



COLLEGE OF THE MARSHALL ISLANDS

ANNUAL REPORT 2024





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Preface

The annual 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 2024-2025 year. In accordance with the College of the Marshall Islands Act 1992, section 220 (1), the submission of this report fulfills CMI's statutory obligations under the same Act. The relevant part of Section 220 reads as follows:

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

Message from the CMI President

In 2024, despite a number of challenges, the college continued to move forward in its efforts to meet its Mission to provide access to quality, higher and further educational services. The work done this year will set the groundwork for future development and increased student achievement.

Three new Wapepe plans have been approved to guide the college's strategic direction for the next five years. These plans address the cross-cutting issues of Equitable Student Success, Community Engagement, and Climate Change. Among the Mission-driven initiatives in these plans, the building of a childcare center is made possible by funds secured as part of the Asian Development Bank WYSER project. Building the CMI Childcare Center will fulfill a long-held wish to support the success of student parents, especially young women.

Career and technical education offerings to meet the needs of the nation have continued to be a key area of focus. The college held its first non-credit tourism and hospitality training, along with the first advanced construction trades boot camp on Majuro and Ebeye. Meanwhile, the for-credit maritime programs established in 2023 have produced results, with the first cohort completing their classroom and sea time requirements.

The college's ongoing efforts to serve the entire Marshall Islands also saw results with important milestones at CMI centers and sub-centers. Increased numbers at the Jaluit Center meant that the college was able to hold its first graduation there since 2020. The Wotje Center saw its first degree-level graduate, and the Santo Center hosted its first

ever graduation ceremony for Adult Basic Education. Overall, the college awarded 114 high-school equivalency diplomas, 58 certificates, 130 associate degrees, and 27 bachelor's degrees across all locations in May.

In September, the college completed its 2021 audit, a key step towards restoring trust in its financial integrity. The steps taken to complete this audit and address its findings will also allow the college to catch up on its overdue reports and avoid future delays.

These efforts and achievements by our dedicated and talented staff, faculty, administration and Board of Regents, have placed the college in a position to move towards greater success in the year to come. GO NAVIGATORS!

Enquiries

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Board of Regents



In 2024, the CMI Board held a total of ten meetings and one retreat. At the meetings, the Board, approved the following resolutions to ensure the ongoing welfare of the college, its students, and employees:

- A Resolution to Declare April 2024 Community College Month at CMI
- A Resolution to Approve the Revised METO Education Master Plan
- A Resolution to Approve New Policy 400 - 10.12: Children in the Workplace
- A Resolution to Approve Revised Policy 112: Policy on Policies
- A Resolution to Amend Human Resources Policies
- A Resolution to Approved CMI's Matching Fund of One Million Five Hundred Thousand Collars with Asian Development Bank to Build the CMI Childcare Center
- A Resolution to Confer Degrees, Diplomas, and Certificates
- A Resolution to approve the Revised CMI Travel Policy.
- A Resolution to Confer Degrees, Diplomas, and Certificates
- A Resolution to Approve the Equitable Student Success Wapepe, Community Engagement Wapepe, and Climate Change Wapepe
- A Resolution to Approve the Revised Purchasing and Accounts Payable Policy
- A Resolution to Withdraw One Million Dollars (\$1,000,000.00) from CMI's BOMI Investment Fund (Account # 881-301886-1)

These resolutions include new and updated plans to keep the college moving forward to 2030 in line with national plans and priorities, conferral of education qualifications

earned by students, one new policy, and five revised policies. Among the revised policies, the amendments to the purchasing and accounts payable policy is of special importance to improve the college's financial functioning and accountability. The approval of matching funds for the development of the CMI childcare center with the ADB WYSER Project is also of great significance as childcare responsibilities have contributed to a gender gap in persistence and degree completion. The center will also serve as a lab for a planned childcare management program that will prepare students to meet the greater community need.

The Board Retreat

In March, the Board held a retreat led by Association of Community College Trustees (ACCT) consultant Bruce Leslie, who retired in 2018 following a 42-year career as a senior executive in community college systems. The retreat covered strategic planning, policy and fiduciary responsibilities of the Board, strategies to consider when employing a president, and development of action items for continuous improvement of Board functioning.

Meeting and Conference Participation

Members of the Board of Regents had the opportunity to participate in international conferences and a regional meeting. These events allow regents both to grow in their responsibilities and to advocate for the college on a broad stage.

In early February, one regent, the interim president, and the executive officer attended the ACCT National Legislative Summit. The ACCT NLS brings together more than 1,000 community college leaders annually in Washington, D.C. to advocate for the importance of community colleges. Attendees also learned about upcoming legislative and regulatory changes that might impact the college.

At the end of February, four regents, the interim president, and the executive officer attended the ACCT Governance Leadership Institute in Saipan. The GLI included extensive training on board roles and responsibilities, along with numerous opportunities for discussion and relevant scenarios. A meeting formally establishing the Pacific Islands College Board, formerly the Micronesian Islands College Board, was held, and the CMI Board Chair, Kathryn Relang, was appointed its Chair. This initiative brings together board members of regional colleges for advocacy and to seek out shared opportunities.

The Board Chair and the Vice President for Academic and Student Affairs also participated in a joint presentation with the College of Micronesia-Federated States of Micronesia at the ACCT Leadership Congress in October. This presentation focused on both colleges' contributions to workforce development in a regional context. It was the first time CMI and COM-FSM presented at an ACCT event. Three other regents, including the student regent, also attended the conference and attended concurrent sessions on subjects related to enrollment, student mental health, and advocacy. On

the return trip from this event, three participants also joined ACCJC's Transparency, Storytelling, and Value Literacy Project.

Two regents, the President, the Vice President for Business and Administrative Affairs, and the executive officer also participated in APAFS.

Introduction

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.

Approved by the Board of Regents on December 1, 2020

Introduction

This Annual Report is divided into the following main sections.

- President's Introduction
- CMI Governance - Board of Regents
- Overview
- CMI Strategic Plan
- CMI Profile - 2024
- Accreditation
- Academic Affairs
- Student Services;
- Valuing Our Employees
- Grants
- Land Grant Report
- FY2024 Budget and Financial Outlook;

Overview

The College of the Marshall Islands (CMI) was established as a two-year institution in 1993. As the national college of the Republic of the Marshall Islands, the Board of Regents, CMI faculty, administration, and staff recognize the need to keep improving the standards of higher and continuing education in this nation. As a community, 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 agility, flexibility and consistent evaluation.

In December, 2020, the CMI Board of Regents approved a new Vision for the college: ***The College of the Marshall Islands will become a model educational center for the nation.***

The vision reflects the College community's determination to strive for excellence and to evaluate its performance against best practices in higher education. The CMI Budget is prepared in accordance with CMI's mission as articulated in the strategic goals and with the Accrediting Commission of Community and Junior Colleges (ACCJC) Accreditation standards. The College fulfills its mission through the implementation and evaluation of plans and activities in the following areas.

Community Enrichment

- Providing opportunities for lifelong learning and cultural experiences that are responsive to the emerging needs of the people of the Republic of the Marshall Islands.

General Education

- Teaching the principles and practices of information acquisition, critical thinking, and clear statements in English with the appropriate references in Marshallese in alignment with RMI bilingual legislation, familiarity with other cultures and with the arts; an understanding of basic higher mathematics and computers; and knowledge of basic scientific principles, including ecological and environmental principles of special importance to the RMI.

Training for work

- Qualifying students to fill positions in areas of critical need in the Republic of the Marshall Islands.

Enabling Further College Study

- Preparing students for transition to bachelor's and other advanced degrees.

Celebrating our Marshallese and indigenous heritage

- Ensuring Marshallese and other students acquire the knowledge and skills they need to understand their own cultural, ethical and traditional values, and to preserve them in contemporary, social and technical society.

Sustainable Development

- Taking the lead to promote sustainable economic development in RMI research and community outreach.

Meeting Remediation/Developmental Needs

- Preparing students for credit level college work and meaningful employment, through rigorous and responsive remediation and developmental programs.

Campus Environment

- Creating and fostering a campus atmosphere that encourages students to learn, engage and share as part of their holistic learning experience at CMI.

Departmental budgets are established in alignment with the College's mission, vision, goals and objectives, and Institutional Student Learning Outcomes (ISLOs). The College continues to integrate institutional planning and budgeting when developing the annual Budget Portfolio. For Fiscal Year 2022, the College's sector plans of activities, known as Wapepe, underwent review using the CMI integrated planning model resulting in the development of a new Financial Wapepe. As the College progresses with incorporating strategic goals in the budget planning processes, financial management at the College will continue to integrate changes to improve budget alignment and accountability which includes implementation, monitoring and evaluation.

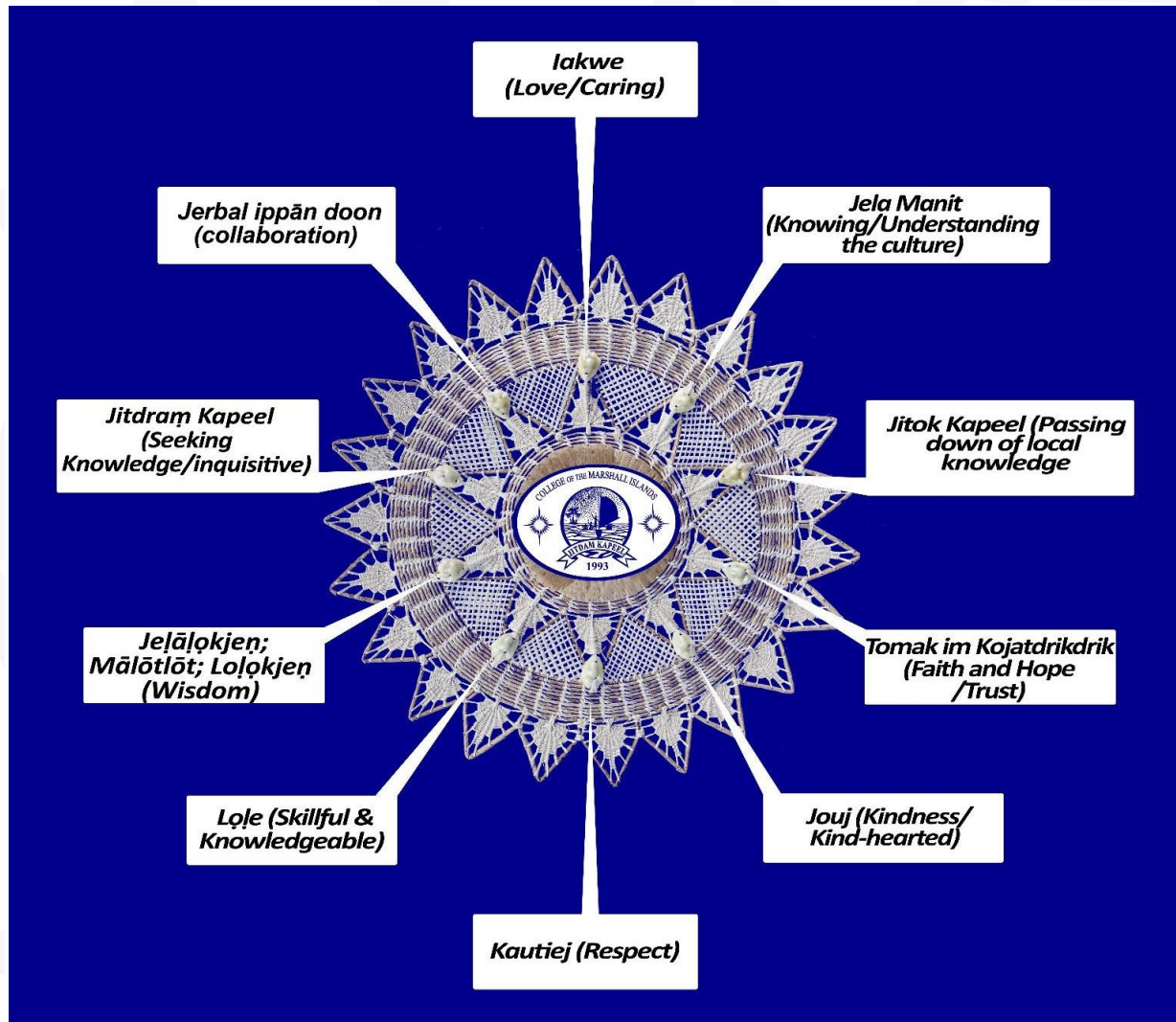
All budget proposals were evaluated based on their anticipated contribution to institutional effectiveness, impact on student learning, and role in improving quality services throughout the College. Since the College continues to show a trend of high enrollment since spring 2011, budgeted activities for Fiscal Year 2022 focused on continuous improvement to student success including completion and retention, financial management and integrity.

CMI Values

The College undertook a comprehensive review of its values in early 2022. After workshops and consultations with CMI stakeholders, in March of 2022, the following ten culturally relevant values were adopted:

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. **Løje (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.



In 2024, the college made minor revisions to its ten-year Meto: Education Master Plan with the following five goals:

- Student Achievement and Success
- Open and Online Learning
- Economic and Community Development
- Sustainability of Human, Fiscal and Physical Resources
- Entrepreneurship

These five goals flow into the objectives of the college five-year Wapepe plans. In the past, these five-year plans focused on specific departments but now the college is moving towards more holistic efforts. Wapepe plans focused on Equitable Student Success, Climate Change, and Community Engagement. A plan for Institutional Sustainability, along with the annual implementation plan, are in progress.

Plan	Objectives
Equitable Student Success	Improve data disaggregation practices
	Improve program completion rates for female students
	Ensure equitable outcomes for first-generation students
	Implement clear pathways from the high school level through CMI programs and on to career or transfer opportunities
	Improve support for students with developing English skills
	Increase enrollment of students with disabilities
	Expand access to higher and further education in the neighboring islands and Ebeye
	Establish online courses and programs that can be joined from anywhere in the Republic of the Marshall Islands
	Expand opportunities for unemployed youth and adults who did not complete their high school education

Community Engagement	Support K-12 instruction and pathways to college programs
	Increase civic learning across the curriculum
	Embed service learning in co-curricular programs
	Share Marshallese culture with the local & global community
	Achieve the Carnegie Elective Classification for Community Engagement
	Encourage an entrepreneurial approach to community engagement by college employees
Climate Change	Inventory and monitor greenhouse gasses
	Increase Climate Change awareness and action through education
	Increase awareness of energy and resource conservation, waste management, and recycling on all campuses and centers.
	Reduce greenhouse emissions by improving energy efficiency in transportation, Facilities & Equipment
	Reduce Electric Power Consumption from the grid
	Increase climate change engagement and education opportunities for CMI's Faculty, staff, students and the broader community

CMI PROFILE

HEADCOUNTS AND FTE Unduplicated Headcount; All Students FTE (Fall, Spring) is 12 Credits; FTE (Summer) is 6 credits	10-year average 2013 – 2023	Fall (2013 – 2022): 1108 HC and 826 FTE ¹
		Spring (2014 – 2023): 1032 HC and 750 FTE
		Summer (2014 - 2023): 538 HC and 456 FTE
	2024	Spring: 1001 HC and 750 FTE
		Summer: 555 HC and 504 FTE
		Fall: 894 HC and 709 FTE
CREDIT LOAD²	10-year average 2013 - 2023	Fall (2013 – 2022): 62% FT and 38% PT
		Spring (2014 – 2023): 59% FT and 41% PT
		Summer (2014 - 2023): 76% FT and 24% PT
	2024	Spring: 62% FT and 38% PT
		Summer: 86% FT and 14% PT
		Fall: 69% FT and 31% PT
REGISTRATION STATUS	10-year average 2013 - 2023	Fall (2013 – 2022): 29% First-Time; 31% Continuing; 38% Returning; 2% Readmitted
		Spring (2014 – 2023): 10% First-Time; 78% Continuing; 10% Returning; 2% Readmitted
		Summer (2014 - 2023): 12% First-Time; 66% Continuing; 19% Returning; 3% Readmitted
	2024	Spring: 14% First-Time, 70% Continuing, 14% Returning, 2% Readmitted
		Summer: 12% First-Time, 70% Continuing, 3% Returning, 14% Readmitted
		Fall: 25% First-Time, 1% Continuing, 43% Returning, 31% Readmitted
10-year average 2013 - 2023 (Fall only)	AA-BUS/AS-BUS/AS-BA: 12%	
	AA-LBA: 41%	
	AS-EEDU: 20%	
	AS-NURS: 18%	

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

ACADEMIC PROGRAMS		BA-EEDU: 4%
		CC-CARP: 2%
		Others: 3%
	Fall 2024	AA-BUS/AS-BUS/AS-BA: 24%
		AA-LBA: 36%
		AS-EEDU: 16%
		AS-NURS: 9%
BA-EEDU: 7%		
	CC-CARP: 1%	
	Others: 7%	
ETHNICITY All Students	10-year average 2013 - 2023 (Fall only)	Marshallese – 96.1%
		Micronesian – 2.6%
		Other P. Islands – 0.5%
		Asian – 0.5%
		White – 0.3%
	Fall 2024	Marshallese: 97.3%
		Micronesian: 0.7%
		Other P. Islands: 0.5%
		Asian: 0.6%
		White: 0.1%
SEX All Students	10-year average 2013 - 2023	Fall (2013 – 2022) 51% Female, 49% Male
		Spring (2014 – 2023): 51% Female, 49% Male
		Summer (2014 - 2023): 54% Female, 46% Male
	2024	Spring: 53% Female, 47% Male
		Summer: 54% Female, 46% Male
		Fall: 54% Female, 46% Male
AVERAGE AGE All Students	10-year average 2013 – 2023	Fall (2013 – 2022): 22.39
		Spring (2014 – 2023): 22.68

		Summer (2014 - 2023): 25.18
	2024	Spring: 22.15
		Summer: 22.61
		Fall: 22.15
CITIZENSHIP All Students	10-year average 2013 - 2023	Fall (2013 – 2022): RMI 95.28%
		Spring (2014 – 2023): RMI 95.31%
		Summer (2014 - 2023): RMI 94.24%
2024	Spring: RMI 94%	
	Summer: RMI 88%	
	Fall:	
ENGLISH LEVEL All Students	10-year average 2013 – 2023	Fall (2013 – 2022): 53% Credit, 45% Developmental, 2% TVET
		Spring (2014 – 2023): 65% Credit, 33% Developmental, 1% TVET
		Summer (2014 - 2023): 69% Credit, 29% Developmental, 2% TVET
	2024	Spring: 59% Credit, 41% Developmental
		Summer: 38% Credit, 60% Developmental, 2% TVET
		Fall: 63% Credit, 37% Developmental
MATH LEVEL All Students	10-year average 2013 - 2023	Fall (2013 – 2022): 43% Credit, 55% Developmental, 2% TVET
		Spring (2014 – 2023): 54% Credit, 45% Developmental, 1% TVET
		Summer (2014 - 2023): 54% Credit, 44% Developmental, 2% TVET
	2024	Spring: 55% Credit, 44% Developmental, 1% TVET
		Summer: 35% Credit, 64% Developmental, 1% TVET
		Fall: 51% Credit, 40% Developmental, 9% TVET

Key Performance Indicators



KPI 1: 150% Degree Completion Rate

Requiring Authority - ACCJC & BOR

AY_SEM v
 2021-2022 FALL SEMEST...

	Actual Rate*	Institutional Set Standard**	Stretch Goal***
ALL	11%	15%	27%
FEMALE	7%	15%	27%
MALE	15%	15%	27%
AA/AS LEVEL			
FEMALE	7%	15%	27%
MALE	8%	15%	27%

*Actual Rate = proportion of first-time full-time students who completed their degree programs in 150% of normal completion time out of the Fall

**Institutional Set Standard (ISS) = 15%

***Course Completion Rate Stretch Goal = Previous Rate + 10 percentage



KPI 2: Course Completion Rate* - Fall

Requiring Authority - ACCJC & BOR

Choose a semester v
 2023-2024 FALL SEMES...

	Actual Rate*	Institutional Set Standard**	Stretch Goal***
ALL	68.4%	69.1%	79.1%
FEMALE	69.1%	68.6%	78.6%
MALE	67.5%	70.2%	80.2%
RMI PUBLIC	66.6%	67.7%	77.7%
RMI PRIVATE	72.3%	70.8%	80.8%
RMI HS EQUIV	57.8%	59.5%	69.5%
NON-RMI	83.2%	82.7%	92.7%

*Course Completion Rate = proportion of courses completed (courses with grades A, B+, B, C+, C, D+, D, P) by students out of all courses attempted that are eligible for financial aid and contribute to degree completion.

**Course Completion Rate Institutional Set Standard (ISS) = average of previous five semesters' course completion rates

***Course Completion Rate Stretch Goal = ISS + 10 percentage points



KPI 2: Course Completion Rate* - Spring

Requiring Authority - ACCJC & BOR

Choose a semester
 2023-2024 SPRING SEM...

	Actual Rate*	Institutional Set Standard**	Stretch Goal***
ALL	66.2%	68.6%	78.6%
FEMALE	66.6%	70.0%	80.0%
MALE	65.8%	67.0%	77.0%
RMI PUBLIC	65.9%	67.8%	77.8%
RMI PRIVATE	67.5%	68.9%	78.9%
RMI HS EQUIV	58.5%	57.4%	67.4%
NON-RMI	72.9%	79.9%	89.9%

*Course Completion Rate = proportion of courses completed (courses with grades A, B+, B, C+, C, D+, D, P) by students out of all courses attempted that are eligible for financial aid and contribute to degree completion.

**Course Completion Rate Institutional Set Standard (ISS) = average of previous five semesters' course completion

***Course Completion Rate Stretch Goal = ISS + 10 percentage points



KPI 3A: Certificate Degree Program Graduates

Requiring Authority - ACCJC & BOR

Choose a cohort
 2023-2024

	Actual Number*	Institutional Set Standard**	Stretch Goal***
ALL	58	72	79
FEMALE	33	32	35
MALE	25	40	44
RMI PUBLIC	36	44	48
RMI PRIVATE	9	10	11
RMI HS EQUIV	7	6	6
NON-RMI	(Blank)	7	7

*Actual Number = number of graduates completing a certificate level degree; duplicated headcount.

**Institutional Set Standard (ISS) = average of previous five years duplicated headcount of graduates completing a certificate level degree

*** Stretch Goal = ISS + 10 percentage



KPI 3B: Associate Degree Program Graduates

Requiring Authority - ACCJC & BOR

Choose a cohort

2023-2024

	Actual Number*	Institutional Set Standard**	Stretch Goal***
ALL	130	141	155
FEMALE	73	76	84
MALE	56	64	71
RMI PUBLIC	85	79	87
RMI PRIVATE	28	28	31
RMI HS EQUIV	3	8	9
NON-RMI	(Blank)	19	21

*Actual Number = number of graduates completing an associates level degree; duplicated headcount.

**Institutional Set Standard (ISS) = average of previous five years duplicated headcount of graduates completing an associates level degree.

*** Stretch Goal = ISS + 10 percentage



KPI 3C: Bachelors Degree Program Graduates

Requiring Authority - ACCJC & BOR

Choose a cohort

2023-2024

	Actual Number*	Institutional Set Standard**	Stretch Goal***
ALL	27	19	21
FEMALE	18	11	12
MALE	9	8	9
RMI PUBLIC	16	10	11
RMI PRIVATE	4	2	2
RMI HS EQUIV	1	1	1
NON-RMI	(Blank)	3	4

*Actual Number = number of graduates completing a bachelors level degree; duplicated headcount.

**Institutional Set Standard (ISS) = average of previous five years duplicated headcount of graduates completing a bachelors level degree.

*** Stretch Goal = ISS + 10 percentage



KPI 6: Fall to Fall Retention Rate

Requiring Authority - ACCJC & BOR

AY_SEM v
2022-2023 Fall Semester v

	Actual Number*	Institutional Set Standard**	Stretch Goal***
ALL	47%	55%	65%
FEMALE	45%	55%	65%
MALE	49%	54%	64%
RMI PUBLIC	49%	46%	56%
RMI PRIVATE	50%	56%	66%
RMI HS EQUIV	20%	52%	62%
NON-RMI	51%	57%	67%

*Actual Number = proportion of FULL TIME who persisted from a fall semester to the next fall semester.

**Institutional Set Standard (ISS) = average of previous five years proportion of full time students who persisted from fall to the next fall semester

*** Stretch Goal = ISS + 10 percentage points



KPI 7: Program Completion Early Momentum

Requiring Authority - ACCJC & BOR

AY_SEM v
2022-2023 FALL SEMES...

	Actual Number*	Institutional Set Standard**	Stretch Goal***
ALL	8%	5%	15%
FEMALE	9%	7%	17%
MALE	7%	2%	12%
RMI PUBLIC	9%	4%	14%
RMI PRIVATE	8%	6%	16%
RMI HS EQUIV	(Blank)	1%	11%
NON-RMI	13%	10%	20%

*Actual Number = proportion of FULL TIME FIRST TIME students who completed 30 credits or more towards their program in their first year.

**Institutional Set Standard (ISS) = average of previous five years proportion of FIRST-TIME FULL-TIME students who completed 30 credits or more in their first year

*** Stretch Goal = ISS + 10 percentage points



KPI 8: English Gateway Course Success

Requiring Authority - ACCJC & BOR

AY_SEM

	Actual Number*	Institutional Set Standard**	Stretch Goal***
ALL	31%	30%	40%
FEMALE	19%	31%	41%
MALE	12%	28%	38%
RMI PUBLIC	19%	26%	36%
RMI PRIVATE	7%	43%	53%
RMI HS EQUIV	1%	10%	20%
NON-RMI	4%	51%	61%

*Actual Number = proportion of FULL TIME FIRST TIME students who completed ENG 111 within one year of enrollment

**Institutional Set Standard (ISS) = average of previous five years proportion of FIRST-TIME FULL-TIME students who completed ENG 111 within one year of enrollment

*** Stretch Goal = ISS + 10 percentage points



KPI 9: Math Gateway Course Success

Requiring Authority - ACCJC & BOR

AY_SEM

	Actual Number*	Institutional Set Standard**	Stretch Goal***
ALL	16%	16%	26%
FEMALE	9%	16%	26%
MALE	8%	15%	25%
RMI PUBLIC	13%	17%	27%
RMI PRIVATE	3%	16%	26%
RMI HS EQUIV	(Blank)	2%	12%
NON-RMI	(Blank)	23%	33%

*Actual Number = proportion of FULL TIME FIRST TIME students who completed EDU 150, MATH 111, MATH 102, or MATH 160 within one year of enrollment

**Institutional Set Standard (ISS) = average of previous five years proportion of FIRST-TIME FULL-TIME students who completed EDU 150, MATH 111, MATH 102, or MATH 160 within one year of enrollment

*** Stretch Goal = ISS + 10 percentage points

Accreditation

In 2024, the college began preparing its Midterm Report to ACCJC. Due in March 2025, this report covers major changes since the last comprehensive review in 2021 and helps to prepare the college for the upcoming comprehensive review in 2028. A full draft of the report was shared with the college community and feedback gathered at the fall 2024 retreat.



Academic Affairs

CMI's Academic Affairs division offered the following programs in 2025:

- Bachelor of Arts in Elementary Education
- Associate of Science in Elementary Education
- Certificate of Completion in Teaching
- Certificate of Completion in Special Education
- Associate of Science in Nursing
- Certificate of Completion in Public Health
- Associate of Arts in Liberal Arts
- Certificate of Completion in Marine Science
- Associate of Arts in Business Studies
- Certificate of Completion in Accounting Clerkship
- Certificate of Completion in Marshallese Language Arts
- Certificate of Completion in Marshallese Social Sciences

In 2024, all academic programs updated their curriculum to align with a revised credit hour policy. The revised policy better aligns with US Department of Education requirements for the credit hour while reducing the burden on students and faculty alike.

The CMI 101: First-Year Experience course continued integrating service learning projects with real community impact in areas including human trafficking, mental health, and early childhood literacy. Each semester, these classes share their work with the college community. In the fall, this event was combined with the Fall Festival of the Arts, which is an opportunity for all students to share their creative work and with the First Generation Celebration Day, which honors the strength of students who are the first in their families to attend college.

Academic Affairs also organized a number of other co-curricular events to carry learning beyond the classroom. In March, CMI students participated in a symposium with visiting students from Tokai University. In October, the STEM department launched its first three-day STEM camp, which bridged the gap between theoretical knowledge and real-world application by engaging participants in collaborative activities



that relate mathematical concepts to problem-solving and community needs. College students at all levels were invited. Highlights included visits to the clam farm and to tour the hydroponics at CMI's Arrak Campus. The three days of learning culminated in a competition to build model outrigger canoes from trash. These boats not only stayed afloat when laden with a cargo of full water bottles but also really moved in the wind!

Engagement with K-12 education to improve college readiness continued. The first students to complete the Math Transition Course, which allows students to place directly into credit level math without taking the college placement test, at a private



school graduate from SDA High School in May and began enrolling in the college in summer and fall. Additionally, after two years of meetings between CMI faculty and PSS teachers, a mutually agreed upon curriculum for a 12th-grade English Bridge was launched. As with the Math Transition, the initiative will allow PSS graduates to enter credit-level English directly.

WAVES: Workforce Adult and Vocational Education Services

The Workforce Adult and Vocational Education Services has continued to offer services described in its Mission statement and aligned to the College's Mission and Strategic activities. This year has new developments for the department which included the upgrade of the CMI Ebeye Center to the CMI Kwajalein Campus, development of two CTE new programs, review and development of two new Maritime programs,

expansion of the ABE program into outer islands and strengthening of relationships with external and internal stakeholders.

- The following programs were offered again this year:
- Adult Basic Education
- Vocational Education – Maritime and Carpentry
- Agroforestry
- Youth Corps
- Workforce Development Training

Adult Basic Education (ABE)

ABE is CMI's high-school equivalency program. Below is a summary of the ABE Enrolments from 2020 to the Present in Fall, Spring and Summer semesters for all campuses, centers, and sub-centers:

	2020	2021	2022	2023	2024
Uluga	162	197	182	149	205
Kwajalein	54	64	42	51	70
Jaluit	19	5	9	9	14
Wotje	NA	19	20	16	10
Kili	NA	15	0	0	0
Santo	NA	NA	NA	27	16

In 2024, ABE students participated in World Diabetes Day, Education Week, PSS SEP Basketball and Volleyball tournaments, monthly assemblies, bwebwenato sessions, community clean ups, an anti-human trafficking march, the World Food Day parade, and Manit Week activities.

A total of 118 individuals received their RMI high-school equivalency diplomas in 2024.

Vocational Carpentry

The Certificate of Completion in Carpentry continues to see high completion and post-completion employment rates. Of the ten students who began the program in fall 2023, nine completed all course requirements following a summer internship funded through the National Training Council. Despite the success of students in this program, recruitment continues to be a challenge, with only eight students enrolling in the fall of 2024.



Maritime Vocational Training Center

This July saw the official naming of the Jela Meto Maritime Training Center at the Uliga Dock. This center hosts CMI's MVTC, including the classroom components of the college's new maritime certificates, along with partner offices. Prior to the opening of this building, MVTC was located at CMI's Arrak Campus.

The college's new college-credit certificates are beginning to show results. The first cohort for the Certificate of Completion in Rating Forming Part of a Navigation Watch and the Certificate of Completion in Rating Forming Part of an Engine Room Watch. Sixteen students (one woman and fifteen men) from the first cohort to enroll began their internships this fall thanks to support from the Marshall Islands Shipping Corporation and the World Bank Education Skills Strengthening Program (ESSP). Fourteen of these students have completed the required sea time and will join the college's annual graduation ceremony in May. For the second cohort of these programs, eighteen students were recruited in the fall, including three women. The relatively high number of women who have enrolled in these certificate programs compared with other career and technical education programs marks the success of specific outreach initiatives, including the celebration of International Women in Maritime Day.





In addition to these new programs, the MVTC has continued to offer non-credit programs based on demand. During the fall semester 2024 MVTC conducted CPR and first aid training with the CMI Education Department. The Center also provided training in sea survival, CPR, and first aid for the Tourism and Hospitality Course run by Youth Corps.

The Maritime Vocational Training Center also provided an International Maritime Organization (IMO) minimum Standard of Training, Certification and Watchkeeping for Seafarers (STCW) for the Kwajalein Maritime Department V2X employees who run the ferry boats between Kwajalein, Ebeye, Santo and other islands in the atoll.

Youth Corps

As mandated in the Youth Corps Act of 2016, a major goal of Youth Corps is to provide vocational skills training and capacity development opportunities for Marshallese youths. Collaboration is key to realizing this goal, as demonstrated in Youth Corps' two major activities during 2024: Hospitality and Tourism Training and the Advanced Boot Camp.

The Tour Guide & Hospitality Workshop Training project, in collaboration with Guam Community College (GCC) and Office of Commerce, Investment, & Tourism (OCIT) equipped aspiring tour guides and hospitality professionals with the essential skills, knowledge, and practical experience necessary to excel in the tourism and hospitality industry. A total of twelve participants completed the full tour guide training, while twenty completed the customer service training module only.

The TVET Advanced Training Boot Camp provided training at the next level up from previous boot camps. As with those lower-level boot camps, it was funded by NTC and ESSP, with Fiji National University providing the trainers and issuing the qualifications. It included 3 weeks of theory sessions held with the FNU trainers in Fiji and 5 weeks of practical sessions with trainers on Majuro and Ebeye. Automotive and Welding were offered on Ebeye and Automotive, Electrical, and Welding were offered. The total number of trainees for each strand and location are shown below

	Automotive	Welding	Electrical
Majuro	13	14	17
Ebeye	14	17	NA

On Majuro, three women completed the electrical training.

Workforce Development Training

The college also offers informal training opportunities to meet the demands of employers looking to upskill their workforce. In 2024, the college ran workshops on basic psychology, report writing, and asset management with Forum Fisheries Agency Senior Observers and time management with the Ministry of Finance.

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

First introduced in 2023, the AS in Agroforestry Education for Health and Sustainable Livelihoods had its first student complete all degree requirements in fall 2024. A major focus for 2025 will be increasing enrollment numbers. The program introduces participants to the fundamental's concepts in agroforestry, identifying both global and national needs for agroforestry in the Marshall Islands environment and the fundamental concepts of terrestrial ecosystems.

Student Services Counseling

CMI's counselors held a total of fifty workshops with 500 attendees, 57.1% of whom were male. These workshops addressed such topics as time management, SMART goals, peer pressure, self-esteem, stress, and substance abuse. These workshops were offered to students in all programs and at all locations, both via Zoom and in-person. Some of these sessions were held in collaboration with Dr. Nena and Dr. Hicking from the Ministry of Health and Human Services and with a specialist from the College of Micronesia-Federated States of Micronesia.



Counseling also offered its first ever fund day, an event meant to help students relieve stress and also give them an opportunity to get to know the counseling staff in a low-pressure environment.



Finally, though young men made up the majority of participants in counseling workshops, the department recognized that there was no workshop dedicated to their issues. Therefore, the first men's bwebwenato session, in parallel to the well-established women's bwebwenato sessions, was held, focusing on male depression and how to cope.

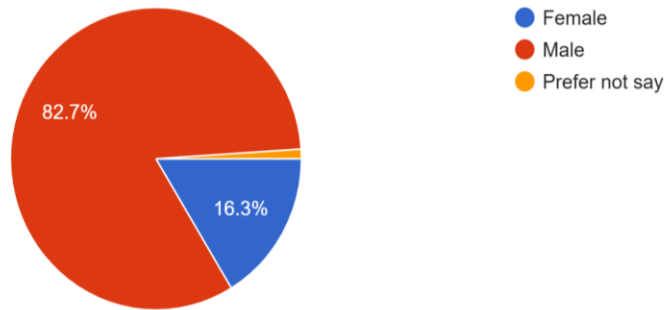
Fitness and Recreation

This year, student sports coordinators gained key skills in organizing, facilitating, and running tournaments. Tournaments were held in basketball, volleyball, and pingpong, along with the New Year New Me competition.



Out of almost 200 people who worked out in the gym, more than 15% were female. Women-only hours have been added to encourage female participation.

Gender
196 responses



Student Government Association

The SGA ambitiously created many events and programs. They brought the Kobokake Podcast back to provide crucial information to CMI students. Fall 2024 was also the first semester in which their monthly meetings were broadcast live to students.

They also hosted many events along with the other Student Leaders, including:

- The Fourth Annual Trunk or Treat
- Christmas Event for Students
- Diversity event
- Club Rush

In addition, SGA represents the needs and concerns of students on college committees and on the Board of Regents.



Library

The CMI library has continued expanding resources and activities for students at all locations. The library added 302 new items to its physical collections and continued to update its webpage with changes to its services, opening hours, new information sources and reports. Five digital academic databases, linked from this site, are available to CMI students and employees at all locations. The library also anticipates receiving 200 new books from the Japan Reading Project in February 2025.

A total of 1,516 students participated in library instruction as part of their first-year experience courses or through information literacy and academic writing workshops for credit-level courses. CMI Center students joined these sessions via Zoom. The Library Moodle course shell also has learning activities and self-guided sessions available to all students and linked from the default Moodle template for courses.

The library also set up the following displays during the years:

- Nuclear Victims' Remembrance Day
- May Day
- Fishermen's Day
- President's Day
- Manit Day
- Thanksgiving
- Breast Cancer Awareness
- Gospel Day

In addition to supporting CMI students, the library continues to provide instruction for external partners. 65 Laura High School 9th and 10th graders visited the library and learned how to do research papers.



Locations

Arrak Campus

Arrak Campus continues to host both the Land Grant program and numerous community education events. In 2024, Arrak Campus hosted residence life for students enrolled at both Arrak Campus and the main Uliga Campus; Vocational Carpentry; an Advanced Boot Camp in Welding, Electrical, and Automotive; the Upward Bound Summer Residential Program, and hydroponics training funded by KRISO.

Kwajalein Campus

Students at the Kwajalein Campus participated in a Thanksgiving Day Dinner, President's Day service activity, fire drills, Manit Day activities, the Constitution Day Parade, Nuclear Victims' Remembrance Day advocacy, and Kwajalein Memorial Day activities.



Wotje CMI Center

At its 2024 graduation ceremony, Wotje Center honored its first college-level graduate, along with eight adult basic education graduates.



Students also engaged in a myriad of activities including community clean-ups, education activities with Northern Island High School and Wotje Elementary School, Manit Week events, virtual counseling workshops, a volleyball tournament, the Back to School Basketball Tournament hosted by the Wotje Wiwi Sport Club, welcome picnics, game night, and after school activities that include learning how to make traditional Marshallese woven baskets.

Jaluit CMI Center

In 2024, the Jaluit Center held its first graduation ceremony since 2020. The ceremony honored six adult basic education graduates and three college graduates



Jaluit students also participated in Jaluit Day activities, community service clean ups, and a welcome party.

Santo CMI Sub-Center

Summer 2024 saw CMI's first adult basic education graduation at Santo.



Upward Bound

The CMI Upward Bound program, funded by a US federal grant, provides enrichment and college readiness for high school students who are either low-income or potential first-generation college students. This year, the program served 62 students.

During the fall and spring, for fourteen weeks, students attended after school support classes in areas such as mathematics, physics, and English. In addition to the support classes, students who may be at risk attend mandatory Friday tutoring and counseling sessions.



All twelve seniors who were enrolled in fall 2023 stayed in the Upward Bound program and graduated from high school in spring 2024. Eleven of them began taking courses at CMI during the summer semester while also joining other participants at Arrak in the evenings, as part of Upward Bound's summer bridge. The remaining senior participant deferred post-secondary enrollment to spring 2025.

For the other students, all summer activities took place at Arrak over six weeks. The residential program exposes students to the college way of living in the dormitory and especially being away from their parents. After the residential period, parents were surprised to see the tremendous changes in their kids: they became more independent and responsible. Summer classes include the core curriculum (English, math, and science), and elective classes such as home economics and gardening. Summer activities also included a three-day camping trip on Eneko island. At the end of the summer, the program held a celebratory banquet on the college's basketball court.



GRANTS

AREA HEALTH EDUCATION CENTER

Award Amount	Funded By	End Date
\$110,000.00	Health Resources and Services Administration (HRSA) through University of Guam	August 2022

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
\$42,350.00	National Science Foundation (NSF) through University of Hawaii at Manoa	April 2023

The National Science Foundation- Advanced Technological Education (NSF-ATE) Program is designed to improve STEM education at the undergraduate and secondary school levels through minority-serving community colleges within the Pacific. Over 350 students have benefitted either directly or indirectly through the

NSF-ATE grant. This benefit has come from internship opportunities and the improved curriculum supported by faculty development activities. Equipment's and other materials supplied by the grant allowed students and faculty access to technology that would otherwise have been unavailable.

ISLANDS OF OPPORTUNITY ALLIANCE- LOUIS STOKES ALLIANCES FOR MINORITY PARTICIPANTS

Award Amount	Funded By	End Date
\$22,571.00	National Science Foundation (NSF) through University of Hawaii at Hilo	August 2023

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.

Gender Based Violence (GBV) Outreach Program

Award Amount	Funded By	End Date
\$34,836.89	International Organization for Migration (IOM)	June 2022

The aim of the project is to increase the understanding and capacity to prevent, mitigate and respond to Gender Based Violence at the CMI community. The specific objectives are:

- To raise awareness and advocate for GBV prevention within respective spaces which will be a tool to the sustainability of GBV prevention and alleviation activities.

- To provide training for Peer Educators.
- To increase the level of self-awareness of their legal rights.
- To improve knowledge on types of gender-based violence and its consequences.
- To encourage beneficiaries to adapt to non-violent behavior and to encourage peaceful means of resolving conflicts and stimulating healthy lifestyles.
- To provide counseling for GBV victims or survivors

REIMAANLOK- RIDGE TO REEF

Award Amount	Funded By	End Date
\$69,995.00	UNDP Pacific Office Fiji	December 2022

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 awarded 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.

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 opportunity to learn new skills and prepare for Agriculture credit level courses.

IMPROVING QUALITY OF BASIC EDUCATION

Award Amount	Funded By	End Date
\$850,000.00	Asian Development Bank (ADB)	October 2023

Critical changes to learning and teaching at CMI are provided under this project.

1. The Quality Pedagogical Framework (QPF):

- Continue to integrate the Quality Pedagogy Framework in all ASEE and BAEE Program Education courses.
- Evaluate the effectiveness of student teachers using QPF-integrated pedagogies in the classroom (during their practicum sessions).
- Incorporate improved methodologies and practices from evaluations and practicum observations in revising the integration of the QPF in CMI courses.
- The Education Department has produced a QPF Learning Plan Resource Guide for the following subject areas: ELA, Math, Social Studies, Health, Science, Art and Physical Education. The resource guide is available in hard copies and also uploaded in the BAEE Moodle courses.

2. The Learning Designer

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

CMI continues to collaborate with PSS, USP and IQBE consultants across the project to ensure collective impact that improves student learning outcomes, especially in literacy and numeracy (in the language of instruction). Furthermore, the introduction of emerging pedagogies and new learning technologies through Blended learning will provide intensive and Education sector-wide training and development in twenty-first century educational theory and practice.

Agricultural Education for Health and Sustainable Livelihoods

Award Amount	Funded By	End Date
\$149,292.00	U.S. Department of Agriculture	July 2023

The goal of this project is to create a more climate-resilient, self-reliant, healthy and entrepreneurial population through a new college course. At the end of this project, CMI will have developed and tested eleven new on-line courses under a new Associate of Science Degree in Agroforestry Education for Health and Sustainable Livelihoods. (AS AE-HSL) 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.

The program's outlines and curricula, developed with in-house expertise complemented by expertise from Fiji National University (FNU), have been approved by the College's governance structure up to the Board of Regents. In August 2022, the ACCJC gave its approval for the College to offer the program which will now launch in Spring 2023. One of the newly developed courses which was a General Education course was taught in Fall 2022.

The Program was introduced to current CMI students and staff during the College's Open House activities. A program pamphlet was developed and distributed to over 200 students and members of the Public. The program was also presented to students in First Year Seminar (CMI 101) and in Chemistry classes. Several students attended the presentation and were briefed about the relevance of Agroforestry to RMI and the need to take a major in AE-HSL.

The program was presented during the Public-School System's Education Week's Career Fair day hosted at the College's Campus. Students from Life Skills Academy, Marshall Islands High School and Kwajalein Atoll High School, were

given pamphlets describing the program. The team also participated during the World Food Day celebration on the 15th of October 2022. Free seedlings and seeds were on display. Seedlings are prepared and ready for distribution for Spring 2023 promotional events. The sensitization workshop was reported in the RMI Journal Newspaper. The program's activities were featured in the College's magazine (Jilel).

Course syllabi had been concluded for most of the courses. Digital materials have been collected and organized ready to be uploaded on Moodle for courses that are to be taught by Spring 2023 semester. The Learning Designer continues to facilitate this process.

To provide skills and further encourage interest in Agriculture/Agroforestry through transitional activities and to prepare potential students with the new Agroforestry AS Program, the College conducted Agriculture Summer Camps in 3 of the College's main campus and Distance Education Centers (Majuro, Ebeye and Wotje).

Planning for a Business Incubator Café at the College of the Marshall Islands

Award Amount	Funded By	End Date
\$30,000.00	U.S. Department of Agriculture	July 2024

Food security has always been a cultural concern to our vulnerable small atoll communities. Planning for a Business Incubator Café that provides CMI's students with a better understanding of their traditional culture, natural resources, health and wellness and fusing these into culinary arts and entrepreneurship will begin to promote sustainable lifestyles and ultimately reduce incidences of diabetes, cardiovascular disease, obesity, and other chronic conditions which are prevalent in the Marshall Islands because knowledge skills will be infused back into society. The Café, where all the workers will be student employees enrolled in Agriculture Entrepreneurship courses at the CMI, will provide opportunities to add value to the production of local food and crops that can grow well on

campus and in the local communities, provides the promise of sustainable livelihoods and encourages self-reliance.

Due to border closures, progress on implementation of the grant was delayed and a no-cost extension was granted. The planned activities will take place in 2023.

College of the Marshall Islands Greenhouse Soilless System

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

The overall 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 AE-HSL 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.

The greenhouse at the Uliga Campus will be used as a learning facility for the students taking the agriculture course (Education, LA, Business Studies) and those that will register for the core courses in the two-year program for Associate degree in Agroforestry Education for Health and Sustainable Livelihoods. Students will maintain the garden while also learning skills such as monitoring, diagnostic and evaluation skills, research skills, and reporting and communication skills. Students will have actual hands-on opportunities to assemble soilless production systems and learn not only about the plant and soil sciences, but also applications of

chemistry, biology, physics, and mathematics. We hope to use the innovativeness of the soilless systems for growing produce and vegetables under a greenhouse to induce students' career choices in agriculture and agroforestry. Students in our local high and elementary schools will be encouraged to consider a career in agroforestry by showcasing our facilities to them during visits.

The Arrak campus facilities will be used by the College's Land Grant office to advance and complement their research and outreach activities while providing a place for internship for our students. The facilities at the Arrak Campus will be particularly useful to the majority of vegetable growers in Laura village by providing valuable experiences and learning opportunities on soilless farming.

NTA Broadband Access for Remote Learning Opportunities & Training Program

Award Amount	Funded By	End Date
\$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 learning centers 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 intends to 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

Award Amount	Funded By	End Date
\$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 section, 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.

CMI-CRE Land Grant Annual Report for FY 23/24

Extension Programs

Agriculture: Sustainable crop production training and participatory activities for schools, farmers, and individual households

Through presentations and hands-on demonstrations, the awareness and knowledge of 513 clients on sustainable agriculture methods were increased. Hands-on training and technical assistance were provided to 76% (388) of these clients in order to support them to adopt, establish and increase local food production. A total of 1610 seedlings trays of various vegetables and trees were distributed to 125 clients during national food programs. The 10 x 10 w/5 Community Demo Garden continues to thrive at Batkan Village. With the rezoning of the Arrak Campus, there has been a relocation of the nursery and demo gardens. This was facilitated by the presence of two interns who have been trained in all aspects of crop production.

Poultry Project

Eleven Extension Agents and community members were trained in poultry production so they can serve as trainers for the community members. A demo chicken coop was constructed at the Arrak Campus and is just awaiting the arrival of the chicks.



Aquaculture: Hatchery-based production and grow-out training of economically important aquatic species in the RMI

In FY 2024, the extension staff conducted eleven awareness activities through presentations and demonstration sessions at 7 islets and villages around Majuro, 2 elementary schools, with visits to Mili atoll and Lib island on topics such as sustainable clam harvesting, spawning methods and maintenance, conservation planning, and development. A total of 237 community members comprising of 143 males and 94 females attended the awareness sessions. The agent also assessed one island at Mili Atoll (Jabon Wod) to follow up on previous clams and spinefoot fish (mole) projects from 2020. He found 8 healthy living giant clams (*Tridacna gigas* or Kapoor) there.



Youth and Family

The Youth and Family extension agent conducted outreach awareness about 4H and Youth and Family issues to 21 youths at Mili Atoll. He made an oral presentation on “Towards an action plan to minimize the impacts of Coconut Rhinoceros Beetle and other major pests of coconut in the Marshall Islands at the Coconut Pest



Conference in Honiara, Solomon Islands and was ranked among the top 5 presenters. The Agent also collaborated with NRC to collect survey data from the Laura Community which included 49 participants (45 Males & 4 Females) on the main climatic factors that have impacted the farmers' crop production over the past 10 years. Data will be analyzed in a WriteShop workshop in November 2024.

Climate Change: Advocating Adaptation and Mitigation Efforts in the RMI

Staff conducted 11 educational sessions for students, teachers, and community members. The program had 481 direct contacts and reached over 1500 indirect contacts, mainly through media.

Awareness on “Understanding Climate Change, Mitigation, and Adaptation Practices” and presentations and demonstrations on climate smart agriculture i.e. drip irrigation and hydroponics, were provided to a total of 138 male students and 137 female students at elementary schools.



The agent also installed the ATMOS soil probe and system (in partnership with Palau Community College at a taro patch in Laura Village. The ATMOS system collects meteorological, groundwater, Electrical Conductivity (EC), and soil water content data every two weeks and these climate data are used as early warning systems.

Expanded Food & Nutrition:

The EFNEP agent provided 101 adults (49 Males, 52 Females) and 121 youth (59 Males, 62 Females) with hands-on, learn-by-doing lessons that allow the participants to gain the practical skills necessary to make positive behavioral changes. Further outreaches on Food safety and hygiene also took place among 222 clients in Majuro, Mili Atoll, Lib Island, and students of Rairok and North Delap Elementary Schools.

The agent presented several cooking demos using self-made recipes of fish soup and Melaniom. The EFNEP Agent attended a week-long training in Solomon Islands on “self-development on seafood spoilage and Food Safety in processing (bottling and canning).



Water borne illnesses and Food safety

Presentation on Good hygienic practices (GHPs) for food handlers and students.

- 41 students of Marshall Christian High School (15 males and 26 female students) and several staff and teachers.
- Practical training on hand hygiene using the Glitterbug Training Kits at Mili Atoll

Workshop and Training

- Regional Training Course on Mutation Breeding for Abiotic Stress Tolerance in Selangor, Malaysia-Phase II hosted by the Malaysian Nuclear Agency.
- IAEA Project/Training "Improving the Resilience of Crops to Climate Change through Mutation Breeding."
- FAO training to strengthen the RMI's resilience against climate-related damages and losses in the Agriculture Sector, ensuring that we capture damage and loss after each disaster.
- Coconut pest conference RRA (Regional Research Agenda Framework for the Pacific Islands)
- Asia-Pacific Young Farmers in Cooperatives and Farmers Organizations-led Agri-based Enterprises as Drivers of Sustainable and Resilient Food Systems and Rural Communities. (Philippine)
- The Island Sustainability Institute program/workshop conducted by Sophia University at CMI main campus
- Climate Sector Action and Communications Plan Workshop in Majuro
- Building Drought Preparedness and Resilience Program under the International Visitor Leadership Program (IVLP)
- Pacific Food Safety Training online course



Collaborations

Land Grant is part of CMAC- Coastal Management Advisory Council, co-lead on the livelihood working group

Hatch Research Projects

Research 1: Product design and development of coconut flour and co-products in the Marshall Islands.

Coconut flour produced and used in baking application. Virgin coconut oil is also produced. Samples of both products were sent to Oahu Laboratories in Honolulu for microbial testing to verify the safety of the processing steps. Developing food safety management systems (HACCP Plan, SSOP, etc.). Abstract of the research accepted for oral/poster presentation. A brochure describing the processes involved in the production was developed and distributed to the public.



Research 2: Rekindling local production of ɁakɁōk (Tacca leontopetaloides) starch in the Marshall Islands

Arrowroot (ɁakɁōk) starch were successfully produced from arrowroots sourced from Ailuk. The labor-intensive processing steps like “mashing” the ɁakɁōk is optimized by replacing the traditional tools with kitchen appliances like a “food processor”. Producing more ɁakɁōk starch was not possible due to inadequate supply of arrowroots in Majuro and inability to procure the relevant equipment. The researcher will now extend the search for arrowroot to Arno Atoll or go back to the original source at Ailuk.



Research 3: Exploring the potential of edible seaweeds in the food system of the Marshall Islands

Seaweed products are rich in nutrients and can be used as nutrient rich food, as fertilizers, and as raw materials for medicine. Two species of edible seaweed: sea grapes (*C. lentillifera*) & sea bird's nest red algae (*E. cottonii*) have been identified. Site mapping is ongoing (Arrak, Laura & the neighboring islets) to collect more samples and find more species. The EFNEP agent is assisting with developing local recipes.

FY2023-2024

Highlights for Fiscal Overview of the College of the Marshall Islands

The College of the Marshall Islands (CMI) has continued to demonstrate resilience and strategic growth in its financial operations during FY2023-2024. This report highlights the financial performance for the year, alongside key milestones achieved as part of ongoing institutional efforts to sustain and enhance financial stability.

In FY2024, CMI reported total revenues of \$9,813,486, reflecting a decrease from the FY2023 total of \$11,920,643. Key revenue sources included tuition and fees, RMI subsidies, auxiliary enterprises, and other revenues. Meanwhile, expenditures for FY2024 totaled \$9,932,447, highlighting a deficit of \$118,961. This underscores the need for strategic fiscal management in upcoming years.

Revenue Table: FY2018 to FY2024

Revenue Source	FY2018 (\$)	FY2019 (\$)	FY2020 (\$)	FY2021 (\$)	FY2022 (\$) (unaudited)	FY2023 (\$) (unaudited)	FY2024 (\$) (unaudited)
Tuition and Fees	\$ 4,338,097	\$ 4,544,951	\$ 4,425,098	\$ 5,090,476	\$ 6,305,219	\$ 6,220,363	\$ 4,790,616
RMI Subsidy	\$ 3,155,406	\$ 4,812,730	\$ 4,969,285	\$ 3,997,897	\$ 2,760,424	\$ 2,727,424	\$ 2,879,177
Auxiliary Enterprises	\$ 890,586	\$ 1,003,963	\$ 996,510	\$ 1,099,043	\$ 1,238,193	\$ 1,198,058	\$ 780,460
Other Revenues	\$ 1,016,290	\$ 546,759	\$ 484,383	\$ 55,683	\$ 1,865,720	\$ 1,774,798	\$ 1,363,234
Total Revenues	\$ 9,400,379	\$ 10,908,402	\$ 10,875,275	\$ 10,131,733	\$ 12,169,556	\$ 11,920,643	\$ 9,813,486

Analysis:

This table highlights fluctuations in revenue sources over the years. Notable trends include:

- A consistent increase in tuition and fees from FY2018 to FY2022 due to higher enrolment and fee adjustments. However, there was a decline in FY2023 and FY2024, reflecting enrolment challenges and economic pressures.
- RMI subsidies peaked in FY2019 but decreased significantly in FY2022 before stabilizing in FY2023 and FY2024. This trend underscores the impact of policy changes and shifting government priorities.
- Auxiliary enterprise revenues showed growth up to FY2022, followed by a sharp drop in FY2024, attributed to reduced campus activity and operational adjustments.
- Other revenues experienced variability, with a sharp decline in FY2021 but recovery in FY2022 and stabilization thereafter. This category's fluctuations often depend on non-recurring income sources and special projects.

Expenditure Table: FY2018 to FY2024

Expenditure Category	FY2018 (\$)	FY2019 (\$)	FY2020 (\$)	FY2021 (\$)	FY2022 (\$) (unaudited)	FY2023 (\$) (unaudited)	FY2024 (\$) (unaudited)
Salaries and Wages	\$4,353,912	\$4,350,219	\$4,553,149	\$4,393,027	\$5,648,893	\$5,474,907	\$4,880,485
Insurance - Life & Supplemental	\$274,129	\$212,531	\$235,475	\$212,192	\$238,074	\$388,912	\$336,792
Staff Housing	\$437,738	\$430,379	\$397,144	\$341,294	\$413,923	\$420,351	\$380,385
Student Aid and Activities	\$218,175	\$257,056	\$366,279	\$951,756	\$340,022	\$390,724	\$336,601
Utilities (Water & Electricity)	\$417,781	\$383,523	\$546,309	\$606,402	\$544,657	\$587,089	\$462,369
Purchases - Bookstores	\$740,944	\$880,677	\$1,153,878	\$743,604	\$801,276	\$1,138,899	\$454,183
Total Expenditures	\$8,579,475	\$8,818,955	\$9,556,830	\$9,522,181	\$12,013,465	\$12,659,333	\$9,932,447
Net Revenue/(Deficit)	\$820,904	\$2,089,447	\$1,318,445	\$609,552	\$156,091	\$738,690	\$118,961

Analysis:

The table reflects significant changes in expenditure categories over the years:

- **Insurance Costs:** Both general and life insurance expenses saw substantial increases, particularly in FY2023 and FY2024, driven by rising premiums and expanded coverage requirements.
- **Bookstore Purchases:** Declined sharply in FY2024 due to reduced on-campus activity and a shift toward digital resources, following a peak in FY2023.
- **Salaries and Wages:** Fluctuations indicate hiring trends and adjustments in faculty and staff compensation to align with institutional priorities.
- **Utilities:** Decreases in FY2024 reflect energy efficiency measures and the partial adoption of renewable energy solutions.

Revenue and Expenditure Trends (FY2018-FY2024)

- FY2020: Revenue peaked due to strong government subsidies and enrolment figures.
- FY2021-FY2022: Increased tuition and fees alongside auxiliary growth contributed to higher revenues.
- FY2024: Revenue reductions primarily from tuition and auxiliary services, alongside expenditure adjustments, resulted in a modest deficit.
- External Factors Impacting Trends:
 - **Economic Conditions:** Inflation and changes in government appropriations affected subsidy levels and operational costs.
 - **Policy Changes:** Adjustments in tuition policies and federal aid regulations influenced enrolment patterns and revenue streams.
 - **Technological Investments:** IT infrastructure upgrades and digital services implementation contributed to operational efficiencies but required initial capital investment.

These factors have played a critical role in shaping financial trends and underscore the importance of proactive fiscal strategies moving forward.

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- FY2021-FY2022: Increased tuition and fees alongside auxiliary growth contributed to higher revenues.
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Federal Grant Management

During FY2023-2024, the Grants Office achieved significant success in securing and managing federal grants, which remain essential to CMI's financial health. Highlights include:

- **New Grant Awards:** Secured \$200,000 for STEM education initiatives and \$150,000 for cultural preservation programs.
- **Enhanced Compliance:** Fully implemented the Federal Grant Guidelines, improving transparency, accountability, and reporting standards.
- **Grant Application Success:** Submitted 12 applications, with three successfully funded, totaling \$450,000.

Overview of Active and Inactive Grants

Grant Name	Status	Funding Amount (\$)	Purpose	Start Date	End Date
CARES Act II (Emergency Financial Aid Grants for Students)	Inactive	5,206,752	To support the safe operation of institutions of higher education	05/2020	02/2024
Upward Bound Program	Active	1,359,460	To provide fundamental support to high school students in preparation for college entrance	09/2022	08/2027
NTIA Broadband Access	Active	1,794,628	Support IT technical and human capacity	10/2022	10/2025

Investment in IT Infrastructure and Software

The Information Technology Department at CMI has achieved significant milestones in FY2023-2024, focusing on modernization, efficiency, and accessibility. Key achievements include:

1. **Single Sign-On (SSO) Enhancements:** Upgraded the SSO system by integrating Active Directory (AD) cloud backup to ensure seamless and reliable authentication processes. This hybrid approach combines on-premise and cloud technologies, improving scalability and reducing downtime.
2. **Cybersecurity Enhancements:** Deployed advanced threat detection tools and centralized internet gateways through Arista Threat Management to enhance data security and reliability.
3. **Infrastructure Modernization:** Implemented UniFi Ubiquiti technology for campus-wide wireless, LAN, and CCTV management, achieving 40-50% cost savings while enhancing network efficiency.
4. **Starlink Satellite Internet Expansion:** Provided high-speed internet connectivity to remote centers, including Ebeye, Jaluit, Wotje, and Santo, promoting equitable access to digital resources.

Auxiliary and Commercial Services

The Auxiliary and Commercial Services division at CMI played a pivotal role in enhancing campus life and supporting institutional operations during FY2024. Key achievements include:

1. **Media Center:** Expanded virtual offerings, hosting monthly webinars. The number of projects completed grew from 19,899 in FY2023 to 26,475 in FY2024, generating \$34,232 in revenue.
2. **Bookstore:** Introduced a "Buyback Week" program, serving 50,794 customers and generating \$198,462 in revenue during FY2024.
3. **Food Services:** Piloted a mobile ordering system and diversified menu options. Revenue decreased to \$104,302 due to reduced campus activity.
4. **Transportation Services:** Introduced electric shuttles, providing 1,776 trips for 128 passengers, emphasizing sustainability.
5. **Safety and Security:** Integrated AI-driven surveillance systems to enhance campus safety.

The One Stop Shop (OSS) system advanced significantly, completing phases of digital self-service expansion and integration with auxiliary services. These improvements led to a 40% reduction in administrative processing times and a 25% increase in online service utilization.