

FACT BOOK

2011



COLLEGE OF THE MARSHALL ISLANDS

a brief history of CMI

The community college now known as the College of the Marshall Islands came into official existence when the Board of Regents of the Community College of Micronesia issued its charter on October 10, 1989, designating it as the College of Micronesia-Majuro. Less than two years later, in January 1991, it was given its present name and accredited by the Accrediting Commission for Community and Junior Colleges. In April 1993, CMI became an independent entity with its own Board of Regents and was chartered to serve as the post-secondary agency for the RMI.

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

The origins of the elementary education courses at CMI can be traced to the Micronesia Teacher Education Center, opened in 1963 on Pohnpei for in-service instruction. This center soon established a branch on Majuro, known as the Marshall Islands Teacher Education Center. In 1970 the High Commissioner of the Trust Territory issued a directive making the educational centers into the Community College of Micronesia (CCM). Majuro's program then became an extension of CCM, offering pre-service elementary teacher education. Three years later it added a Curriculum, Learning, and Training Center which awarded graduates a two-year degree in education.

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

In 2006, the College entered a phase of rapid improvement in facilities, including the opening of new Residence Hall facilities (2007), Tolomour Hall -- a new Math, Science and Nursing Building with a state-of-the-art Simulation Nursing Laboratory (2008). The College has recently completed construction of a new Energy Building and Classroom block. Progress is still evident through the Campus Master Plan with new buildings for Administration and Student Services due to be completed in 2011. The college is currently expanding into areas such as distance education, new vocational courses as well as a 4 year baccalaureate degree in Elementary Education

key points

This fact book takes data from the CMIs SchoolMinder system. Data extracts are true as of September 2011.

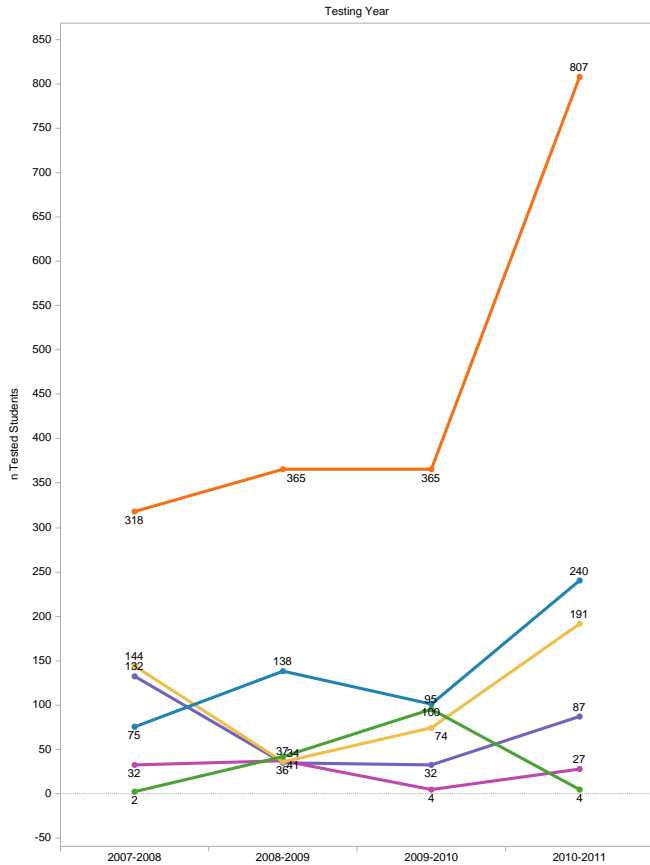
Although the charts produced in this book show the complexities in dealing with student related performance data some obvious patterns do emerge.

- Placement testing is increasing and although high school standards remain fairly consistent more students have opportunity to attend CMI.
- New student enrollment is increasing with most new students starting at the lowest level of the developmental program.
- Enrollment is increasing at a similar rate for both male and female student.
- Enrollment increases are predominantly in the under 25 age group.
- New students show a fairly high retention rate into the next semester. This rate severely decreases into the 4th or 5th semester.
- The student population at CMI is dominated by students who are relatively new to CMI.
- The number of students that have reached credit level English has dramatically increased in recent years.
- In developmental classes student

success decreases the longer a student attends CMI and still requires developmental education.

- In college level classes success remains high but shows signs of recent decreases.
- The developmental level classes (both English and STEM) show the highest enrollments, at the college level Liberal Arts is the largest department.
- Students show a serious struggle with passing developmental math courses.
- A greater percentage of credit level students started in developmental level 1 in recent years.
- The higher in the developmental education program a student starts the more likely that student will be successful.
- Although the 2 year graduation rate remains extremely low, a graduation rate without any time limits is fairly high.
- The number of graduates has demonstrated very little significant increase in the last 6 years.
- More graduates are coming through from the lowest developmental level. These students require a greater time to graduation.

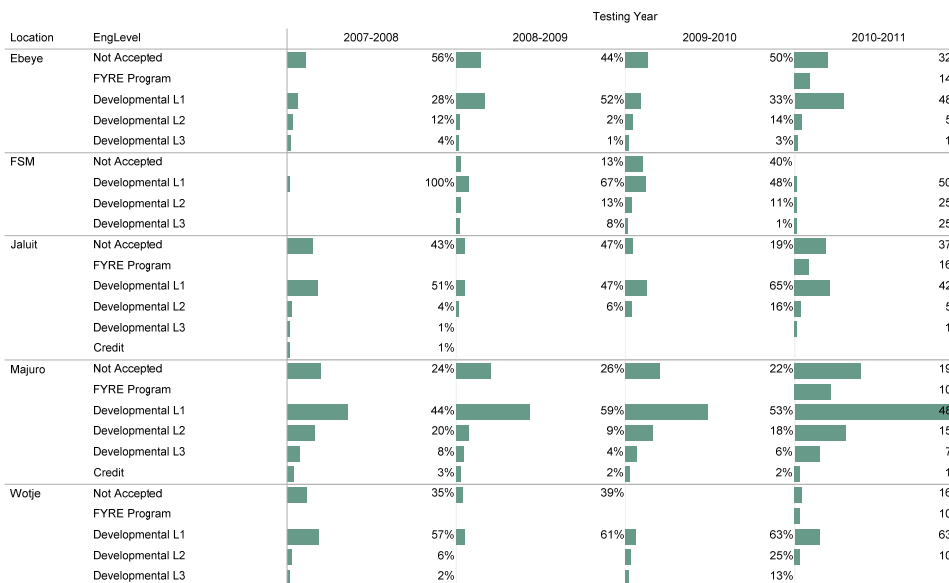
placement testing



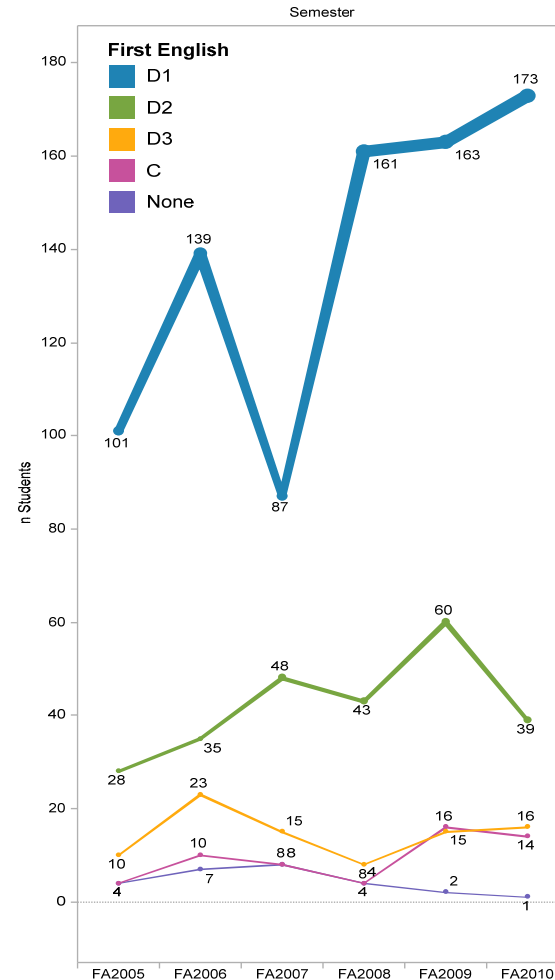
Location

- Ebeye
- FSM
- Jaluit
- Majuro
- Other
- Wotje

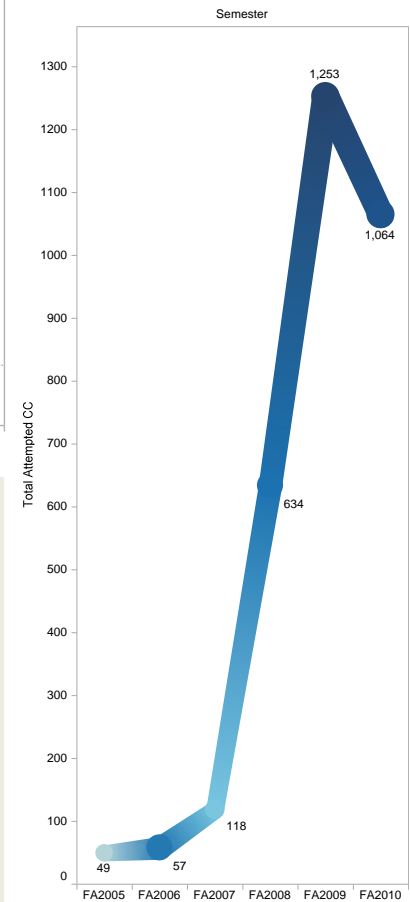
CMI has increased placement testing dramatically in 2010/2011, the increases have been on Majuro, Ebeye, Jaluit and Wotje. Placement test English results have remained at a fairly consistent level in all locations. In 2010/2011 CMI piloted the new FYRE program. Students who would previously not have been eligible for admission at CMI can now enroll in this program.



new student enrollment - fall



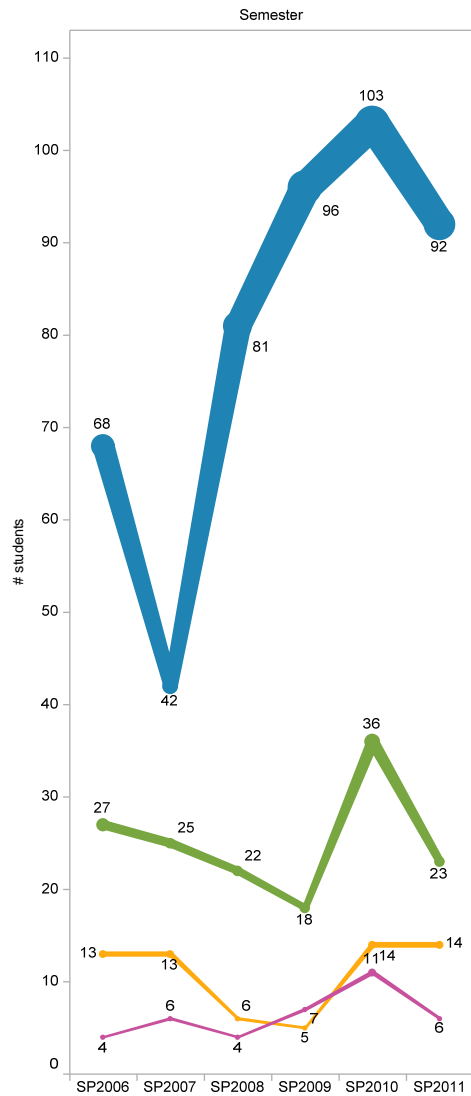
CMI has seen a steady increase in numbers of new students. The vast majority of these students start in Developmental Level 1 and require 3 levels of developmental English before they can enroll in most credit classes.



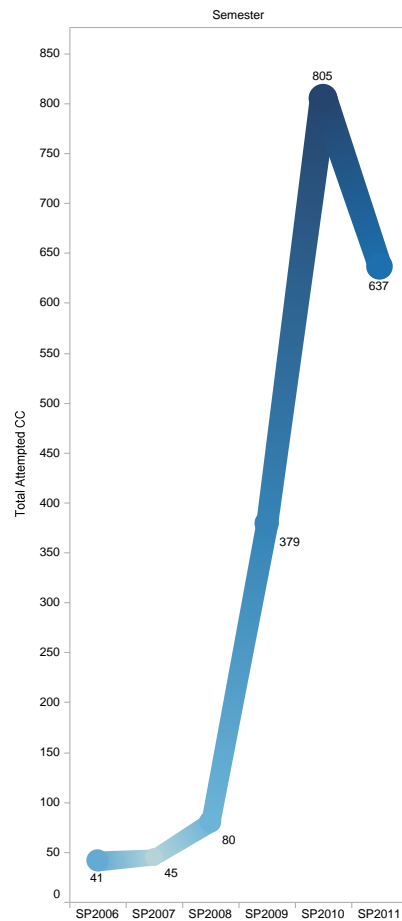
Although Developmental Level 1 students are not eligible to enroll in most credit level courses, CMI has been expanding the offerings of credit level classes available to new students. This includes a study skills and orientation course (CMI 101) as well as basic IT courses.

As can be seen, new students at CMI are taking large numbers of credit level classes. In fall 2010 new students enrolled in over 1,000 hours of credit level courses.

new student enrollment - spring

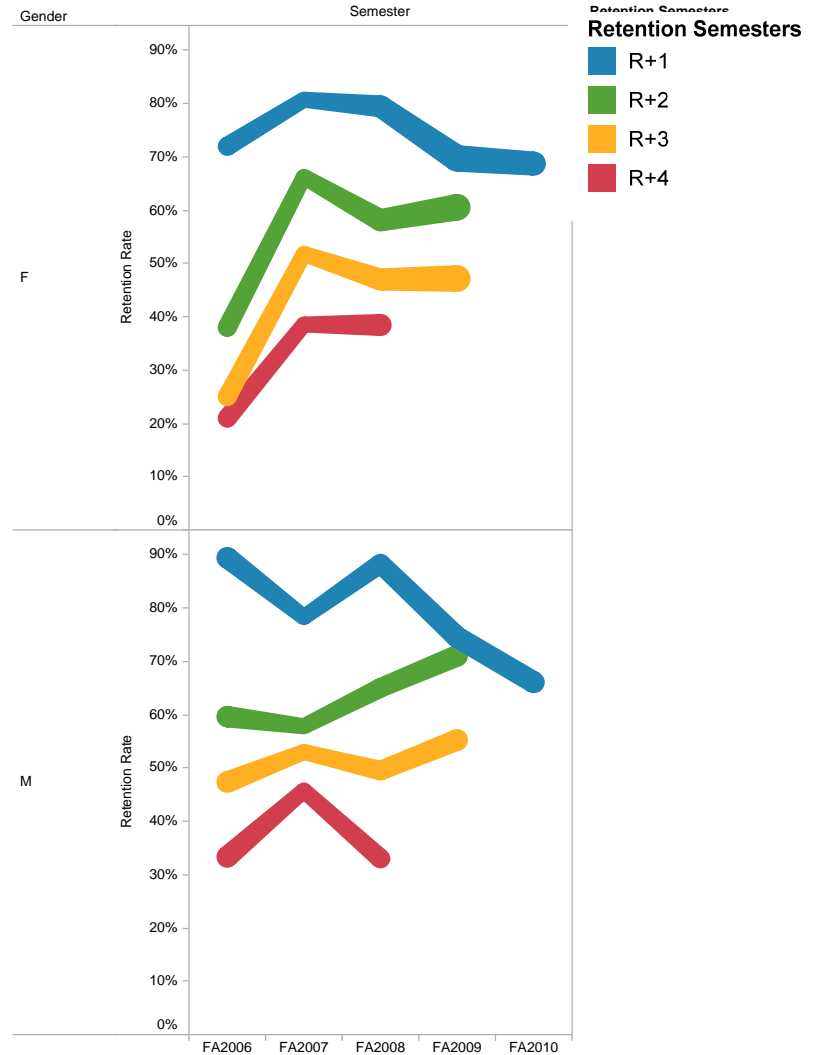


spring new student enrollment also continues to grow at CMI. Again the most noticeable increase is with Developmental Level 1 students.



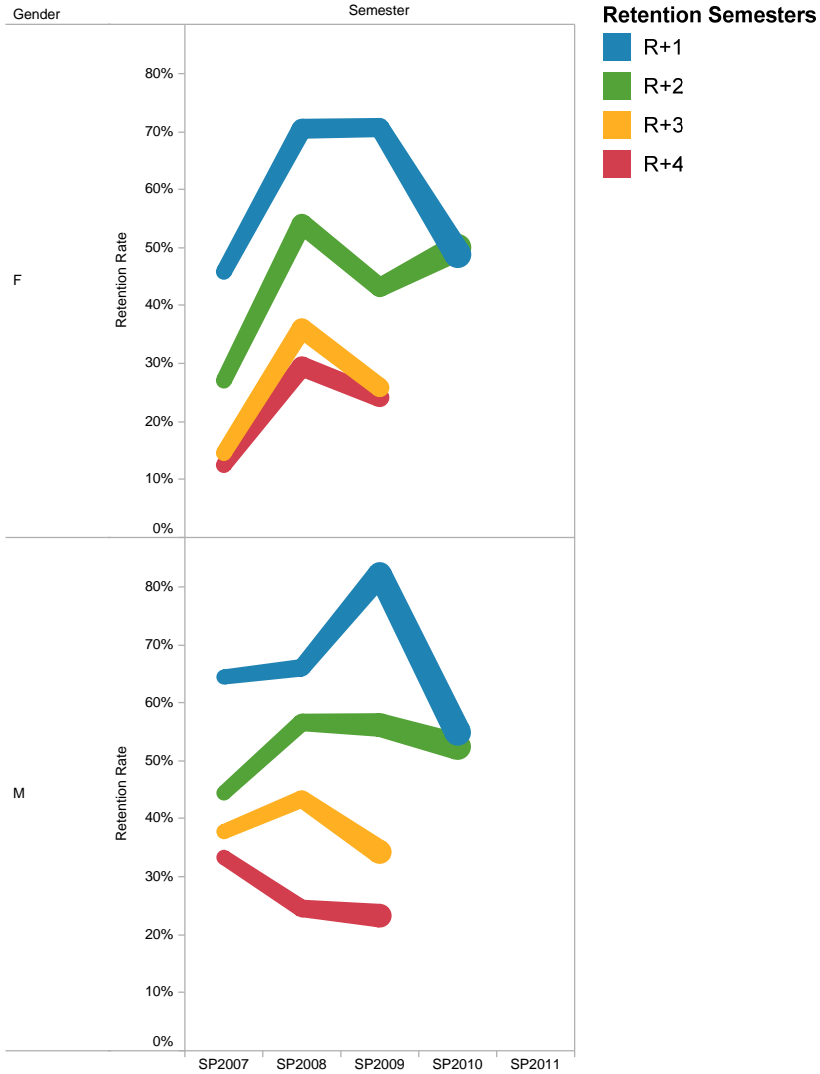
The pattern of increasing attempted college credits by new students continues with a huge increase over the last 3 years. In spring 2011 this showed a slight decline based on a slightly lower new student enrollment that year.

new student retention - fall



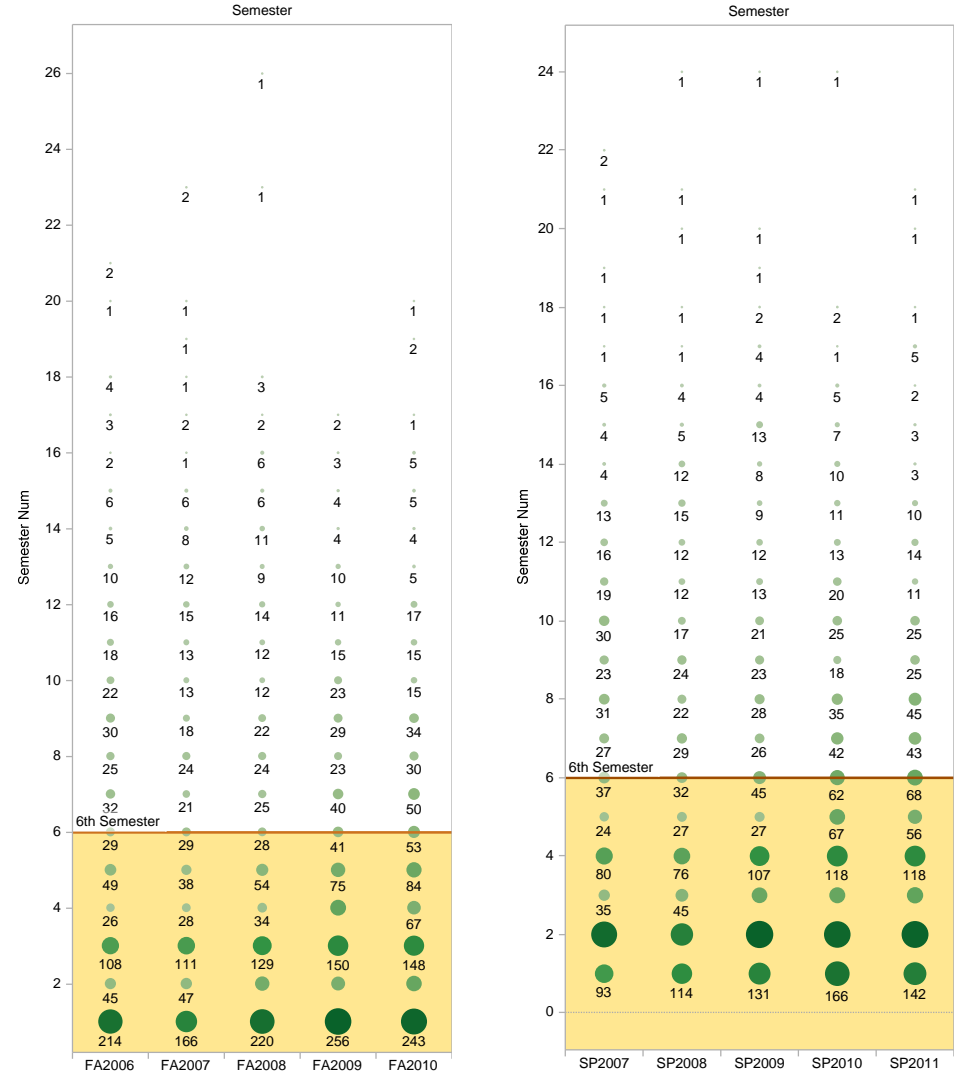
The chart above shows the retention rate for new students for their next 4 subsequent semesters. The chart highlights that although retention generally remains high until the next and subsequent semesters, only about a third of all new students persist until their 4th semester. The fall in R+1 retention and rise in R+2 retention (particularly in male students) may be due to the developmental satisfactory academic progress policy whereby a new student who fails developmental level 1 must take a semester out before returning.

new student retention - spring



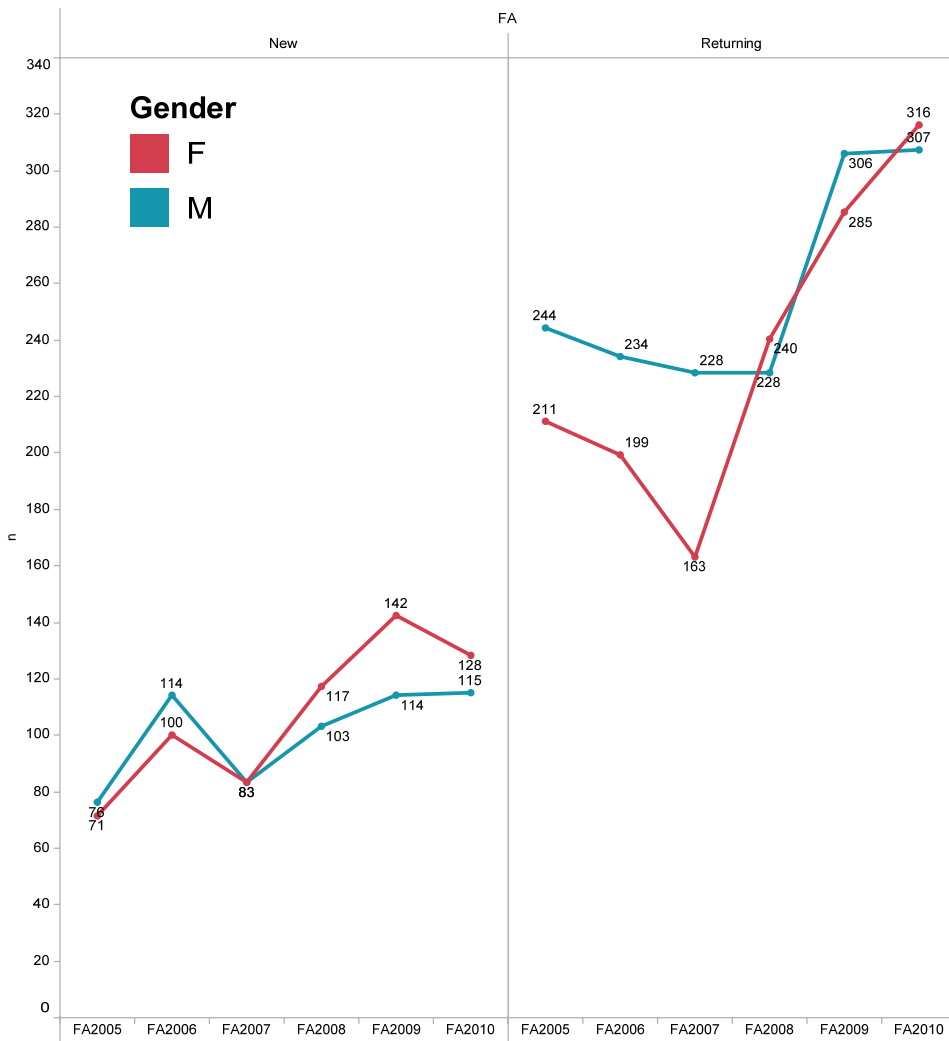
A similar situation in spring Students as in fall students. In spring 2010 cohort more students returned in spring 2011 than in fall 2010. This is further evidence of the satisfactory progress policy for developmental students. What is positive is that although some students do indeed sit out one semester, they do return after that. The retention rate for male students is generally higher than that for female students.

student semester number



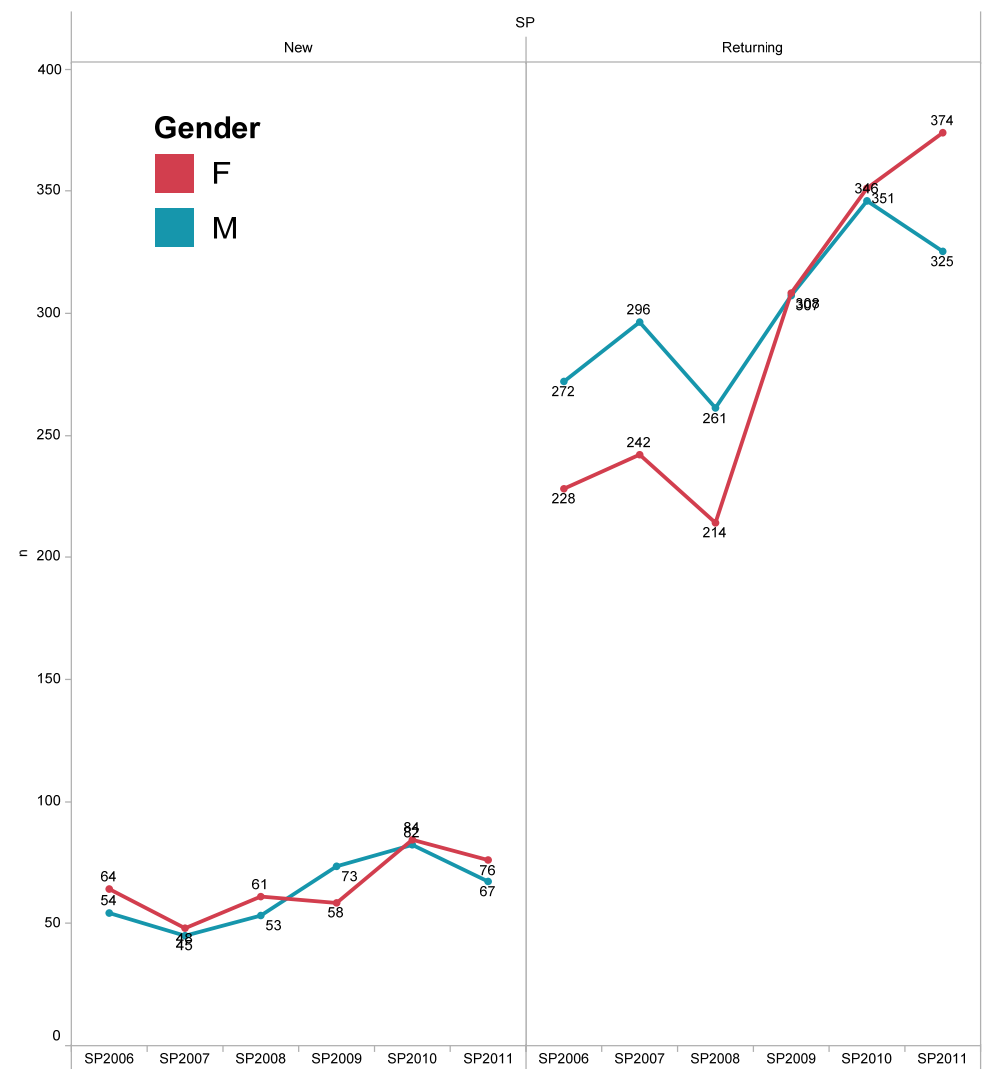
The 6th semester represents a critical semester for CMI students. Most students will be required to take 3 semesters of developmental education followed by at least 4 semesters of credit level courses. The chart on the left shows the semester and the number of students and how many semesters they have attended CMI. The size of the dot gives some idea of the number of students, as indicated by the label. In fall 2010, CMI had more students enrolled who were in their 6th semester or greater. The population is still dominated by students who are in their foundation years at CMI. What is also clearly visible is the effects of the 1 semester student drop out policy.

student demographics - fall



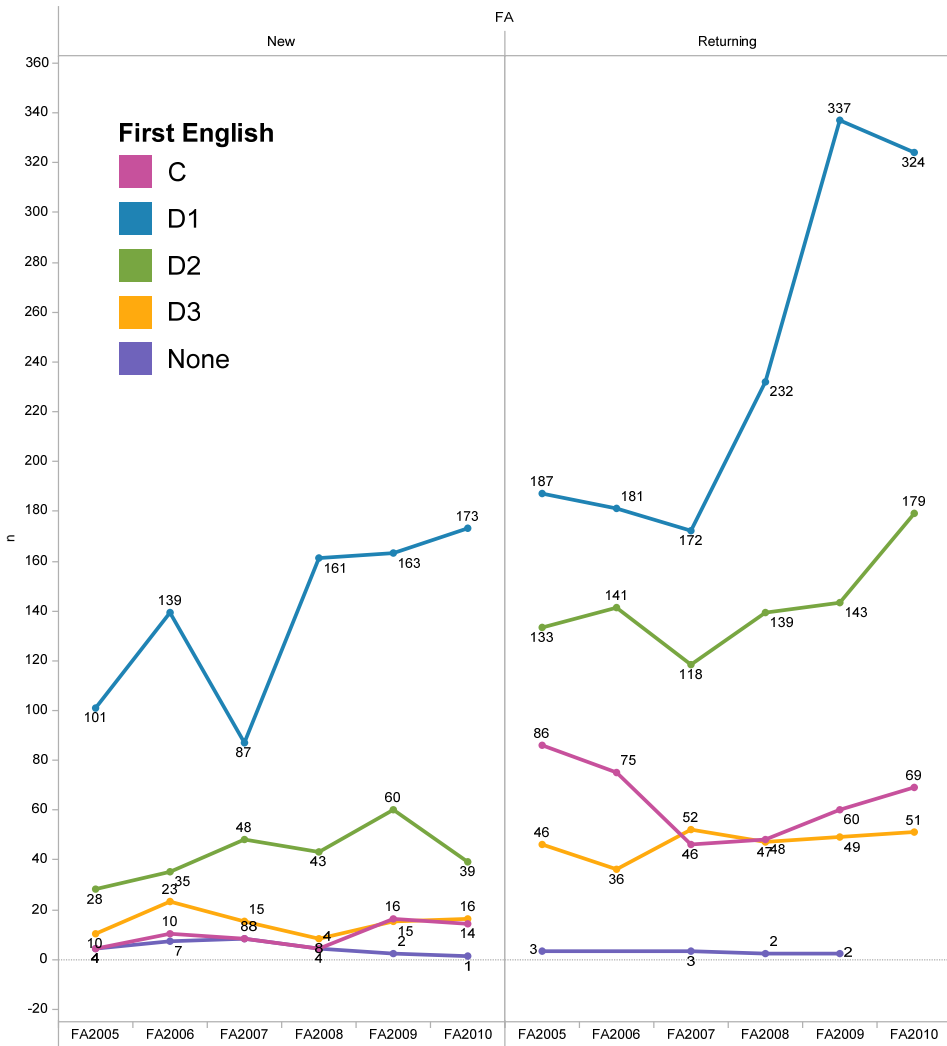
Increasing numbers of new and returning students at CMI are both male and female. Since fall 2008 the number of female new students has overtaken male new students. There is a similar scenario with returning students since fall 2008, when female returning students has increased dramatically. In fall 2010 CMI had nearly double the number of female returning students as it had in fall 2007.

student demographics - spring



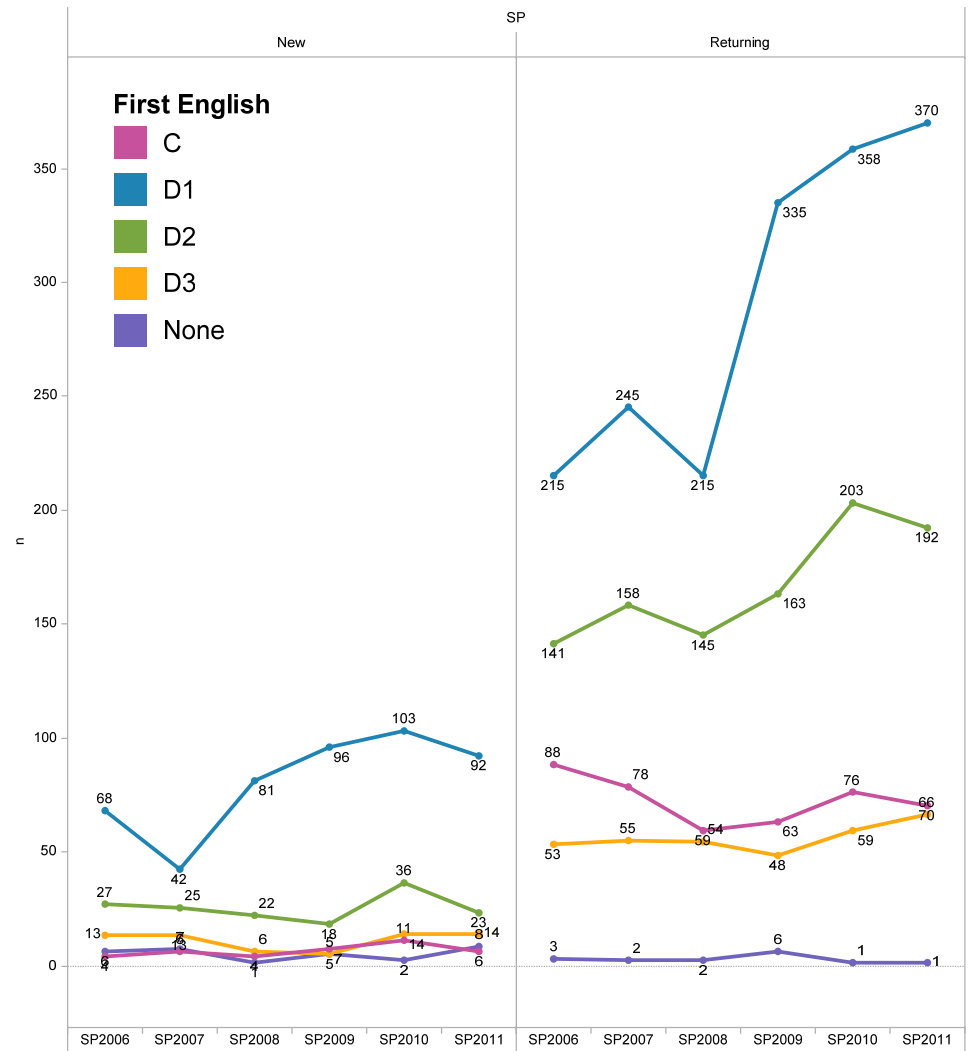
Although new student enrollments are generally lower in spring, the number of returning students has increased dramatically since spring 2008. The increase is in both male and female students with the number of returning female students exceeding male students in spring 2010 and 2011.

student starting English level - fall



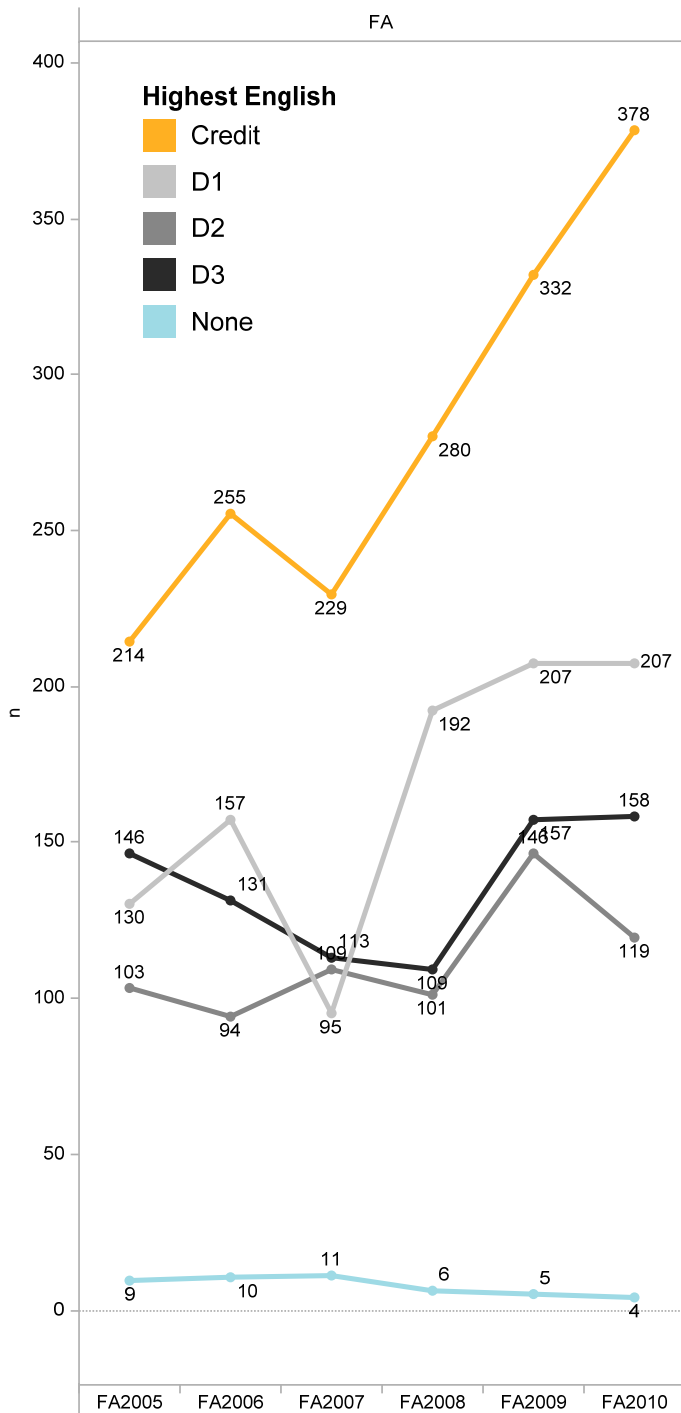
This chart shows new and returning student enrollment based on the first English level taken at CMI. Both new and returning student populations are dominated by students who originated in the lowest level of developmental English education.

student starting English level - spring



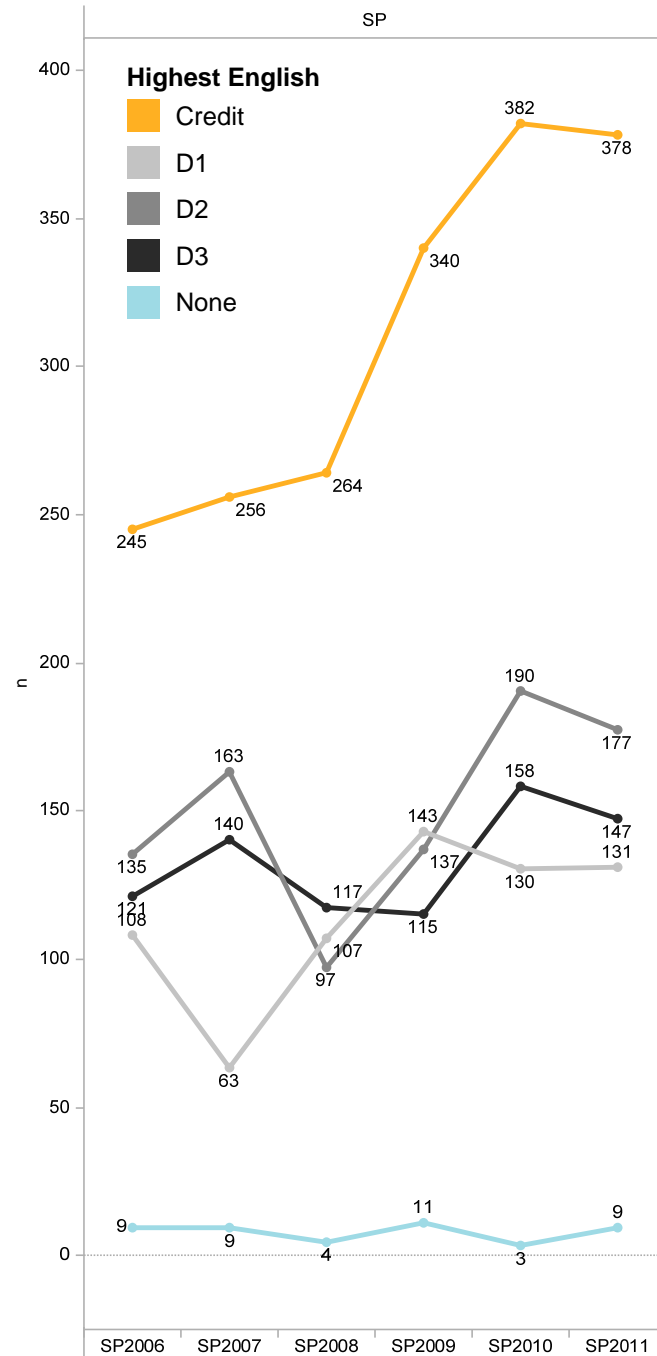
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student highest English level - fall



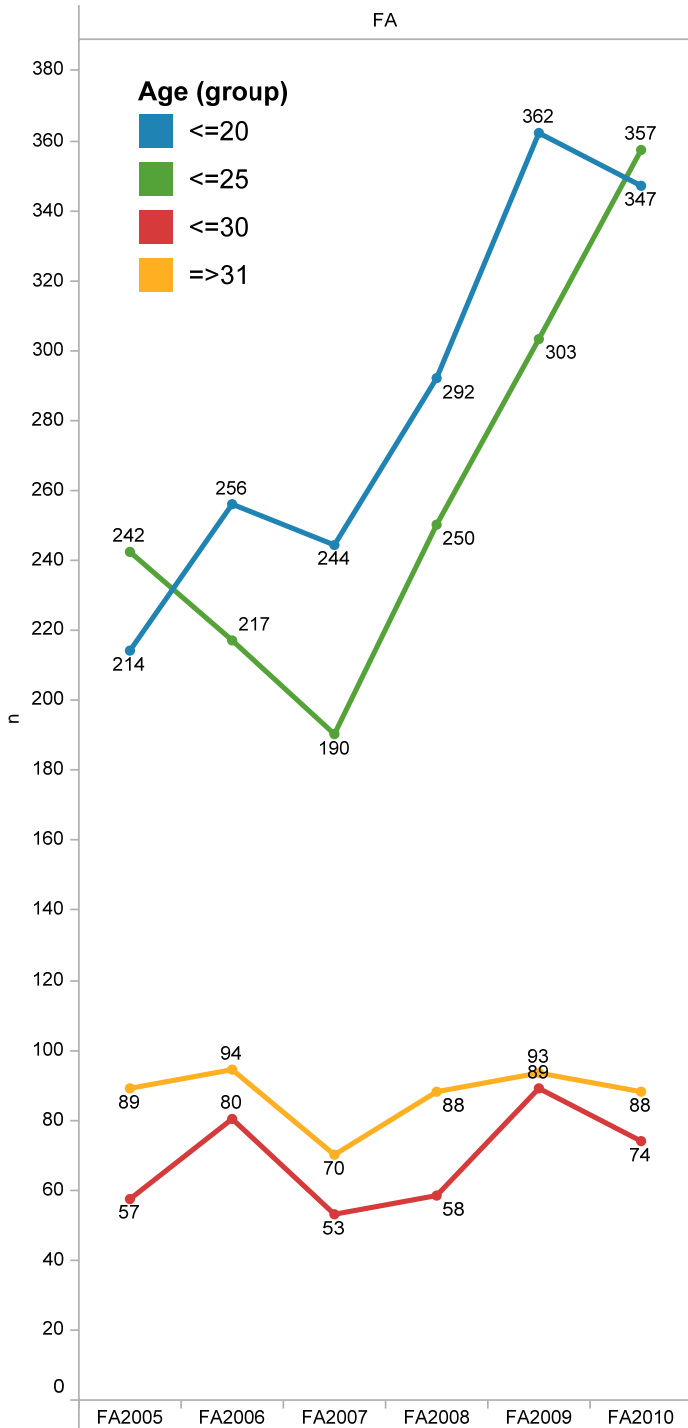
As opposed to the previous charts this chart chows the highest English level reached by students at CMI. Although developmental level 1 students feature prominently what is evident is the huge rise in students who have reached credit level English. In fall 2010, 378 students were at credit level compared to 214 in fall 2005.

student highest English level - spring



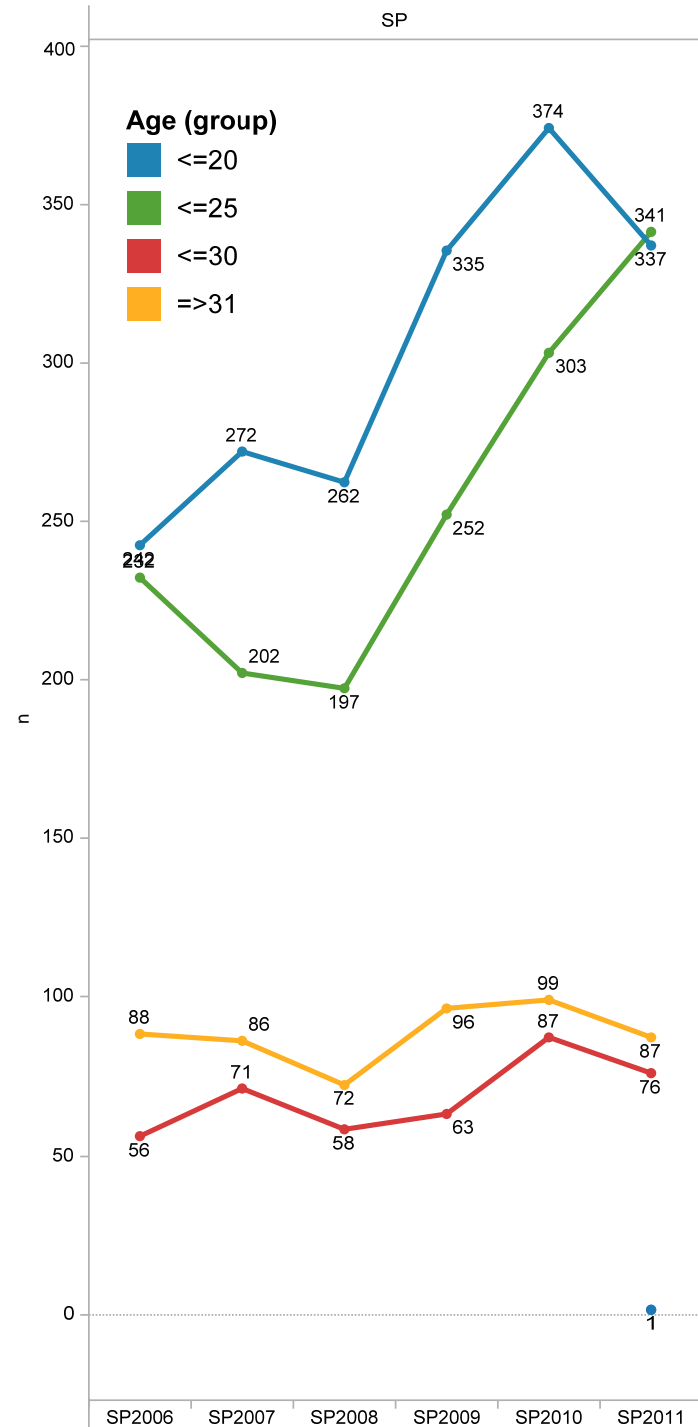
As opposed to the previous charts this chart chows the highest English level reached by students at CMI. Although developmental level 1 students feature prominently what is evident is the huge rise in students who have reached credit level English. In spring 2011, 378 students were at credit level compared to 245 in spring 2006.

student age group - fall



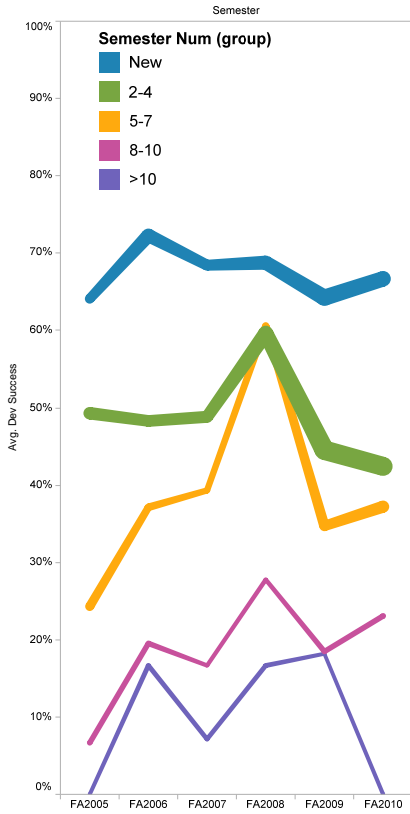
This chart shows quite clearly that the increased fall enrollments at CMI have been almost exclusively in the under 25 age group. This age group has actually grown at the same rate as the under 20 age group. In the most recent semester the under 20 age group population actually fell below the under 25 age group population.

student age group - spring



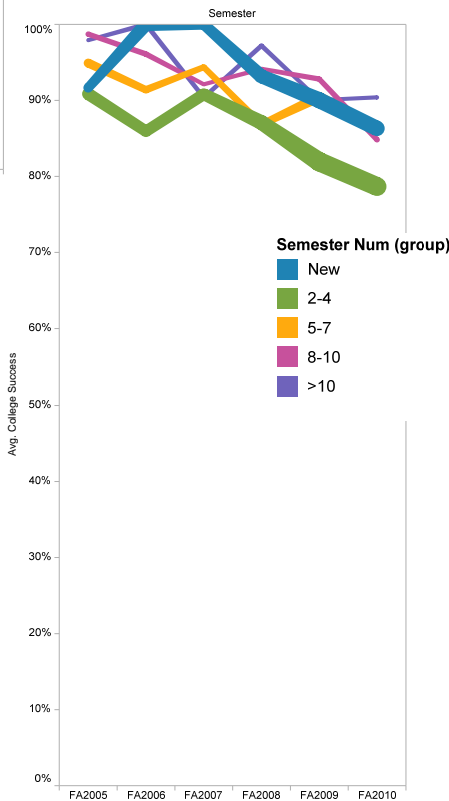
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student success - fall



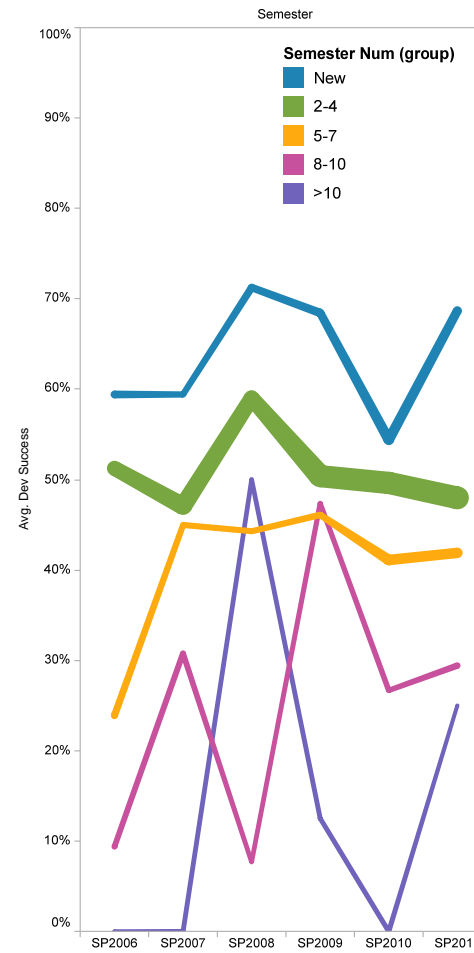
Student success is defined as a percentage of the number of credits earned divided by the number of credits attempted. The upper chart shows developmental credits while the lower chart shows college level credits. Students are separated by the number of semesters they have attended at CMI.

Student success in developmental courses remains at about 70% for new students. However, the longer a student remains at CMI and still requires developmental courses the lower the chance of success.



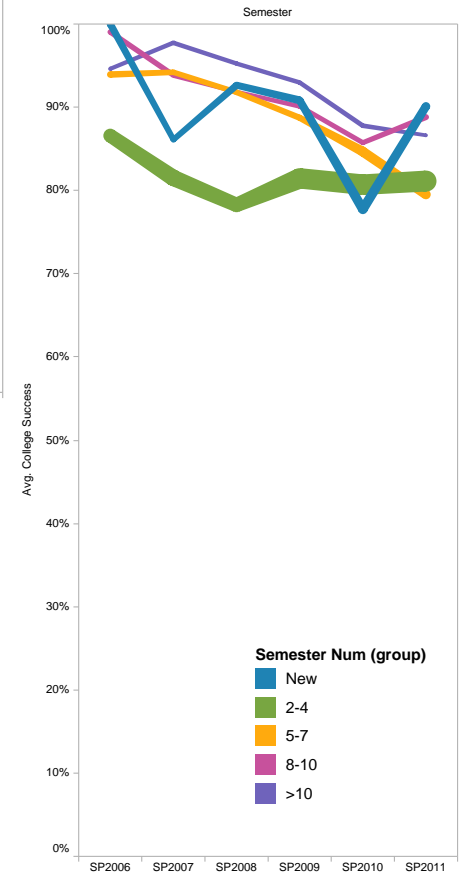
The success rate in credit level courses remains at a high level but has started to decline in recent years. The fact that new students do better in credit level course than those in their 2nd to 4th semester may be due to the 'level' of new student credit courses.

student success - spring

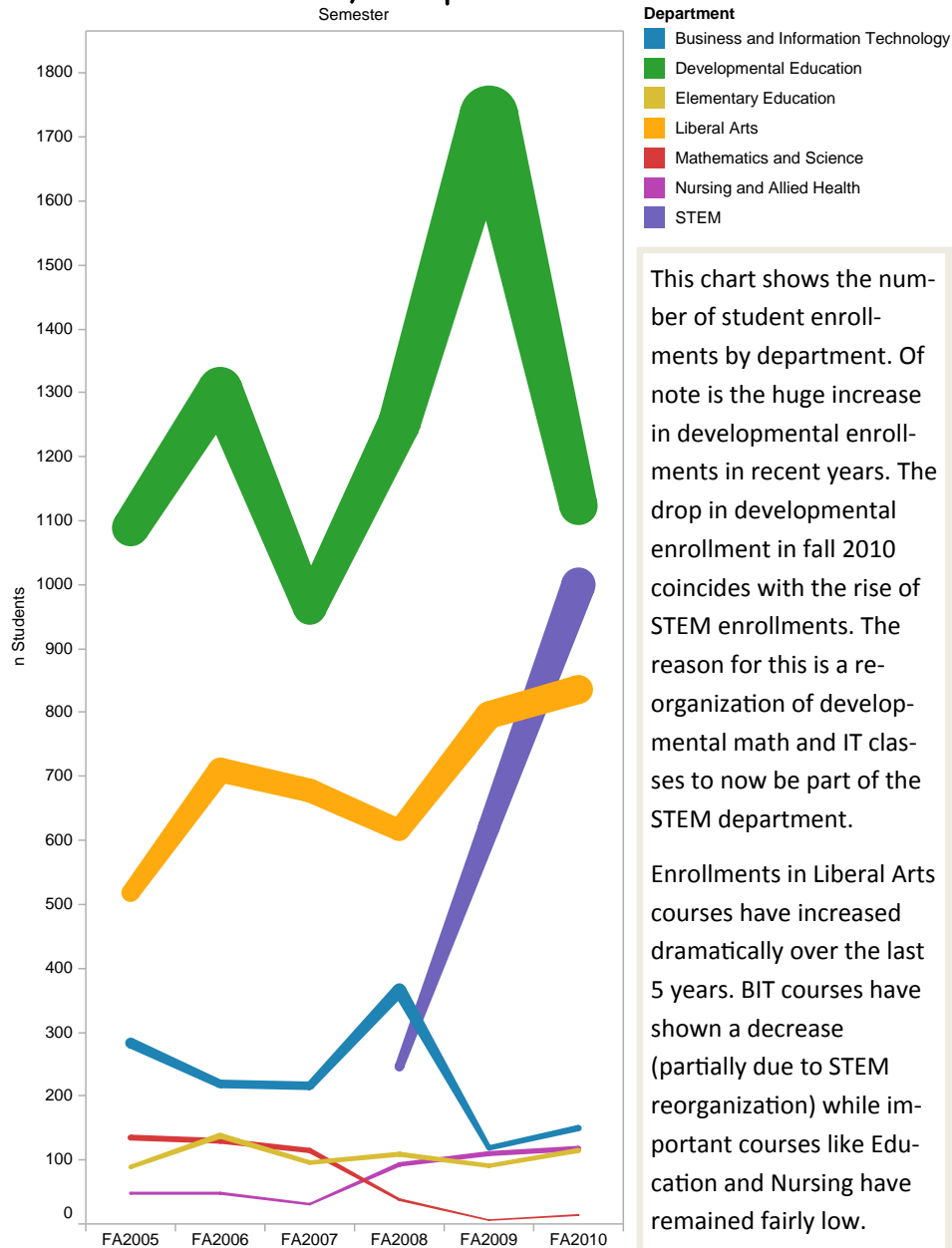


Success in developmental courses in spring is generally equivalent to fall success rate. Again evident is the fact that the longer a student remains at CMI and still requires developmental education the lower the chance of success.

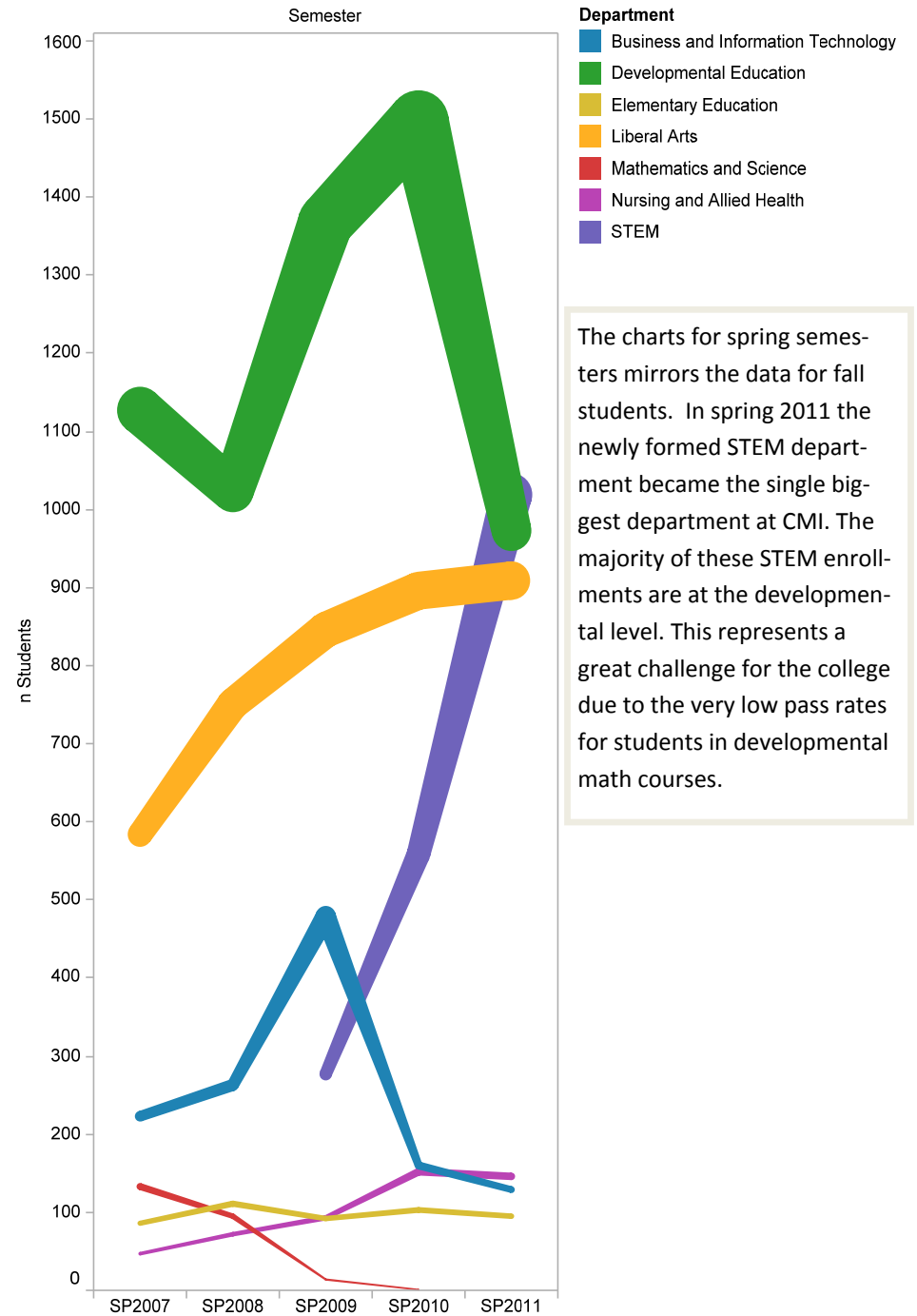
The majority of students taking credit level classes are in the semester 2-4 group. With this group the success rate is a fairly constant around 80%. New students showed a dip in success rate in spring 2010 but this rebounded in spring 2011.



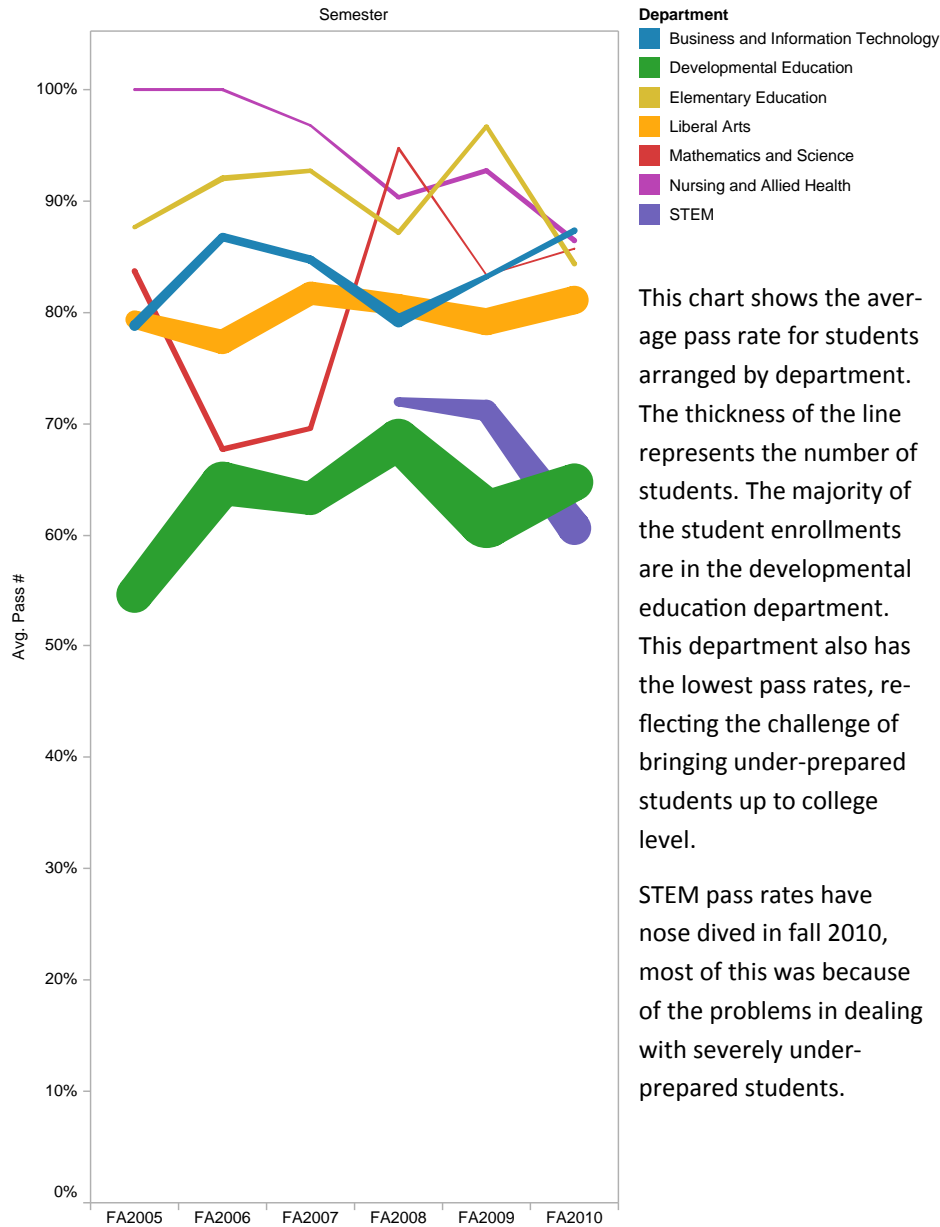
enrollments by department - fall



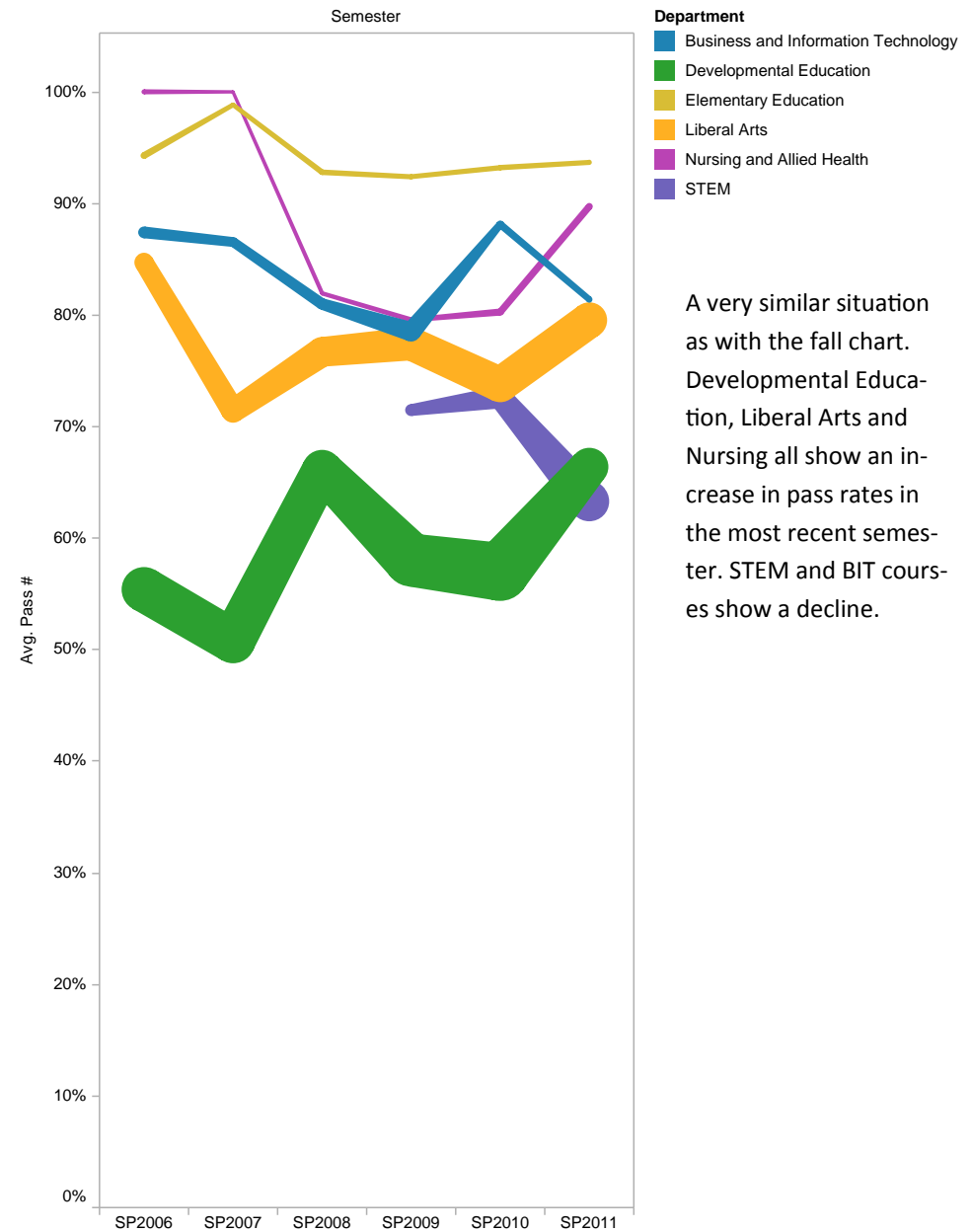
enrollments by department - spring



pass rates by department - fall

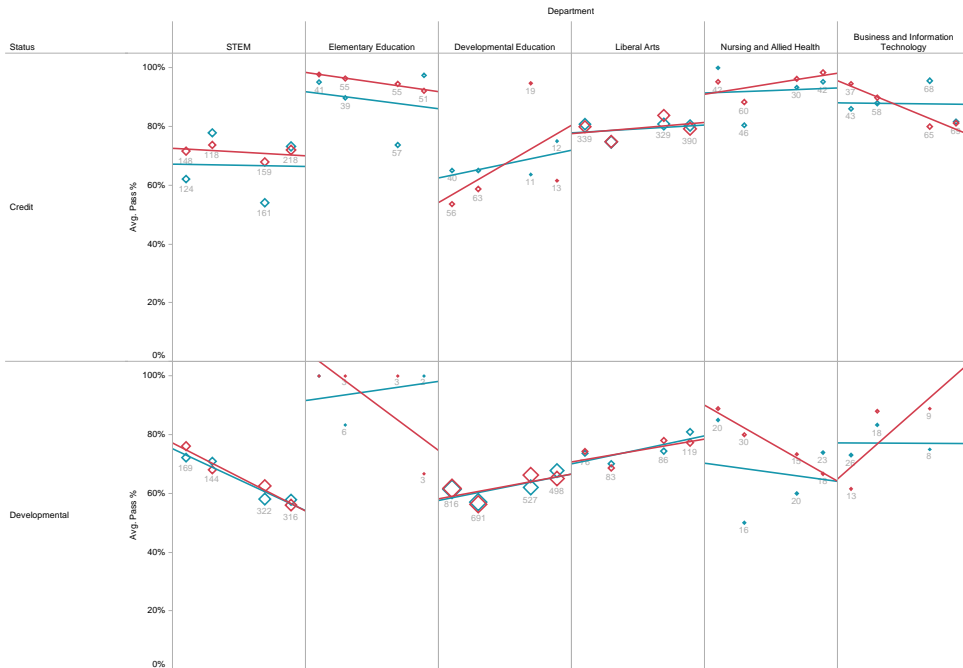


pass rates by department - spring



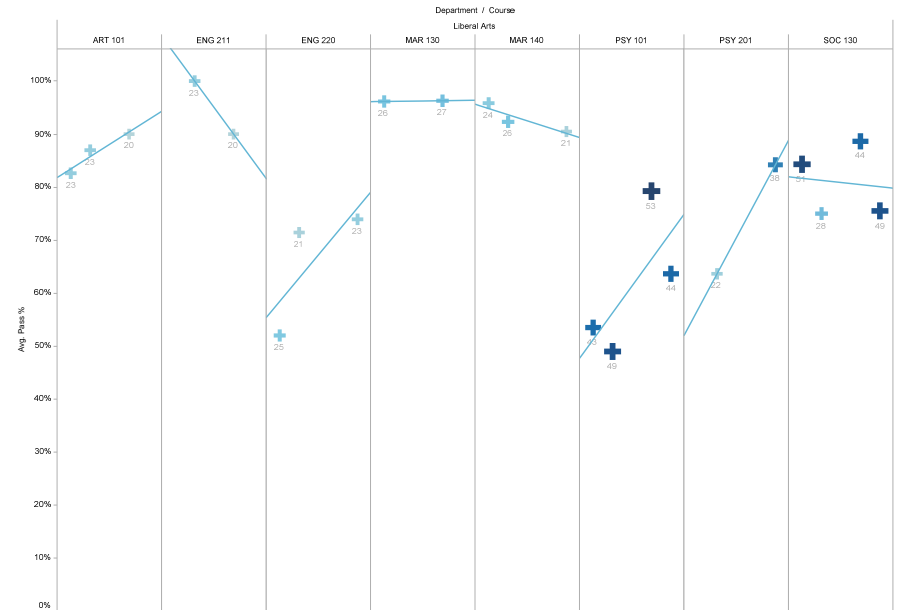
pass rates by department

Gender
■ F
■ M

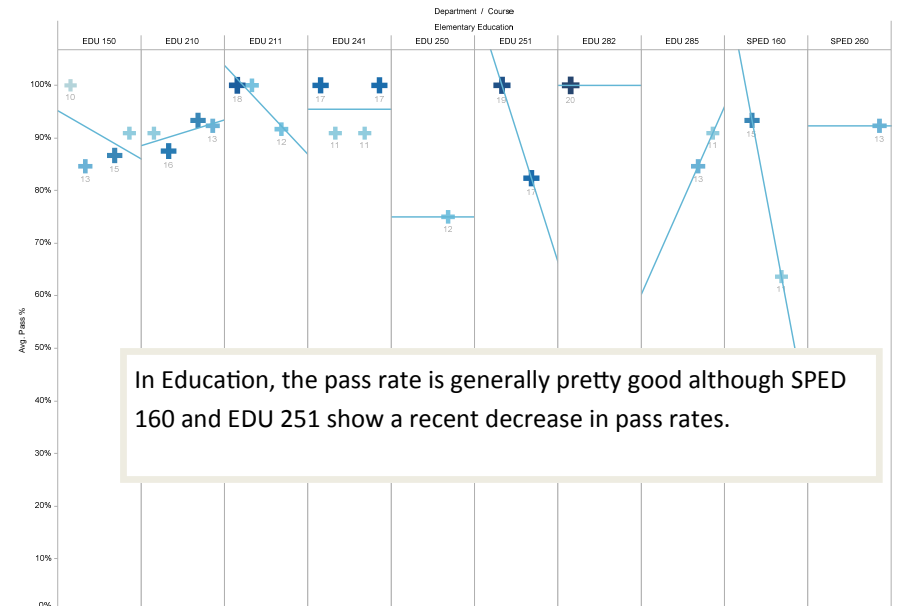


This chart provides a bit more detail on pass rates. It looks back on the previous four fall and spring semesters and examines pass rates for each department for male and female students at the credit and developmental level. The major credit differences are the increasing success of female credit students in nursing and the decreasing success of female credit students in business courses. In the STEM department female credit students are generally more successful than their male counterparts, although the gap has decreased in the most recent semester. A similar scenario is evident in education courses. The decreasing success of developmental level STEM students is a major cause for concern.

pass rates by classes

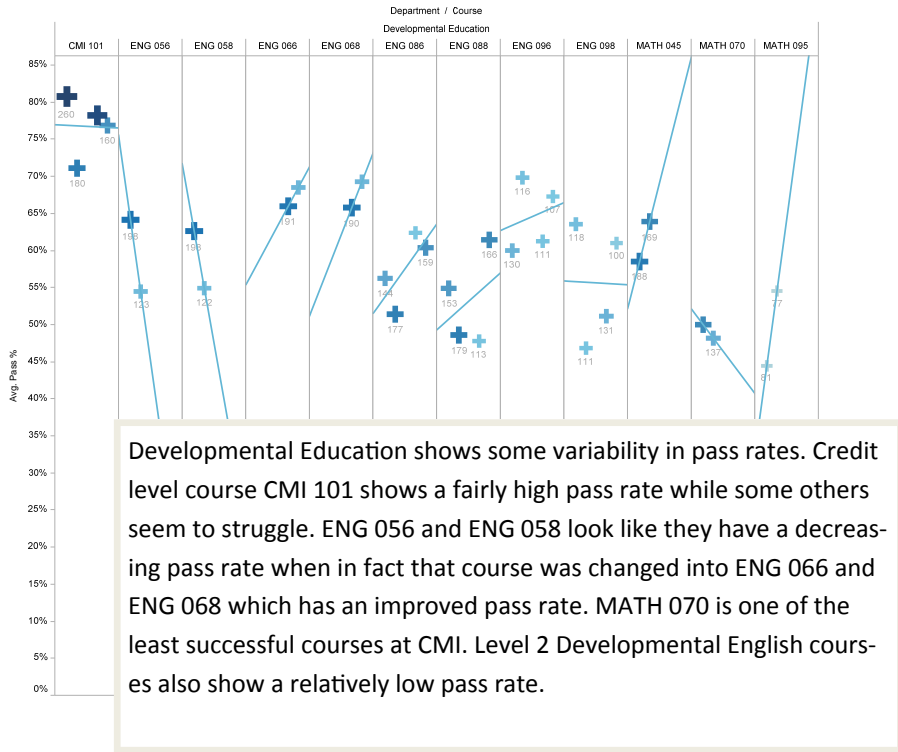


Pass rates are generally very high in Liberal Arts courses, particularly in Marshallese Studies courses (MAR 130 and MAR 140). Psychology courses (PSY 101 and PSY 201) have shown a significant improvement in recent semesters as has ENG 220

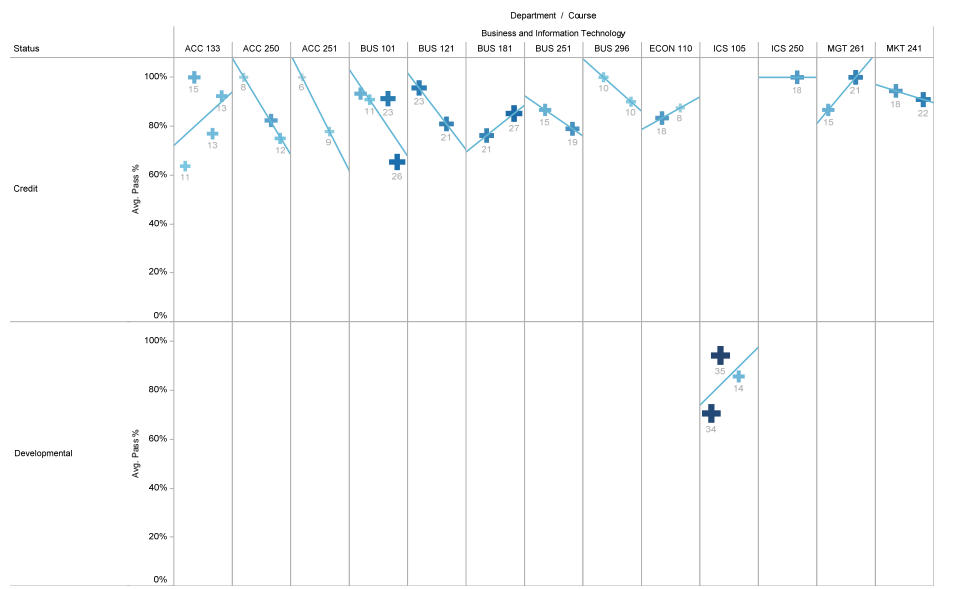
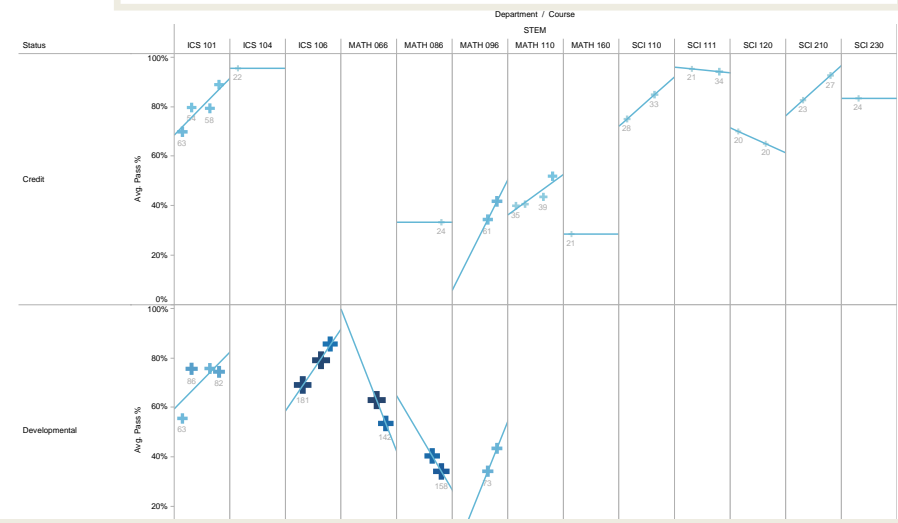
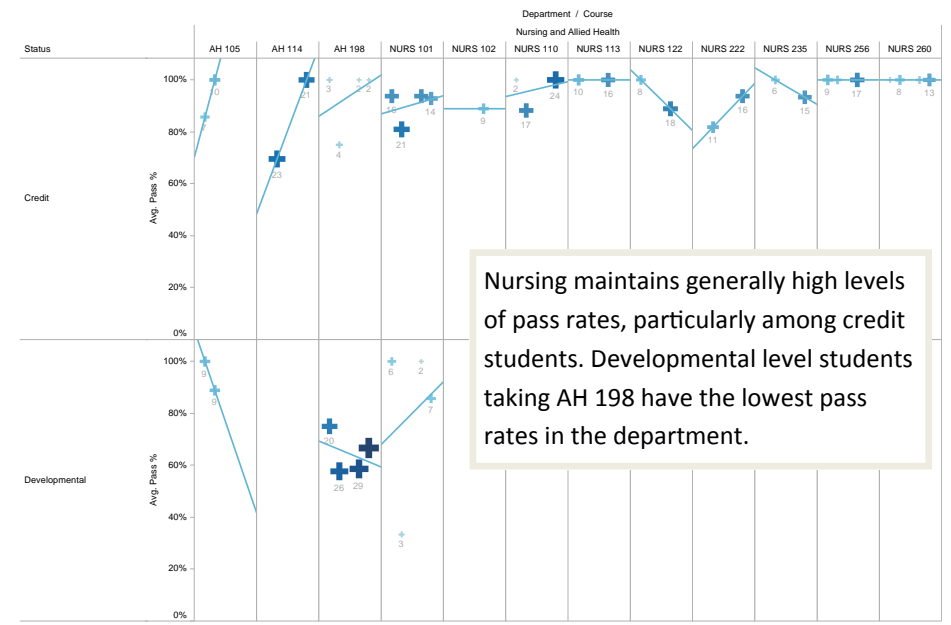


In Education, the pass rate is generally pretty good although SPED 160 and EDU 251 show a recent decrease in pass rates.

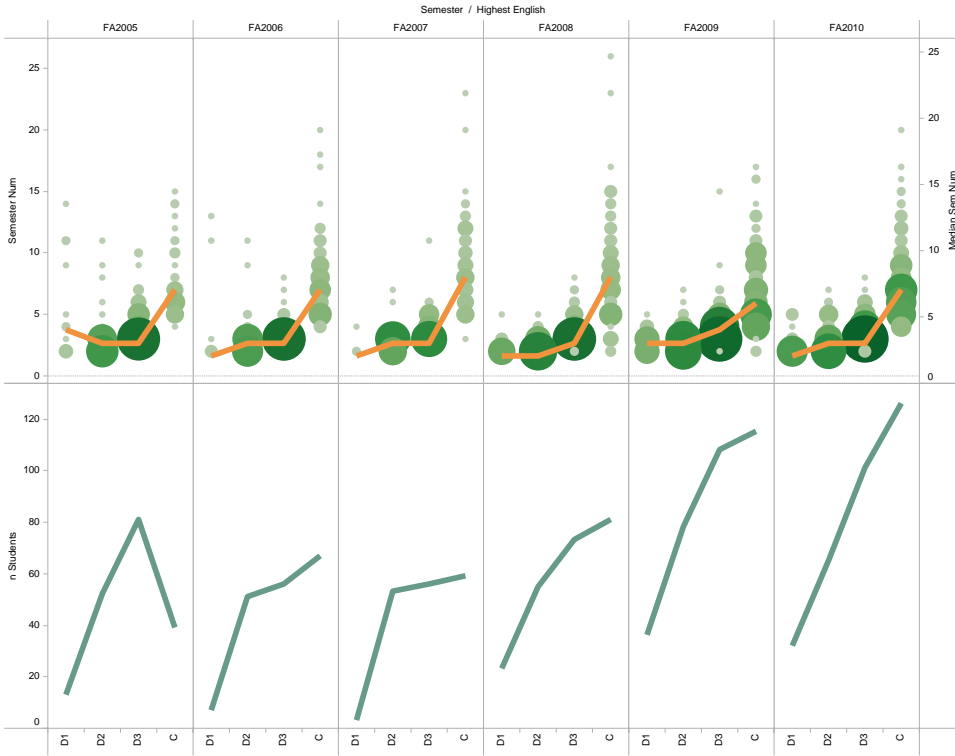
pass rates by classes



pass rates by classes

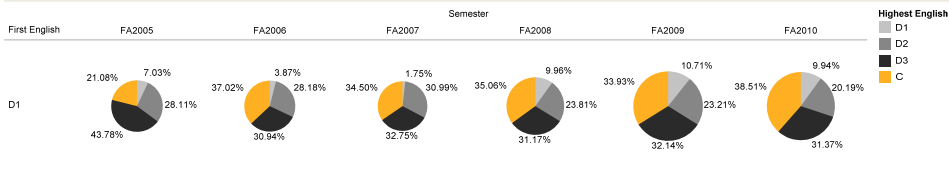


returning student English level - fall

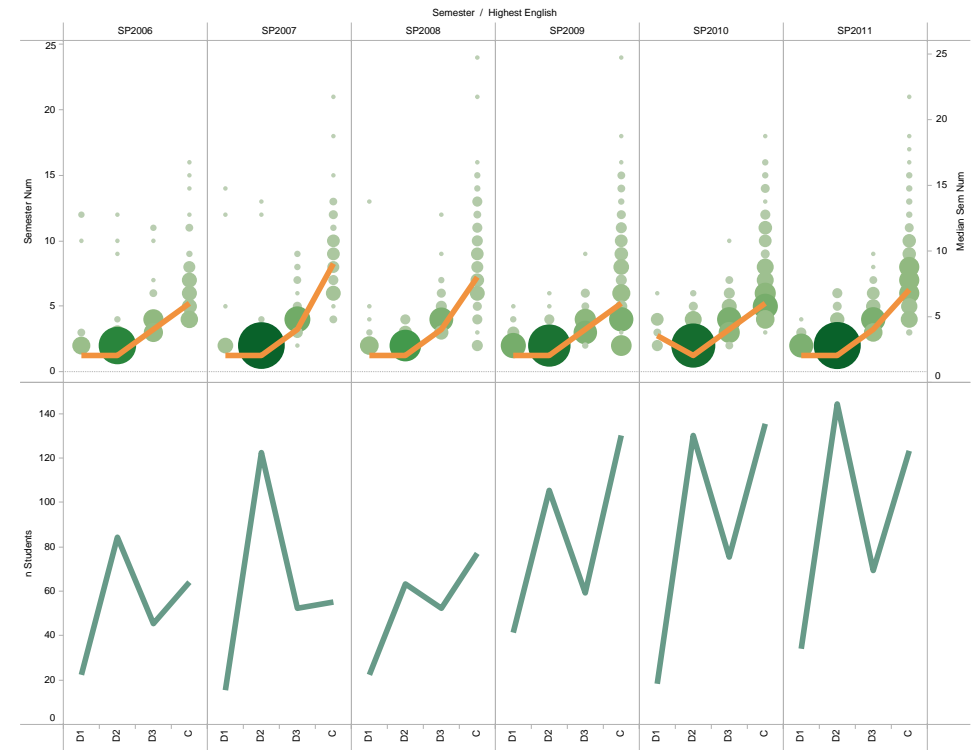


The top chart above shows the number of semesters students have attended CMI by English level. The size and color of the dots illustrate the number of students. The yellow line shows the median value. The lower chart shows the actual headcount of returning students by English level. fall 2010 showed the highest number of credit level students enrolled at CMI, when over three times as many students had reached credit level English compared to fall 2005. Not only that but it does appear that more students are reaching credit level English in a more consistent manner than earlier years.

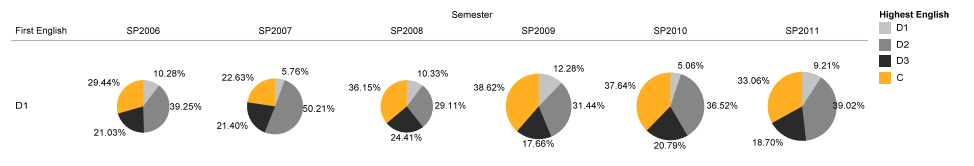
Further evidence that developmental students are making it through the program to persist into credit level is evidenced below where 38.5% of fall 2010 credit level students started in the lowest level of developmental.



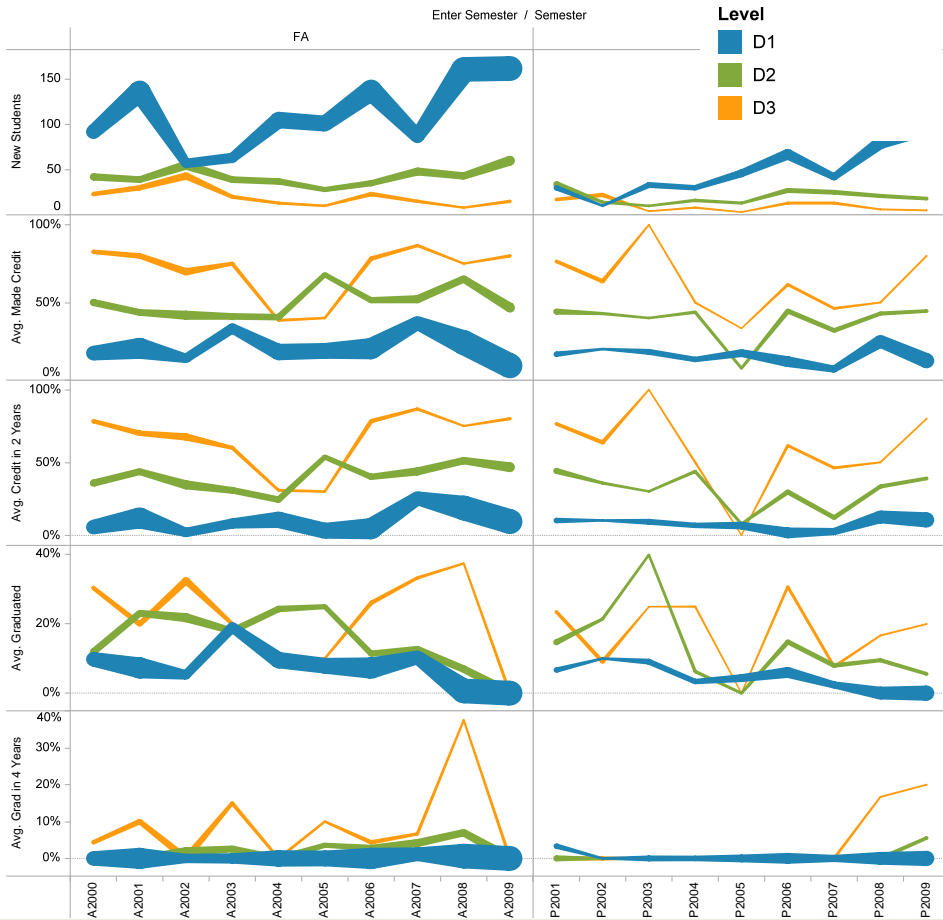
returning student English level - spring



spring enrollments generally show a lower number of developmental level 3 students and higher number of developmental level 2 students. This is most likely because more developmental level 1 students start in fall and progress to developmental level 2 in spring. Again, recent semesters show a higher number of credit level English students than spring 2006. Of these students 33% started in developmental level 1, as opposed to 29% in spring 2006.

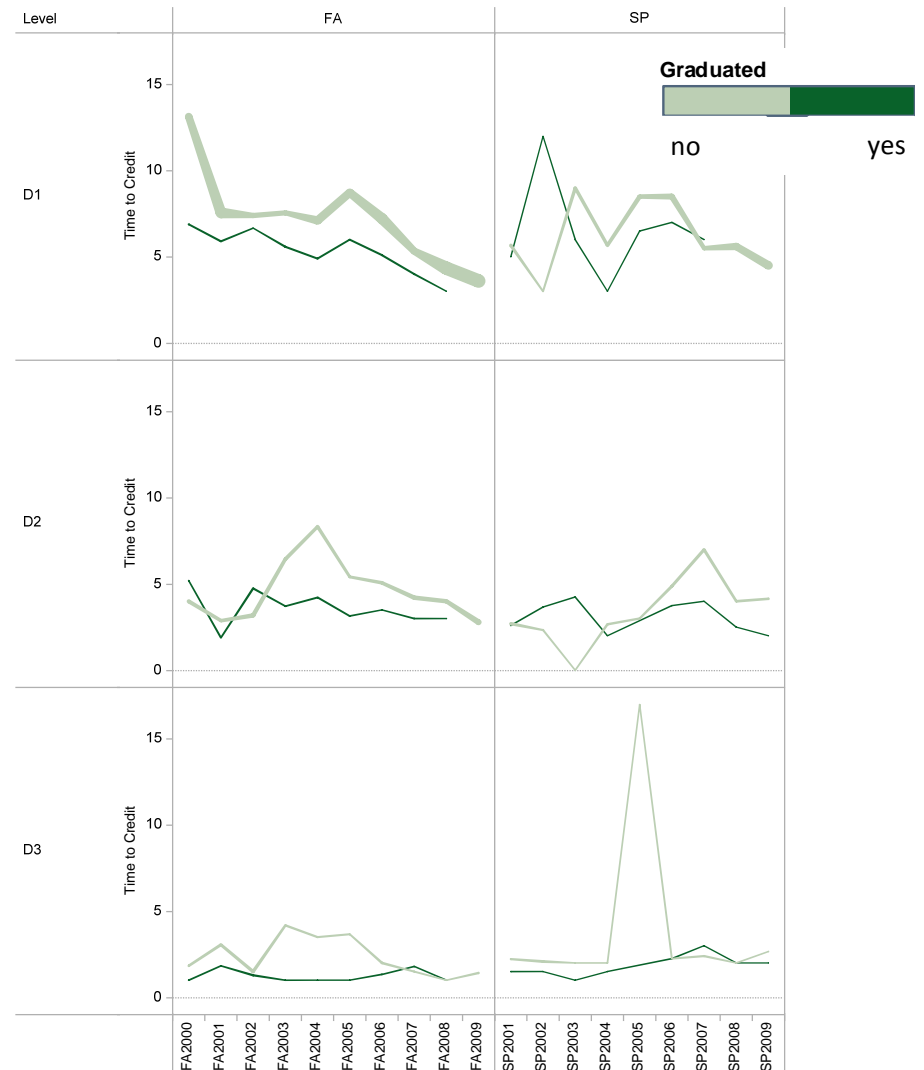


student progression summary



This series of charts attempts to illustrate a number of progression measures. The charts use a new student cohort model of analysis. The top chart shows the number of new students by English level. This illustrates the increases in Developmental level 1 students. This largest of all the developmental group is also the least successful. The second chart shows the percentage who have attended a credit level English class. The higher the starting level of the student the greater the likelihood of attending credit level classes. While the graduation rate for developmental level 2 students appears to be decreasing some of this may be simply that these students are still attending and waiting to graduate. Students in developmental level 3 have shown a huge increase in graduation rates in recent semesters. The pattern for spring semesters is very similar but with fewer students. Of note is the lower success rate for students who started in spring 2005. The most successful group of new developmental level 1 students started in the 2007/2008 academic year.

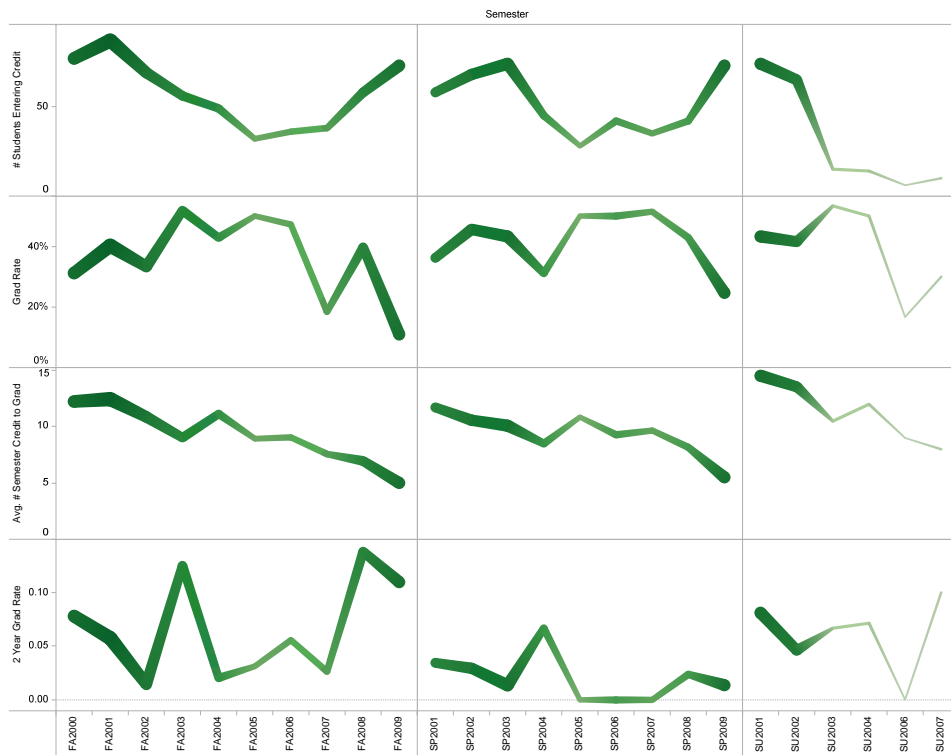
time to credit from entry



These charts show the average time to credit based on starting English level. The time is based on semesters, including summer, so 3 semesters is equal to one year. Developmental Level 1 students reach credit level in about 7 semesters, for developmental level 2 students the number is about 5 semesters, developmental level 3 students reach credit in about 2 or less semesters.

Students who have graduated generally reach credit faster than those that have not yet graduated. Students that entered in spring show a more variable pattern in time to credit.

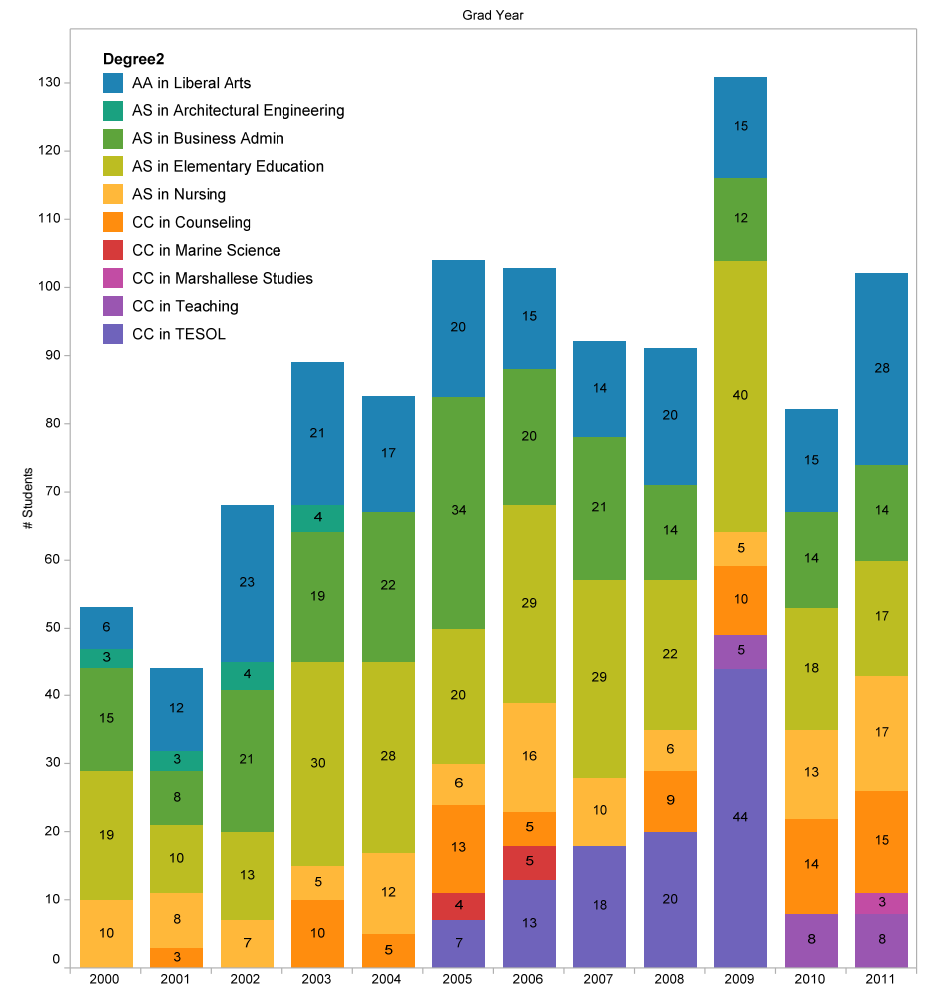
entry into credit and beyond



Although the number of students entering credit level did decrease in the middle of the analysis period it did rise again in recent semesters with over 70 students entering credit level English per semester. The grad rate for students who entered credit level English is at about 40% although there is a noticeable dip for students who entered credit level in fall 2007, this rebounded in fall 2008 and may continue into fall 2009 as these students get a chance to graduate in 2012.

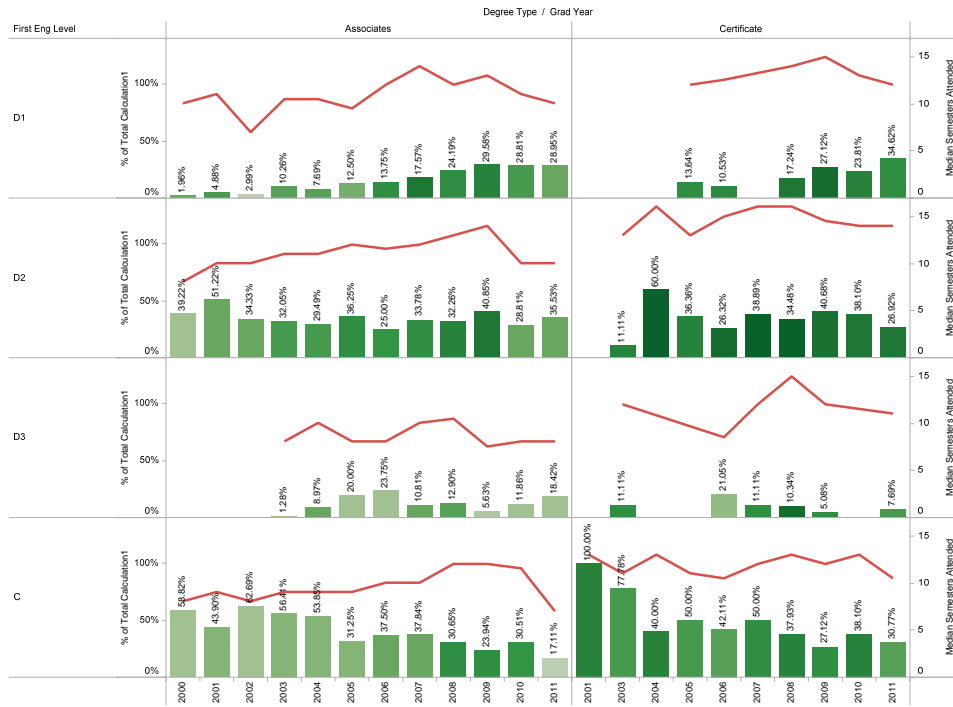
The two year graduation rate remains extremely low at around 10%. This is not surprising as the average student requires about 3 years from entering credit to reach graduation.

student graduates



The number of students graduating from CMI is generally increasing over time. The most successful year was 2009 when over 130 students graduated. The majority of these students graduated with a Certificate of Completion in TESOL. The was also the year that saw the greatest number of AS in Elementary Education degrees awarded. Liberal Arts has shown a doubling in number of degrees awarded from 2010 to 2011. Business Administration shows a general decline over the last ten years, while Nursing has shown an increase with 17 graduates in 2011.

graduates by starting English level



A very encouraging sign is the number of graduates who started in developmental level 1 English has increased steadily over the years. In 2011 almost 30% of graduates started in level 1 compared to less than 2% in 2000. Breaking this down by gender we can see that this is almost all because of the persistence of male students with almost 46% of male graduates coming from developmental level 1 as opposed to one 16 of female graduates.

What is also noticeable is that there is very little variation in time to graduation between the 4 levels. This indicates that once a student makes it through the developmental program the route to graduation is fairly similar regardless of starting level.

