



**CMI**  
COLLEGE OF THE MARSHALL ISLANDS

**2023**

# ANNUAL REPORT











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## Introduction

This report presents the President and Nitijela of the Republic of the Marshall Islands (RMI) and the Marshall Islands community with a summary of activities undertaken at the College of the Marshall Islands (CMI) in 2023. Submission of this report fulfills the college's statutory obligations under the College of the Marshall Islands Act 1992, section 220 (1), which reads as follows:

**Reports and Auditing Procedures.** By January 1st each year, or as soon as practicable thereafter, a report shall be made to the President of the Republic and to the Nitijela. The annual report shall contain information concerning the activities, programs, progress, condition and financial status of the College in the fiscal year most recently completed. The annual report shall provide comprehensive financial information which accounts for the use of all funds available to the College from the government or otherwise, and which shall be prepared in accordance with generally accepted accounting principles. The annual report shall also describe implementation of the College's long-range plan and include information on student enrollment, costs per component and per student and the status of students graduated from or terminated studies at the College.

## Message from the Interim President

In 2023, the College of the Marshall Islands showed tremendous resilience. Having successfully navigated the challenges of closed borders and the arrival of Covid-19 in the Marshall Islands, the college faced the loss of its president, Dr. Irene Taafaki, who made significant contributions not only to the college but also to the nation as a whole. That the college has been able to carry on with the work of its mission speaks to the strength of the community and of her leadership. It also speaks to the tremendous support the college has received from the RMI government and the local community. We are profoundly grateful to everyone who has assisted us in facing these challenges.

With the borders open, the college saw changes both positive and negative. On the positive side, we saw a slight increase in international students, especially from the Federated States of Micronesia, though these numbers remain small. Recruitment for open staff and faculty positions also became easier. On the other hand, young people are more likely to migrate to the U.S., which affects student recruitment and retention. These changes can seem like a return to normal, but in fact, the college has been strengthened through its pandemic



experiences. Careful use of Covid-funding from the U.S. allowed the college to improve its learning technology, and the experience of preparing to teach online and briefly moving courses online during the first few weeks of Covid's arrival in the Marshall Islands strengthened the faculty's ability to adapt and teach digitally. Right now, these strengths enhance existing face-to-face courses and provide options to students who have to miss classes, but plans are in the works to establish distance education.

## **College Overview**

The College of the Marshall Islands offers a Bachelor's in Elementary Education, five associate degree programs, and fifteen certificate programs. The newest of these certificate programs are the entry-level maritime certificates of completion in Rating Forming Part of a Navigation Watch and Rating Forming Part of an Engine Room Watch, which first admitted students in fall 2023. Full programs are offered at CMI's campuses on Majuro Atoll (Uliga and Arrak) and Kwajalein Atoll (Ebeye). Partial programs are offered at centers on Wotje and Jaluit; Adult Basic Education and informal trainings are offered at sub-centers on Enniburr Island in Kwajalein Atoll and on Kili Island, with new sub-centers planned for Likiep and Namor.

CMI is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, 428 J Street, Suite 400, Sacramento, CA 95814, (415) 506-0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. Additional information about accreditation, including the filing of complaints against member institutions, can be found at: [www.accjc.org](http://www.accjc.org)

The ACCJC is recognized by the U.S. Department of Education (ED) as a reliable authority regarding the quality of education offered by the institutions that we accredit in keeping with the Higher Education Act of 1965. The Department of Education conducts a review of accrediting commissions every five years and confers recognition on agencies that continue to meet its criteria. Institutions wishing to provide students with federal financial aid must seek accreditation from an ED-recognized accrediting body.

The Council for Higher Education Accreditation (CHEA) has established criteria that define a quality review system for accrediting agencies. Although CHEA

recognition is voluntary, many accrediting agencies participate in the CHEA quality review process as part of their own efforts to establish and maintain quality practices. In its January 2021 action, CHEA renewed its recognition of ACCJC for seven years.

CMI's institutional accreditation was renewed for the remainder of the cycle, until 2028, at ACCJC's Jan. 11-13, 2023 meeting.

### **Mission**

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

### **Vision**

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

### **Philosophy**

We believe that quality education is essential to the well-being of individuals and to the wellbeing of the Marshallese people as a whole, now and in the future. We are therefore committed to the creation of an educational environment where individual differences of gift, potential, and belief are recognized; where personal choice, responsibility, and growth are encouraged; and where educational content addresses the general and specific needs of the students, the local community, and the nation. We further believe that integration of theoretical knowledge and practical experience is a fundamental value of successful education in our rapidly changing society. Achieving this integration of the theoretical and the practical requires a blend of flexibility and consistent evaluation.

### **Institutional Student Learning Outcomes**

1. The CMI graduate will have life-goals and will know how to use available resources to achieve those goals.
2. The CMI graduate will be knowledgeable and respectful of his or her own culture and respect the cultures of others.

3. The CMI graduate will use skills and knowledge to the economic, political, intellectual, social, and ethical benefit of local communities, the RMI, and the global community.
4. The CMI graduate will make innovative, informed, and responsible decisions based on evidence.
5. The CMI graduate will understand the importance of mental and physical well-being and be able to make personal decisions leading to a healthy lifestyle.

### **Values**

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



10. Jerbal ippān doon (collaboration): We value collaboration and teamwork, of the sharing of responsibility for the development of our community.

**Motto**

According to a Marshallese proverb Jitdam, Kapeel means, “Seeking knowledge guarantees wisdom.”

Jitdam, means to question. Traditionally it refers to the young people asking their elders about their lineage. The road to knowledge begins with questions that arise within a culture. The beginning of an answer comes from these queries. Questions about our origins are the most basic of all questions. The answer begins to tell our story- who we are, how we fit into the scheme of things, and where we are going. From it, we sense our meaning; know our identity; and shape our values, religion, law, economy, and society.

Kapeel means skillful. It refers not only to manual skills but skills of the intellect and of the heart as well. Educated people are those who have honed the critical skills of analysis and judgment, and who have become proficient and creative in the skills of craft. Their creative expressions, whether in the sciences or the arts, are informed by values which emanate from the story of who they are, where they are from, and where they are going.

# Board of Regents



## BOARD OF REGENTS



**KATHRYN RELANG**  
Chairman, Regent



**MARIE MADDISON**  
Regent



**KINO KABUA**  
Regent



**SALOME ANDRIKE**  
Regent



**JULIUS LUCKY**  
Regent



**HARDEN LELET**  
Regent



**YOLANDA LODGE NED**  
Regent



**NIMATA NAKAMURA**  
Regent



**BENJAMIN WAKEFIELD**  
Regent



**MARLIN HUGH DOULATRAM**  
Regent

The Board of Regents held eleven meetings during 2023. The following resolutions were signed:

1. A Resolution to approve New Policy #367: Graduation
2. A Resolution to approve New Policy #361: Grades and Grading
3. A Resolution to approve New Policy #369: Quality of Textbooks and Supplementary Instructional Materials
4. A Resolution to approve Revised Policy #370: Academic Honesty Policy for Students
5. A Resolution to approve New Policy #390: Adult Basic Education Admissions
6. A Resolution to approve New Policy #375: Continuity of Learning and Teaching Policy
7. A Resolution to approve Revisions to Policy 5.3.19 Remote Work or Work From Home Policy
8. A Resolution to Approve Revised Policy #399: Institutional Review Board
9. A Resolution to Approve New Policy #310: Admission
10. A Resolution to Approve the Certificate of Completion in Rating Forming Part of an Engine Room Watch and the Certificate of Completion in Rating Forming Part of a Navigational Watch
11. A Resolution to Approve Revisions to Policy 8.3.3 Majol Mokta: A Jitdam Kapeel Program (Faculty Fast Track)
12. A Resolution to Approve Opening A Merchant Account
13. Resolution to Confer Degrees, Diplomas, and Certificates
14. Resolution to Approve New Policy #348: Title IX
15. Resolution to Increase the Credit Card with Bank of Guam Credit limit from Fifty Thousand Dollars to One Hundred Thousand Dollars
16. A Resolution to Confer Certificates
17. A Resolution to Approve New Policy #312: General Student Complaint
18. A Resolution to Approve Discontinue use of NTA Satellite on CMI Centers
19. A Resolution to Approve the Changes in Student Fees (Student Tuition, Technology, & Library Fees)
20. A Resolution to Approve Revisions to HR Housing Policy Benefits
21. A Resolution to Approve Revised Policy #380: Online Learning
22. A Resolution to Approve Policy #347: Faith and Conscience Accommodations
23. Resolution to Write Off Federal Grant Receivable from Federal Funds to General Fund
24. A Resolution to Rescind Resolution 2020-001



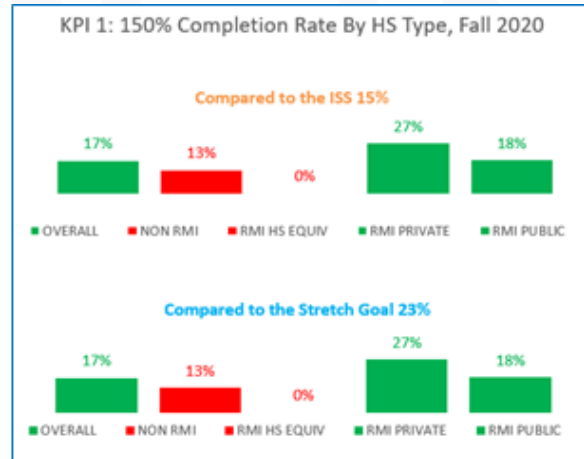
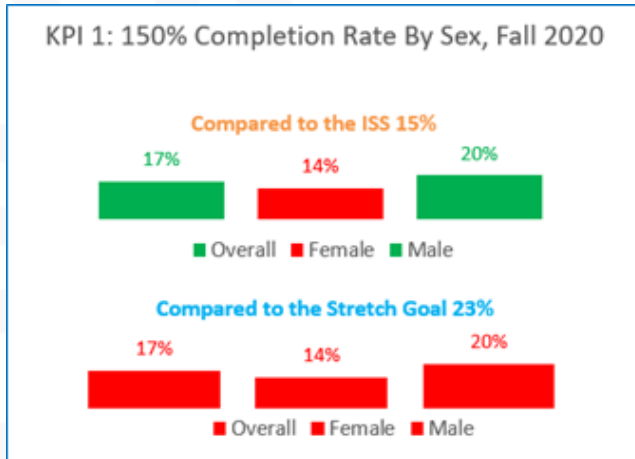
25. A Resolution to Extend the Current Strategic Plan and Associated Waapepe Plans to the End of 2024
26. A Resolution to Approve New Policy #612: Public Complaints
27. A Resolution to Approve New Policy #120: Social Justice, Diversity and Inclusion
28. A Resolution to Approve New Policy #346: Accommodations for Students with Disabilities
29. A Resolution to Approve New Policy #383: Credit Hour
30. A Resolution to Approve New Policy #391: High School Equivalency Programs Grades and Grading Policy 391
31. A Resolution to Approve New Policy #397: High School Equivalency Programs Graduation 397
32. A Resolution to Withdraw Five Hundred Fifty Thousand & 00/100 (\$550,000.00) from CMI Contingency Fund (Account # 881-301718-6)

These resolutions include approval of fourteen new policies and six revised policies. Many of the new policies serve to formalize and strengthen existing practices. Others align college policy with new and revised ACCJC policies. All serve to improve the way the college serves its students and meets its mission.

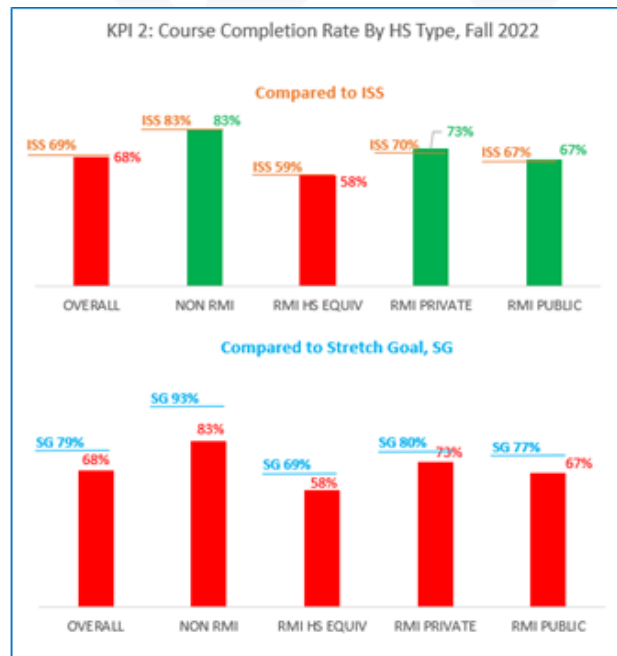
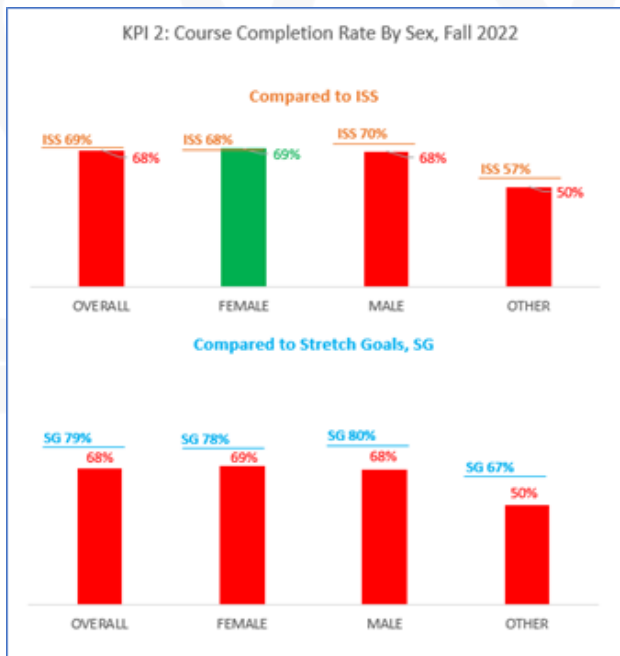
Three Regents were able to attend the Asia Pacific Association for Fiduciary Studies Conference in November 2023. The Board Chair attended a masterclass, led by a military-background instructor, that emphasized leadership principles derived from both nature and nurture, focusing on self-cultivation for their application. Discussions also covered brain functionality and its role in implementing effective leadership strategies. The instructor highlighted three primary keys to building trust: Compassion, Character, and Competence. The other course the Chair attended addressed investments, delving into understanding markets, geopolitics, stocks, bonds, mergers, and various aspects of investing, relevant for both new and experienced board members due to CMI's extensive investments and management of compact funds, entailing various rules and regulations. APAFS also provided an opportunity for the Regents to meet Board members from the other community colleges to review the Micronesian College Board By-Laws.

# Institutional Key Performance Indicators

## KPI 1: 150% Graduation Rate

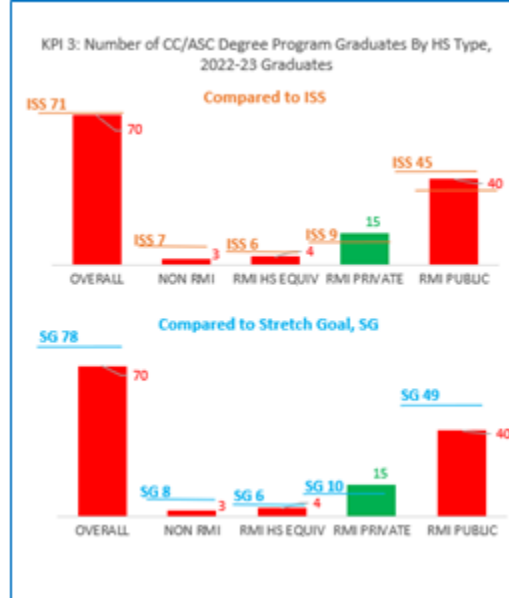
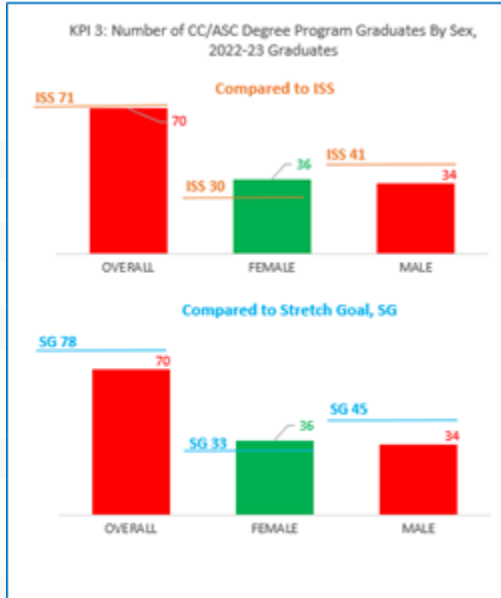


## KPI 2: Course Completion Rate

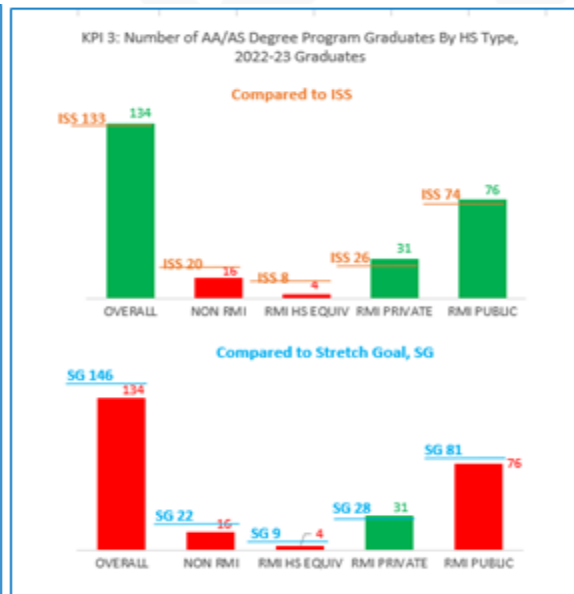
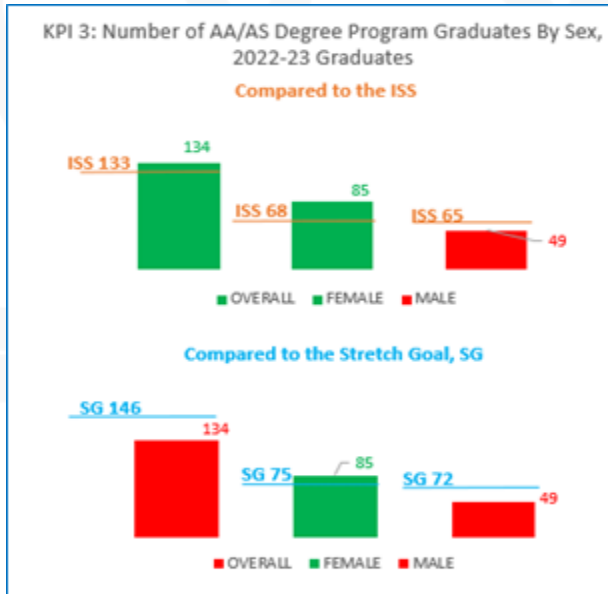


# KPI 3: Number of Graduates

## Certificates Awarded

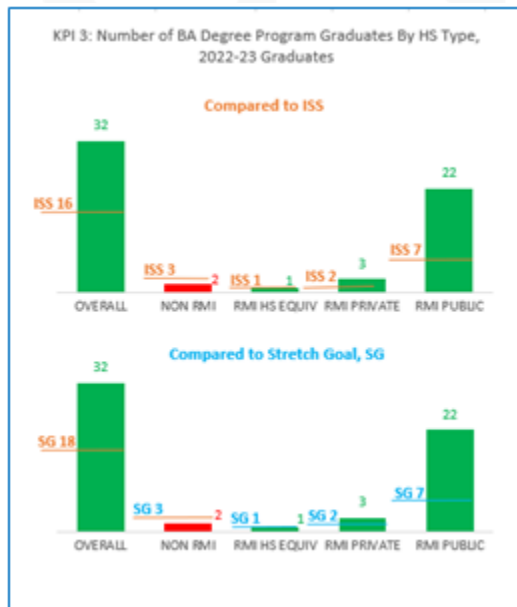
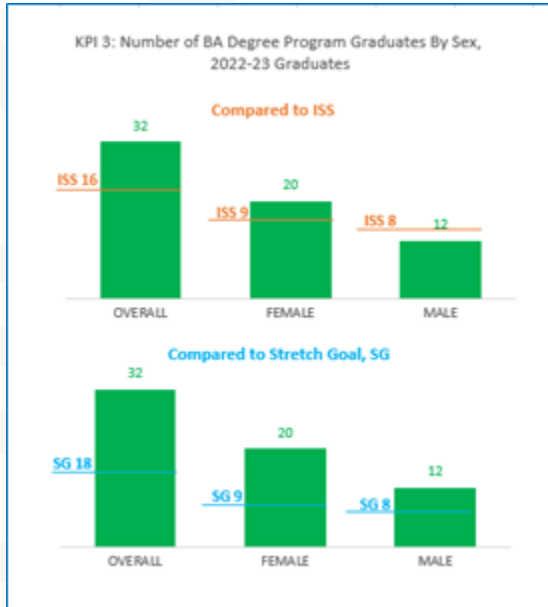


## Associate Degrees Awarded

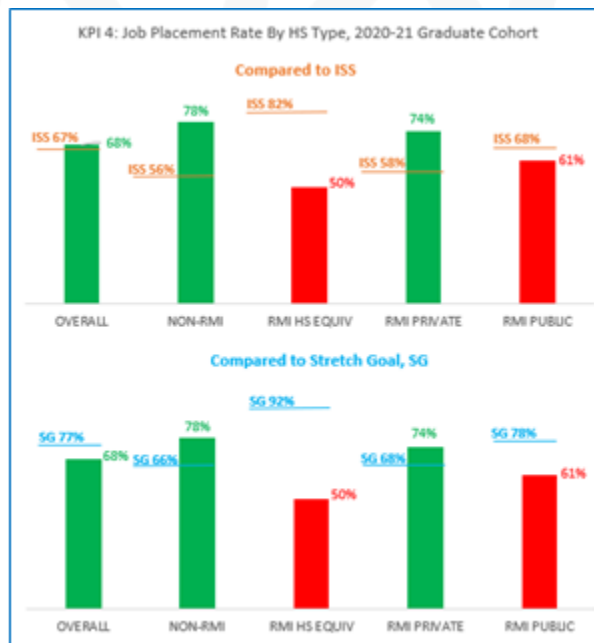
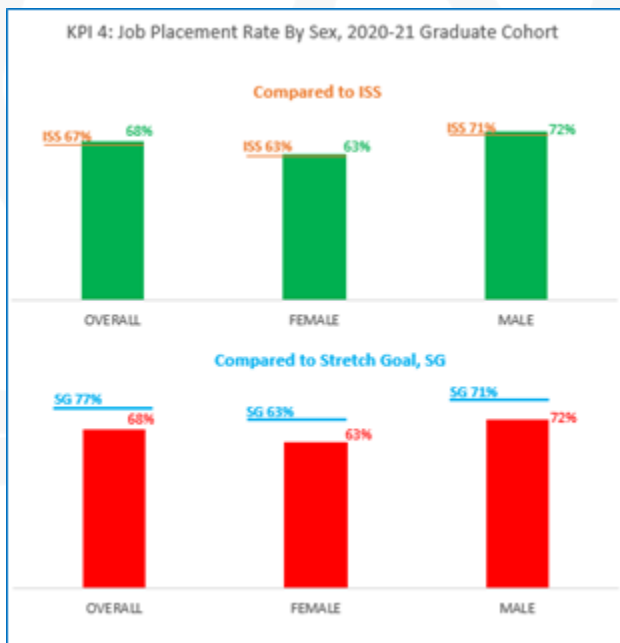




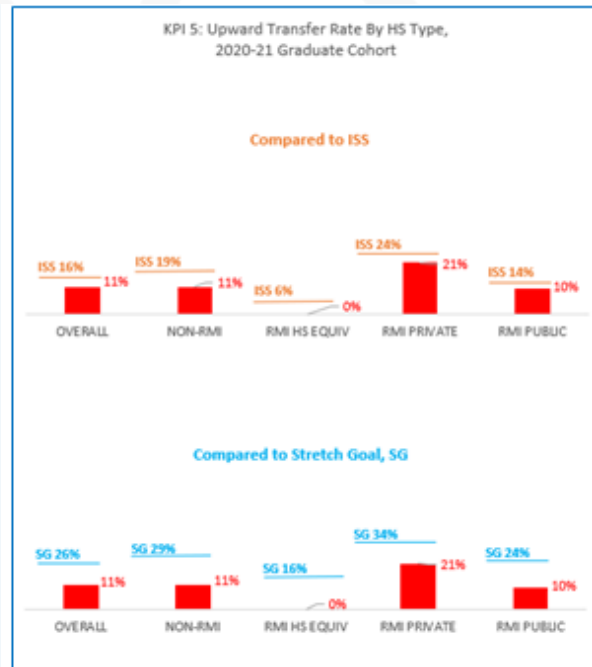
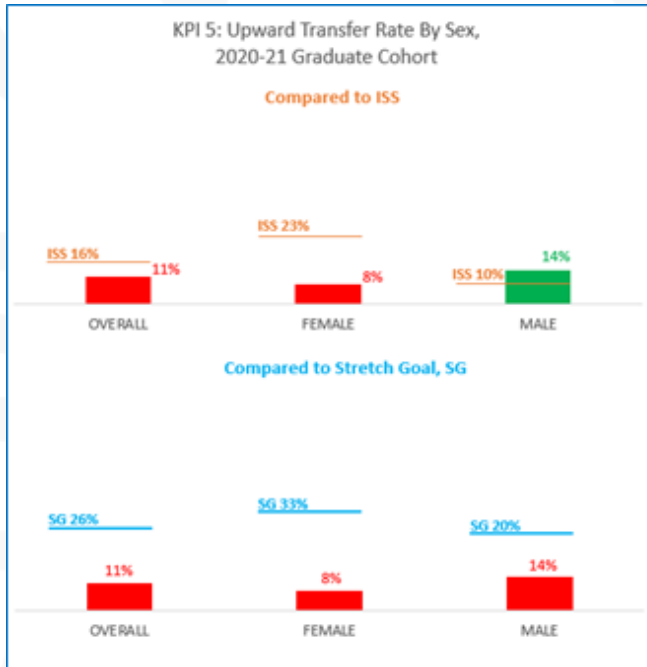
## Bachelor's Degrees Awarded



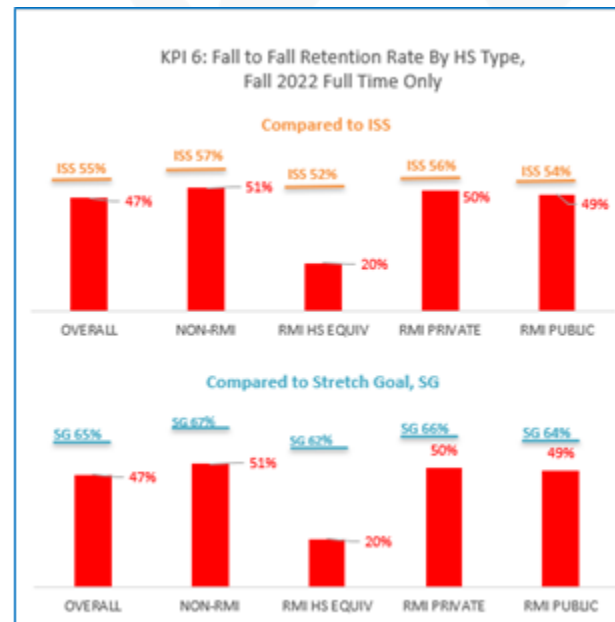
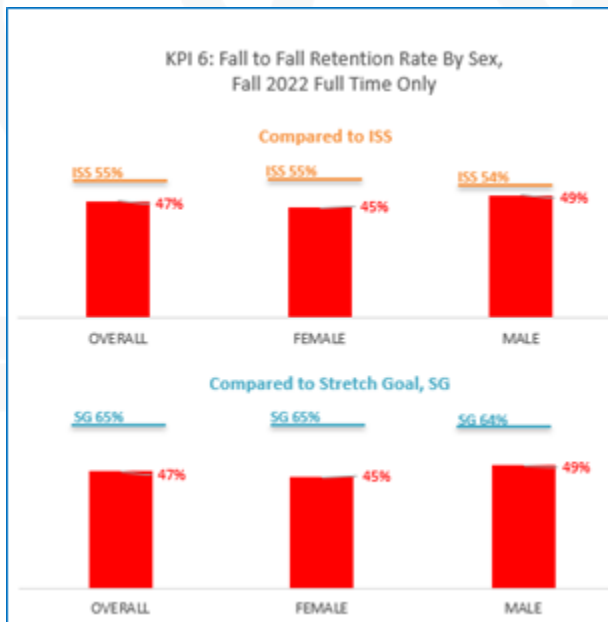
## KPI 4: Job Placement Rate



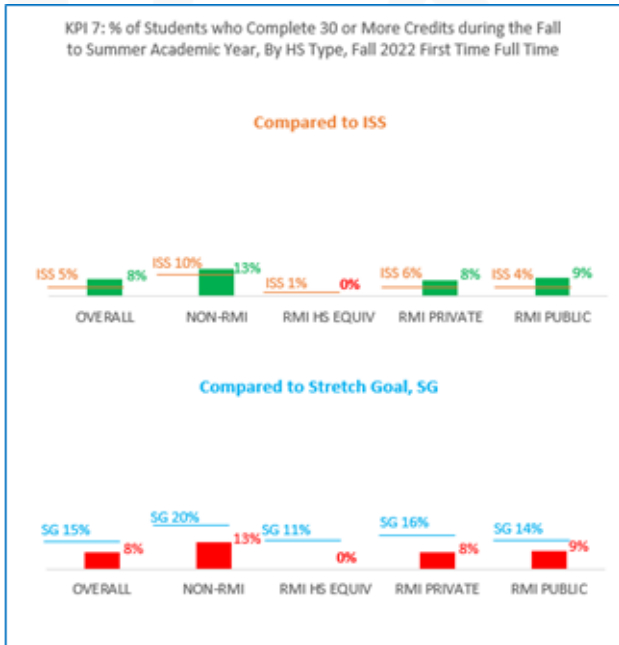
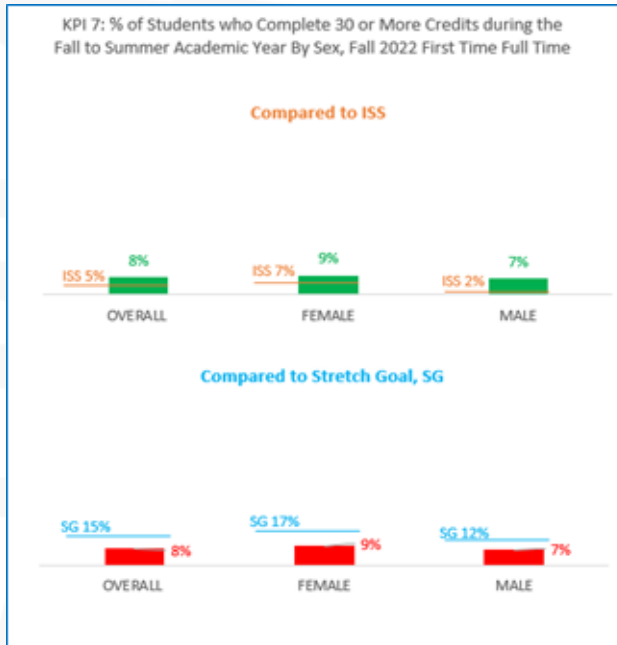
## KPI 5: Transfer Rate



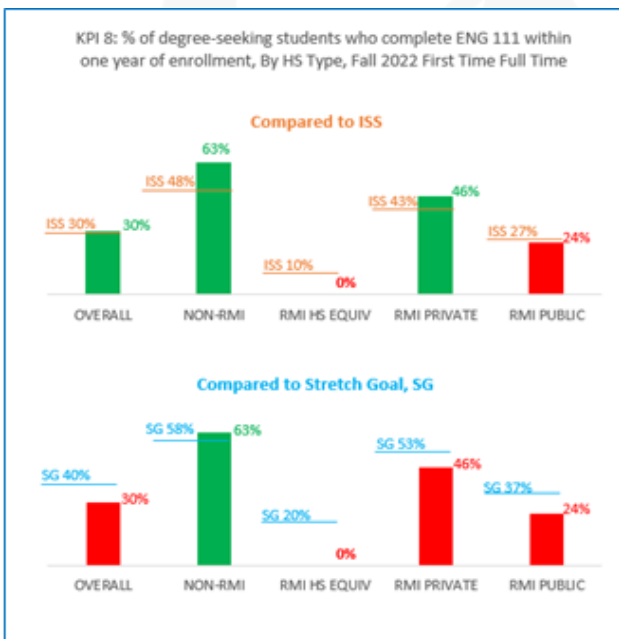
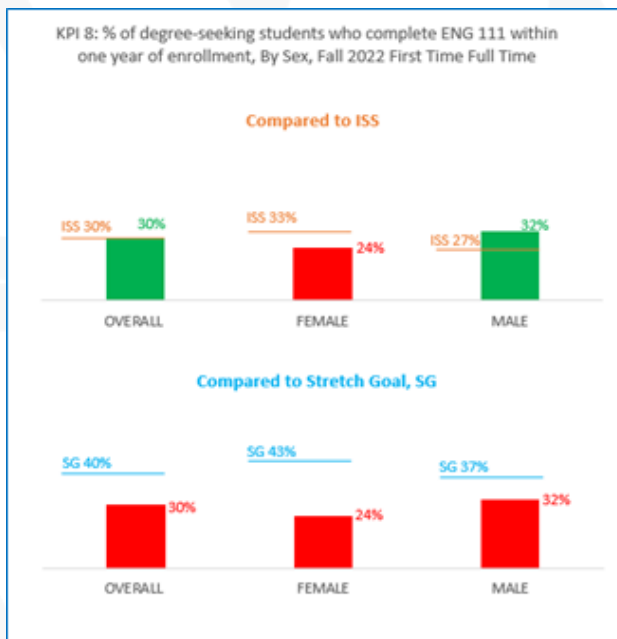
## KPI 6: Fall-to-Fall Retention Rate



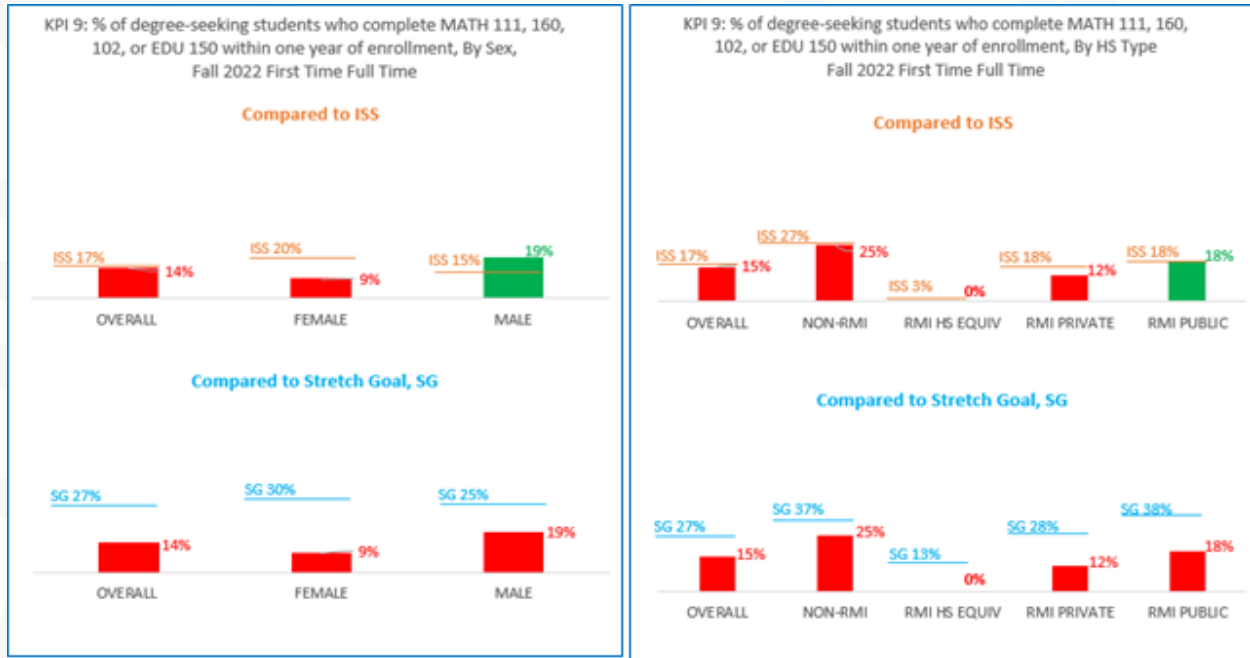
## KPI 7: Percentage of Students who Completed 30 or More Credits during the Fall to Summer Academic Year



## KPI 8: Percentage of Degree-Seeking Students who Completed ENG 111 within One Year of Enrollment



## KPI 9: Percentage of Degree-Seeking Students who Completed MATH 111, 160, 102 or EDU 150 within One Year of Enrollment



## CMI Profile

<b>HEADCOUNTS AND FTE</b> Unduplicated Headcount; All Students FTE (Fall, Spring) is 12 Credits; FTE (Summer) is 6 credits	10-year average 2013 – 2023	<b>Fall (2013 – 2022):</b> 1108 HC and 826 FTE <sup>[1]</sup>  <b>Spring (2014 – 2023):</b> 1032 HC and 750 FTE  <b>Summer (2014 - 2023):</b> 538 HC and 456 FTE
	<b>2023-2024</b>	<b>Fall 2023:</b> 1011 HC and 737 FTE
		<b>Fall (2013 – 2022):</b> 62% FT and 38% PT



<b>CREDIT LOAD<sup>[2]</sup></b>	10-year average 2013 - 2023	<b>Spring (2014 – 2023):</b> 59% FT and 41% PT
		<b>Summer (2014 - 2023):</b> 76% FT and 24% PT
	<b>2023</b>	<b>Fall 2023:</b> 59% FT and 41% PT
<b>REGISTRATION STATUS</b>	10-year average 2013 - 2023	<b>Fall (2013 – 2022):</b> 29% First-Time; 31% Continuing; 38% Returning; 2% Readmitted  <b>Spring (2014 – 2023):</b> 10% First-Time; 78% Continuing; 10% Returning; 2% Readmitted  <b>Summer (2014 - 2023):</b> 12% First-Time; 66% Continuing; 19% Returning; 3% Readmitted
	<b>2023-2024</b>	<b>Fall 2023:</b> 26% First-Time; 44% Continuing; 28% Returning; 2% Readmitted
	10-year average 2013 - 2022  (Fall only)	<b>AA-BUS/AS-BUS/AS-BA:</b> 12%  <b>AA-LBA:</b> 41%  <b>AS-EEDU:</b> 20%  <b>AS-NURS:</b> 18%
		<b>BA-EEDU:</b> 4%

<b>ACADEMIC PROGRAMS</b>		<b>CC-CARP: 2%</b>  <b>Others: 3%</b>
	<b>Fall 2023</b>	<b>AA-BUS/AS-BUS/AS-BA: 23%</b>  <b>AA-LBA: 35%</b>  <b>AS-EEDU: 15%</b>  <b>AS-NURS: 12%</b>  <b>BA-EEDU: 8%</b>  <b>CC-CARP: 1%</b>  <b>Others: 6%</b>
<b>TYPE (RURAL/URBAN)</b> Unduplicated Headcount All Students	10-year average 2013 - 2022  (Fall only)	<b>URBAN</b>  <b>Uluga: 96.4%</b>  <b>Ebeye: 0.9%</b> <hr/> <b>RURAL</b>  <b>Arrak: 1.4%</b>  <b>Jaluit: 0.6%</b>  <b>Wotje: 0.7%</b>  <b>Santo and Kili – no postsecondary students yet</b>

	<p><b>Fall 2023</b></p>	<p>URBAN</p> <p><b>Uluga:</b> 96%</p> <p><b>Ebeye:</b> &lt;1%</p>
		<p>RURAL</p> <p><b>Arrak:</b> &lt;1%</p> <p><b>Jaluit:</b> 1%</p> <p><b>Wotje:</b> 2%</p> <p><b>Santo and Kili</b></p>
<p><b>ETHNICITY</b> All Students</p>	<p>10-year average 2013 - 2022</p> <p>(Fall only)</p>	<p><b>Marshallese</b> – 96.1%</p> <p><b>Micronesian</b> – 2.6%</p> <p><b>Other P. Islands</b> – 0.5%</p> <p><b>Asian</b> – 0.5%</p> <p><b>'White'</b> – 0.3%</p>
	<p><b>Fall 2023</b></p>	<p><b>Marshallese:</b> 97.3%</p> <p><b>Micronesian:</b> 0.7%</p> <p><b>Other P. Islands:</b> 0.5%</p> <p><b>Asian:</b> 0.6%</p>

		<b>White:</b> 0.1%
<b>SEX</b> All Students	10-year average 2013 - 2023	<b>Fall (2013 – 2022)</b> 51% Female, 49% Male  <b>Spring (2014 – 2023):</b> 51% Female, 49% Male  <b>Summer (2014 - 2023):</b> 54% Female, 46% Male
	<b>2023-2024</b>	<b>Fall 2023:</b> 55% Female, 44.7% Male, <1% Other
<b>AVERAGE AGE</b> All Students	10-year average 2013 – 2023	<b>Fall (2013 – 2022):</b> 22.39  <b>Spring (2014 – 2023):</b> 22.68  <b>Summer (2014 - 2023):</b> 25.18
	<b>2023-2024</b>	<b>Fall 2023:</b> 22.33
<b>STUDENTS AS PARENTS</b> CCSSE <sup>[3]</sup> Survey Random Sample	5-year average 2008, 2014, 2016, 2018, 2020	2% have children who live with the student and depend upon them for their care
	<b>2022</b>	26%



<b>PELL ELIGIBLE</b> All Students	<b>2022-2023</b>	<b>Fall 2022:</b> 96%  <b>Spring 2023:</b> 99%  <b>Summer 2023:</b> 99.5%
	<b>2023-2024</b>	<b>Fall 2023:</b> 98.7%
<b>HIGH SCHOOL ORIGIN</b> Which HS's send their students to CMI? All Students	10-year average 2012 – 2022  (Fall only)	<b>Jaluit:</b> 14% of CMI students  <b>Kwajalein:</b> 9%  <b>Majuro:</b> 54%  <b>Wotje:</b> 10%  <b>FSM:</b> 2%  <b>USA:</b> 5%  <b>Palau:</b> 0.3%
	<b>Fall 2023</b>	<b>Jaluit:</b> 19%  <b>Kwajalein:</b> 9%  <b>Majuro:</b> 48%  <b>Wotje:</b> 8%  <b>FSM:</b> 1%  <b>USA:</b> 4%

		<b>Palau:</b> <1%
<b>CITIZENSHIP</b> All Students	10-year average 2013 - 2023	<b>Fall (2013 – 2022):</b> RMI 95.28%  <b>Spring (2014 – 2023):</b> RMI 95.31%  <b>Summer (2014 - 2023):</b> RMI 94.24%
	<b>2023-2024</b>	<b>Fall 2023:</b> RMI 98%
<b>LANGUAGES</b> CCSSE Survey Random Sample	5-year average 2008, 2014, 2016, 2018, 2020	93% English is not student's first language
	<b>2022</b>	85% English is not student's first language
<b>FIRST GENERATION COLLEGE</b> CCSSE Survey Random Sample	5-year average 2008, 2014, 2016, 2018, 2020	46%
	<b>2022</b>	59%
<b>ENGLISH LEVEL</b> All Students	10-year average 2013 – 2023	<b>Fall (2013 – 2022):</b> 53% Credit, 45% Developmental, 2% TVET  <b>Spring (2014 – 2023):</b> 65% Credit, 33% Developmental, 1% TVET  <b>Summer (2014 - 2023):</b> 69% Credit, 29% Developmental, 2% TVET

	<b>2023-2024</b>	<b>Fall 2023</b> – 59% Credit, 45% Developmental, 2% TVET
<b>MATH LEVEL</b> All Students	10-year average 2013 - 2023	<b>Fall (2013 – 2022):</b> 43% Credit, 55% Developmental, 2% TVET  <b>Spring (2014 – 2023):</b> 54% Credit, 45% Developmental, 1% TVET  <b>Summer (2014 - 2023):</b> 54% Credit, 44% Developmental, 2% TVET
	<b>2023-2024</b>	<b>Fall 2023</b> – 50% Credit, 48% Developmental, 2% TVET
<b>COURSE COMPLETION BY SEX</b>	5-year average 2018 - 2023	<b>Fall (2018 – 2022):</b> 68.8% All, 68% Female; 70% Male, 57% Other  <b>Spring (2019 – 2023):</b> 68.4% All, 70% Female, 67% Male, 67% Other  <b>Summer (2019 – 2023):</b> 71% All, 71.3% Female, 70.6% Male, 63% Other
	<b>2023-2024</b>	<b>Fall 2023:</b> 66% All, 67% Female, 66% Male, 50% Other

<p><b>DEGREE COMPLETION<sup>[4]</sup> BY SEX</b> Full-time, First-Time, Degree-Seeking Fall Cohort</p>	<p>Fall Cohorts</p>	<p><b>Fall 2017:</b> Cohort 14%, 10% Female, 16% Male</p> <p><b>Fall 2018:</b> Cohort 21%, 16% Female, 25% Male</p> <p><b>Fall 2019:</b> Cohort 13%, 13% Female, 13% Male</p> <p><b>Fall 2020:</b> Cohort 17%, 14% Female, 20% Male</p>
<p><b>1 YEAR RETENTION RATE</b> Full-time, First-time Degree- Seeking Fall Cohort</p>	<p>10-year average 2013 - 2023</p>	<p><b>Fall (2013 – 2022):</b> 53% All, 52% Female, 55% Male, 100% Other</p> <p><b>Spring (2014 – 2023):</b> 53% All, 49% Female, 58% Male</p> <p><b>Summer (2014 - 2023):</b> 55% All, 52% Female, 59% Male</p>
	<p>2023 - 2024</p>	<p><b>Fall 2023:</b> Not Yet Available</p>
<p><b>UPWARD TRANSFER RATE</b> 1 Year Point Alumni Survey, First time degree completers</p>	<p>Graduates Cohort</p>	<p><b>Graduates Cohort 2019:</b> All 25%, 15% Female, 9% Male</p> <p><b>Graduates Cohort 2020:</b> All 10%, 8% Female, 2% Male</p> <p><b>Graduates Cohort 2021:</b> All 11%, 4% Female, 7% Male</p>
<p><b>ONLINE/HYBRID COURSES ENROLLMENT HEADCOUNT</b></p>		<p><b>2019:</b> All 25%, 15% Female, 9% Male</p> <p><b>2020:</b> All 10%, 8% Female, 2% Male</p>



Duplicated

2019 - 2021

**2021:** All 11%, 4% Female, 7% Male

[1] Full-time-equivalent computed as the total number of full time students plus a third of part-time students

[2] Full time is 12 credits or more for fall and spring semesters and is 6 credits or more for summer semesters

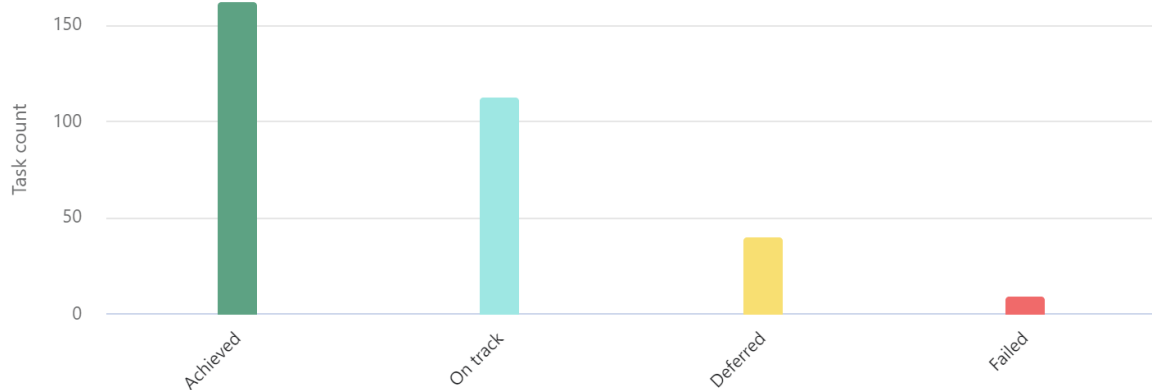
[3] CCSSE – Community College Survey of Student Engagement; external evaluation survey students conducted to a sample of students every two years

[4] 150% completion rate

## Strategic Planning

During 2023, in reviewing the progress of the strategic plan, the college discovered a need to revise the process and structure of planning at the college as the current system is overly complicated and hierarchical. Because these revisions will take longer than anticipated, the college has extended its current strategic plan from the end of 2023 to the end of 2024. This change will also allow for additional activities to be completed as, currently, a total of 119 activities remain in progress/on track and 40 have been deferred, as shown in the chart below.

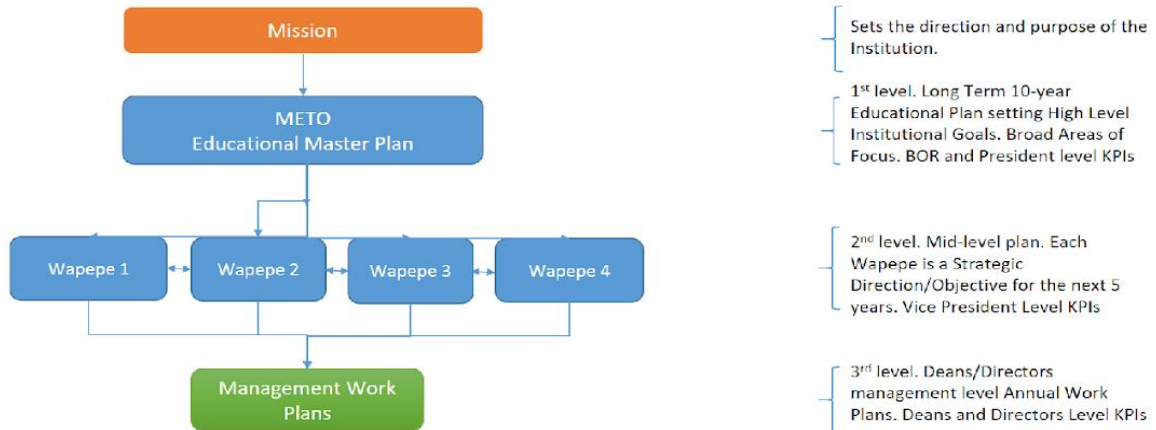
Total tasks by Progress



Failed activities reflect either external factors or changes to college processes that have made planned tasks irrelevant.

The draft new structure for strategic planning is as follows:

### The CMI Strategic Planning Framework – 2023 Proposed Revision



Possible Wapepes: (1) Climate change, (2) Workforce Development, (3) STEM & AI

## Accreditation

Following ACCJC's decision in January to extend CMI's accreditation for the remainder of the cycle, the Accreditation Steering Committee continued to meet on a monthly basis with the goals of:

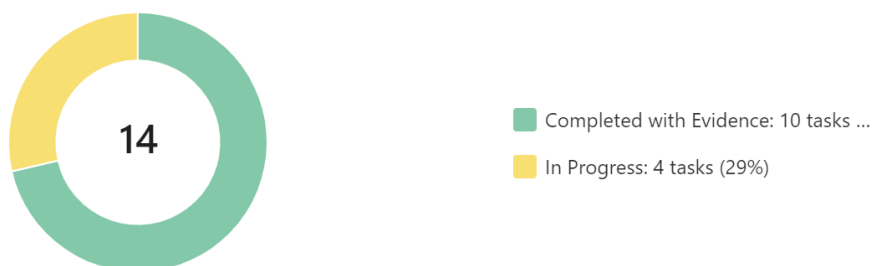
1. educating the campus community about ACCJC's revised standards,
2. addressing the college's self-improvement plans and peer-review recommendations for improvement, and
3. preparing the campus for the next required accreditation exercise, the 2025 midterm report.

As part of its efforts to meet these goals, the committee led activities at each of the college's two retreats in 2023. At the spring retreat, they played standard bingo: a standard was drawn from a hat, read out loud, and marked off on distributed cards. Players who filled a row were given prizes. At the fall retreat, table teams matched the standards to examples of evidence.



Of the tasks the college needs to complete prior to the midterm report, three are recommendations from the visiting peer-review team and the other eleven come from the college's own Institutional Self-Evaluation Report completed in 2021. 71% of all these tasks have been completed, and the remaining ones are in progress.

Total tasks by Progress



In February 2023, the college had its first in-person visit from ACCJC since before the pandemic. CMI's ACCJC staff liaison, Kevin Bontenbal, visited Uliga, Arrak, and Kwajalein Campus. This trip marked the first time a representative from CMI's institutional accreditor had visited Kwajalein. It also fulfilled Department of Education requirements for an in-person visit following the virtual visit in 2020 and for a visit within six months of the approval of a new site.

## Locations

In addition to its main campus in Uliga, CMI has a second campus on Majuro Atoll at Arrak and Kwajalein Campus on Ebeye. Campuses offer at least one full program. Centers, which offer Adult Basic Education and limited courses toward

college-level programs are located on Wotje and Jaluit. In addition, the college offers adult basic education at sub-centers on Santo (Kwajalein Atoll) and Kili.

## **Arrak Campus**

Arrak Campus hosts Land Grant, the Upward Bound summer program, student residence halls, cafeteria, the Certificate of Completion in Vocational Carpentry, some maritime training courses, and other training throughout the year. Fiscal year 2023 saw the campus's return to normal operations following the re-opening of the national borders. While the borders were closed due to the Covid-19 pandemic, Arrak Campus had served as a quarantine facility.

During the year, major renovation work of Arrak's took place. One particularly important project involved one of the residence halls, with the following activities completed:

- Interior improvements, including to the carpentry classroom, the faculty office, and health clinic;
- Repair of the damaged and badly deteriorated lagoon and oceanside overhangs;
- Renovation of the worn-down front porch;
- Replacement of the ceiling, which had suffered from termite infestation;
- Replacement of the old wood walls;
- Removal of aged electrical systems;
- Patching of the concrete floor; and
- Removal of worn-out AC units.

Other work that took place on the Arrak Campus included:

- Building of three new covered six-seater benches;
- Removal of aged coconut trees at the lagoon side of the campus, the remains of which were added to shoreline protection;
- Minor repairs of the Maritime trailers, including installation of bigger windows to ensure proper ventilation;
- Repainting the Arrak crosswalk with assistance from the Upward Bound students;
- Repairs to the internal walls and ceiling of the computer lab and maritime classrooms; and
- Ongoing maintenance, include lawn care, planting and pruning of shrubbery, and waste disposal.



In addition to the return of the campus's regular programs and services, 2023 also saw the annual boot camp held at Arrak for the first time to allow for a residential program in August and September.

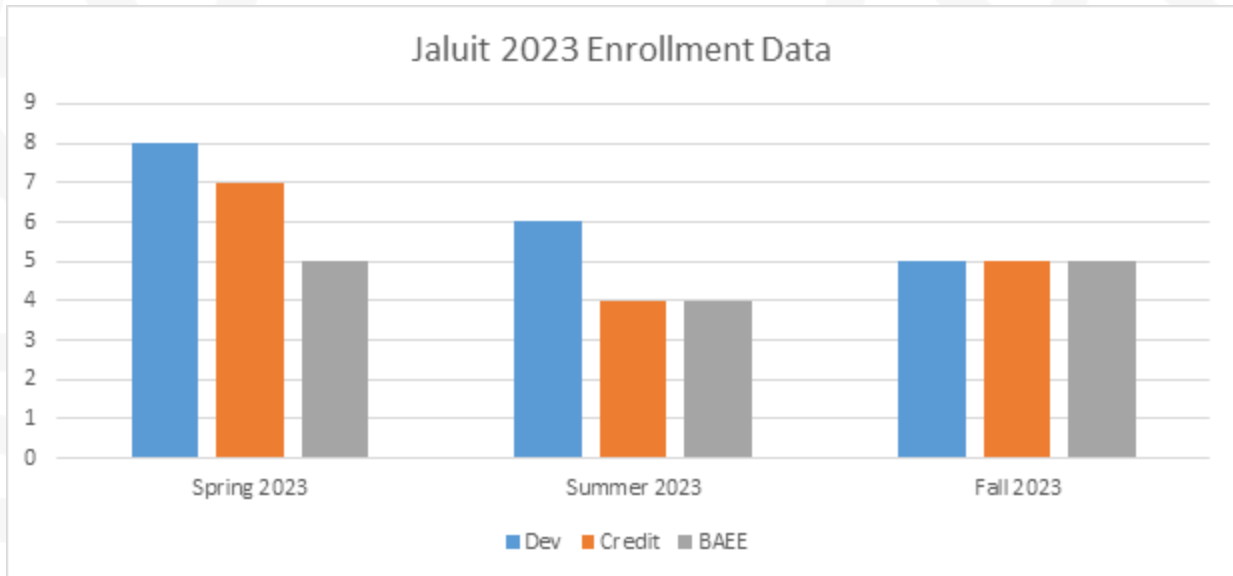
### **Kwajalein Campus**

The Ebeye CMI Center officially became Kwajalein Campus in May 2022. While still located in Queen of Peace Elementary School, this change reflects authorization to offer full for-credit programs, specifically the Certificate of Completion in Construction trades and the Certificate of Completion in Automotive Service Technology. Enrollment improved significantly between spring and fall of 2023 due to the hiring of a new Campus Director. In spring 2023, there were 51 ABE students and 5 college students, while in the fall there were 139 ABE students and 16 college students. Twenty two ABE students graduated in May in a ceremony held at the Wilmer Bolkeim Gym.

Increasing visibility of the campus was a top priority for the new director. To improve student recruitment, the CMI team met with Vectrus and discussed strategies to support base employees in furthering their education, assisted potential students in completing their application requirements, reached out to the local and national governments, and participated in a career fair. In addition, current students participated in counseling workshops, Education Week, community service, a welcoming event, Manit Week events, a Candle Light Vigil for late CMI President Dr. Irene Taafaki. They also made a float for the May Day Parade.

### **Jaluit Center**

The Jaluit CMI Center is located in Jabor, between the Elementary School and Jaluit High School Campuses in Tur Weto. In spring 2023, the center had an enrollment of 18 college students and 9 Adult Basic Education (ABE) students. For fall 2015, the number of college students fell slightly, while the number of ABE students increased. The chart below shows the breakdown of students enrolled in college classes.



Jaluit Center students participated in a variety of activities throughout the year.

### Spring 2023

- CMI Fair: During Education Week, college and ABE students showcased their programs and experiences at CMI to local elementary and high school students. ABE students also joined the science fair, math, and spelling competitions.
- May Day: CMI Jaluit joined the parade with the schools and community,

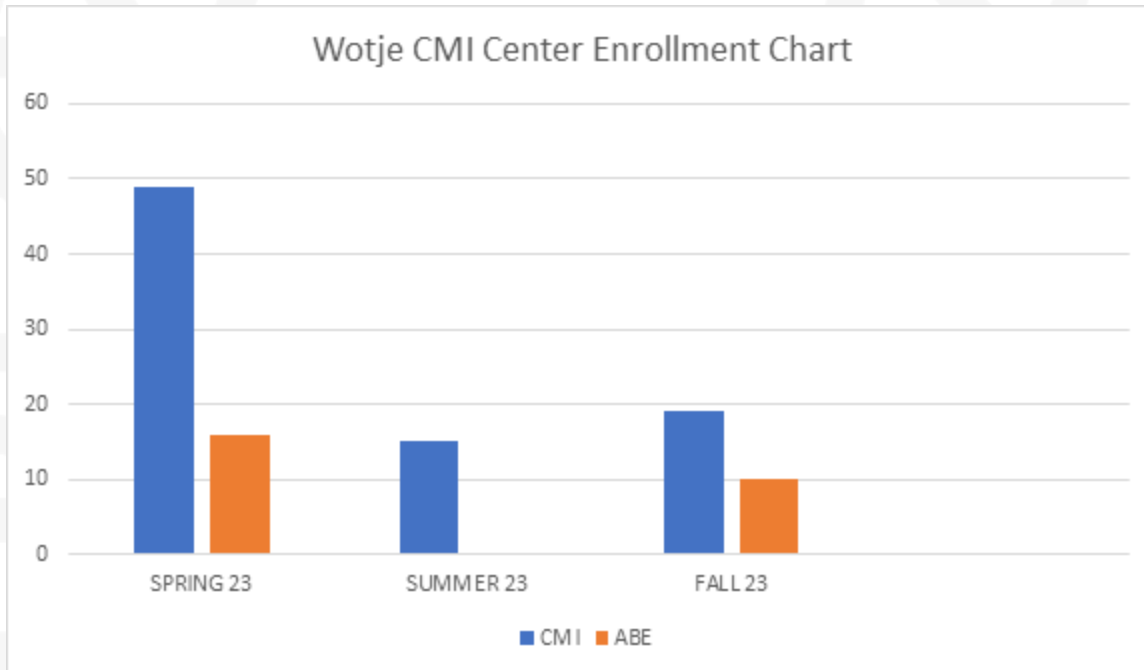
### Fall 2023

- Manit Day: CMI collaborated with the schools and community to celebrate in addition to holding its own activities.
- Jaluit Day: students participated in island-wide events.

### Wotje Center

The Wotje CMI Center has been serving the Wotje community for three years now in line with its mission to provide quality academic and support services to Adult Basic Education programs, college students, and other programs while building a strong multi-directional relationship with its students, community, and high school.

The chart below shows enrollment at the Wotje Center in 2023.



In Spring 2023 there were 49 CMI students and 16 ABE students. In Summer 2023, there were 15 CMI students and there were no classes for ABE students. In fall, there were 19 CMI students and 10 ABE students.

Wotje Center students participated in a variety of activities throughout the year.

### Spring 2023

- Education Week (Feb. 13-17): WDEC students collaborated with NIHS and WPES in celebration of PSS annual Education week for the Opening and Closing Ceremony. The credit students conducted a CMI college fair for the NIHS seniors to explore. The Wotje CMI center students participated in departmental activities such as a spelling bee, quiz bowl, and poster contest.
- Nuclear Victims Day (March 1st): the Wotje Rikaki Club conducted a community awareness activity and fundraising. Community members



were able to stop by to check out their preparations regarding the Nuclear Victims Legacy.

- International Women's Day (March 8): The Wotje CMI center ladies (students and faculty) were invited by the SCE club in NIHS for an International Women's Day dinner. Elementary school kids also viewed the posters and learned new things.



- Rikaki Club Outreach (March 17): This club visited Wodmej Public Elementary School. Members were divided into the 8 classes to do English reading. Books used were from the center's mini library. After the class reading, the club ended the day with presentations about the Nuclear Victim Legacy to the whole school.

- CMI Foundation Day (April 10) was conducted at the Community Youth Center for recruitment and informational purposes for the community. A children's egg hunt, sponsored by councilman Rithen Lajar, followed after the ceremony.



- ABE Club Presentation (May 16): ABE students presented new skills and activities they learned during the semester. These skills included sign language, letter cutting, marching drills, and weaving baskets.
- Commencement (June 1): 3 men graduated from ABE. The ceremony brought together the community and a team from Majuro, including the CMI President.

### Summer 2023

- Generator & Shed Installed (June 19-23): two locals were hired for the week-long project.
- PPEC Visit (August 30): The local advisory committee planned a welcoming event for the regional college presidents who visited as part of their meeting in the Marshall Islands.

## Fall 2023

- RMI Scholarship Visit (September 4): a team from the RMI Scholarship Office spoke with students regarding opportunities available for them.
- Community service Beach Clean Up (September 16): students conducted their community service at a community picnic area.
- Recruitment activity at President's Day community event (November 17).



## Sub-Centers

In 2023, CMI continued offering Adult Basic Education and informal training opportunities at its sub-centers on Santo (Kwajalein Atoll) and Kili.

## Academic Affairs

In 2023, departments under academic affairs actively offered the following degrees and certificate programs:

### Elementary Education

- Bachelor of Arts in Elementary Education
- Associate of Science in Elementary Education
- Certificate of Completion in Teaching
- Certificate of Completion in Special Education

### Nursing and Allied Health

- Associate of Science in Nursing
- Certificate of Completion in Public Health
- Certificate of Completion in Community Health Outreach Worker

### Liberal Arts

- Associate of Arts in Liberal Arts



### Business Studies

- Associate of Arts in Business Studies
- Certificate of Completion in Accounting Clerkship

### STEM

- Certificate of Completion in Marine Science

### Marshallese Studies

- Certificate of Completion in Marshallese Language Arts
- Certificate of Completion in Marshallese Social Studies

All degree programs offer a core set of courses to fulfill general education requirements, and depending on placement at admission, many students complete developmental math and English before beginning their program requirements. As part of the college's ongoing efforts to improve course and program completion, a key focus across academic departments in 2023 was eliminating scheduling barriers. Recognizing that shorter terms lead to improved attendance and participation, the college increased the number of courses offered during a half-term module. In addition, departments began the work of adapting the curriculum to meet a revised credit-hour policy that will come into effect in August 2024 and allow for a shorter academic calendar while still meeting the requirements of the US Department of Education. A scheduling survey undertaken in fall 2023 underscored the popularity of shorter terms among students and provided additional insights into student preferences that will guide future scheduling decisions.

In addition to these scheduling efforts, Academic Affairs has continued its cross-department dedication to the improvement of college readiness. The Math Transition course, which allows students who complete its outcomes successfully to move directly into credit courses without having to take developmental coursework or a placement test, has continued to expand. A similar English Bridge program was developed in 2023 through a collaboration between CMI's English faculty, in both the Liberal Arts and Developmental Education Departments, and PSS high school teachers. Implementation will begin in fall 2024, with the first students who complete the course reaching the college in 2025.

Fall 2023 also saw the return of the Fall Festival, which allows programs and students to show their creative and research work to the rest of the college community.

## **Elementary Education**

The Elementary Education Department engaged in different changes to their scheduling practices to meet the distinctive needs of their bachelor's level students. Recognizing that many of these students are in-service teachers with family obligations that makes it challenging to be on campus multiple days during the week, the program began offering courses in three-hour evening blocks. The department provided students in these sections with snacks and worked closely with Auxiliary & Commercial Services to ensure transportation was available.

Improvements to the department's curriculum are also in progress. In 2023, the AS-level program was changed to require students to complete PI 260: Nuclear Tests in the Pacific to ensure that teachers have the knowledge required to teach about these key events in the history of the Marshall Islands. A new faculty member has been hired through the Personnel Retention Grant, for which CMI is a sub-recipient, to revise the curriculum for the Certificate of Completion in Special Education to ensure it meets specialized licensing requirements and can be offered to teachers on neighbor islands.

Department faculty were also involved in the local and regional community. They presented activities to the Teacher Academy students at Marshall Islands High School to improve recruitment, and they plan to expand these activities to Laura High School in 2024. Faculty also attended Teacher Certification Workshops under the South Pacific Commission (SPC) to join in the Teacher Certification Assessment for Pacific countries.

## **Nursing and Allied Health**

Across programs, community engagement was a key theme for the Nursing and Allied Health Department in 2023. The highlight for the AS Nursing students was their engagement as interpreters during the USNS Medical Outreach - Mercy Ship trip to the RMI. CMI Nursing students were organized on shift work including night shift both at the hospital and the ship. In their participation in this clinical attachment partnership, students were expected to organize and master quality

time management, improve on their professional communication skills, practice and understand why they need to practice ethical code of conduct towards patients and coworkers. It was also expected that the experience would help upgrade their clinical knowledge and skills in nursing procedures that they are assigned. The NURS 256 class also took a field trip to Arno to do community and patient profiling for their fieldwork practice.

In August 2023, the college hosted the first graduation of a Certificate of Completion in Community Health Outreach Worker cohort. This program was developed in collaboration with the Ministry of Health and Human Services and PIHOA to meet the healthcare needs of the nation, especially in neighboring island communities.

### **Liberal Arts**

Liberal Arts successfully moved the majority of their classes to the eight weeks format. In addition, in 2023, they reinstated archived courses in political science as part of their plan to implement an MOU with University of Hawai'i Hilo's political science department that creates a pathway for students interested in completing a bachelor's degree in the field. Finally, the department acquired 30 laptops to serve as a mobile lab for classes.

### **Business Studies**

Business Studies has continued its efforts to add full-time faculty in preparation for the development of a bachelor's degree.

### **STEM**

STEM in 2023 focused on improving the clarity of student pathways and increasing access to higher levels of mathematics and science. Through the efforts of STEM faculty, an MOU was signed to bring the Math Transition course to its first private school, Delap SDA School; seniors there are currently enrolled in the course and will arrive at CMI starting in summer 2024. The department has also been strengthening advising and reviewing scheduling practices to increase enrollment in Math 201: Calculus and more advanced marine science courses. While enrollment in marine science courses have increased, many continue to be under-enrolled. New STEM pathways are being planned with AS

degrees in information technology and climate change in the development stage.

## **Marshallese Studies**

Marshallese Studies has seen a significant increase in the number of students enrolled in their courses, though in most cases these are students pursuing an AA in Liberal Arts degree or an Elementary Education qualification. There are plans to develop an associate degree in Marshallese studies using mostly existing courses.

## **Office of Learning Design**

The office of the Learning Designer at CMI coordinates implementation of online learning. The CMI Learning Design team offers training to students and facilitators (full-time instructors and adjuncts) on the Learning Management System, Moodle. Moodle stands for Modular Object-Oriented Dynamic Learning Environment and is one of the most used platforms across the world for delivering hybrid and online courses mostly because it is an Open Educational Resource (OER). There are also additional teaching and learning tools integrated into Moodle along with the Moodle core activities and resources such as Kahoot, Wiris, and Wooclap that CMI uses to make learning and teaching beyond the classroom active and engaging.

The Learning Design team provides Moodle Training as part of each semester's New Student Orientation. This 1-hour hands-on experience includes the following modules:

- How to log in
- How to submit a file, audio, and video assignment
- How to participate in an online discussion forum
- How to take a quiz
- How to view and download resources from Moodle

In addition to the training, participants receive visual and soft copy guidelines for future reference.

In addition, the office provides workshops for CMI faculty, including Adult Basic Education faculty, at all locations. Moodle-related topics covered in 2023 were as follows:

- Setting up Moodle assignments
- Creating multiple choice, true or false, short answer, and essay quizzes
- Setting up forums in Moodle where the students can ask or answer questions and interact with each other based on a topic provided by the instructor.
- Adding e-copy resources to Moodle courses
- Enrolling students in Moodle
- Setting up the Moodle Gradebook, which is a required element for all CMI course sections.

The Learning Design team also provided training in the use of Wooclap, a tool for making PowerPoints more interactive by adding assessments, polls, and other interactions in between their PowerPoint slides. It benefits both the facilitator and the participants by making PowerPoint a two-way communication instead of only the facilitator presenting and talking.

Finally, Learning Design supports the development of Moodle modules and the assessment of online learning. During 2023, the following numbers of courses and sections had Moodle modules:

- Spring 2023: 154 courses, 201 sections
- Summer 223: 58 courses, 60 sections
- Fall 2023: 141 course, 185 sections

## **Academic Support Program**

The Academic Support Program (ASP) offers services such as tutoring, computer and printer access, technical support, and quiet work / study spaces in the learning centers. Students who wish to enhance their learning are welcome to use the services to accomplish their educational goals.

The learning centers are managed by paraprofessionals, student-tutors, and student-monitors. Facilities include:

- The Small Science, Technology & Mathematics Playground (STAMP) on the first floor of the Tollemour Hall (Room TH 105), a dedicated open lab where students can get help with Science, Math, and Information Computer Systems (ICS) classes;
- The Big STAMP (Room TH 209), located on the second floor of Tollemour Hall and open for students to study when classes are not in session;



- The Writing Center, located on the second floor of the Wapepe Hall (Room WH 201).

In 2023, the learning centers had a total of 5,152 visits.

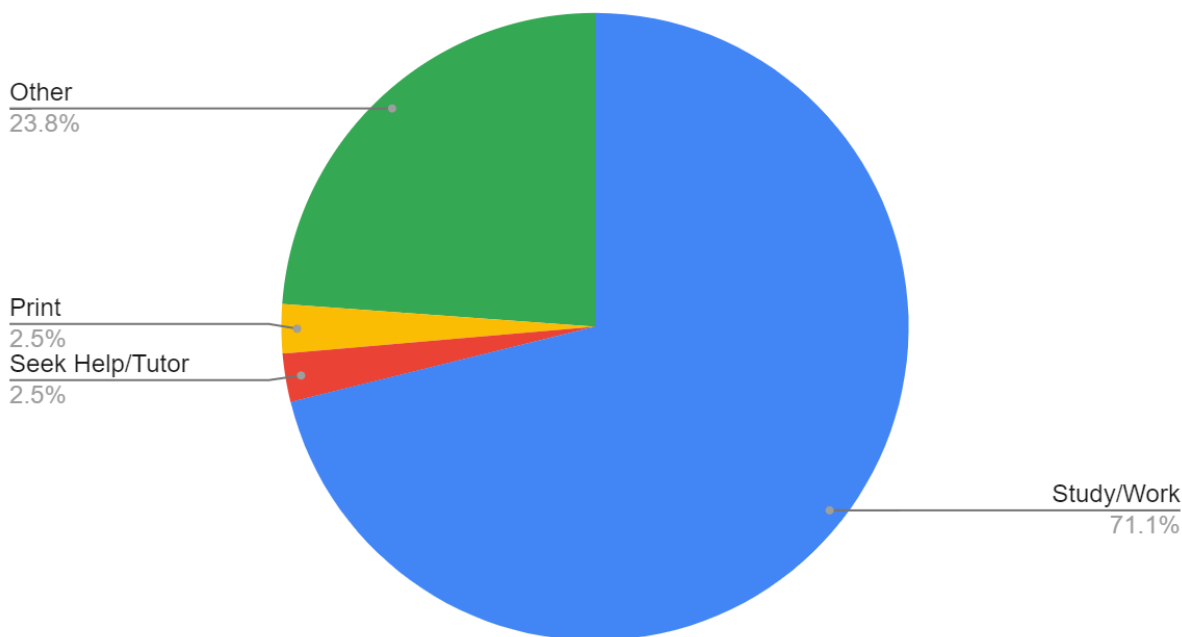
Semester	Total Visits	Visitors (unduplicated)
Spring 2023	2301	676
Summer 2023	1043	623
Fall 2023	1808	660
<b>Total</b>	<b>5152</b>	<b>1959</b>

Most of the visits were from the CMI student community.

Visitor Type	Total Visits	Visitors (unduplicated)
CMI Student	5120	1930
ABE Student	16	13
RMI Community	10	10
Alumni	4	4
Staff	2	2

Most of the visits to the learning centers were to study, work on assignments/projects, or take quizzes/tests online. Other purposes consisted of checking emails, working on FAFSA, viewing Sonis/SIS, etc. 2.5% of the visits were to seek help or tutoring and 2.5% were to use the printer.

## Purpose for using the learning centers



The Academic Support Program offered tutoring and scribe services to five Deaf / hard of hearing students enrolled in the spring 2023 semester. A tutor with Sign Language skills was hired to tutor the students outside of classes throughout the year. During the summer and fall semesters, the Writing Center and STAMP paraprofessionals took additional responsibility as scribes for the students during classes.

## Workforce, Adult, and Vocational Education Services (WAVES)

WAVES has continued to offer the services described in its mission statement, aligned to the CMI's mission and strategic plans. 2023 saw new developments in WAVES, including the introduction of two new maritime programs, continuing expansion of the Adult Basic Education program in neighboring islands, and the strengthening of relationships with external and internal stakeholders.

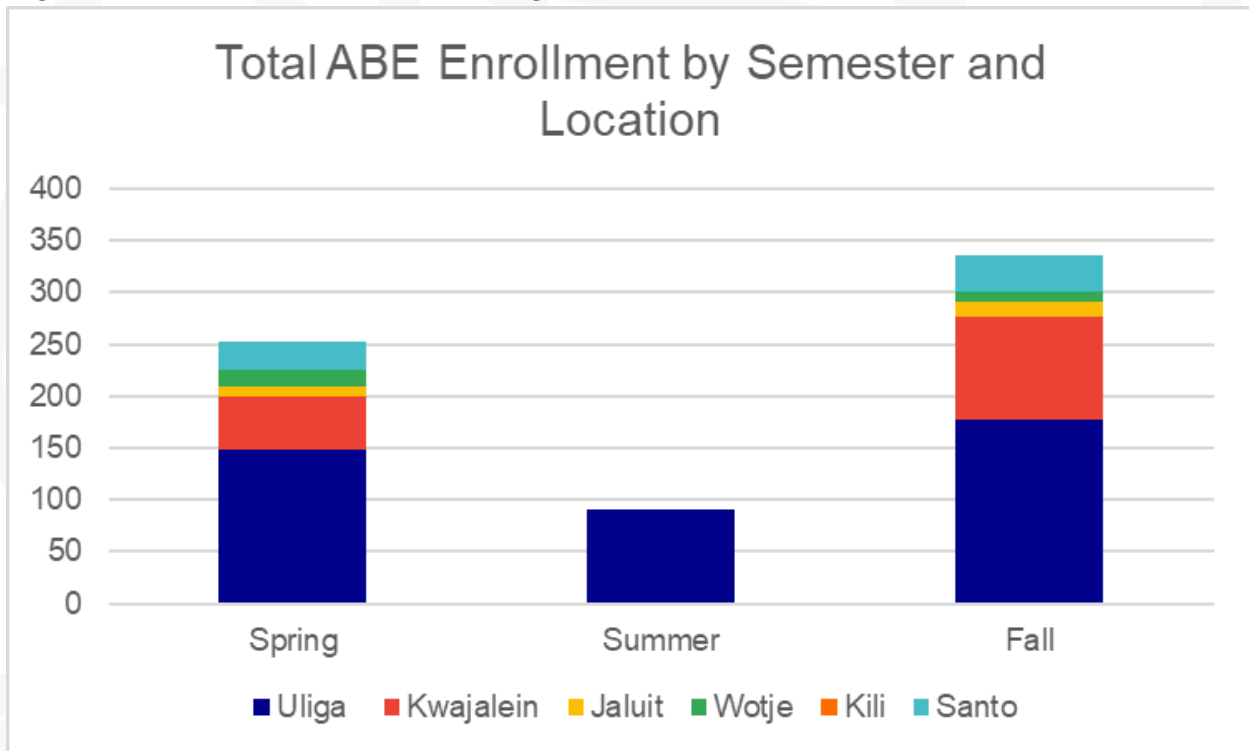
The following programs and services were offered this year:

- Adult Basic Education
- Maritime Vocational Training Center
- Certificate of Completion in Vocational Carpentry

- Certificates of Completion in Construction Trades and Automotive Service Technology at the Kwajalein Campus
- Associate of Science in Agroforestry Education for Health and Sustainable Livelihoods
- Youth Corps
- Workforce Development Training

### Adult Basic Education

The Adult Basic Education program provides high-school equivalency education for adults. While ABE enrollment was slightly lower in spring 2023 compared to the prior year (252 vs. 253) and summer saw a decline from, fall 2023 saw the highest total enrollment in the program since 2018.



A total of 80 graduates received the RMI High-School Equivalency Diploma in May 2023: 55 on Majuro, 22 in Kwajalein, and 3 in Wotje.

### Maritime Vocational Training Center

The Maritime Vocational Training Center (MVTC) began offering its first for-credit programs in 2023. A total of 24 students, including three women, enrolled during the fall semester in the Certificate of Completion Forming Part of a Navigational Watch and Certificate of Completion Forming Part of an Engine Room Watch

programs intended to develop the skills needed for entry-level shipboard roles. The first semester focuses on foundational math and English skills, along with a unique course on traditional Marshallese navigation and seafaring to connect the careers these students will embark upon with their remarkable cultural inheritance. The students will complete two more semesters of focused training to receive their certificates, with the final semester including a two-month internship on board the training ship Juren Ae, expected to arrive in the Marshall Islands in March 2024. For the implementation



of this program and continued efforts to recruit more women into maritime careers, the college is grateful to its partners the National Training Council, Marshall Islands Shipping Corporation, Trust Company, Ministry of Transportation, Communication and Information Technology, Marshall Islands Marine Resources Authority, GIZ, Wan Aelong in Majol, RMI Patrol Boat, MALGOV and KALGOV.

The 24 students enrolled in MART 101: Traditional Navigation and Seafaring, MART 102: Math for Mariners and MART 103: English for Mariners. A total of 22 students successfully completed the fall semester. In 2024, students will begin their specialized courses.

The Maritime Vocational Training Center also delivered and conducted one Observer Training for MIMRA's Observer Division in 2023. 15 students, 9 males and 6 females, completed the International Maritime Organization (IMO)'s Standard of Training, Certification and Watchkeeping for Seafarers (STCW) over the course of two weeks, October 9 - 20, 2023. The next phase of the training was the Pacific Island Regional Fisheries Observer (PIRFO) training from October 23 - November 30, 2023. Two students did not complete this training. At the Closing Ceremony on November 30, 7 males and 6 females, received their



certifications in front of CMI staff, instructors, the CMI Interim President, MIMRA staff, and family members of the newly certified observers.

MVTC also conducted two sea survival trainings each for Early Childhood Development (ECD II) and the International Organization for Migration (IOM).



## Associate of Science in Agroforestry Education for Health and Sustainable Livelihoods

General education courses developed as part of the curriculum for the Associate of Science in Agroforestry Education for Health and Sustainable Livelihoods began to be offered in 2022, and the program itself was offered for enrollment in 2023. By that spring, twenty students had signed up for the degree,



including seven double majors, one student from Wotje, and two from Jaluit. Two courses were offered in summer, with a total of 15 enrollees. Twenty-six enrolled in agroforestry courses full time in the fall, including 19 total full-time agroforestry majors.

### **Certificate of Completion in Vocational Carpentry**

A total of eleven students who completed their requirements for the Certificate of Completion in Vocational Carpentry walked in the May 2023 graduation ceremony; these students had completed their course requirements the prior summer. A total of ten students completed their final course, a full-time internship, in summer 2023 and will walk next May. This group was the first to return to full-time classes at Arrak Campus following the reopening of the border. A total of twelve students joined the cohort beginning in fall 2023 and expected to complete in summer 2024.

### **Certificates of Completion in Construction Trades and Automotive Service Technology at the Kwajalein Campus**

The two vocational certifications at Kwajalein Campus were developed specifically to meet the highest areas of demand for local employers both on Ebeye and on the U.S. military base. While most vocational certificates offered at CMI do not require students to take developmental math or English courses if they do not place into credit, these certificates do require a certain level of math and English proficiency because of employer demand. Enrollment, however, was low in 2023. During the fall semester, CMI worked closely with Vectrus and with local employers to encourage and assist employees in applying for the programs.

### **Youth Corps**

In 2023, Youth Corps continued to advance its mandate to provide training and capacity development opportunities for Marshallese youths, and this year the program was able to ramp up its services by significantly improving delivery of Fiji National University's TVET Fundamentals Certificate Program, securing funding through the RMI National Training Council to expand trainings to the neighboring island communities of Wotje, Jaluit, and Santo, and assisting with a women's training program conducted by the WAVES Department.

For the last 3 years, the TVET Fundamentals Certificate Program Summer Boot Camp was conducted online for both theory and practical components due to COVID and travel restrictions. This is a 3 months TVET training program funded by the RMI National Training Council, implemented through a collaboration between the College of the Marshall Islands, and the National Training and Productivity Center, Fiji National University. The main focus of this training program is based on the needs of RMI's national workforce, such as Automotive, Electrical and Welding. This year, the theory component was conducted as usual but for the practical component, the program brought the trainers from Fiji National University to both Majuro and Ebeye for the first time. Compared to previous Boot Camps, this year was the most successful in terms of the program's output or impact. From the training program, it was evident that the participants were able to learn more effectively through the face-to-face activities onsite and the trainers were able to meet the program's objectives by personally and actively delivering the courses themselves. This also increased awareness of the program's challenges and opportunities for the trainers and CMI staff.

The chart below represents the progress of all trainings held by Youth Corps in 2023, including the Summer Boot Camp.

Year	Total # of Training Programs	Pre-Training Status	Total Enrollment Count	Male	Female	Total Count Completed	Male	Female	Post Training Status (3-6 Months Review)	Female Employment
2023	6	Unemployed youth & women	66	43	23	64	67%	33%	More than 78% or a total of 43 participants have secured internships or full-time employment	14% increase in female employability compared to 2022

# Student Services

## Student Life and Campus Engagement

### New Student Orientation

All new students at CMI must attend New Student Orientation (NSO). It runs every semester to prepare students for the college experience. It is a week-long intensive program designed to teach students about financial aid, online learning, registration, networking, and more.



Throughout 2023, NSO ran according to its established plan. In summer, there were 62 in-person participants attending. In fall 2023, the large number of new students meant that NSO

was divided into two groups, with each group attending during a different week. Week one saw 276 students attend and week two saw 162. New students who missed some or all of the orientation program completed online modules.

The table below provides detailed data about NSO participants:

	IN PERSON ATTENDEES	ONLINE ATTENDEES	MISSING DATA due to issues with student login
TOTAL	233	14	24
<b>Gender</b>			
Female	131	9	
Male	102	5	
<b>Citizenship</b>			
RMI	228	13	
FSM	3	1	

OTHER	3	0
<b>Program</b>		
AA-Business	48	0
AS-Elementary Education	41	2
AA-Liberal Arts	100	8
BA-Elementary Education	0	0
CC-Carpentry	4	1
AS-Nursing	31	1
CC-Maritime	9	1
CC-Teaching	1	0



### **Student Engagement and Clubs**

In fall 2023, CMI had a total of 14 student clubs, including two new ones. While the number of clubs was lower, engagements and participation were higher. The Central Arts Club hosted two open arts events: T-Shirt Tie Dye and Pipe Cleaner Arts. The Nuclear Club, which is a Legacy Club (meaning it has been active for more than 5 years), hosted an end of year picnic at Rongrong Island.

With the help of the Student Government Association Senator of Student Clubs, club officers have been very active in creating fun events for students and



participating in SGA events such as the Trunk or Treat and Welcome Party. SGA has been supporting the clubs in many ways including providing each club with a budget of \$500 for the whole academic year, which they can use however they see fit as long as they must meet the SGA guidelines.

The following clubs are currently active:

- Bawaj Club
- Bible Club
- Central Arts Club
- Jaluit Club
- Kwajalein Club
- FSM Club
- Library Club
- Lomakina Club
- Fishing Club
- Majuro Club
- Moriba Club
- Nuclear Club
- Nursing Club
- Rikaki Club
- Wotje Center Club
- Wotje Wiwi Club

### **Student Government Association**

The Student Government Association (SGA) in 2023 dove into event planning, leadership training, community involvement, and participation in college governance, including their own monthly meetings.

The SGA hosted two annual events in fall 2023, the Welcome Party and Trunk or Treat. At the 2023 Trunk or Treat, there were hundreds of participants from the CMI community and the local community as well. All student clubs participated, introducing themselves to the community; they provided candies to the little children and their creative skills to the test by building original booths and games. Meanwhile, SGA provided games and prizes such as Best Scream, Costume Contest, and Spicy Noodle Challenge. In October, the SGA had a late Welcome Party. The theme was Talent Show, to showcase the multitude of talents that CMI and ABE have to offer. There were prizes for the winners of the talent show.



Towards the end of the school year, SGA Senators hosted small workshops and end of year events to their respective groups to create a sense of belonging and school spirit. The Senator of Diversity hosted two events for international students and student parents. The senators for academic programs hosted events that

included alumni and advisors to talk to current students within the program. And the Senator of Student Sports held a wellness session that allowed the students to have a one hour workout session including a post workout snack and drink filled with plenty of nutrients.

#### List of SGA Members:

- Marlin Doulatram - SGA President
- Tristen Horiuchi - SGA Vice President
- Ashiyah Eolae Lewi - SGA Exec. Secretary
- Lautiej Abija - SGA Public Relations Officer
- Jasmiann Ebol - SGA Treasurer
- Bryan Jekkar - Senator of Business Program
- Mike Leviticus - Senator of Student Clubs
- Jinghui (Joy) Huang - Senator of Diversity
- Mattaes Kabua - Senator of Student Sports
- Aana Moarieta - Senator of Education Program
- Heinrich Muller - Senator of Liberal Arts Program
- Junior Subille - Senator of Residence Halls
- Logan Lelet - Senator of Kwajalein Center
- Laurman Heine - Senator of Wotje Center
- Lilly Banton - Senator of Jaluit Center
- Lucky Laik - Senator of Nursing Program

#### **Fitness Center**

In 2023, the Fitness Center team conducted intramural basketball games, but it was decided to change up the type of tournament that would be held. First, the tournament was opened up for the public to join but with a fee. All proceeds went towards the prize pool. Then, in the spirit of competition, and collaboration, the female side of the tournament was a 3v3 FIBA style tournament. This allowed the national basketball federation to recruit players from the games, as they were preparing for the Pacific Games and Micronesian Olympic Games. There were 16 female players in total (7 students, 2 alumni, 7 community members). For the men's side (34 students, 5 alumni, 19 community) the competition was dubbed a "Rivalry" Tournament due to the nature of the games. To avoid stacked teams, teams would start off 3v3 FIBA style and each winning team could "steal" a player from the losing squad. The ultimate goal was to build a team of 5 members and really strategize about the composition of their teammates and their individual strengths.

To continue that mindset of competitiveness and collaboration to build future athletes, basketball supplies were also donated from the Marshall Islands Basketball Federation (MIBF). The International Organization for Migration -



Micronesia (IOM) offered prizes for the women's game due to their contribution to female empowerment.



## Counseling and Student Advocates

The Counseling Department continues to support and cater for the mental health of CMI students across the campuses and in all programs including academic, career and technical education,



and high school equivalency. In 2023, a new Student Advocate and a new Director were recruited to complement the department's existing strengths.

Outreach to new students is a particular focus for the department. Counseling made presentations during the NSO and later in all CMI 101 sections to familiarize the new students with the services rendered in the college and to encourage students to make use of our services while they are here on the campus.

Over 50 student success workshops were held to enhance and support students' personal and academic growth and their professional development. These workshops reached several student communities in all departments at Uliga Campus, including residence hall students and Adult Basic Education students.



Counseling also reached out to Carpentry students (at Arrak Campus), Maritime students, and students on Ebeye, Jaluit, and Wotje. Counseling continued to hold annual events and initiatives such as the Gender Based Violence Prevention Program, the Anti-bullying Program, and the Voices



of Youth Program which were initiated last year. The duplicated headcount of participants in these activities and initiatives exceeded 5000.

Counseling also held other annual events for the campus community. These included the anti-drug-abuse Red Ribbon week. In addition, 16 Days of Activism against Gender-Based Violence ended on November 30th 2023, with activities at the Uliga Campus courtyard. Along with the fun, various Ministries and NGOs showcased their work and gave vital information that could help students navigate their academic careers successfully.

## Library

The library operational budget was \$35,000 for 2023 This supported operational planned activities for 2023 which included:

- Staff development (PIALA Conference attendance for one library staff),
- Special library stationery materials,
- Annual subscriptions (academic databases, newspapers and the library system),
- Replacement of some damaged furniture and the purchase of library books),
- Hosting of a KOHA library system training workshop for members of the Marshall Islands Library Association,
- Library Displays on Climate Change (timed to correspond with COP28), Cancer Awareness, Manit week, and student work from the Elementary Education and Developmental Education departments, including a display on Voter Education from a CMI 101 service learning project.

In addition, 947 items were added to the CMI Libraries leading to a total of 16,703 print and non-print materials with the breakdown of locations as follows:

Library Branch	Total Items	New Items in 2023
Uliga Campus	15,472	586
Arrak Campus	291	74
Kwajalein Campus	302	136
Wotje CMI Center	209	72
Jaluit CMI Center	429	79

Improvement of online services and integrated systems was a key focus of the library team in 2023. The Library webpage was updated with changes to its services, opening hours, new information sources, and reports. Ongoing training after the KOHA system upgrade for both Library and IT staff was conducted for the sustainability and management of the system. Updates include:

- A plugin to facilitate User Activity Login to collect data on student activities in the library
- Bibliographical Lists to ease topical searches on the Library OPAC system on the library webpage.
- A Coverflow plugin and Reloading of the OPAC Carousel where all library users can view 'New Additions" cataloged as live data.
- A onetime token to generate any reports involving members records

Library research continues to be supported by five academic digital databases (JSTOR, EBSCO, ProQuest, Tumble Book Library and Tumble Book Cloud) which are accessible through the Library webpage for all CMI students, staff, and faculty regardless of location.

Another key area of growth was library instruction. A total of 1,172 students were served in the library as part of their first-year experience through the New Student Orientation for each semester, Reference Queries, Library Tutorial Series, CMI 101 and Information Literacy & Academic Writing for Credit Course levels. CMI Center students were assisted through Zoom sessions of library instruction. Library Moodle Course activities were conducted and graded as self-paced guided sessions. The Learning Support Committee (LSC) approved two Information Literacy Co-Curricula Workshop forms in Spring 2023.

Mindful of the importance of students having library experience before beginning college, the library team also worked with external stakeholders through the Marshall Islands Library Association. In addition to the well-attended KOHA workshop mentioned above, the Library Director teamed up with PSS Secondary Schools Director to survey, discuss and evaluate the status of Rita Elementary School Library with the Vice-Principal.

The current Library Director has resigned effective at the end of January 2024. The college wishes her well and thanks her for the remarkable strides made in the library under her leadership.

## Grants

### Area Health Education Center (AHEC)

Award Amount	Funded By	End Date
\$110,000.00	Health Resources and Services Administration (HRSA) through University of Guam	August 2023

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

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

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

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

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

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

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

### Advanced Technological Education

Award Amount	Funded By	End Date
\$51,250.00	National Science Foundation (NSF) through University of Hawaii at Manoa	April 2026

The National Science Foundation-Advanced Technological Education (NSF-ATE) Program is designed to improve STEM education at the undergraduate and secondary school levels through minority-serving community colleges within the Pacific. Over 500 students have benefitted either directly or indirectly through the NSF-ATE grant. This benefit has come from internship opportunities and the improved curriculum supported by faculty development activities. Equipment and other materials supplied by the grant allowed students and faculty access to technology that would otherwise have been unavailable.

## Islands of Opportunity Alliance - Louis Stokes Alliances for Minority Participants

Award Amount	Funded By	End Date
\$110,000.00	National Science Foundation (NSF) through University of Hawaii at Hilo	August 2024

The National Science Foundation- The Islands of Opportunity Alliance-LSAMP is committed to increasing the number of underrepresented minority students- especially students of Native Hawaiian and Pacific Islander ancestry- graduating with two- and four-year degrees in a STEM related discipline. CMI is one of 10 Alliance Institution from across the Pacific. The IOA-LSAMP offers student support through internship, research opportunities, and participation in annual international conferences. Since the start of the project in 2020, four CMI students have successfully transferred to UH Hilo to further pursue a degree in a STEM related field.

## Reimaanlok - Ridge to Reef

Award Amount	Funded By	End Date
\$69,995.00	UNDP Pacific Office Fiji	May 2023

The Reimaanlok- Looking into the Future: Strengthening natural resource management in the Republic of the Marshall Islands employing integrated approaches (RMI R2R) project aims *to sustain atoll biodiversity and livelihoods by building community and ecosystem resilience to threats and degrading influences through integrated management of terrestrial and coastal resources in priority atolls/islands.* As an implementing partner, CMI will support capacity building on integrated approaches for conservation and livelihoods benefiting key national government agencies, community leaders and residents in all 24 neighboring islands; participation by key project stakeholders in regional training programs conducted by the Pacific R2R program support project.

The additional funding enabled CMI to:



1. Build the capacity of Marshallese graduates currently working in Land Grant and the Ministry of Natural Resources and Commerce Agriculture Division, in the Certificate IV in Training and Assessment. Once trained it is expected that they will be adjunct instructors in the new AS Agricultural Education for Health and Sustainable Livelihoods offered at CMI. Total of five Marshallese graduates are now certified Training the Trainers. With the new Agroforestry courses already running, these newly certified participants will be added to CMI's already limited pool of adjunct instructors.
2. Train incoming and potential students in the new AS degree in summer camps held on Majuro, Ebeye, Jaluit and Wotje. The purpose of the camps is to provide students an opportunity to learn new skills and prepare for credit-level agriculture courses. A total of 92 participants participated in the Agriculture camp.

### Improving the Quality of Basic Education

Award Amount	Funded By	End Date
\$850,000.00	Asian Development Bank (ADB)	January 2026

Critical changes to learning and teaching at CMI are provided under this project, specifically in the areas of the Quality Pedagogical Framework and Learning Design

Activities related to the QPF include:

- Continuing to integrate the Quality Pedagogy Framework in all ASEE and BAEE Program Education courses.
- Evaluating the effectiveness of student teachers using QPF-integrated pedagogies in the classroom (during their practicum sessions).
- Incorporating improved methodologies and practices from evaluations and practicum observations in revising the integration of the QPF in CMI courses.
- Producing a QPF Learning Plan Resource Guide for the following subject areas: ELA, Math, Social Studies, Health, Science, Art and Physical

Education. The resource guide is available in hard copies and also uploaded in the BAEE Moodle courses.

In the area of learning design:

- The Learning Designer's primary role is to work with faculty to design and develop online and hybrid courses.
- The Learning Designer will offer training in the different modes of learning to faculty, staff and students as required.

CMI continues to collaborate with PSS, USP and IQBE consultants across the project to ensure collective impact that improves student learning outcomes, especially in literacy and numeracy (in the language of instruction).

Furthermore, the introduction of emerging pedagogies and new learning technologies through blended learning will provide intensive and education sector-wide training and development in twenty-first century educational theory and practice.

### **Agricultural Education for Health and Sustainable Livelihoods**

<b>Award Amount</b>	<b>Funded By</b>	<b>End Date</b>
\$149,292.00	U.S. Department of Agriculture	July 2024

The goal of this project is to create a more climate-resilient, self-reliant, healthy and entrepreneurial population through a new college course. The program is supported by the USDA National Institute of Food and Agriculture (NIFA) under the Agricultural Education for Health and Sustainable Livelihoods Grant Award #2021-70004-35098.

The new program, the Associate of Science Degree in Agroforestry Education for Health and Sustainable Livelihoods (AS-AEHSL), was developed with two specializations in Agro-ecology, and Textiles and Plant-based Cultural Arts. As of spring 2023, 21 students signed up for the program (15 single major and 6 dual major registrations). The syllabi for all eleven courses were developed and vetted internally. The digital materials for all the courses were collected and uploaded online into the college's learning management system, Moodle. This means that students in our remote, neighboring island communities that largely depend on agriculture and subsistence economy have access to take the

program and courses. One student is already taking classes from the Wotje Center. The Learning Designer facilitated this process by liaising with the external consultants (Fiji National University) and local course developers and by ensuring the quality control of the process and output.

In addition to required general education course, four program requirement courses were offered from spring 2023: AGF 106: Concepts in Agroforestry and Terrestrial Ecosystems, AGF 107: Nutrient Dynamics in Agroforestry, AGF 108: Food Sovereignty: Traditional Crops for Health, and AGF 205: Climate Change. Based on experiences and feedback from piloting efforts the courses will be evaluated and revised in 2024. The review exercise will involve a survey to collect data on students' perceptions on the ease, efficacy, and retention of the content taught in the courses to look for ways that the courses can be improved. A one-year no cost extension was given by NIFA to achieve the review.

### **College of the Marshall Islands Greenhouse Soilless System**

<b>Award Amount</b>	<b>Funded By</b>	<b>End Date</b>
\$165,330.00	U.S. Department of Agriculture	September 2026

The goal of this project is to build Greenhouse Soilless (Hydroponic, aeroponic and aquaponic) infrastructure at the College for students' experiential learning that is necessary to support the new associate degree program and to educate and produce future food professionals able to solve food production issues in the Republic of the Marshall Islands. The infrastructure that will be built will assist in implementing the AS-AEHS program. The project also provides for a similar infrastructure at the Arrak Campus of the College that will be used to provide valuable experiences and learning opportunities on soilless farming to the farmers and community members through the sharing of information at farm demonstrations, workshops, and dissemination of research findings. The specific objective is to acquire four greenhouse facilities (two small sized ones at Uliga, and one large and one small sized at Arrak), 24 hydroponic systems, eight aeroponics systems, and an aquaponic system for experiential learning, teaching

and research into the appropriate greenhouse soilless technology. CMI is currently acquiring the facilities and equipment as well as recruiting the Field Technician to run the project.

### **NTIA Broadband Access for Remote Learning Opportunities & Training Program**

<b>Award Amount</b>	<b>Funded By</b>	<b>End Date</b>
\$1,794,628	U.S. Department of Commerce	October 2024

CMI is one of five Minority Serving Institutions awarded funds from the U.S. Department of Commerce’s National Telecommunications and Information Administration (NTIA). The primary goal of the project is to ensure all eligible students and college locations have access to broadband internet access to contribute to the improvement of standard of living by providing higher education to remote communities. Its purpose is to strengthen CMI’s IT technical and human capacity to provide better broadband education and training, access and technical support services. CMI’s program will provide subsidized broadband access to low-income and in-need students. It is also expected to contribute to the stimulation and adoption of the use of broadband services for remote learning, telework and entrepreneurship to help stimulate employment opportunities and sustainable economic development. This will result in an improved digital inclusion and IT workforce and skills development.

### **Pacific Sustainability Readers**

<b>Award Amount</b>	<b>Funded By</b>	<b>End Date</b>
\$1,050,000.00	United States Agency for International Development (USAID)	June 2025

The Pacific American Fund, funded by the United States Agency for International Development (USAID) Mission has awarded CMI grant funds to:

1. Empower groups and individuals from the education sector, NGOs, community groups, and other parts of Marshallese society to create urgently needed resources, while also learning to spearhead development of additional materials as specific needs arise in their different places of work;
2. Create and distribute place-based early readers for basic education, with bilingual and contextually-accessible content that is age-appropriate yet grounded in real cultural, environmental, climate change, social, and governance issues in the Pacific Islands; and provide those books to all ECE and primary schools in the RMI, as well as make them widely available to children and their families at home in communities throughout the RMI;
3. Train and enable teachers, other educators, and NGO staff tasked with outreach and awareness efforts in using the created products to support their work in all aspects of formal and non-formal education in the RMI; while also equipping parents and caretakers with resources, skills, and habits to read with their children and bridge gaps between school and home learning.

### **Demonstrating Innovative Employment Solutions Through Regional Knowledge-Sharing Partnerships with Youth Organizations**

<b>Award Amount</b>	<b>Funded By</b>	<b>End Date</b>
\$58,405.00	Asian Development Bank	December 2022

The Atoll Youth Climate Leaders for Youth-led Climate Action program sponsored youth capacity building through a series of trainings on climate change innovation, climate risk data collection, youth and community facilitation, and ethics and safeguards workshop. The main purpose of the program was to train Marshallese youths to become leading agents in addressing climate change. Fourteen youths led project activities to:



1. Create disaster management plan and actions to address climate change impacts in their communities
2. Engage more than 150 young Marshallese to address the issue of climate change in the Marshall Islands and;
3. Learn and lead climate change dialogues and adaptive measures and interact with other leaders from across the globe.

## Upward Bound

Sixty two students participated in Upward Bound throughout the spring 2023 semester. Support courses in math, English literature, and science were offered, with literature replacing writing for the semester. All twelve seniors graduated from high school and enrolled in summer bridge courses at CMI.

Summer 2023 saw the return of the summer residential component to Arrak Campus for the first time since the Covid-19 pandemic.

Students enjoyed rooming up with classmates and only having to walk a few steps to class, and participating in activities from morning until night. Summer also included a two-day camping trip to Eneko featuring bonfires,

s'mores, fishing, and swimming. Additionally, as part of the program's target outcomes related to civic duties, community service projects were carried out around Majuro. Finally, the annual banquet concluded six rigorous weeks of studies and fun.



The last activity for the academic year was a cultural trip for out-going seniors to Aur and Maloelap. Eight of the graduating seniors participated. Gifts from both the college and the students were presented to schools in the different communities that the students visited. Students engaged in cultural activities, exploration of World War II remnants, and learning Marshallese stories. Community service activities were also carried out in the two different islands where students helped clean the schools, classrooms, and fields.

The recruitment of new students in August brought 24 new faces into the program from the target schools designated in the grant (Majuro Baptist Christian Academy, Marshall Islands High School, Assumption High School, Delap SDA School, and Majuro Cooperative School). New students and returning

students alike participated in support courses. Other activities held through the semester included Saturday Academies for both the Junior and Senior classes. Students started working on college requirements including admissions application, FAFSA, TOEFL, and the SAT. Upward Bound instruction classes ended the last week of November and the remainder of the days were designated for tutoring to help students with studies from their respective schools and to prepare them for exams.



## Land Grant

Description of Activities	Progress & Updates
<p>Administration</p> <p>Land Grant's Board of Regent Meeting 2023</p>	<p>This was held at the Palau Community College in Palau in July 2023. It was attended by the late President Dr Irene Taafaki, former Minister of Education Honorable Wilbur Heine former Vice President Stanley Lorennij &amp; Food Technologist Researcher Tebeio Tamton.</p>
<p>Recruitment of new Vice-President for Land Grant</p>	<p>Recruitment process for the new VP was concluded in October 2023. AND Dr Adedayo Ogunmokun is now the new Vice-President replacing the outgoing former Vice-President Stanley Lorennij who has taken his new position as the new Executive Director of the Land Grant, based in the Land Grant Central Office in Pohnpei, FSM.</p>

<p>Extension programmes for Aquaculture, Agriculture, Climate Change, Expanded Food and Nutrition Education Program (EFNEP), and Food Safety/Technology</p>	<p>Islands covered in 2023 include the following.</p> <ol style="list-style-type: none"> <li>i. Jaluit (Agriculture &amp; EFNEP only)</li> <li>ii. Mejit Island</li> <li>iii. Utrok Atoll</li> <li>iv. Selected islets and villages of Majuro Atolls</li> </ol> <p>More neighboring atolls and islands are to be visited in 2024, and could be based on the needs of each atolls/islands and/or the schedules of Land Grant.</p>
<p>New Hatchery to support the Aquaculture Research and Extension Works</p>	<p>The plan for hatchery has been reviewed by team members within CMI Arrak, Physical Plant and Land Grant coupled the counterparts from Palau Community College.</p> <p>It is anticipated that the new hatchery could be constructed on a new-site on the Ocean side of Land Grant allocated lands at Arrak Campus. Further works needed by Physical Plant and Land grant to confirm space and the technical design of the new hatchery.</p> <p><i>Agriculture</i></p> <p>New Agriculture Researcher I have started working since October 2023. Current research topics and proposals in agriculture are being internally reviewed, which include.</p> <ol style="list-style-type: none"> <li><b>i. Verification study on different homemade sprays to control insect pest</b></li> </ol>

Continue improving the Research (Hatch) Program.

Recruitment Progresses

Relevant Research Projects

**causing sooty mold in citrus trees in Majuro.**

**ii. Levels of chicken manures affecting yield of mung bean (*Vigna radiata* W).**

#### *Aquaculture*

Recruitment for the replacement of the researcher who resigned in 2023 is currently in progress, with the deadline for application closed on December 15<sup>th</sup> 2023.

#### *Food Technology*

**Coconut flour and co-products** research has shown great progress with the successful in-house production of a coconut flour cookies in October 2023.

Further works will verify the food safety of the process flow and production, while exploring the production of virgin coconut oil. Extension programs will focus on the use of solar dryer and other simple tools that are easily accessible in the neighboring atolls and islands.

**Rekindling makmok starch production** research has some major developments with the successful documentation of the traditional methods of production based on a pilot study trip to Ailuk Atoll.

**Seaweed snacks** research proposal has been approved by CMI's Institutional Review Board and is currently awaiting external review from NIFA experts.

## Annual Report - Administration, Financial and Business Services

### Highlights for Fiscal Overview of the College of the Marshall Islands

The College of the Marshall Islands (CMI) has demonstrated resilience and growth in its financial operations over recent years, as reflected in the fiscal performance through FY2023. This report provides an overview of the financial outlook for the institution as of FY2023, alongside a retrospective analysis of key financial trends since FY2018.

In FY2023, CMI reported steady revenue generation, with total revenues driven by a combination of tuition fees, government subsidies, and auxiliary enterprises. The decline in government subsidies, partly due to shifting national budget priorities, highlighted the need for increased diversification of income sources to sustain operations. Compared to FY2022, overall revenue showed a slight decline from \$10,303,836 to \$10,145,845, primarily due to reduced government subsidies, highlighting the importance of diversifying income sources. Tuition and fees have consistently shown an upward trajectory, indicating robust enrollment figures and effective fee management policies. However, it is important to note that approximately 20% of tuition revenue is deemed receivable due to growing student outstanding debt or unpaid tuition and fees by individual students. This highlights a critical challenge CMI faces in ensuring financial sustainability while supporting student success.

Revenue from auxiliary enterprises also showed moderate but steady growth, reflecting an enhanced capacity to generate non-tuition income. Key contributors included on-campus services such as the bookstore, cafeteria, and housing facilities, which have been strategically optimized through improved inventory management, expanded dining options, and upgrades to housing amenities to better meet student and institutional needs. However, government subsidies, a significant contributor to the revenue mix, have exhibited volatility over the years, emphasizing the need for diversification of income sources to reduce dependency on external funding.



## Revenue Trends (FY2018-FY2023)

Revenue Category	FY2018	FY2019	FY2020	FY2021	FY2022 (Unaudited)	FY2023 (Unaudited)
Tuition and Fees	4,338,096	4,544,951	4,425,098	5,090,476	6,305,219	6,220,363
RMI Subsidy	3,155,406	4,812,730	4,969,285	3,997,897	2,760,424	2,727,424
Auxiliary Enterprise	890,586	1,003,963	996,510	1,099,043	1,238,193	1,198,058
<b>Total Revenues</b>	<b>9,400,379</b>	<b>10,908,402</b>	<b>10,875,275</b>	<b>10,131,733</b>	<b>10,303,836</b>	<b>10,145,845</b>

## Expenditure Trends (FY2018-FY2023)

Expenditure Category	FY2018	FY2019	FY2020	FY2021	FY2022 (Unaudited)	FY2023 (Unaudited)
Personnel Costs	\$ 4,200,000	\$ 4,350,000	\$ 4,500,000	\$ 4,600,000	\$ 4,700,000	\$ 4,750,000
Operational Costs	\$ 3,000,000	\$ 3,200,000	\$ 3,300,000	\$ 3,250,000	\$ 3,150,000	\$ 3,100,000
Capital Expenditures	\$ 500,000	\$ 750,000	\$ 1,000,000	\$ 1,200,000	\$ 1,250,000	\$ 1,300,000
<b>Total Expenditures</b>	<b>\$ 7,700,000</b>	<b>\$ 8,300,000</b>	<b>\$ 8,800,000</b>	<b>\$ 9,050,000</b>	<b>\$ 9,100,000</b>	<b>\$ 9,150,000</b>

## Connecting Funds to Outcomes

- **Enhanced Student Support:** Investments in financial aid programs to address unpaid tuition and fees and ensure students have the resources necessary to complete their education (CMI general fund work study program).
- **Facility Upgrades:** Improvements in infrastructure to support academic and vocational training programs.
- **Operational Efficiency:** Adoption of financial automation tools and dashboards to enhance oversight and decision-making.
- **Asset Longevity Strategies:** Continued investments in maintaining the College's fixed assets, including facilities, reverse osmosis systems, generators, and vehicle fleets, to ensure their longevity and optimal performance. Specific efforts include scheduled preventive maintenance programs, upgrades to aging equipment, and enhanced monitoring systems for critical infrastructure to reduce downtime and extend asset life. CMI has moved from HIPPO maintenance software to a new and more user-friendly system, e-facility, that meets the current needs of the College.
- **Enhanced Learning and Service Interaction:** Deployment of new technologies that improve interactions between students, faculty, and staff, ensuring a high-quality learning and service experience at an affordable cost.

From FY2018 to FY2023, total revenues displayed an overall growth trend, peaking in FY2020 due to increased government subsidies and strong enrollment growth. However, subsequent declines were attributed to reductions in government funding and fluctuations in auxiliary enterprise revenues, underscoring the importance of diversifying income streams. The increase in tuition revenue underscores the institution's success in maintaining student enrollment and possibly adjusting fee structures to align with operational demands. Conversely, government subsidies, which experienced a sharp peak in FY2020, declined in FY2021 and have since stabilized at a lower level. This fluctuation highlights the importance of proactive financial planning to address uncertainties in subsidy allocations.

## Expenditure Control Strategies

CMI has implemented several strategies to control expenditures and enhance cost efficiency, including:

- **Investment in Technology:** The College has adopted modern technologies to reduce textbook costs and other variable expenses. By leveraging digital learning resources, CMI minimizes the need for physical textbooks, resulting in significant savings for both the institution and its students.
- **Ongoing Facility Maintenance:** CMI emphasizes regular maintenance of its facilities to prevent costly repairs. This proactive approach helps extend the lifespan of infrastructure and reduces long-term expenses associated with deferred maintenance.

**Renewable Energy Initiatives:** The College is revisiting the idea of adopting renewable energy solutions to manage and lower energy consumption. Implementing solar energy

- systems and other sustainable practices could significantly reduce utility costs over time, contributing to financial sustainability.

## Financial Outlook

Expenditure management remains a critical component of financial sustainability. Historical trends suggest that CMI has prioritized efficient resource allocation to maintain a balanced budget. Continued focus on cost containment and operational efficiencies will be essential to safeguard financial stability in the face of revenue fluctuations.

Looking ahead, CMI's financial outlook remains cautiously optimistic. This confidence stems from strategies such as expanding grant funding, leveraging innovative auxiliary services, and enhancing financial automation tools and real-time dashboards. These initiatives are designed to improve resource management and decision-making, ensuring sustained institutional growth. The institution's ability to sustain tuition revenue growth and explore new revenue streams, such as expanded grant funding and innovative auxiliary services, will be pivotal. Additionally, leveraging financial automation tools and real-time dashboards, as part of the ongoing modernization efforts, will enhance financial oversight and strategic decision-making.

While FY2023 underscores the need for strategic financial management, the College of the Marshall Islands is well-positioned to navigate future challenges. With a steadfast commitment to financial stewardship, CMI continues to build on its strengths and address areas of vulnerability, ensuring long-term financial resilience and its ability to fulfill its mission of providing quality education to the Marshallese community.

## CMI Federal Grants Management and Reporting

The Grants Office at the College of the Marshall Islands achieved significant progress in managing and securing federal grants during FY 2022–2023. Federal grant assistance has been crucial to CMI's long-term financial sustainability, supporting critical programs such as

emergency financial aid and initiatives to enhance academic offerings. These grants have directly improved student outcomes by enabling increased access to financial resources and modernized academic programs. Additionally, operational improvements, such as enhanced reporting and compliance mechanisms, have maximized the efficiency and impact of grant funding. The adoption of newly implemented Federal Grant Guidelines has further strengthened CMI's capacity to ensure compliance, improve transparency, and maximize the impact of federal funding on institutional growth. These guidelines introduced standardized reporting procedures, enhanced oversight mechanisms, and streamlined application processes, ensuring more effective and efficient grant management compared to prior practices. Below are summaries of active and inactive grants.

**Table 2: Inactive Grants Overview**

Grant Name	Application Status	Amount Requested (\$)	Amount Awarded (\$)	Purpose
IOM Development Funds	Unsuccessful	\$ 12,500.00	-	Promote climate change adaptation and displacement prevention measures
USDA FANE Project	Unsuccessful	\$ 744,560.00	-	To improve AGSTEM interest in middle and high school students
US EDA- Infrastructure Project	Unsuccessful	\$ 4,167,737.00	-	To build two new classroom buildings for Ebeye campus
Child Care Access Means Parents in School	Unsuccessful	\$ 224,680.00	-	Start-up of an Early Child Care Center at CMI
Rural Postsecondary & Economic Development	Pending review	\$ 2,121,549.00	-	Establishment of a Dual Credit Articulated Program and Early Middle College
SPC- Pacific Women Lead	Pending review	\$ 297,841.00	-	Supporting women's educational and economic empowerment opportunities
ACP-EU Enhancing the Cultural and Creative Industries	Withdrawn	\$ 183,880.00	-	Strengthening cultural and creative arts at CMI
Building Economic Inclusion via the Blue Economy	Successful	\$ 15,000.00	\$ 15,000.00	Promote and preserve Marshallese traditional knowledge and skills

Grant Name	Status	Funding Amount (\$)	Purpose	Start Date	End Date
Reimaanlok- Ridge to Reef (R2R) Support to Higher Education	Inactive	\$ 69,995.00	Support capacity building for conservation and livelihoods	\$44,652.00	\$45,047.00
Pacific Sustainability Readers	Inactive	\$ 1,050,000.00	Develop culturally grounded bilingual educational materials	\$44,805.00	\$46,266.00

### Grant Applications and Outcomes

The Grants Office pursued new funding opportunities, submitting eight applications. One application was successful, securing \$15,000 to promote Marshallese traditional knowledge. The remaining applications, though unsuccessful, provided valuable insights to refine future proposals.

### CMI's Investment on IT Infrastructures and Software

The IT Department at CMI has played a pivotal role in leveraging technology to advance the institution's operations and educational delivery. Key achievements in FY 2023 include:

1. **Modernization of IT Infrastructure:** Implemented cloud technologies and improved cybersecurity frameworks to enhance scalability, data security, and cost efficiency. For example, cloud-based solutions reduced operational costs by 15%, while cybersecurity

upgrades minimized data breaches, ensuring the safety of sensitive student and staff information.

2. **Starlink Satellite Technology:** Transformed connectivity for outer island centers, providing high-speed internet access and bridging the digital divide for remote learning.

Key Innovations	Outcome
Cloud Technologies	Enhanced scalability and reduced costs.
Starlink Satellite Technology	Improved access to online education for outer island centers.
Single Sign-On (SSO) Integration	Simplified user access to platforms like Moodle and Nuventive.
Cybersecurity Upgrades	Centralized firewalls and advanced threat detection improved data security.

Despite challenges, including resource constraints, the IT Department demonstrated resilience by optimizing existing systems and adopting cost-effective solutions. Looking ahead, the department plans to explore emerging technologies like AI, focus on user-centric solutions, and promote eco-friendly IT practices to foster growth and sustainability.

## Auxiliary and Commercial Services

The Auxiliary and Commercial Services play an essential role in supporting the daily operations of the College of the Marshall Islands (CMI), ensuring a seamless experience for students, faculty, and staff. This division encompasses several key functions, including the Media Center, Bookstore, Food Services, Transportation Services, Safety and Security, and the One Stop Shop (OSS) system. Each area provides critical support services that enhance the learning environment and campus life. Fiscal Year 2023 witnessed significant progress across these functions, with improvements designed to enhance accessibility, safety, and overall service quality.

1. **Media Center:** Focused on bridging technological gaps by enhancing its digital resources and launching virtual workshops. These workshops improved media literacy among students and faculty, equipping them with the skills needed to navigate and utilize digital tools effectively. The Media Center generated a revenue of \$26,672.58.
2. **Bookstore:** The Bookstore achieved key milestones in FY2023, including the launch of an online platform to improve accessibility for students and staff. The textbook rental program was expanded, benefiting over 1,200 students. The Bookstore generated a revenue of \$365,863.65.

3. **Food Services:** Food Services implemented healthier menu options and upgraded kitchen facilities to enhance food quality and efficiency. The Food Services generated a revenue of \$104,301.87.
4. **Transportation Services:** Transportation Services increased fleet efficiency with GPS tracking systems and enhanced shuttle schedules. The Transportation Services provided 1776 for 1282 passengers.
5. **Safety and Security:** Safety and Security deployed upgraded surveillance systems and conducted regular safety drills. There were 31 security incidents reported.