building, with a reporting line to the Vice President for Business and Administrative Affairs instead of the Dean

of Student Services to ensure better financial compliance. In addition, the college ended a practice that allowed faculty to withdraw students. FAO has also produced a new Policy and Procedures Manual for financial aid. Because the solutions reached across multiple sections of the college, the findings and action plans were communicated widely through emails and presentations to college employees.

The College meets Standard III.D.7.

8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

CMI regularly produces a Performance Balanced Scorecard that includes evidence of how well the financial and internal control systems are working ([III.D.8-1](#)). The annual external audit is the primary source for this scorecard.

Analysis and Evaluation

CMI uses the accounting system called the ABILA, which provides control mechanisms to track and manage financial records. The College also uses the ABILA system to develop and execute the annual budget. The system provides budget managers with real time budget and payroll data (via the HR module attached to ABILA). Budget managers use Microix. The College has sufficient controls in place to ensure effectiveness and detect any fraudulent activities.

To effectively utilize the ABILA system, the College continues to review and revise the Accounting Policy and Procedures Manual to ensure the processes for financial planning, budget development and control mechanisms are user-friendly and practical.

The College meets Standard III.D.8.

9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

CMI's cash and cash equivalents, which registered at \$1,824,965 in Fiscal Year 2018 showed an increase of \$313,427 or 20.74% from Fiscal Year 2017 as shown in the table below:

	2018	2017	2016
Cash Provided by (used in):			
Operating activities	(3,526,524)	(3,377,465)	(4,012,959)

Noncapital financing activities	4,271,769	4,579,366	4,321,649
Capital and related financing activities	(214,606)	(278,346)	(101,765)
Investing activities	(217,212)	(7,702)	(90,394)
Net Change in cash	313,427	915,853	116,531
Cash-beginning of year	1,511,538	595,685	479,154
Cash & cash equivalents-end of year	1,824,965	1,511,53	595,685

Analysis and Evaluation

CMI has maintained a strong cash position since Fiscal Year 2017. As discussed under III.D.1, the contingency fund has increased to 11% of the total operating budget.

The College meets Standard III.D.9.

- The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard

To ensure the proper management of financial aid, CMI has recently produced updated Policy and Procedure manuals for financial aid ([III.D.10-1](#)) and grants ([III.D.10-2](#)). Standard III.D.7 describes steps taken to improve financial aid management.

Analysis and Evaluation

The College's grants include the following

Grant Name	Funder	Amount	End Date
Navigating Student Success in the Pacific	US Dept. of Education	\$1,249,985.00	May 2021
Advanced Technological Education	National Science Foundation through University of Hawaii Manoa	\$43,450.00	March 2021
Islands of Opportunity Alliance- Louis Stokes Alliances for Minority Participants	National Science Foundation through University of Hawaii Manoa	\$91,600.000	August 2023

Reimaanlok- Ridge to Reef	UNDP Pacific Office Fiji	\$197,375.00	April 2020
Peer to Peer Educator Grant	SAMHSA Through RMI Single State Agency	\$59,070.00	October 2021
Improving the Quality of Basic Education	Asian Development Bank	\$801,724.00	September 2023
Atoll Soil Improvement	Land Grant through COM-FSM	\$40,000.00	October 2021
Forestry Stewardship Program	U.S. Department of Agriculture	\$40,000.00	March 2023

In addition, the Upward Bound program, worth \$1.3 million over five years, returned to CMI in 2017. In 2019, it was granted forward funding status, which reflects excellent management of the grant.

[The College meets Standard III.D.10.](#)

Liabilities

- The level of financial resources provides a reasonable expectation of both short- term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard

The table below shows CMI's net revenues and expenditures for the period FY 2014 to FY 2019.

GENERAL LEDGER ACCOUNTS	FISCAL YEAR 2014	FISCAL YEAR 2015	FISCAL YEAR 2016	FISCAL YEAR 2017	FISCAL YEAR 2018	FISCAL YEAR 2019
Revenues						
Tuition and Fees	\$4,227,283	\$4,011,020	\$3,873,885	\$3,914,173	\$4,338,097	\$4,458,567
RMI Subsidy	\$2,874,880	\$2,818,604	\$2,805,667	\$3,155,405	\$3,155,406	\$3,772,104
Auxiliary Enterprise	\$975,552	\$845,300	\$872,183	\$867,052	\$890,586	\$908,628

Other Revenues	\$792,242	\$443,294	\$769,594	\$317,025	\$516,290	\$534,067
Federal Grants	\$42,250	\$ -	\$ -	\$ -	\$(14,808)	\$ -
Total Revenues	\$8,912,207	\$8,118,218	\$8,321,329	\$8,253,656	\$ 8,885,571	\$9,673,366
Expenditures						
Salaries and Wages	\$4,355,730	\$4,567,244	\$4,168,672	\$4,179,597	\$4,222,203	\$4,329,412
Insurance: Life and Supplemental Health	\$192,154	\$195,636	\$206,167	\$231,474	\$274,124	\$226,877
Insurance: General, Workman's Comp, and Fire	\$43,661	\$65,561	\$48,044	\$43,854	\$33,996	\$10,347
Insurance: Automobile	\$9,250	\$5,613	\$7,082	\$10,392	\$10,425	\$37,725
Staff Housing	\$416,407	\$426,631	\$400,051	\$469,498	\$437,738	\$429,631
Staff Travel and Development	\$187,605	\$220,005	\$156,946	\$143,564	\$221,450	\$228,149
Recruitment and Expatriation	\$118,422	\$110,846	\$162,958	\$105,086	\$205,735	\$73,199
Contractual, Consultancy and Professional Fees	\$148,950	\$74,402	\$65,570	\$70,935	\$69,509	\$209,235
Materials and Supplies	\$264,698	\$307,974	\$204,116	\$ 268,196	\$246,726	\$313,381
Reference Materials and Audiovisuals	\$19,406	\$51,946	\$116,264	\$95,570	\$158,584	\$157,184
Telephone, Fax, Postage and Advertising	\$250,809	\$120,569	\$257,664	\$205,528	\$185,171	\$ 146,164

Representation and Entertainment	\$21,540	\$45,405	\$30,612	\$57,483	\$69,973	\$121,990
Gas, Oil, and Lubricants	\$54,267	\$66,032	\$51,484	\$23,344	\$60,063	\$71,412
Land Lease	\$76,450	\$ 107,621	\$100,514	\$84,607	\$113,619	\$84,342
Equipment Repair	\$52,604	\$22,584	\$1,855	\$1,925	\$13,063	\$23,410
Minor Renovations and Improvements	\$ 45,771	\$-	\$-	\$-	\$-	\$-
Utilities (Water and Electricity)	\$391,997	\$332,084	\$404,114	\$388,696	\$417,781	\$422,123
Purchases: Bookstore	\$811,431	\$884,033	\$806,151	\$810,977	\$740,944	\$872,819
Purchases: Vehicles and Equipment	\$214,320	\$56,064	\$271,362	\$84,095	\$75,331	\$189,219
Student Aid and Activities	\$143,271	\$269,509	\$243,355	\$243,208	\$191,593	\$281,362
Bad Debts	\$327,022	\$173,143	\$240,380	\$468,134	\$1,291,459	\$751,250
Others	\$253,361	\$(138,313)	\$266,077	\$244,646	\$420,816	\$315,539
Total Expenditures	\$8,399,125	\$7,964,588	\$8,209,440	\$8,230,808	\$9,460,301	\$9,294,768
Net Revenue/ (Deficit)	\$513,082	\$153,630	\$111,889	\$22,847	\$(574,730)	\$378,598

Analysis and Evaluation

The table above shows that from FY2014 to FY2019 the College's revenue has been steadily increasing. Expenditures have also increased during this period and thus the net revenue declined over the same period except for 2019. CMI had only had a deficit in FY2018. The deficit was due largely to uncollectable student receivables resulting from issues related to student Pell awards. Standard III.D.7 discusses the college's efforts to improve administration of Pell grants. The Budget Committee reviews budgets and budget plans to ensure efficient use of resources.

The College meets Standard III.D.11.

12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

CMI does not offer retirement benefits to its employees beyond its contributions to the Marshall Islands Social Security Administration as required by RMI law. In 2019, a proposal was brought to the Board of Regents but was rejected due to the potential for high future liabilities. Employees may be paid for no more than 208 hours of annual leave upon separation from the College. Employees hired from overseas may be eligible for up to \$2500 in moving expenses and the cost of return transportation.

Analysis and Evaluation

The Human Resources budget includes \$124,750 per year for recruitment and expatriation, which covers travel for both incoming and outgoing employees. CMI's OPEB and other future liabilities are relatively low and budgeted for.

[The College meets Standard III.D.12.](#)

13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard

CMI has no locally incurred debt instruments that can affect the financial condition of the institution.

[The College meets Standard III.D.13.](#)

14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

CMI does not have any debt instruments such as bonds. As noted in the Handbook of Grant Award Management and Compliance, grant expenditures must go through CMI's internal process and be approved by the Grants Coordinator to ensure compliance with the funding source's intended purpose. Donations to the College earmarked for the endowment are deposited directly in the appropriate, separate account [\(III.D.14-1\)](#).

Analysis and Evaluation

In response to the COVID-19 pandemic, some federal grants had to change their planned budgetary expenditures, following approval, in order to continue meeting their objectives. Students enrolled in courses through the Navigating Student Success in the Pacific project had been scheduled to travel to Majuro for their final summer session but could not do so due to the border closures. Instead, the project reallocated travel funds to purchase computers and internet service so that students could complete their studies from home. This change has kept the program scholars on track to graduate in May 2021. Upward Bound's summer program could not be residential due to CMI's Arrak Campus serving as a quarantine center. Savings were used to purchase technology to enable students to join online sessions should COVID-19 reach the RMI.

The College meets Standard III.D.14.

15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

CMI students are not eligible for loans under Title IV.

Analysis and Evaluation

Standard III.D.7 describes CMI's reform of its Financial Aid Office to ensure compliance with federal requirements.

The College meets Standard III.D.15.

Contractual Agreements

16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

For a contract requiring payment obligations to be valid, the president must sign it as the single designated authority to bind a contract and the CFO must sign off on such a contract to certify availability of funding. Therefore, contracts are not enforceable without the signature of the president and the CFO.

Analysis and Evaluation

The president has final responsibility for ensuring that contractual agreements support CMI's mission and goals, follow institutional policy, and contain appropriate provisions to maintain the

college's integrity and the quality of its programs, services, and operations. Contracts over \$25,000 are, in addition, required to be reviewed by the bid committee ([III.D.16-1](#)).

The College meets Standard III.D.16.

Conclusions on Standard III.D. Financial Resources

CMI has established processes for ensuring that financial resources are allocated to support institutional goals in the short- and long-term. The College's financial condition is communicated through a dedicated Board of Regents committee, the College Budget Committee, and publication of key documents.

The College meets Standard III.D.

Improvement Plan(s)

None

Evidence List

III.D.1-1	CMI Annual Audit Report
III.D.1-2	Five-Year Rolling Budget Plan
III.D.1-3	Annual Budget Portfolio
III.D.1-4	Endowment Fund
III.D.1-5	Contingency Fund
III.D.1-6	CMI Maintenance Fund
III.D.2-1	Budget Committee Minutes showing Allocation of Funds for Initiatives
III.D.2-2	Board of Regents Resolution for Approval of Budget Portfolio
III.D.3-1	Budget Committee RSA
III.D.3-2	Board of Regents Meeting
III.D.4-1	Handbook Grant Award
III.D.4-2	<i>METO</i> Educational Master Plan
III.D.5-1	CMI Process of Approval in Microix
III.D.5-2	Budget Committee Approved Minutes
III.D.5-3	Budget Managers Training
III.D.5-4	Regular Training for Budget Managers
III.D.5-5	Discussion of Board of Regents Meeting
III.D.6-1	Recent CMI Audits
III.D.8-1	CMI regularly Performance Balanced Scorecard
III.D.10-1	Student Financial Aid Policy and Procedures
III.D.10-2	CMI Grants
III.D.14-1	CMI's internal process and be approved by the Grants Coordinator
III.D.14-2	Endowment Fund Separate Account
III.D.16-1	Procurement Process Sample

Standard IV: Leadership and Governance.

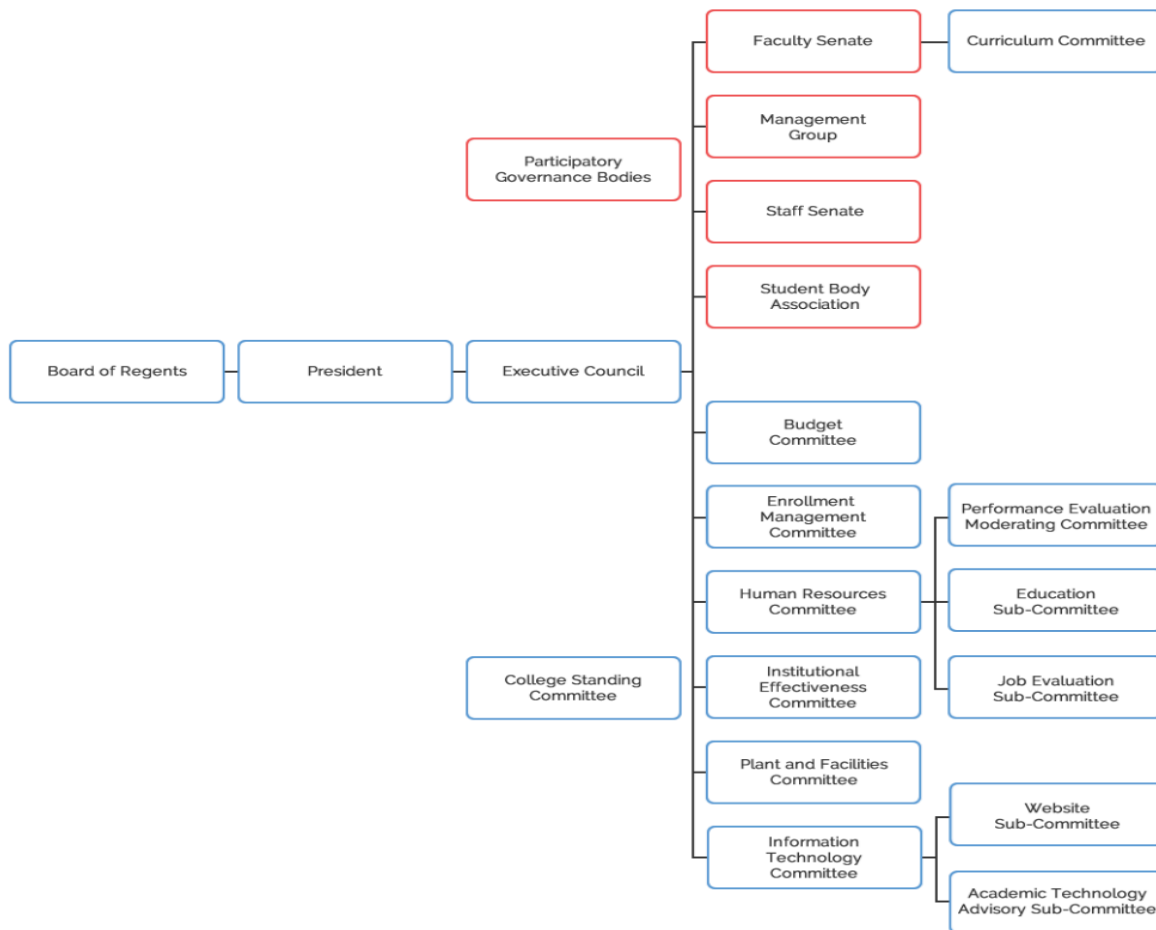
The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

A. Decision-Making Roles and Processes

1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

Members of the CMI community have multiple official structures through which they can bring their ideas for innovation. Individuals can include ideas that support program or institutional initiatives and goals in their annual Performance Management System (PMS) work plans ([IV.A.1-1](#)). Departments develop improvement plans through the FACETS program review process, which includes a three-year work plan linked to program and departmental goals; the new extended program review process specifically includes a sharing and program revision stage to ensure that innovative ideas can be promoted across campus and implemented ([IV.A.1-2](#)). Ideas with policy implications or that affect multiple departments across the campus can be brought through the relevant participatory governance body and/or college standing committee as shown in the participatory governance structure chart below.



In addition, the integrated planning process includes SWOT analyses and appreciative inquiry conducted with a variety of CMI stakeholders, including students ([IV.A.1-3](#)).

Analysis and Evaluation

The processes described above allow individuals in all roles at the college to bring their ideas for improvement forward at appropriate levels. The formation of the Institutional Review Board (IRB) shows how these processes and procedures work in practice. In 2017, the IRB Formation Committee of the Faculty Senate began meeting to develop policy and procedure for an IRB. The faculty committee also invited the Director of Institutional Research and Assessment to participate to ensure that institutional concerns were fully addressed. The committee's proposed policies and procedures were approved by the full Faculty Senate and the Executive Council. The Board of Regents approved the IRB policy on February 20, 2018 ([IV.A.1-4](#)).

The College meets Standard IV.A.1.

2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views

in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

Board Policy 620.01 established participatory governance at CMI. The policy calls for the Executive Council to be representative, with members from the participatory governance bodies including the Student Body Association (SBA), and for the stakeholder bodies to be able to propose policy and procedure. It also specifies that *ad hoc* committees and task forces may be formed by the president, executive-level administrators, constituent governance bodies, or standing committee chairs ([IV.A.2-1](#)). Student views are included at the highest level, as the president of the SBA serves on the Board of Regents. Students serve on all standing committees other than Human Resources.

Analysis and Evaluation

The basic structure of college standing committees, shown in the chart under IV.A.1, has been in place since well before CMI's last comprehensive review. Minor changes have been made such as changing the Institutional Planning Committee to the Institutional Effectiveness Committee (IEC) and the Curriculum and Assessment Committee back into the Curriculum Committee, with responsibility for assessment being moved to IEC. IEC and the Enrollment Management Committee have both established standing subcommittees in order to function more efficiently.

The 600-series of policies is due for revision in 2025. However, CMI has recognized inefficiencies in its existing participatory governance practices (see I.B.7), the Executive Council has developed terms of reference for a taskforce to review participatory governance at CMI, including policy 620.01.

The College meets Standard IV.A.2.

3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard

Each college standing committee revises its Role, Scope, and Authority (RSA) document at the beginning of the academic year; the RSA includes the membership. All standing committees have administrators and faculty members; most committees include elected representatives from the Management Group and Faculty Senate to ensure wide communication and opportunity for discussion ([IV.A.3-1](#), [IV.A.3-2](#)). The Executive Council includes the heads of the stakeholder governance bodies along with the college president and vice presidents. This body reviews institutional policies, plans, and budget documents prior to Board of Regents consideration ([IV.A.3-3](#)).

Analysis and Evaluation

Administrators and faculty play a substantial role in participatory governance, planning, and development of policies and budget documents. College standing committees balance representation with expertise. For example, the Enrollment Management Committee (EMC) includes personnel from student support services and the business office along with representatives from the constituency bodies. Beginning with the 2019-2020 academic year, EMC added representatives from the management and staff senates in recognition of enrollment management, especially student retention, being a college-wide responsibility ([IV.A.3-4](#)).

The College meets Standard IV.A.3.

4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

The Curriculum Manual describes the roles of faculty and academic administrators in developing both course- and program-level curriculum ([IV.A.4-1](#)). Curriculum development begins with faculty experts in appropriate departments. The Curriculum Committee, which includes all department chairs and is majority faculty, approves curriculum documents, and all members of faculty have the opportunity to comment on new or revised curriculum through the Faculty Senate. The Dean of Academic Affairs or the Dean of Adult and Continuing Education reviews the curriculum with particular attention to demand, sustainability, connection to the mission, impact on student achievement and (for courses) role within existing programs. The Vice President for Academic and Student Affairs focuses on the institutional perspective and ensures that it meets accreditation requirements. Programs require Executive Council and Board of Regents approval.

Recommendations about student services come through the Enrollment Management Committee (EMC), which includes the VPASA, all deans, and two faculty senate representatives, at least one of whom must be a department chair.

Analysis and Evaluation

The roles of CC and EMC are longstanding, dating from well before CMI's last comprehensive review. Prior to approval of the curriculum manual, the roles and responsibilities of faculty experts, faculty department chairs, and academic administrators in curriculum development were not clearly defined in writing. Recommendations for student services that come through EMC have grown increasingly data-driven and standards-based, as the committee has begun regularly reviewing ACCJC standards, Enrollment Management *Wappepe* outcomes, and the enrollment data for each semester.

Baccalaureate Degree

The Curriculum and Assessment Committee (now CC) began discussing the BAEE program at its March 28, 2016 meeting; it appeared in the minutes as a future agenda item and as a Bachelor of Science ([IV.A.4-2](#)). On April 20, 2016, the committee approved the BAEE's Program

Learning Outcomes ([IV.A.4-3](#)). Faculty continued to lead discussions until November 23, 2016 when CC approved the program proposal and course outlines ([IV.A.4-4](#)), The Executive Council approved the program proposal on November 25, 2016 ([IV.A.4-5](#)), followed by the Board of Regents on December 1, 2016 (IV.A.4-6).

The College meets Standard IV.A.4.

5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

The membership of CMI's standing committees ensures that the decision-making process includes relevant perspectives and that all personnel have the opportunity to contribute to decision-making in their areas of expertise and responsibility.

Standing Committee	Membership
Executive Council (EC)	The President of the College Executive Vice President Vice President for Academic and Student Affairs Vice President for Business and Administrative Affairs Vice President of Land Grant Staff Senate President Faculty Senate President Student Body Association President Management Group President
Institutional Effectiveness Committee (IEC)	Executive Vice President Vice President of Business and Administrative Affairs Vice President for Academic and Student Affairs Director of Institutional Research and Assessment Grant Coordinator/Writer Dean of Academic Affairs Dean of Student Success Vice President of Land Grant Dean of Adult and Continuing Education Director of Human Resources Chairperson of the Curriculum Committee One Faculty Senate Representative One Staff Senate Representative One Student Representative One Management Group Representative If the Accreditation Liaison Officer is not one of the members listed above, she or he also will serve as an IEC member

	If the chairperson of CMI's Budget Committee is not one of the members listed above, she or he also will serve as an IEC member
Budget Committee (BC)	Vice President of Business and Administrative Affairs Vice President for Academic and Student Affairs Dean of Academic Affairs Dean of Student Success Vice President of Land Grant Director of Arrak Campus Liberal Arts Department Chair Education Department Chair Developmental Education Department Chair Nursing Department Chair Business Studies Department Chair STEM Department Chair Carpentry Program Chair Maritime Training Program Chair Marshallese Studies Department Chair One Student Body Representative Grant Writer/Coordinator
Curriculum Committee (CC)	Voting: All Academic Department chairs Two faculty members chosen by the Committee for their interest or knowledge The degree auditor from Student Services, Dean of Academic Affairs One Vocational Education Representative Non-Voting: Dean of Adult and Continuing Education Vice President for Academic and Student Affairs One representative from Institutional Research Director of Financial Aid One Student Body Representative
Enrollment Management Committee (EMC)	Dean of Student Success Vice President of Academic and Student Affairs Dean of Academic Affairs Dean of Adult and Continuing Education Director of Admissions Director of Financial Aid Registrar Director of FABS Director of Institutional Research and Assessment Two representatives from faculty senate, at least one of whom must be a department chair One representative from staff senate One representative the management group One representative from the CMI-SBA
Human Resources	Executive Vice President Vice President of Business and Administrative Affairs

Committee (HRC)	Vice President for Academic and Student Affairs Two staff senate representatives Two management group representatives Two faculty senate representatives Human Resources Director
Information Technology Committee (ITC)	Director of Information Technology Vice President of Business and Administrative Affairs Two representatives chosen by the Faculty Senate One representative chosen by Staff Senate One representative chosen by the Student Body Association One representative chosen by Land Grant and Arrak Chief Financial Officer Dean of Academic Affairs Director of Human Resources Library Director of
Physical Plant and Facilities Committee (PPFC)	Vice President of Business and Administrative Affairs Physical Plant Director Director of FABS Campus Safety and Security Director One student representative selected by the Student Body Association One Student Services Representative The Director of Arrak Campus or designee One IT representative

Analysis and Evaluation

The broad membership of each standing committee contributes to decisions being made inclusively and with consideration of relevant perspectives. The Executive Council (EC) RSA notes that, “The engagement of administration, faculty, staff, and students is needed to collectively develop CMI’s strategic goals and policies, enhance ownership of the decision making process, create broad-based support for institutional decisions, and facilitate more effective implementation of the College’s mission” ([IV.A.5-1](#)). To ensure this inclusiveness, the EC will send proposals back to other committees as appropriate prior to approval when necessary. For example, EC requested that the Asana User Guidelines proposed by the ITC be reviewed by other participatory governance groups because the guidelines involve supervisor responsibilities and connect with the Performance Management System ([IV.A.5-2](#)).

[The College meets Standard IV.A.5.](#)

6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

The Board of Regents (BOR), college standing committees, and constituency bodies all publish their minutes to the CMI website to ensure transparency of decision-making processes. The Board of Regents also maintains a register of signed and dated resolutions on the website.

Representatives from constituency bodies (as shown in the chart under IV.A.5 above) are expected to share information with those they represent. In addition, senior administrators may share major decisions and update via email or general assemblies ([IV.A.6-1](#); [IV.A.6-2](#)). Senior administrators provide updates at the faculty symposium prior to the start of each semester ([IV.A.6-3](#)).

Analysis and Evaluation

CMI documents decision-making processes and uses multiple approaches to communicate the results.

[The College meets Standard IV.A.6.](#)

7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

Per policy 620.03, all policies must be reviewed every six years; the 600 series, which includes those policies most relevant to decision-making, is next due for review in 2025. However, as described Each standing committee is expected to complete an assessment at the end of the academic year. These assessments review meetings held, attendance, committee achievements, challenges and plans for remediation. The Executive Council (EC) reviews these assessments and thus has the opportunity to discuss their broader implications ([IV.A.7-1](#)).

Analysis and Evaluation

While the College has some assessments methods in place for governance and decision-making with EC given responsibility to oversee the processes, EC has noted that not all committees complete their annual assessments in a timely manner and that there is not a well-defined process to review the participatory governance system as a whole. As a result, the committee has begun development of terms of reference for a taskforce to conduct a thorough review. The improvement plan for I.B.7 is anticipated to include improvement in this area as well.

[The College meets Standard IV.A.7.](#)

Conclusions on Standard IV.A. Decision Making Roles and Processes

CMI offers formal and informal avenues for all community members to contribute new ideas and participate in decision-making in order to support student success; sustaining academic quality, integrity, fiscal stability; and contribute to continuous improvement in service of the college mission. Policy, governance structures, processes, and practices ensure that administrators, faculty, staff, and students collaborate for the good of the institution. and sustain the colleges. The website serves as a repository and communication tool.

The College meets Standard IV.A.

Improvement Plan(s)

None

Evidence List

IV.A.1-1	Performance Management System Work Plan Template
IV.A.1-2	FACETS Program Review
IV.A.1-3	Powerpoint from College Assembly (Bwebwenato Session)
IV.A.1-4	Board of Regents Minutes February 20, 2018
IV.A.2-1	Policy 620.01: Policy Development
IV.A.3-1	Management Group Bylaws
IV.A.3-2	Faculty Senate Bylaws
IV.A.3-3	Executive Council Role, Scope, and Authority
IV.A.3-4	Enrollment Management Committee Role, Scope, and Authority
IV.A.4-1	Roles and Responsibilities from Curriculum Manual
IV.A.4-2	Curriculum and Assessment Committee Minutes March 28, 2016
IV.A.4-3	Curriculum and Assessment Committee Minutes April 20, 2016
IV.A.4-4	Curriculum Committee Minutes November 23, 2016
IV.A.4-5	Executive Council Minutes November 25, 2016
IV.A.5-1	Executive Council Role, Scope, and Authority
IV.A.5-2	Executive Council Minutes July 1, 2020
IV.A.6-1	Email Announcing General Assembly on Presidential Succession Plan
IV.A.6-2	Email on Online Learning Policies and Procedures
IV.A.6-3	Fall 2020 Faculty Symposium Agenda
IV.A.7-1	Enrollment Management Committee Assessment 2019-2020

B. Chief Executive Officer

1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

The CMI Act of 1992 §210 - Chief Executive Officer ([IV.B.1-1](#)) and the CMI Board by-laws Article VII - Chief Executive Officer ([IV.B.1-2](#)) set for the responsibilities of the president and CEO of the college. Both indicate that “The President of the College shall have full charge and control of the administration and business affairs of the College.”

Analysis and Evaluation

Upon assuming the presidency of CMI in 2015, Dr. Theresa Koroivulaono focused on improving student success outcomes. She led the development of the CMI’s first and second strategic plans ([IV.B.1-3](#); [IV.B.1-4](#)). The second plan flows from a fully developed master planning framework, as described in section three of the document.

Throughout her five-year term, Dr. Koroivulaono increased the college's leadership capacity. She collaborated with the University of the Virgin Islands (UVI) to enroll four CMI leaders (the Dean of Academic Affairs, the Chair of the Business Studies Department, the Chair of the Developmental Education program, and the director of Arrak campus) in UVI's PhD program for creative leadership for innovation and change. Dr. Koroivulaono also instituted mentoring for the Vice President for Academic and Student Affairs ([IV.B.1-5](#)), the Vice President for Business and Administrative Affairs ([IV.B.1-6](#)), the Dean of Adult and Continuing Education ([IV.B.1-7](#)), and the Learning Designer ([IV.B.1-8](#)). The Learning Designer is a newly instituted position at CMI. Dr. Koroivulaono also raised the level of the head of Land Grant from dean to vice president.

Dr. Irene Taafaki's inaugural address, "Access and Quality in the New Normal," given on June 1, 2020 addressed the importance of ongoing innovation, accreditation, and careful fiscal planning. She noted that CMI "is at once inseparable from its social, cultural, economic and political environment: one acts upon the other. Relevance has no meaning unless it takes this institutional milieu into account" and in this context emphasized the importance of continuing to develop the Marshallese character of the College and expand offerings to Marshallese living on atolls beyond Majuro.

Both former president Dr. Koroivulaono and current president Dr. Taafaki have worked to communicate the college's values and plans regularly within the college and to external stakeholders.

[The College meets Standard II.B.1.](#)

2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard

Article VII of the Board of Regents Bylaws specifies that CMI's president and CEO has the power "to select and appoint the employees of the College as provided by Board policies and applicable law" and "to establish, plan, organize, coordinate and control the positions, duties, services, and compensation of such employees in service to the College" ([IV.B.2-1](#)). Using these powers, the president has delegated authority through an executive vice president and three vice presidents.

Analysis and Evaluation

Both former president Dr. Koroivulaono and current president Dr. Taafaki have acted as agile leaders in regularly evaluating the college's administrative structure and hierarchy to ensure that CMI can meet its mission and follow through on its strategic direction. In 2017, Dr. Koroivulaono upgraded the former GED Director position to a deanship overseeing Adult and Continuing Education. This change reflects the college's renewed emphasis on Career and Technical Education. This dean also has responsibility for the Distance Education Centers. Dr.

Taafaki has championed new positions such as the communications officer and executive council secretariat to improve college efficiency.

The College meets Standard IV.B.2.

3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:
 - establishing a collegial process that sets values, goals, and priorities;
 - ensuring the college sets institutional performance standards for student achievement;
 - ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
 - ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
 - ensuring that the allocation of resources supports and improves learning and achievement; and
 - establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

Evidence of Meeting the Standard

Under Dr. Koroivulaono's leadership, CMI developed its integrated planning process. As part of the master planning framework, a Learning and Teaching plan which was advocated by Dr. Koroivulaono incorporates the guided pathways model, while stressing that "Student achievement and timely completion are the highest priorities" ([IV.B.3-1](#)). The strategic plans incorporate the College's values and long term goals to guide the planning process ([IV.B.3-2](#); [IV.B.3-3](#)). Further to this, the Strategic Plan (2019 - 2023) demonstrates the extent to which research and analysis of both external and internal conditions were incorporated into planning development when it states that "[t]he development of the *METO* involved comprehensive internal and external stakeholder consultation and dialogue to set the direction of the long-term institutional plan. The development of the mid-term *Rebbelip*, *Wappepes* and the Strategic Plan were more internally focused and involved extensive consultation and collaboration with students, faculty and staff groups."

Analysis and Evaluation

Through Dr. Koroivulaono's vision and leadership, the College was able to learn through the development of its first integrated planning manual and strategic plan. Dr. Koroivulaono continued to oversee the developments of the planning framework including the second strategic plan to ensure that educational planning was integrated with resource planning and allocation to support student achievement and learning, and to ensure that the allocation of resources supports and improves achievement and learning.

The College meets Standard IV.B.3.

4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

As chair of EC, the president provides leadership and oversight over all accreditation-related matters. The president, along with her senior leadership team, provides advice and guidance to the Board of Regents on matters pertaining to eligibility requirements, accreditation standards, and Commission policies. The Accreditation Liaison Officer (ALO) reports directly to the CEO.

Within the first year of her tenure as president, Dr. Koroivulaono was a member of the accreditation team for Palau Community College and later joined the team for Kauai Community College ([IV.B.4-1](#); [IV.B.4-2](#)) Involvement in other colleges' accreditation processes enabled her to confidently provide leadership in this area at CMI. Dr. Koroivulaono, together with the ALO and the Jaluit Distance Education Center Coordinator, also presented at the 2019 ACCJC Conference.

Analysis and Evaluation

Under the leadership of the president, the ALO and the Accreditation Steering Committee have engaged in multi-pronged accreditation awareness activities to demystify accreditation and make it part of everyone's everyday responsibilities. Every regular Executive Council (EC) meeting includes a regular accreditation report delivered immediately after the president's report. EC, the Institutional Effectiveness Committee, and the Enrollment Management Committee all regularly review relevant accreditation standards. The Accreditation Steering Committee also organized an accreditation carnival to build general awareness of the standards.

The College meets Standard IV.B.4.

5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

The role of the CEO is established through the Board of Regents (BOR) Bylaws article VII - The Chief Executive Officer, which lists the powers of the CEO as follows:

- To see that rules and regulations of the College are established and implemented; to attend all meetings of the Board and report on the affairs of the College;
- To keep the Board advised as to the needs of the College;
- To devote her or his entire time to the business of the College;
- To select and appoint the employees of the College as provided by Board policies and applicable law;
- To establish, plan, organize, coordinate and control the positions, duties, services, and compensation of such employees in service of the College;

- Under the general direction of the Board; to cause to be prepared such data, information, and reports as to comply with applicable laws; and
- To perform such other additional duties as the Board may require ([IV.B.5-1](#)).

The BOR evaluates the president on eleven criteria, including financial management ([IV.B.5-2](#)).

Analysis and Evaluation

The CEO is the only employee of the BOR and is charged with full control of the conduct of the affairs of the college. Annual evaluations by the Board ensure that the president is in compliance with all requirements set forth in her employment contract.

[The College meets Standard IV.B.5.](#)

6. The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

Dr. Koroivulaono created the position of translator at the College. For effective communication, the president's messages to the college community are translated into Marshallese and then sent out to the college community in both English and Marshallese versions ([IV.B.6-1](#)). To ensure effective communication of college policies, Dr. Koroivulaono oversaw the translation of College policies from English into Marshallese, a project which is still ongoing ([IV.B.6-2](#)).

As CEO, the president is the official point of contact between the College and other institutions. As chair of the Executive Council (EC), the president uses the EC to update the various constituencies at CMI regarding her interactions and communications with various entities and partners outside of the College through verbal as well as written bi-weekly updates ([IV.B.6-3](#)).

For formal reports to the external CMI community, the president prepares and disseminates an annual report at the end of every year ([IV.B.6-4](#)). This report is shared with the public through the college website and is used by the RMI President in his/her annual state of the nation address (delivered in Marshallese) which is broadcast via local radio.

Analysis and Evaluation

Per article VII of the Board of Regents Bylaws, "The President serves as the official channel for all communications between the Board of Regents and the College students, faculty and staff, as well as government and community agencies, businesses, organizations, and College legal counsel." As CEO, the president ensures that both internal communications within the College, and external communications to the stakeholders and RMI communities are effective. This is through the understanding that Marshallese and English modes of communication must both be utilized as much as possible, and that the target audience of each communication should receive the communication in the language, mode, and channel most appropriate.

[The College meets Standard IV.B.6.](#)

Conclusions on Standard IV.B.

Both former president Dr. Koroivulaono and new president Dr. Taafaki have shown strong leadership in planning, organizing, budgeting, selecting and developing personnel, assessing institutional effectiveness, and communicating with internal and external stakeholders. The CMI president drives accreditation as a process of continuous quality improvement for which all employees have some shared responsibility.

The College meets Standard IV.B.

Improvement Plan(s)

None

Evidence List

IV.B.1-1	College of the Marshall Islands Act 1992
IV.B.1-2	Board of Regents Bylaws
IV.B.1-3	Strategic Plan/Bujen Kollejar 2016 - 2018
IV.B.1-4	Strategic Plan/Bujen Kollejar 2019 - 2023
IV.B.1-5	Contract for Mentorship of Vice President for Academic and Student Affairs
IV.B.1-6	Contract for Mentorship of Vice President of Business and Administrative Affairs
IV.B.1-7	Contract for Mentorship of Adult and Continuing Education
IV.B.1-8	Contract for Mentorship of Learning Designer
IV.B.2-1	Board of Regents Bylaws
IV.B.3-1	Learning & Teaching <i>Rebbelip</i>
IV.B.3-2	Strategic Plan/Bujen Kollejar 2016 - 2018
IV.B.3-3	Strategic Plan/Bujen Kollejar 2019 - 2023
IV.B.4-1	Email to Accreditation Team Members Visiting Palau Community College
IV.B.4-2	Invitation to Join Team Visiting Kauai Community College Reply Form
IV.B.5-1	Board Bylaws - Article VII
IV.B.5-2	Board of Regents Form for Evaluating the President
IV.B.6-1	Marshallese Translation of Email RE Sick Leave Procedure for COVID-19
IV.B.6-2	Marshallese Translation of IT Policies and Procedures Manual
IV.B.6-3	Example President's Report to the Executive Council
IV.B.6-4	2016 Annual Report

C. Governing Board

1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard

The College of the Marshall Islands Act of 1992 establishes CMI's Board of Regents (BOR) ([IV.C.1-1](#)). §209 lists twenty areas of responsibility for the BOR. Of particular relevance here are:

- (5) insure adequate financial resources;
- (6) insure strong financial management;
- (8) appoint, support, and assess the performance of the Chief Executive Officer of the College;
- (9) insure the well-being of faculty, student and staff through the approval of appropriate policies and procedures;
- (13) approve such policies and standards as it may deem necessary for the effective operation of the College;
- (14) approve programs of instruction and research;
- (15) incorporate into the College such technical and research establishments as the Board deems necessary or appropriate to ensure a quality program of instruction and research which is relevant to the national development priorities of the Republic, and to acquire all property whether real, personal, or mixed, tangible or intangible, of any such establishment as may be transferred to the College;
- (16) annually review and approve long range plans for the development of the College;
- and (20) assess its own performance.

Article V of the BOR Bylaws further establishes three standing committees to facilitate the Board's work. These three standing committees are the Finance Committee which is tasked with ensuring financial stability; the strategic planning committee which is tasked with ensuring institutional integrity and effectiveness; and the Academic and Student Life Committee which is tasked with ensuring quality, integrity, and improvement of student learning at the College, including all policies that directly affect faculty, students, or the learning and student life experience ([IV.C.1-2](#)).

Analysis and Evaluation

The BOR has clear roles and responsibilities set out in the CMI Act of 1992, as well as the Board Bylaws. In 2018, the BOR wanted a more active role in the governance of College policies to ensure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The BOR collaborated with administrators to develop the Governance *Wappepe* ([IV.C.1-3](#)), which includes objectives and key performance indicators. As part of the master planning framework discussed in I.A.2, I.B.9 and elsewhere, the Governance *Wappepe* supports the *METO* Educational Master Plan, which flows from the mission. Thus, the Governance *Wappepe* reflects the BOR's role in upholding the CMI mission.

The College meets Standard IV.C.1.

2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

Article V of the Board of Regents (BOR) Bylaws specifies that the Board members will work within the three standing committees of the board. Committee decisions are made by majority vote ([IV.C.2-1](#)).

Each regent takes the board pledge that appears at the end of the bylaws. The third point of the pledge ensures that the regents will work together “in a spirit of harmony and cooperation in spite of differences of opinion that arise during vigorous debates of points of issue” and the fourth that regents shall “abide by and uphold the final majority decision of the board.”

Analysis and Evaluation

During board member orientation, the BOR’s roles and responsibilities are communicated clearly with the Board, including accreditation standards of IV.C. Every board member is thus made aware of the expectation for the BOR to act as a collective entity and that once the board reaches a decision, all board members act in support of the decision. The most recent board orientation took place in May 2020 ([IV.C.2-2](#)). Shortly thereafter, the BOR faced a politically charged decision in approving a graduation plan that would integrate social distancing practices in response to COVID-19. The College held a graduation ceremony that differed from its usual practice, while local high schools cancelled theirs. The BOR requested some revisions to the initial plan and, following debate, ultimately approved it. After approval, the BOR moved forward as one to support the graduation plan ([IV.C.2-3](#)).

The College meets Standard IV.C.2.

3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard

According to Article VII of its Bylaws, the Board of Regents (BOR) is to evaluate the president at least annually. The evaluation must comply with requirements set forth in the contract of employment with the president and board policy. “The Board shall evaluate the President using an evaluation process developed and jointly agreed to by the Board and the President. The criteria for evaluation is based on Board policy, the President’s job description, and appropriate performance goals and objectives” ([IV.C.3-1](#)). The current evaluation criteria for the CEO was developed and agreed upon by the Board and the last president Dr. Koroivulaono in 2020 ([IV.C.3-2](#)).

The By-Laws also make provision for presidential succession and selection. Article VII authorizes the BOR to establish a search process to fill a presidential vacancy subject to the following requirements:

- that the process be fair, open, and in compliance with all relevant laws and regulations; and
- that all CMI constituencies have the opportunity to provide input to the BOR through a search committee that includes representatives of college constituencies, regents, and community members.

Article VII also authorizes the BOR to implement a presidential succession plan.

Analysis and Evaluation

In February 2020, CMI conducted a gap analysis of the terms of employment of the CEO. One of the gaps identified was the lack of procedures for the review of the president's performance. As a result of this, the recommended that the BOR establish a committee tasked with reviewing the current terms of employment of the CEO, identifying any additional gaps in, and recommending revised and/or additional terms including a mechanism for the periodic review of terms and conditions of employment for the president ([IV.C.3-3](#)).

In 2020, the BOR hired a new president, following a process that included broad stakeholder input while reserving decision-making powers to the Board. The Board appointed a Search Committee which included regents, employee and student representatives and a community representative. The onsite visit by the three shortlisted candidates included informal and formal sessions with the faculty senate, non-faculty senates, meeting with the outgoing President and the Board of Regents ([IV.C.3-4](#)). Each candidate was required to make a public presentation which was live streamed on social media. At the conclusion of this process, the BOR also resolved to establish a president-in-training position under the title of executive vice president ([IV.C.3-5](#)).

[The College meets Standard IV.C.3.](#)

4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Evidence of Meeting the Standard

The CMI Act of 1992 §207 specifies that the college, in accord with professional standards, shall have a representative governance structure to insure institutional autonomy, academic freedom, principles of equity, and insulation from political interference in order to serve the public interest. In §209, the 20 responsibilities of the Board of Regents (BOR) are listed. The responsibilities that most relate to this standard are: To insure the institutional autonomy of the college; to insure the well-being of faculty, student and staff through the approval of appropriate policies and procedures; to communicate the mission and goals of the college to the community; to convey the needs of society to the college; and approve such policies and standards as it may deem necessary for the effective operation of the college ([IV.C.4-1](#)).

Analysis and Evaluation

The BOR Bylaws cover the Board's role in ensuring educational quality of the institution more specifically than the CMI Act. The Academic and Student Life Standing Committee is charged to review and recommend to the Board policies that ensure the quality, integrity, and improvement of student learning at the College, including all policies that directly affect faculty, students, or the learning and student life experience. Further, this committee ensures that all instructional, student support, and learning support programs are consistent with the institution's mission and long-term plans and that all instructional programs are regularly reviewed for teaching quality, student achievement, and student outcomes.

[The College meets Standard IV.A.4 and Eligibility Requirement 7.](#)

5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

The CMI Act of 1992 assigns the Board of Regents (BOR) the responsibility to clarify the college mission and to approve such policies and standards as it may deem necessary for the effective operations of the College ([IV.C.5-1](#)).

The Board By-Laws establish the Academic and Student Life Standing Committee to review and recommend to the BOR policies that ensure the quality, integrity, and improvement of student learning at the College, including all policies that directly affect faculty, students, or the learning and student life experience. The committee also reviews and recommends Board approval of all new instructional programs over 15 credits and any changes to greater than 50% of existing programs over 15 credits. The committee ensures that all instructional, student support, and learning support programs are consistent with the institution's mission and long-term plans and that all instructional programs are regularly reviewed for teaching quality, student achievement, and student outcomes. Finally, the committee reviews data related to student learning and achievement and makes recommendations on the basis of this data ([IV.C.5-2](#)).

Both the CMI Act of 1992 and the BOR Bylaws state that the Board of Regents shall serve as the final authority in any dispute involving the interpretation or application of the College's rules, regulations, policies, procedures, or standards among or between the faculty, students and staff.

Analysis and Evaluation

By establishing the Academic and Student Life standing committee of the Board, the BOR has ensured that they are fully responsible for policy making for educational quality, as well as quality, integrity and improvement of student learning programs and services. By establishing the Finance standing committee of the Board, the Board of Regents has ensured that they are fully responsible for policy making for financial integrity and stability.

The College meets Standard IV.C.5.

6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

The Board of Regents publishes their bylaws on the College website in both English and Marshallese languages ([IV.C.6-1](#), [IV.C.6-2](#), [IV.C.6-3](#)). The bylaws specify the board's size, duties, responsibilities, structure, and operating procedures.

Analysis and Evaluation

The BOR Bylaws agree with the CMI Act 1992 in terms of board size, duties, responsibilities, and structure. The bylaws further expand on the act by defining the BOR's operating procedures to carry out their mandate.

The College meets Standard IV.C.6.

7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard

Board of Regents governing laws, bylaws, meeting minutes, accreditation documents and resolutions are made public via the CMI website ([IV.C.7-1](#)). The Board bylaws were first revised in 2016 and then again in 2020 ([IV.C.7-2](#)). Policy 620.03 requires that the bylaws be reviewed at least every six years as part of the overall policy review cycle, with 2020 being the scheduled year for review of the 100-series, which includes the bylaws ([IV.C.7-3](#)).

Analysis and Evaluation

The Board of Regents has acted in accordance with its policies and bylaws, and its records reflect these actions. While most recent Board documents are available online, older documents and policies are still being scanned and posted.

The College meets Standard IV.C.7.

8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

The Academic and Student Life Committee focuses on quality, integrity, and improvement of student learning at CMI, including policies that directly affect faculty, students, or the learning and student life experience. The committee is further charged to review data related to student learning and achievement and make recommendations on the basis of this data ([IV.C.8-1](#)).

Amongst the data that the Board monitors on a regular basis are the twelve (12) Key Performance Indicators (KPIs) described in their Governance *Wappepe* which is the 5-year Board of Regents Plan (IV.C.8-2). This document states that the Board is “scheduled to meet four times a year: February, May, August and November. The annual cycle for discussing progress and evaluating the BOR KPIs in the *Bujen Kōllejar* will be reported at these meetings for BOR consideration. As required, the BOR may meet outside of the schedule in special meeting sessions.” The BOR also reviews the Institutional KPIs and Institution-Set Standards discussed under I.B.3.

Analysis and Evaluation

The BOR is mandated to meet a minimum of four times per year. During these meetings, the Board and especially its Academic and Student Life Committee review indicators of student learning and achievement as well as institutional plans for the improvement of academic quality.

[The College meets Standard IV.C.8.](#)

9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

Article VI of the Board of Regents Bylaws, New Board Member Orientation, states that New Board members shall receive an orientation within one month of the beginning of their terms. Orientation includes an overview of CMI, BOR responsibilities, accreditation standards for board governance, and BOR policies and practices. New regents also receive a reference guide covering these and other topics ([IV.C.9-1](#)).

The most recent change in board membership occurred in 2020, and the college held a new board orientation and training. Amongst the presentations by the Senior Leadership Team, Dr. David Newnham's comprehensive presentation to the board on May 12th and 13th, 2020 in particular covered the following areas:

- The Guide to Accreditation for Governing Boards published by ACCJC
- Association of Governing Boards of which CMI is a member, for effective leadership and governance.
- Individual role as regents - on Moodle page for BOR
- 11 articles of the board by-laws
- Board pledge
- Disclosure form for conflict of interest
- Participatory governance
- Evidence-based policy making ([IV.C.9-2](#))

All regents participated in both days of orientation and training ([IV.C.9-3](#)).

The bylaws also provide for professional development of the Board members. Regents are encouraged to participate in professional development activities, including national, regional and international programs related to the community college.

Board bylaws specify three-year terms of office, limited to three successive terms. In practice, these terms are staggered. In 2020, the Chair and two other regents continued in office when the government selected new regents.

Analysis and Evaluation

The governing board has an ongoing training program for board development, including new member orientation. When regents lack experience required for their duties, they may be sent for board training and development opportunities. In particular, regents attend Association of

Community College Trustees events. For example, in October 2019, new Board Chair Kathryn Relang attended the ACCT Leadership Congress. She reported back to the BOR the outcomes of this training, including developing professional networks with Board members from other institutions ([IV.C.9-4](#)).

The College meets Standard IV.C.9.

10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

The Board of Regents (BOR) bylaws state that the board must assess its own performance at least every two years. This clause was an amendment to the BOR bylaws in 2016, which was immediately followed by a self-evaluation of the BOR ([IV.C.10-1](#)). This self-evaluation consists of a report written by the board chair based on forms completed by all regents. The form template covers all areas of responsibilities of the BOR including ensuring academic quality and institutional effectiveness ([IV.C.10-2](#)).

Analysis and Evaluation

The BOR uses the established self-evaluation process to improve its role, functioning, and effectiveness in ensuring that CMI meets its mission and supports its students. The 2018 BOR self-evaluation led to an improvement plan that included development of a corporate plan that would eventually be superseded by the Governance *Wappepe* ([IV.C.10-3](#)).

The College meets Standard IV.C.10.

11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard

The Board of Regents (BOR) bylaws specify that regents “shall comply with the provisions of these bylaws and are subject to the principles of ethical conduct defined in the Ethics in Government Act of 1993” ([IV.C.11-1](#)). The conflict of interest policy begins on page 14 of the bylaws. Appendix I to the bylaws is the board pledge, which lists twelve mandated points of

ethical conduct, including “To base my personal decision upon all available facts in each situation: to vote my honest conviction in every case, not swayed by partisan bias of any kind; therefore, to abide by and uphold the final majority decision of the board” ([IV.C.11-2](#)). Appendix II is the disclosure form that all new board members have to sign to declare any conflicts of interest ([IV.C.11-3](#)). In addition, any regent who violates the Ethics in Government Act may be removed from the BOR by a majority vote of the remaining members, and “Any Board action favorable to a Regent obtained in violation of this bylaw is voidable on behalf of the Board; provided that in any proceeding to void a Board action pursuant to this bylaw, the interests of third parties who may be damaged thereby shall be taken into account. Any proceeding to void a Board action shall be initiated within sixty (60) days after the determination of a violation under this bylaw.”

Analysis and Evaluation

The BOR recognizes that due to the small population of the Marshall Islands, many regents may have real or perceived conflicts of interest in relation to College business. Thus, it is essential for the bylaws to include a comprehensive code of conduct section to ensure ethical conduct and integrity of the BOR. In addition, because new conflicts or apparent conflicts can arise quickly in a small population, continuing regents complete the disclosure form annually.

[The College meets Standard IV.C.11 and Eligibility Requirement 7.](#)

12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

The CMI Act 1992 §210 states that the Chief Executive Officer of the College shall hold the title of President of the College and shall be appointed by the Board. The President of the College has full control of the administration and business affairs of the College ([IV.C.12-1](#)). Board of Regents bylaws give the President full control of the conduct of the affairs of the college and that the power, on behalf of the BOR, to perform all acts and execute all documents to operationalize the actions of the board ([IV.C.12-2](#)).

Analysis and Evaluation

In addition to the statements in the CMI Act and the BOR bylaws, the board orientation and training includes discussion of the role and responsibilities of the CEO and how it is distinct from the role of regents ([IV.C.12-3](#)). This element of training ensures that all parties adhere to legal and policy requirements.

[The College meets standard IV.C.12.](#)

13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college’s accredited status, and supports through policy the college’s efforts to improve and excel. The board

participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

Article VI of the Board of Regents (BOR) bylaws specifies that orientation for new regents must include accreditation standards for Board governance ([IV.C.13-1](#)). The College conducts new regents orientation and training that covers the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status as shown in the agenda of the last board orientation and training meeting on May 12th and 13th, 2020 ([IV.C.13-2](#)). Accreditation is also a standing item on the BOR agenda.

Analysis and Evaluation

Through the orientation of new regents, CMI ensures that they fully understand the requirements of their positions. The BOR continues to evaluate its roles and functions in the accreditation process using the self-evaluation process discussed under IV.C.10. The question categories in the BOR self-evaluation form (especially institutional effectiveness, relationship with the president, community and government relations, institutional leadership, fiscal management, and board qualities) address board roles in a manner related to accreditation standards.

[The College meets Standard IV.C.13.](#)

Conclusions on Standard IV.C. Governing Board

The CMI Act of 1992 and the Board of Regents (BOR) bylaws define the roles and responsibilities of the governing board. The BOR has responsibility for policy-making, ensuring academic achievement, and ensuring fiscal stability. Regents adhere to ethical standards and maintain the appropriate role relative to the president and administrators. The BOR provides leadership for CMI to meet its mission now and in the future.

[The College meets Standard IV.C.](#)

Improvement Plan(s)

None

Evidence List

IV.C.1-1	College of the Marshall Islands Act 1992
IV.C.1-2	Board of Regents Bylaws
IV.C.1-3	Governance <i>Wappepe</i>
IV.C.2-1	Board of Regents Bylaws
IV.C.2-2	Board of Regents Orientation and Training Agenda, May 12-13, 2020
IV.C.2-3	Board of Regents Minutes, May 18, 2020
IV.C.3-1	Board of Regents Bylaws: CEO/President Evaluation
IV.C.3-2	Board Form for Evaluation of CEO/President
IV.C.3-3	Report on Presidential Terms of Employment
IV.C.3-4	Candidates for President Visit Schedule

<u>IV.C.3-5</u>	Presidential Succession Plan Resolution
<u>IV.C.4-1</u>	College of the Marshall Islands Act 1992
<u>IV.C.5-1</u>	The College of the Marshall Islands Act 1992
<u>IV.C.5-2</u>	The Board Bylaws
<u>IV.C.6-1</u>	Board of Regents Bylaws (English version)
<u>IV.C.6-2</u>	Board of Regents Bylaws (Marshallese version)
<u>IV.C.6-3</u>	Board of Regents Bylaws Webpage
<u>IV.C.7-1</u>	Board of Regents Webpage
<u>IV.C.7-2</u>	Board of Regents Resolution to Approve Revised Bylaws
<u>IV.C.7-3</u>	Policy 620.03: Creation, Review and Revision of Policies
<u>IV.C.8-1</u>	Board of Regents Bylaws
<u>IV.C.9-1</u>	Board of Regents Bylaws: New Board Member Orientation
<u>IV.C.9-2</u>	Board of Regents Orientation and Training Agenda, May 12-13, 2020
<u>IV.C.9-3</u>	Certificates for Regents who Completed Orientation and Training in May 2020
<u>IV.C.9-4</u>	Board of Regents Minutes, November 28, 2019
<u>IV.C.10-1</u>	Board of Regents Self Evaluation Report
<u>IV.C.10-2</u>	Board of Regents Self Evaluation Form
<u>IV.C.10-3</u>	Board of Regents Minutes, February 20, 2018
<u>IV.C.11-1</u>	Board of Regents Code of Conduct
<u>IV.C.11-2</u>	Board of Regents Pledge
<u>IV.C.11-3</u>	Board of Regents Disclosure Form
<u>IV.C.12-1</u>	College of the Marshall Islands Act 1992
<u>IV.C.12-2</u>	Board of Regents Bylaws
<u>IV.C.12-3</u>	Board of Regents Orientation and Training Agenda, May 12-13, 2020
<u>IV.C.13-1</u>	Board of Regents Bylaws: New Board Member Orientation
<u>IV.C.13-2</u>	Board of Regents Orientation and Training Agenda, May 12-13, 2020

D. Multi-College Districts or Systems

CMI does not belong to a multi-college district or system.

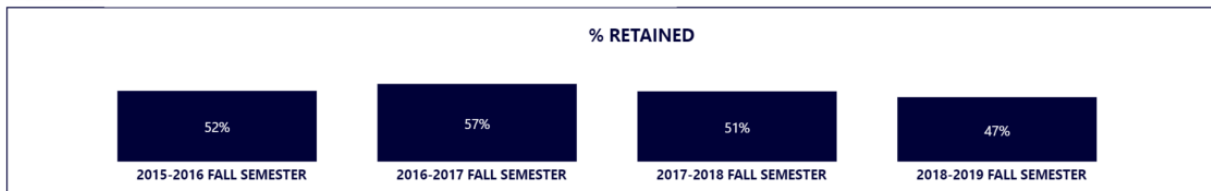
H. Quality Focus Essay

Introduction of Projects

CMI continues to focus on improving its graduation rates. One major contributing factor to low program completion rates over the years has been the relatively lower retention rates of first-time students. Improving retention rates of first-time, full-time students is the first outcome listed in the Enrollment Management *Wappepe* plan.



Fall to Fall Retention Rates, First Time Students



Fall to Fall Retention Rates By English Level

AY_SEM	1: RETAINED	2: NOT RETAINED	Total
2015-2016 FALL SEMESTER	51.52%	48.48%	100.00%
CREDIT LEVEL	80.00%	20.00%	100.00%
DEVED & OTHERS	48.67%	51.33%	100.00%
2016-2017 FALL SEMESTER	56.59%	43.41%	100.00%
CREDIT LEVEL	65.38%	34.62%	100.00%
DEVED & OTHERS	55.79%	44.21%	100.00%
2017-2018 FALL SEMESTER	51.17%	48.83%	100.00%
CREDIT LEVEL	71.70%	28.30%	100.00%
DEVED & OTHERS	46.75%	53.25%	100.00%
2018-2019 FALL SEMESTER	46.94%	53.06%	100.00%
CREDIT LEVEL	65.82%	34.18%	100.00%
DEVED & OTHERS	41.29%	58.71%	100.00%
Total	51.44%	48.56%	100.00%

Fall to Fall Retention Rates By Math Level

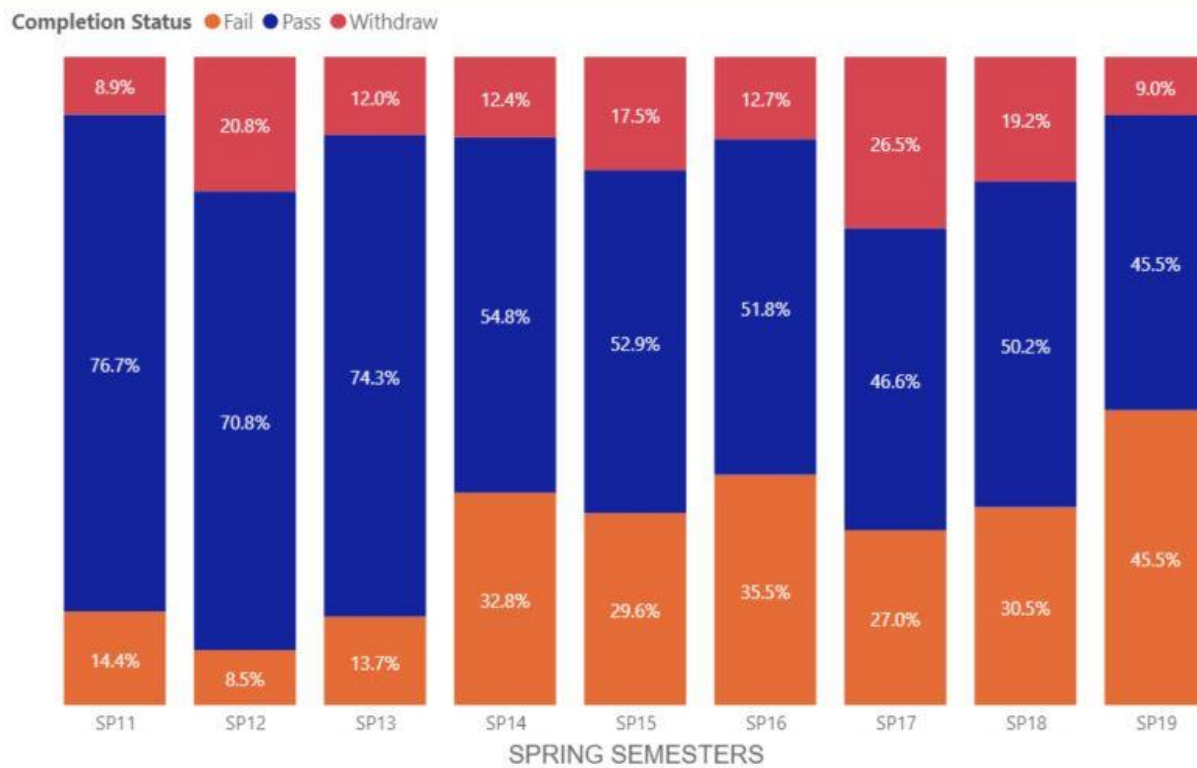
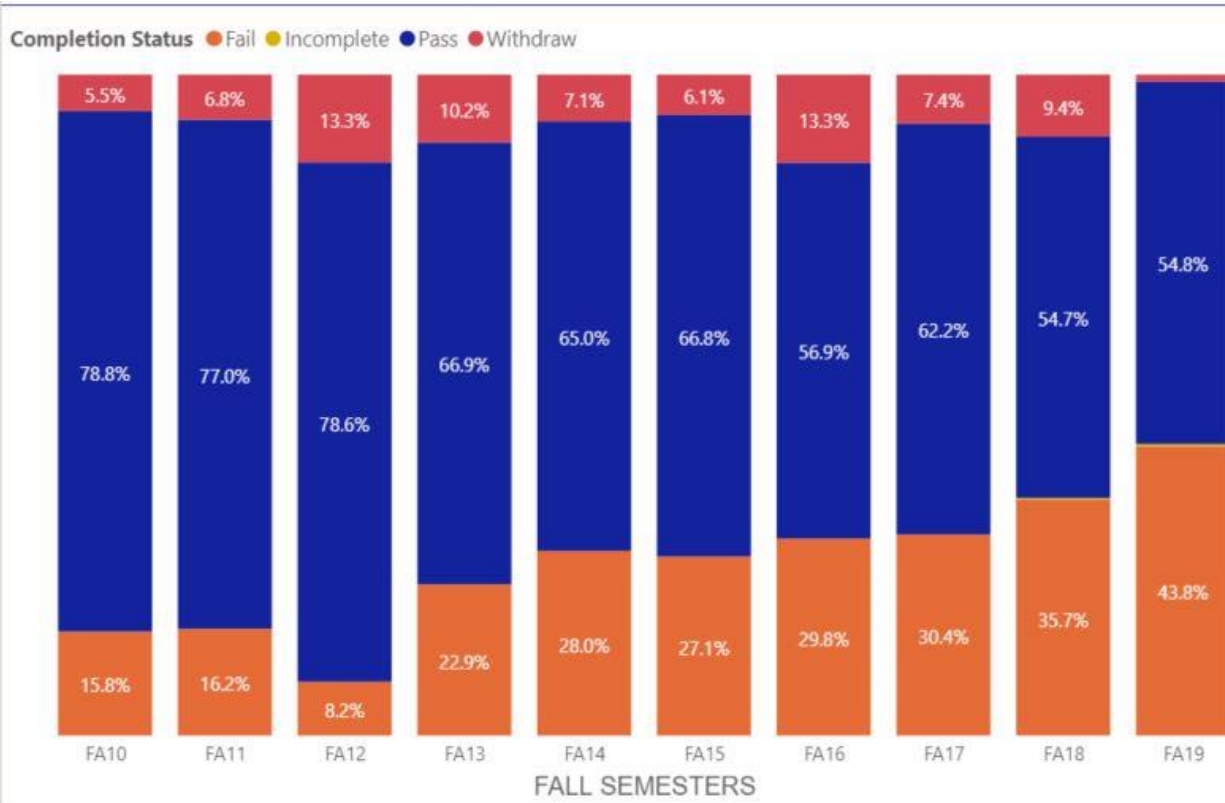
AY_SEM	1: RETAINED	2: NOT RETAINED	Total
2015-2016 FALL SEMESTER	51.52%	48.48%	100.00%
CREDIT LEVEL	58.06%	41.94%	100.00%
DEVED & OTHERS	50.84%	49.16%	100.00%
2016-2017 FALL SEMESTER	56.59%	43.41%	100.00%
CREDIT LEVEL	71.05%	28.95%	100.00%
DEVED & OTHERS	54.58%	45.42%	100.00%
2017-2018 FALL SEMESTER	51.17%	48.83%	100.00%
CREDIT LEVEL	69.44%	30.56%	100.00%
DEVED & OTHERS	48.67%	51.33%	100.00%
2018-2019 FALL SEMESTER	46.94%	53.06%	100.00%
CREDIT LEVEL	58.82%	41.18%	100.00%
DEVED & OTHERS	44.86%	55.14%	100.00%
Total	51.44%	48.56%	100.00%

The first-year experience at CMI includes two major activities to assist students with their transition to college: 1) New Student Orientation (NSO) and 2) a 3-credit course entitled CMI 101: First-Year Experience.

Previously, New Student Orientation had many defects that affected new students' experience.

1. Attendance: Previously, NSO was not mandatory, which led to low attendance.
2. Duration: NSO typically ran 1-3 day, so not enough information was available.
3. Organization: The NSO before was organized in a way where a student felt lost during the event.
4. Advising: NSO did not provide opportunities for students to meet their advisers and plan their academic pathways.

CMI 101, meanwhile, has shown declining completion rates, as the charts below show:



Because these aspects of the first-year experience fall within academic affairs and students affairs, the office of the Vice President for Academic and Student Affairs will have final responsibility for ensuring the improvement projects are carried out effectively.

Quality Focus Project #1: New Student Orientation Redesign

Improvements to New Student Orientation are already in progress. The following steps were implemented for fall 2020:

1. Requirement: The Board of Regents approved a New Student Orientation making NSO mandatory for all new students.
2. Online Orientation: A Moodle shell with content from all orientation sessions allows new students at the DEC's and students with obligations that prevent them from attending in-person orientation make up the requirement.
3. Duration: For the in-person orientation, instead of keeping the same model of a three-day orientation, it was made into a full week from 10:00 AM - 5:00 PM. (Schedule listed below)
 - a. Day 1: Welcome Navigators
 - b. Day 2: Money. Money. Moodle.
 - c. Day 3: Support for Success
 - d. Day 4 & 5: Registration and Advising
4. Organization: For the first three days, students stay with a small group and speakers come to them for each topic.

The following additional improvements are planned to be completed in time for the fall 2021 NSO:

1. Registration and Advising: While time has been set aside for new students to meet with their advisers as part of NSO, the practice of new student advising needs to be more clearly aligned with the second pillar of the guided pathways model adopted in CMI's Learning & Teaching *Rebbelip* plan, help students get on the path. Following new student registration and advising, students will:
 - i. know who their advisors are,
 - ii. understand how an advisor can help them, and
 - iii. have clear pathway plans so they know what courses they need to take and when they can expect to graduate.
2. Interactive Online Orientation: While the online modules have content related to all elements of NSO, few currently have interactive activities. Elements that allow student-content student-student interaction will be added to increase student engagement and learning of the material.
3. Integrated Marshallese Cultural Elements: Including elements of Marshallese culture from the beginning of students' time at CMI will improve students' sense of pride, self-esteem, and connection to the college. By affirming their cultural identities, CMI will ensure that students can identify also as college students.

Responsible Parties for New Student Orientation
<ul style="list-style-type: none"> ● Associate Dean of Equity and Engagement (lead) ● Director of Admissions ● Registrar ● Dean of Academic Affairs ● Director of Financial Aid ● Director of Information Technology ● Director of Media Center ● Director of Counseling ● Director of Library ● Learning Designer

Quality Focus Project #2: CMI 101: First-Year Experience Course Revision

Having reviewed the current CMI 101 course and first-year experience courses at other colleges, the taskforce has prioritized a few key areas for changes:

1. Duration: Currently, CMI 101 is a sixteen-week course that discusses everything a student should know about CMI and basic study skills. Although these topics are important, they do not need to stretch across sixteen weeks. In addition, accelerated developmental education initiatives at CMI have shown that course completion rates can be improved through shorter course lengths. Therefore, the taskforce collectively decided to develop two eight-week courses instead.
2. Content: The taskforce intends to base the revised content for the two modular courses on *The Compass Advantage* method in which students learn about sociability, empathy, curiosity, resiliency, integrity, self-awareness, and resourcefulness. The split between the two eight-week courses is based on two different types of learning. There is also a contingency (Class C) for students who do not complete Class A in the first eight weeks of the semester.

CMI 101: Class A (Logistics of Learning) 8 weeks = 1.5 credits	CMI 101: Class B (Service Learning) 8 weeks = 1.5 credits
Content that can be taught during this time: <ul style="list-style-type: none"> ● CMI and its resources ● Computer Literacy ● Financial Literacy ● Knowledge of Citations ● Academic writing ● Time Management ● Study Skills ● Career Learning Skills 	Content that can be taught during this time <ul style="list-style-type: none"> ● Outside engagements and collaboration with outside community ● Hands on learning ● Physical Health and Mental Wellness learning ● Cultural and creativity learning ● Community Service ● Resilience work ● Alcohol and Drugs Learning ● Sculpture Building (Reuse, Recycle,

	Reduce)
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<p>CMI 101: Class C (16-week course) 16 weeks = 3 credits</p>
<p>In case a student fails CMI 101 Class A, the student cannot move on to CMI 101 Class B. Therefore, they will need to make up with Class C to retake Class A in order to move to Class B.</p> <p><i>Scenario #1: It's the start of Fall 2021 and Joseph registered for CMI 101 Class A for the first 8 weeks of fall. Which is from August 16th 2021 - October 4th 2021. Joseph fails this first course and he cannot register for CMI 101 Class B. When it is time to register for the second part of CMI 101 (Class B), instead Joseph will register for CMI 101 Class C so he can make up for his previous course.</i></p>

3. Collaboration: One of the issues CMI 101 faced was that students were receiving the same type of information as in the New Student Orientation. Therefore, the taskforce decided to work collaboratively with the NSO taskforce to ensure that some information does not overlap with CMI 101.

Formal curricular documents for the revised CMI 101 course will be developed and approved by May 2021 so that the revised courses can be implemented beginning with the fall 2021 semester.

Responsible Parties for CMI 101
<ul style="list-style-type: none"> • Dean of Academic Affairs (lead) • Associate Dean of Equity and Engagement • Two Faculty

Anticipated Impact on Student Learning and Achievement

Redesigning these two key elements of the first-year experience will encourage students to persist in their studies, ensure that they have the ability to seek out the support they need to complete their courses, and increase student engagement both on campus and with the wider community.

Outcome Measures

Fall-to-fall retention rates for first-time students will reach 63% for the cohort entering fall 2020, 68% for the cohort entering fall 2021, and 73% for the cohort entering fall 2022.

Completion rates for CMI 101 will increase to 60% for the academic year 2021-2022 and 65% for the academic year 2022-2023.

CCSSE scores will be higher than cohort average. (CCSSE discourages directly comparing scores from year-to-year.)

I. Appendix: Abbreviations

AA	Associate of Arts
AACC	American Association of Community Colleges
ABE	Adult Basic Education
ACCJC	Association of Community Colleges and Junior Colleges
ACCT	Association of Community College Trustees
AGB	Association of Governing Boards
AS	Associate of Science
ASEE	Associate of Science in Elementary Education
AUO	Administrative Unit Outcome
BA	Bachelor of Arts
BAEE	Bachelor of Arts in Elementary Education
BOR	Board of Regents
CC	Curriculum Committee
CCM	Community College of Micronesia
CCSSE	Community College Survey of Student Engagement
CCFSSE	Community College Faculty Survey of Student Engagement
CMI	College of the Marshall Islands
DEC	Distance Education Center
EC	Executive Council
EFNEP	Expanded Food and Nutrition Education Program
EMW	Enrollment Management <i>Wappepe</i> (Five-Year Plan)
FACETS	CMI's new program three-year review process with integrated PLO assessment
FAO	Financial Aid Office
GE	General Education
GLO	General (Education) Learning Outcome
HR	Human Resources
IEC	Institutional Effectiveness Council
IRB	Institutional Review Board
ISLO	Institutional Student Learning Outcome
ISS	Institution-Set Standards
ITC	Information Technology Committee
ITD	Information Technology Department
KPI	Key Performance Indicators
L&T	Learning & Teaching Plan
MAPS	CMI's new SLO assessment process
MVTC	Maritime Vocational Training Center
PLO	Program Learning Outcome
PPFC	Physical Plant and Facilities Committee
PR	Program Review
RMI	Republic of the Marshall Islands
RSA	Role, Scope, and Authority (terms of reference for standing committees)
SDO	Student Development Outcomes

SLO	Student Learning Outcome (used for course-level outcomes at CMI)
SPC	The Secretariat of the Pacific Community (formerly The South Pacific Commission)
TOR	Terms of Reference
TRACC	Tilmaake Resource and Career Center (CMI's career and transfer center)
USDE	The United States Department of Education
UVI	University of the Virgin Islands
VPASA	Vice President for Academic and Student Affairs
VPBAA	Vice President for Business and Administrative Affairs