



COLLEGE OF THE MARSHALL ISLANDS ANNUAL REPORT 2022





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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 2021 - 2022. 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

The 2022 Annual Report for the College of the Marshall Islands reflects the wide range of educational activities provided for our students despite a year of disruptions when necessary adjustments to college life were required as the RMI faced the Covid-19 pandemic. The introduction of Covid-19 into the community in the Marshall Islands in early August had a major impact on CMI: a three weeks' delay in the start of the Fall Semester saw classes beginning online from August 29 and instruction in face-to-face mode recommencing on September 21. Daily meetings of the Senior Leadership ensured the college community was fully briefed on actions related to the health and welfare of the college community until the lapse of the State of Health Emergency was announced on September 19.

Despite the three-week delay to the start of the Fall 2022 semester, the College registered 1384 students during the Fall Semester 2022, an 9% increase from Fall 2021. The Fall-Fall FTE increased from 828 to 852 indicating that students continue to enroll in more credits than before. Liberal Arts students increased to 32% of enrollments. Increases were noted in enrollment in the CMI AA Business, which increased by 4% (to 23%), and enrollments in the BA Education decreased to 10%. Small declines were noted in the AS Nursing (-2%) and the AS Education (-1%)

The average age of CMI students registered in Spring was 23 years. Of those, there were 43% full-time and 57% part-time students and 95.8% were Marshallese citizens. First time students were 284 or 20%, 27% were Continuing and 42% Returning students. Out of all students, the proportion of female students continues to be higher than males at 55% this Fall, an increase of 2% over Spring.

CMI's standing Accreditation Steering Committee continues to meet on a monthly basis to review and update progress on the college requirements, team recommendations, and improvement plans. The Follow-Up Report to accreditors ACCJC was submitted Oct. 1 and the follow-up visit held virtually Oct. 18-19 during which time two members of the team from the comprehensive review—Dr. Rachel Solemsaas (Chancellor of Hawai'i Community College) and Roselle Togonon (Comptroller of COM-FSM) met with the President, VPBAA, Financial Aid Director, Internal Auditor, Assistant Internal Auditor, Payroll Manager & Student Accounts, and the Budget Committee/Budget Managers. They have submitted their report to ACCJC, and the Commission will take action based on the report at their Jan. 11-13, 2023 meeting.

CMI now offers students 20 programs. Ninety-six new and revised courses have been included in its latest catalog. During 2022, the new degree AS in Agroforestry Education for Health and Sustainable Livelihoods was endorsed by the Board of Regents. This program and the Certificate of Completion in Community Health Outreach Worker and Certificate of Completion in Outer Atoll Health Assistant were confirmed by ACCJC. Kwajalein Campus was approved by ACCJC as a new location in May 2022. Two new programs for the Maritime Center – in Deck Technology and Maritime Engineering, designed primarily to meet the needs of the Marshall Islands domestic shipping industry were completed by the consultant funded by the RMI World Bank *Education and Skills Project*. These are now under review and will be ready to be offered in 2023.

During 2022, CMI was awarded \$1,794,628. by NTIA under its Connecting Minority Communities (CMC) Pilot Program. This two year project supports Broadband Access for Remote Learning Opportunities and Training Program (BARLO) and will ensure all eligible students and learning centers have access to broadband Internet access for remote learning, telework, and entrepreneurship, contribute to the improvement of standard of living by providing higher education to remote communities, strengthen the College's IT technical and human capacity to help provide better broadband education and training, access, and technical support services.

The college was also successful in expanding opportunities under its new program in Agricultural Education for Health and Sustainable Livelihoods with a second grant of \$165,330 for 2 years from NIFA to establish soilless and greenhouse facilities at both its Arrak and Uliga campuses, CMI was also awarded \$1,050,000 to implement the Pacific

Sustainability Readers project, which involves the development and distribution of children's literature for young Marshallese readers.

Throughout 2022, the College of the Marshall Islands retained its focus on student achievement, community engagement and a commitment to fulfilling its strategic goals and initiatives. Student persistence and retention remains a CMI priority: The Fall to Fall retention rate increased from 55% to 58% (ISS is 55% with a 73% stretch goal). The CMI *15 to Finish* effort is also encouraging persistence and enabling completion.

The 2022 Annual Report describes a challenging year when new and veteran members of the CMI community contributed their initiative, ideas and collaborative efforts to ensure CMI continues to be a college which continually strives to be better as we look towards the 30th CMI Foundation Day in 2023. Guided and supported by the Board of Regents, the CMI President and Senior Leadership maintains its trust and confidence in CMI's loyal staff and faculty. Our appreciation to all who generously provide the means and accompany us in this undertaking.

Enquiries

The contact officer regarding enquiries about this report is:

Irene J. Taafaki,

President, College of the Marshall Islands

P.O. Box 1258

Majuro, MH 96960

Tel: 625-3394

Board of Regents



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Vice Chair
Harden Lelet



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Regent
Yolanda Lodge-Ned



Student Regent
Faith Lanwi

The College of the Marshall Islands Board of Regents conducted ten (10) meetings in FY2022 that resulted in 20 new policies and 13 policies amended. In response to the needs of the college, the Board of Regents formally established policies and reviewed and amended existing policies to reflect the practices of the college.

- Resolution to Approve: Finance Wapepe.
- Resolution to Approve the Certificate of Completion in Automotive Service Technology Program to be Offered on Kwajalein Atoll.
- Resolution to Approve the Revised Policy 330: Registration.
- Resolution to Approve Divestment of CMI Endowment Fund from Russian.
- Resolution to Approve the Updates to the Strategic Plan 2019-2023.
- Resolution to Approve the Certificate of Completion in Construction Trades Program to be Offered on Kwajalein Atoll.
- Resolution to Approve New Policy 309 Student Rights and Responsibilities
- Resolution to Confer Degrees, Diplomas, and Certificates.
- Resolution to Approve the Associate of Science in Agroforestry Education for Health and Sustainable Livelihoods Program and Budget Projections.
- Resolution to Approve the Revised Financial and Audit Balanced Scorecard (ISS).
- Resolution to Approve Fiscal Year 2022-2023 Budget Circular Projections.
- Resolution to Approve Revisions to Policy 7.7 Parental Leave Policy.
- Resolution to Approve Revised Salary Schedule for Credit, Vocational and Continuing Education Faculty.
- Resolution to Approve: Revision to the BOR Bylaws to include purpose and Physical Address of the College.

- Resolution to Approve new Policy #365: Dual Enrollment.
- Resolution to Approve new Policy #332: Justice-Impacted Students.
- Resolution to Approve the CCTV Camera Policy.
- Resolution to Approve the changes in Student Fees (Student Tuition, Technology, Health Fee & On Campus Housing Fee).
- Resolution to Establish the RMI Office for the Micronesian Center for Sustainable Transportation at the College of the Marshall Islands.
- Resolution to Approve a new Policy 5.3.20 Market Loading Policy.
- Resolution to Approve New Policy #345.5: Communicable Disease Policy for Students.
- Resolution to Approve New Policy #362: Academic Renewal.
- Resolution to Approve the Certificate of Completion in Community Health Outreach Worker and the Certificate of Completion in Outer Atoll Health Assistant.
- Resolution to Approve the Participatory Governance Policy.
- Resolution to Approve the Stepp Up Scholarship Proposal.
- Resolution to Approve the Institutional KPIs and Interventions.
- Resolution to Approve the Student Achievement KPIs.
- Resolution to approve the Revised CMI Travel Policy.
- Resolution to approve the Revisions to Student Bank Account.
- Resolution to approve changes in Student Fees (Student Admission and Registration Fees).
- Resolution to approve Revisions to Policy 2.1 Recruitment.
- Resolution to approve New Policy #384: Transfer of Credit.
- Resolution to approve Revisions to Policy 4.3 Employee Discipline.

Meeting and Conference Participation

Members of the Board of Regents had the opportunity to participate in international conferences and a regional meeting.

In June 2022, ## Regents along with the President of the College and the Executive Officer participated in the regional Association of Community College Trustees (ACCT) conference in Honolulu, Hawaii. The conference was beneficial to both new and continuing Board members who hadn't received a comprehensive orientation and training. The conference covered best practices for a highly effective board, understanding current trends and issues, advancing the college's image and brand, and oversight of finances and investments. One key recommendation from the conference was to conduct a board evaluation to strengthen effective governance.

In October 2022, three (3) Regents participated in the national conference of the ACCT that took place in New York, New York. The conference hosted two side meetings focused on professional development. The Chair participated in the Chair's Academy, which highlighted the importance of Board code of ethics, addressing conflict of

interest situations, preparing and chairing meetings, managing tension, and succession planning. Two Regents participated in the Effective Governance session, which highlighted the importance of a Board's roles and responsibilities, investing in a special program to help the disadvantaged groups in society (shared from Ford), and learned that data gathering is key to leading successful programs for an institution. The Regents participated in side events on fiduciary responsibility, federal financial opportunities, investments, dual enrollment options, and promotion of diversity and equity.

CMI Regents participated in the Pacific Regional meetings and the ANAPISI meeting giving a platform for CMI and the other Micronesia Boards in attendance to lobby for technical assistance and greater recognition and reach to the small-scale colleges especially in the US affiliated states and territories such as the Marshall Islands.

The College of the Marshall Islands delegation met with the College of Micronesia- FSM delegation and the Northern Marianas College delegation at the margins of the conference to strengthen our relationship and strategic efforts and to discuss a convening of the Micronesia College Boards, a recommendation from the College of the Marshall Islands.

Board Self-Evaluation

The Board conducted a Board self-evaluation against the principles of effective governance and best practices for high-performing boards. Eight of nine Board of Regents, the President and Vice Presidents participated in the evaluation. The College hired a consultant from The Association of Governing Boards of Universities and Colleges, a US-based organization focused on empowering college, university, and foundation boards to govern with knowledge and confidence. The Board was evaluated based on nine (9) categories and received a well-above average score:

- Leadership and governance
- Board culture
- Quality of educational programs
- Institutional sustainability
- Mission and strategy
- Satisfaction
- Board performance

The Board has an overall strong best governance practice with solid support to the President and Chairperson and strong institutional sustainability given the current and ongoing challenges. Board members have full understanding of their role and responsibilities and have a strong oversight role. Though the Board scored above average, there is still room for improvement. The evaluation resulted in eight (8) key recommendations for improvement:

1. Establish a program to increase the Board's understanding of the College's budget and finances.

2. Review best practices surrounding Board orientation and implement improvements.
3. Review committee charters and encourage committee leaders to take responsibility for agenda preparation in partnership with Senior Leadership representatives.
4. Shape Board and Committee agendas to include elements of strategic importance to CMI that promote important discussion. Achieve report/discussion balance.
5. Find ways to encourage full participation in Board deliberations and discussion by all Regents.
6. Look for opportunities to include a social event or gathering in the space surrounding of board meetings that allow
7. Schedule an annual board retreat or education session that allows time for a focus on board processes, function, and enhancement opportunities.
8. Undertake an assessment of individual Board members to determine their satisfaction with their service and role and to identify possible avenues of further contribution.

The Board of Regents has commenced efforts to implement these recommendations and focus on this in FY2023.

Micronesian College Boards Meeting

In December 2022, four (4) Regents attended the first meeting of the Micronesian College Boards, which initiated at the margins of the October ACCT conference to strengthen partnership and collaboration amongst the Micronesia College boards, and to enhance strategic efforts. The meeting covered updates from the Land Grant program following their meeting that took place ahead of the MCB meeting, federal financial opportunities, joint board development training, and accreditation status. The meeting also formally established the group. CMI Board drafted the Bylaws, and the location for registering the group is still in discussion.

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 PlanCMI Profile - 2022
- Accreditation
- Academic Affairs
- Student Services;
- Valuing Our Employees
- Grants
- Land Grant Report
- FY2022 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.

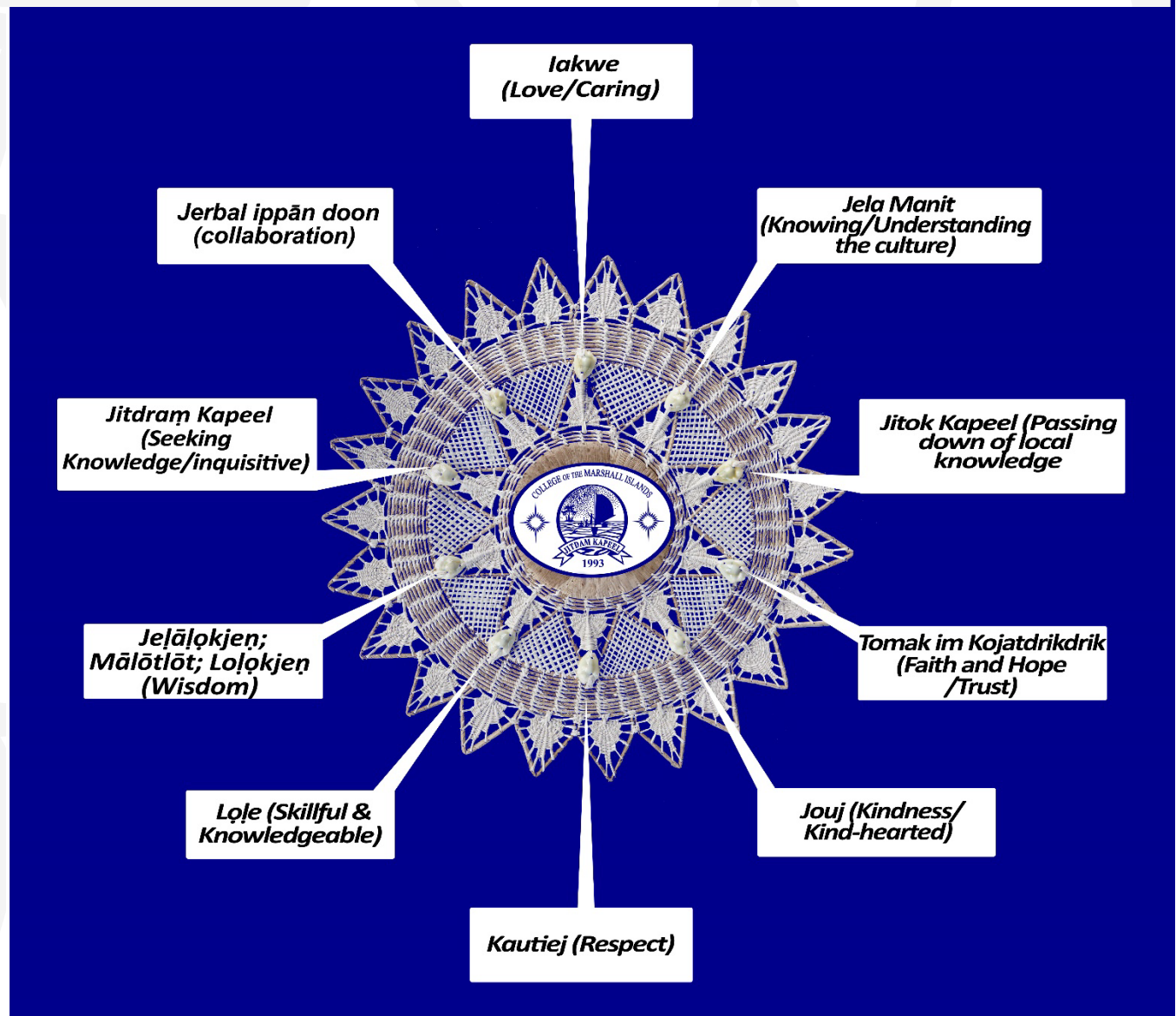
All budget proposals were evaluated based on their anticipated contribution to institutional effectiveness, impact on student learning, and role in improving quality services throughout the College. Since the College continues to show a trend of high enrollment since spring 2011, budgeted activities 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. **Lōle (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.

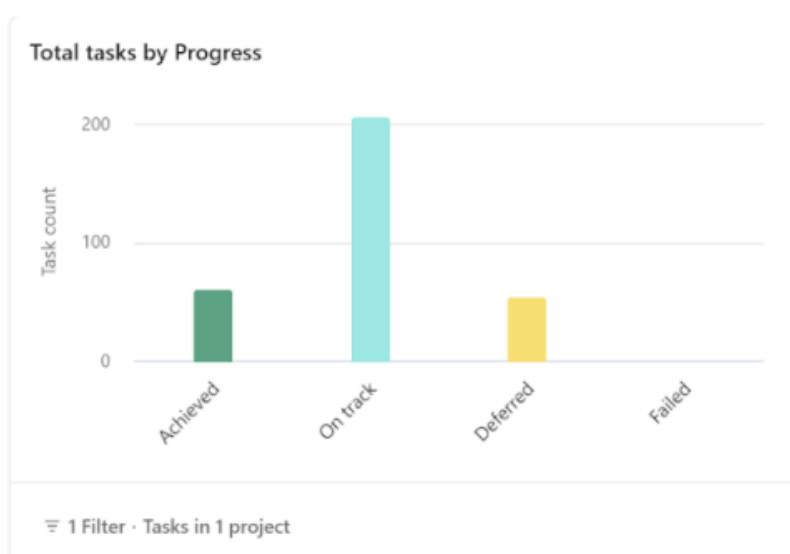


CMI Strategic Plan

The College continues to implement its Strategic Plan 2019 – 2023. After the full review of the Planning Framework, and the updating of the 5 existing Wapepes, a new Finance Wapepe was developed. The Finance Wapepe addresses longer term strategic finance planning and forecasting and is based on best practices.

Of the 14 Key Performance Indicators of the Strategic Plan, as of Fall 2022, 3 KPIs (21%) had achieved the targets, 7 KPIs (50%) had exceeded the targets and achieved the stretch goals, 2 KPIs (14%) were on track for achievement, and 2 KPIs (14%) had not achieved their targets.

The table below provides an update on the progress of the Colleges' strategic activities



Achieved	62 (↑9 since Sept14)
On Track	208 (↓5 since Sept14)
Deferred	54 (↓4 since Sept14)
Failed	0
TOTAL	324

Strategic Plan Activities Update as of Fall 2022



SP Key Performance Indicators



Set status



Share

Search



Overview **List** Board Timeline Calendar Workflow Dashboard Messages Files

+ Add task

Incomplete tasks

Filter

Sort

Public link: Off

...

Customize

#	Task name	ISS	Stretch Goal	Fall 2022 act...	Fall 2021 act...	Status
Goal 1: Student Achievement and Success						
1	150% Completion Rate 4	15%	+10% each year	13%	19%	Off track
2	Number of students entering employm 11	10/year	+10% each year	22 out of 29	53 out of 66	Achieved Stretch ...
Add task...						
Goal 2: Online and Open Learning						
1	Percentage of courses that are online ree 8	90% by Year 5	100% by year 5		96 to 98%	On Track
2	Number of distance education centers th 1	1 by year 5	2 by year 5	1	0	Achieved ISS
Add task...						
Goal 3: Economic and Community Development						
1	Number of formal community partnerships fo	2 per year	+2 per year	8	5	Achieved Stretch ...
2	Percentage of graduates that place in ga 3	30%	50%		47% (6 months af...	On Track
Add task...						
Goal 4: Sustainability of Human, Fiscal, and Ph...						
1	Number of Marshallese faculty in credit i 3	2 per academic y...	+2 per year	6	4	On Track
2	Unrestricted Fund Balance @ \$500,000 b 2	\$200,000 per fisc...	\$1M by 2023	3,383,201	\$1,907,533	Achieved Stretch ...
3	Endowment fund @ \$4,000,000 by 2023. 1	\$125,000 per fisc...	\$6M by 2023	1,940,623	\$2,344,397	Achieved ISS
4	Contingency fund @ \$4,000,000 by 2023 1	\$150,000per fisc...	\$6M by 2023	1,373,320	1,156,230	Achieved ISS
5	Maintenance fund @ \$4,000,000 by 2023 1	\$350,000 per fisc...	\$6M by 2023	2,034,612	\$1,781,828	Achieved ISS
6	By Year 2023, CMI instructional and non- 1	60%	100% by 2023	96%	85%	Achieved Stretch ...
Add task...						
Goal 5: Entrepreneurship						
1	Number of entrepreneurial activities initi 9	2-3 activities ann...	4-5 activities ann...	1		Off track
2	Number of certificate, diploma, and degr 4	70% - 75%	100%		80-85%	On Track

STRATEGIC INITIATIVES 2022	Update at December 2022
1. ACCREDITATION	
<p>a. Complete ACCJC Accreditation: by ensuring acceptable compliance with Standards IIID.5, III. D.10 and III. D.7 (College Requirements 1 and 2)</p>	<p>The follow-up report visit was submitted on October 1, 2022 and the virtual follow-up visit was held Oct. 18-19. The team report will be reviewed by the Commission at its January 11-12, 2023 meeting and we will receive official notification of the outcome afterwards.</p> <p>Kevin Bontenbal, CMI's staff liaison at ACCJC will be visiting during the week of February 13, 2023. This is a required in-person visit following the virtual comprehensive review visit and will also serve as the required visit following approval of a new location offering >50% of a program (Kwajalein Campus)</p>
<p>b. Present the Finance Wapepe (Medium Term Plan) to Board for approval.</p>	
<p>c. Participate as an active institution in ACCJC initiatives and events</p>	<ul style="list-style-type: none"> ■ October 4, 2022 Team ISER Review (in-person) for both President and VPBAA – Sacramento CA ■ The President now serving as Chair for the Formative Summative Review of Palau Community College, and the VPBAA is continuing to serve as a peer review team member for COM-FSM. ■ Palau Visit scheduled for week of March 13, 2023 ■ The VPASA has been appointed to a three-year term on the Institutional Appeals Panel Pool. ■ VPBAA continues to serve on COM-FSM Peer Review Team
2. ACADEMIC	

<p>a. Increase the student fall to fall retention rate to 70%</p> <ul style="list-style-type: none"> o Fall → Spring 2021 = 84% 	
<p>b. Reach or surpass the 150% completion rate target of 15%</p> <ul style="list-style-type: none"> o May 2021 = 19% o 'Firework Rate' now set to 25% 	<ul style="list-style-type: none"> • 13% completion rate for 2019 cohort • It is anticipated that increasing the number of 8-week module courses starting this spring will increase course completion and thus program completion rates.
<p>c. Substantive changes</p> <ol style="list-style-type: none"> 1. Campus on Ebeye <ul style="list-style-type: none"> o Phase 2 Pilot two vocational programs on Ebeye – under preparation: o Certificate/AS in Construction Trades o Certificate/AS in Automotive 2. AS Agroforestry Education for Health and Sustainable Livelihoods 3. Certificate Community Health Workers 	<ol style="list-style-type: none"> 1. Applications for enrollment in the two certificates were not completed in time for this fall, so the programs will begin in spring 2023. 2. AS-AEHL was confirmed as not requiring a full substantive change process. Students will be admitted to the major starting spring 2023. 3. CC-CHOW and CC-OAHA were confirmed by ACCJC as not requiring a full substantive change process. They will begin in the spring, subject to MOHHS organizing the cohort.

<p>d. Planning for two new programs to the CMI Maritime Program</p> <ul style="list-style-type: none"> ○ Certificates for qualified Bosun or AS degree in Marine Deck Technology. ○ Certificates for qualified Fitter or AS degree in Marine Engineering Technology 	<p>The full curriculum, including the Traditional Navigation and Seafaring course, has been drafted and will continue through the curriculum process to reach the Board for its first quarter meeting of 2023 in preparation for a fall 2023 start.</p>
<p>f. Fuller realization of CMI as a Center for the Study of Marshallese Culture</p>	<p>AS-AEHL includes:</p> <ul style="list-style-type: none"> ● Fiber Arts ● Food Sovereignty <ul style="list-style-type: none"> ● Draft of course in Traditional Navigation and Canoe Culture ready for Curriculum Committee review.
<ul style="list-style-type: none"> ● Revised structure for the Office of the Dean of Academic Affairs ● One Associate Dean (Student Academic Support) in place, second (Teaching Quality and Innovation) arr. 12/13 	<p>This plan has been completed, but the VPASA will continue to monitor, evaluate, and revise as appropriate.</p>

<ul style="list-style-type: none"> ● Substantially increasing student numbers in Professional, Career and Technical Education by: <ul style="list-style-type: none"> ● Developing standard operating procedures for Workforce and Vocational Educational Services ● Further explore pathways to develop Registered Apprentice program. 	<ul style="list-style-type: none"> ● The first Apprenticeship Week was held Nov. 14-16 to kickstart collaboration with employers to develop and implement Registered Apprenticeship programs. ● The high-school equivalency curriculum is being revised to include dual-credit opportunities; these documents are going through the curriculum approval process. ● The ABE Admission policy is to be considered today. Other WAVES policies and procedures are in draft.
<ul style="list-style-type: none"> ● Commence research project with APIA to understand factors constraining the progression of female students: why are male students more likely than female students to persist to a second year of college (44%F 58%M). 	<ul style="list-style-type: none"> ● Following completion of the research, the team has focused on communicating results within the college to develop plans to address the findings. Concrete actions include: <ul style="list-style-type: none"> ○ Regular women's weaving circles to discuss issues of concern ○ Syllabus language encouraging communication ○ Inclusion of parents in NSO and in the Developmental Education Weto project ○ Making hygiene products available in female faculty offices for students. ○ Discussing persistence at NSO and other key moments in students' academic journeys. ○ Workshops, especially with resident students, about dietary and pain management strategies for menstrual issues.
<ul style="list-style-type: none"> ● Consult with academic stakeholders on a Bridge course in English 	<ul style="list-style-type: none"> ● The first workshop was held Nov 2, 2022 and was attended by PSS teachers, CMI faculty, and administrators from both groups. The goal of the workshop was to begin envisioning possibilities for the course. ● The next sessions will be held in late January and will include setting the overall student learning outcomes for the course and backwards design to develop units for meeting these outcomes.

<ul style="list-style-type: none"> ● Review and Develop policies for: ● Academic and Student Affairs ● Academic renewal policy ● Continuity of teaching. 	<ul style="list-style-type: none"> ● Graduation, Grades and Grading, Continuity of Learning and Teaching, Academic Honesty for Students, Transfer of Credit, Academic Standing, and Textbooks and Supplementary Material are before the BOR today.
3. COLLABORATION WITH PSS:	
a. Math Transition Program b. IQBE Teacher Training c. SPED Professional Development	<ul style="list-style-type: none"> ● The activities for the two year no cost extension being planned; ● Arrangement underway with Media Center to produce the video ● Hands on Math lab – all Singapore Math equipment is ordered. Furniture remains in transit. ● Recruitment of an Inclusive Education Instructor proceeded with an appropriate incentive. Two applicants are now being screened. ● All monthly and quarterly reports submitted.
4. LAND GRANT:	

<p>a. Continue extending the program's research/extension activities to 8 more neighboring atolls/islands in the RMI that have not been serviced. Arno Rearlap, Arno Arno, Tutu Arno, Wötto, Aelōñlap, Namdik, Kōle, and Lae</p>	<p>Phase 5 (technical support) at Rearlap completed.</p> <p>Phase 5 (providing additional technical assistance) is ongoing with additional vegetable seedlings being provided to supplement the seedlings that did not survive. A final trip is now being planned pending the bad weather.</p> <p>A shipping crate full of agriculture tools to support the projects is awaiting to be shipped to Wötto pending an available field trip ship.</p>
<p>b. Develop a plan to establish a CMI CRE LG presence on Kwajalein. Ebeye, Santo, Guegegu</p>	<p>Postponed to 2023</p>
<p>c. Continue advocating for the new Aquaculture Hatchery Research / Storage facilities at Arrak campus. Singeru Singeo, LG BOR, NIFA</p>	<p>In the regional Land-Grant BOR meeting in October, the LG Executive Director indicated in front of the Regents that he would submit this project proposal to NIFA for further review and consideration.</p>
<p>d. Renovation of the CMI CRE LG trailer offices at the Arrak campus. Campus Director, Physical Plant Director, VP Kotton</p>	<p>Blessing ceremony conducted, now in use!</p>
<p>e. Continue improving the Research (Hatch) program. Recruitment Processes Relevant Research Projects</p>	<p>Food Technology researcher is now on the ground with 3 research projects already being developed and undergoing peer review.</p> <p>Aquaculture researcher will begin March 2023</p> <p>Recruitment for agriculture researcher is ongoing</p>

<p>f. Strengthen research and extension indirect activities.</p> <p>Radio Program</p> <p>Social Media</p> <p>Other Public Events</p>	<p>Launching of the radio show program is delayed due to late arrival of the recording equipment.</p> <p>CMI CRE LG Facebook is already launched with thousands of followers.</p> <p>World Food Day was a successful event on Oct 15 with lots of free vegetables arrow roots and fruit tree giveaways.</p>
5. ADMINISTRATION	
<p>a. Jenzabar Student Information Services (SIS) System:</p> <ul style="list-style-type: none"> • Complete Jenzabar training – all sections • Launch Jenzabar August 2022 	<ul style="list-style-type: none"> • The new SIS was officially launched on August 1, 2022, and is currently fully operational during the registration process for the Fall 2022 semester. Implementation on schedule to fully implement in the Fall 2022 Registration period. • All nonacademic training program is complete. • Training for faculty ongoing. • Full implementation contract signed 5/19 for five years. • Initial set up cost is \$64,700 and annual average cost is \$13,000.
<p>b. Launch the e-filecabinet document management system</p>	<ul style="list-style-type: none"> • Fully implemented • Initial Technical training complete for all users.
<p>c. Single Sign-On Portal by Oracle IDCS</p> <ul style="list-style-type: none"> • Soft-launch Summer 2022 	
<p>d. Virtual Classrooms with DTEN & Zoom Technology</p> <ul style="list-style-type: none"> • Tentative scheduled Spring 2023 	<ul style="list-style-type: none"> • Classroom installation is scheduled by the end of fall 2022 semester. • Faculty training scheduled first week of January 2023 • There are already thirteen (13) DTEN • Zoom deployed in Classrooms and VP Offices, including Arrak Campus and Wotje Center.

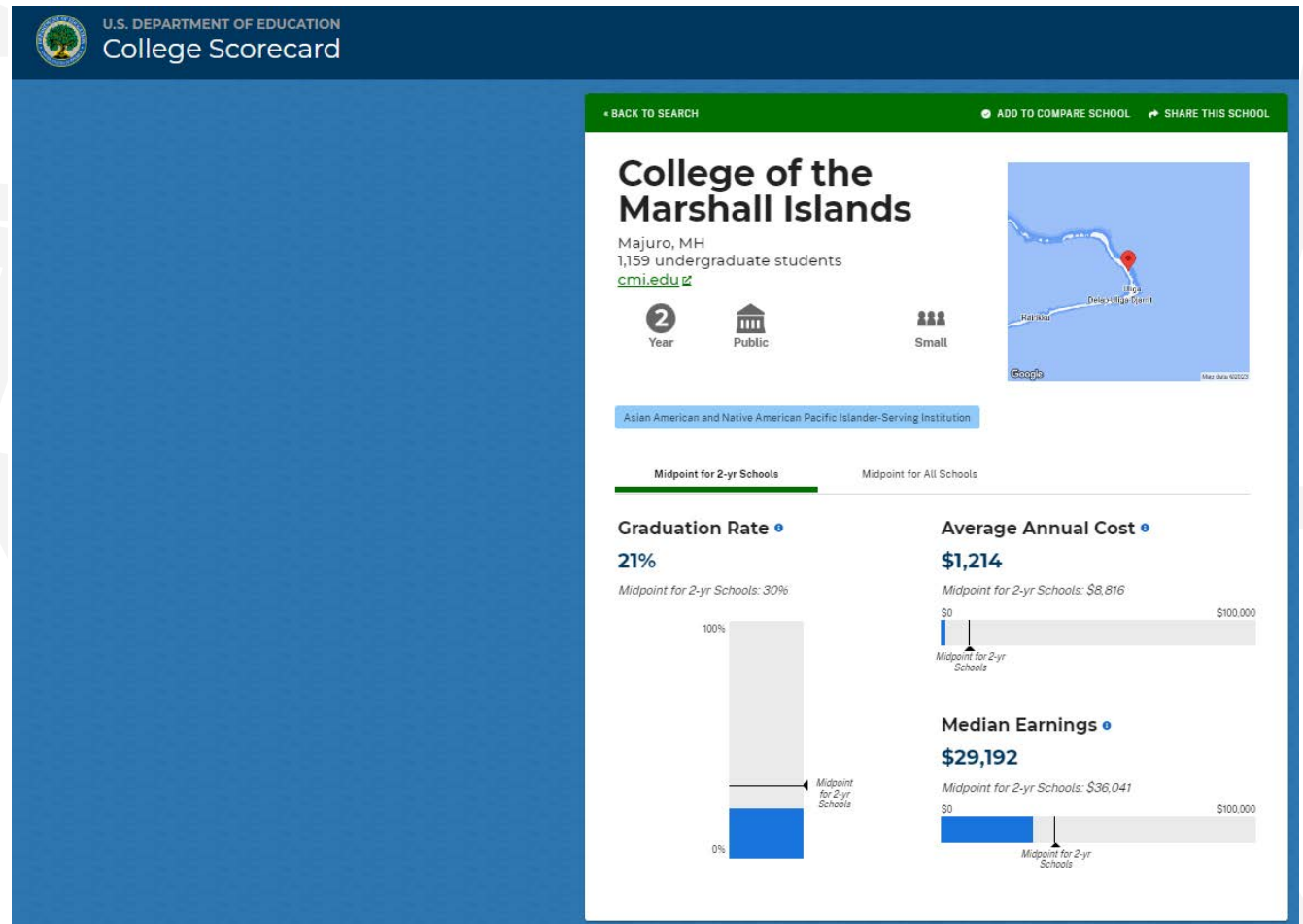
<p>e. Unified for Mobile App & Web Portal</p> <ul style="list-style-type: none"> • Launch Unified Mobile Apps September 2022 	<ul style="list-style-type: none"> • Now expected to be launched in Spring 2023
<p>f. One Stop Shop (OSS) POS System</p> <ul style="list-style-type: none"> - CMI Commercial Services to address <ul style="list-style-type: none"> - Inventory - Water Delivery - Equipment Rental - Food Services - Booking System (office, vehicles) - Mobile apps : <ul style="list-style-type: none"> - electronic equipment and bus ticketing 	<ul style="list-style-type: none"> • The System is hosted on cloud and access remotely development began in the Fall Semester and will be completed by February 2023 • 30% was operational 2nd week of August 2022 <ul style="list-style-type: none"> - POS Module - Inventory Module • The Next Step - work with the Computer Company and CMI IT Dept. on the remaining Modules <ul style="list-style-type: none"> - Booking Module - ID System Module - Equipment Rental Module - Water Delivery Module - E-commerce Module
<p>g. Review position of FABS director</p>	<ul style="list-style-type: none"> • New Director in place – November 2, 2022
<p>h. 2021 Audit on time</p>	<ul style="list-style-type: none"> • Scheduled by E&Y to occur, with 2022 audit, mid-February 2023
<p>i. Provide assessment report on IT Infrastructure and Emerging Technologies in Higher. Education appropriate to CMI</p>	<ul style="list-style-type: none"> • Jenzabar is now integrated to MIP Accounting system • Jenzabar is now integrated with CMI's eLearning systems (Moodle) • CMI's OSS Point of Sale System is now link with MIP Accounting System • Jenzabar will be integrated with the new Unified Student Mobile System

j. Revise the CMI Emergency Management Plan	<ul style="list-style-type: none"> Revised and considered through the participatory governance process.
kj. Develop Physical Plant SOP	
l. Conclude Uliga Campus lease agreements.	<ul style="list-style-type: none"> Under negotiation with landowners
m. Collaborate with MIPD and MoHHS on the CMI Health and Safety Audit	<ul style="list-style-type: none"> Pending - clear plan and report will be presented to EC in September
n. Install a new fire prevention system	<ul style="list-style-type: none"> In progress, work should be completed as planned.
o. Advance the next phase of the CMI Master Plan	<ul style="list-style-type: none"> Beca Consultants developing concept plans for the Student Center (3 floors) and Learning Center (2 floors). Basis of Design ready for Board approval in August, Design work to be completed in December 2022.
p. Secure financing for the completion of the Uliga Campus	<ul style="list-style-type: none"> In process – a proposal will be presented to the Board first 1/4 2023
q. Complete the Ebeye campus plan and secure the funding for its construction	<ul style="list-style-type: none"> EDA application for Indigenous Communities grant is being revised for EDA Public Works grant for maximum of \$3M with 20% matching from CMI. Awaiting settlement of land survey and agreement to be done to confirm land area for the application process.
r. Arrak Campus Master Plan including new TVET facilities	<ul style="list-style-type: none"> Pending

s. Complete the competency framework and formalization of the Jitam Kapeel program for CMI faculty, professional and staff development and advancement.	<ul style="list-style-type: none"> · Pending completion of the competency and development survey of all staff. · New position of Associate Director established to manage faculty, professional and staff development and advancement.
t. Strengthen administrative and business operations by commencing an MBA program for 8 – 10 CMI employees.	<ul style="list-style-type: none"> · Consultation with UoG in November for a program to commence in 2023.
u. Publish strategy for recruitment and evaluation of Adjunct faculty	<ul style="list-style-type: none"> · Policy and procedures were approved by the Board and are now published in the HR Handbook.
v. Identify critical positions linked to achieving institutional plans - create a scoring matrix to classify critical positions.	<p>Critical positions –based on the roles performed and the challenge faced in hiring to fill the positions have been identified:</p> <ol style="list-style-type: none"> 1. 28 Management and Professional positions and 2. 49 Faculty positions <p>Monitoring of critical positions is currently a manual process but will soon be automated with the implementation of an automated position management system that will be part of the recruitment system.</p> <p>A proposal to the Board is presented at this meeting to establish a policy that provides incentives to positions found challenging to recruit.</p>
w. Rationalize Instructors in Academic Departments.	<ul style="list-style-type: none"> · Now that Jenzabar is fully implemented, student enrollment data will be collected over a five year period.

CMI AT A GLANCE

College Scorecard



CMI PROFILE 2022

HEADCOUNTS AND FTE Unduplicated Headcount; All Students FTE (Fall, Spring)= 12 Credits; FTE (Summer) = 6 credits	10 year average – 2012 – 2021	Fall: 1082 HC and 829 FTE ¹
		Spring: 1007 HC and 748 FTE
		Summer: 500 and 424 FTE
	2022-2023	Fall 2022: 1384 HC and 861 FTE
		Spring 2022: 1218 HC and 845 FTE
		[1] Based on Official Enrollment report as of March 14, 2022
		Summer 2022: 1149 HC and 970 FTE
CREDIT LOAD ²	10 year average – 2012 – 2021	Fall: 65% FT and 35% PT
		Spring: 62% FT and 35% PT
		Summer: 76% FT and 24% PT
	2022-2023	Fall 2022: 43% FT and 57% PT
		Spring 2022: 54% FT and 46% PT
		Summer 2022: 77% FT and 23% PT
REGISTRATION STATUS	10 year average – 2012 – 2021	Fall: 30% First-Time; 27% Continuing; 42% Returning; 2% Readmitted
		Spring: 10% First-Time; 78% Continuing; 10% Returning; 2% Readmitted
		Summer: 12% First-Time; 62% Continuing; 22% Returning; 4% Readmitted
	2022-2023	Fall 2022: 21% First-Time; 59% Continuing; 17% Returning; 2% Readmitted

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

		Spring 2022: 9% First-Time; 79% Continuing; 10% Returning; 2% Readmitted
		Summer 2022: 12% First-Time; 66% Continuing; 18% Returning; 4% Readmitted
ACADEMIC PROGRAMS	10 year average – 2012 – 2021 (Fall only)	AA-BUS/AS-BUS/AS-BA: 10%
		AA-LBA: 43%
		AS-EEDU: 20%
		AS-NURS: 19%
		BA-EEDU: 3%
		CC-CARP: 2%
		Other CC: 2%
	Fall 2022	AA-BUS/AS-BUS/AS-BA: 23%
		AA-LBA: 32%
		AS-EEDU: 20%
		AS-NURS: 12%
		BA-EEDU: 10%
		CC-CARP: 1%
		Other CC: 2%
TYPE (RURAL/URBAN) Unduplicated Headcount All Students	10 year average – 2012 – 2021 (Fall only)	URBAN
		Ulga: 96.6%
		Ebeye: 0.70%
		RURAL
		Arrak: 2.04%
		Jaluit: 0.40%;
		Wotje: – data will begin in 2020 – 2021
		Santo and Kili – data will begin in 2020-2021;
	2022 – 2023	Fall 2022: URBAN
		Ulga: 94%
		Ebeye: 1.3%;

		Fall 2022: RURAL
		Arrak: N/A
		Jaluit: 1.4%
		Wotje: 4%
ETHNICITY All Students	10 year average – 2012 – 2021 (Fall Only)	Santo and Kili: N/A
		Marshallese – 95.8%
		Micronesian – 2.63%
		Other P. Islands – 0.4%
GENDER All Students	Fall 2022	Asian – 0.5%
		‘White’ – 0.5%
		Marshallese: 99%
		Micronesian: 0.4%
GENDER All Students	10–year average 2012 – 2021	Other P. Islands: 0.4%
		Asian: 0.07%
		‘White’: 0.1%
		Fall: 50% Female, 50% Male
GENDER All Students	2022 – 2023	Spring: 50% Female, 50% Male
		Summer: 54% Female, 46% Male
		Fall 2022: 55% Female and 45% Male and 0.1% Other
		Spring 2022: 53% Female and 47% Male
AVERAGE AGE All Students	10 year average – 2012 – 2021	Summer 2022: 57% Female and 43% Male
		23.01 years old
		Fall 2022: 22.67
		Spring 2022: 22.53
AVERAGE AGE All Students	2022 – 2023	Summer 2022: 23.70

STUDENTS AS PARENTS CCSSE ³ Survey Random Sample	5-year average 2008, 2014, 2016, 2018, 2020	42% have children who live with the student and depend upon them for their care
	2022	26% have children who live with the student and depend upon them for their care
PELL ELIGIBLE All Students	2022-2023	Fall 2022: 96%
		Spring 2022: 95% Summer 2022: 93%
HIGH SCHOOL ORIGIN Which HS's send their students to CMI? All Students	10-year average – 2012 – 2021	Jaluit: 13% of CMI students Kwajalein: 9% Majuro: 52% Wotje: 9% FSM: 3% USA: 6% Palau: 0.3% Others/Unknown: 7%
	Fall 2022	Jaluit: 15% Kwajalein: 11% Majuro: 59% Wotje: 10% FSM: 1% USA: 4% Palau: 0.2%

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

		Others:/Unknown: 1%
CITIZENSHIP All Students	10 year average – 2012 – 2021 (Fall only)	95% Marshallese
	2022 – 2023	Fall 2022: 99% Marshallese
		Spring 2022: 98% Marshallese
		Summer 2022: 98% Marshallese
LANGUAGES CCSSE Survey Random Sample	5-year average 2008, 2014, 2016, 2018, 2020	93% English is not student's first language
	2022	85% English is not student's first language
FIRST GENERATION COLLEGE CCSSE Survey Random Sample	5-year average 2008, 2014, 2016, 2018, 2020	46%
	2022	59%
ENGLISH LEVEL All Students	10-year average – 2012 – 2021	Fall: 52% Credit Level, 45% Developmental English, (2% TVET)
		Spring: 59% Credit Level, 39% Developmental English, (2% TVET)
		Summer: 68% Credit Level, 39% Developmental English, (2% TVET)
	2022-2023	Fall 2022 – 58% Credit level, 41% Dev. English, (<1% TVET)
		Spring 2022 – 63% Credit level, 36% Dev. English, (1% TVET)
		Summer 2022 – 66% Credit level, 33% Dev. English (<1% TVET)
MATH LEVEL All Students		Fall – 38% Credit, 60% Dev. Math, (2% TVET)

	10 year average – 2012 – 2021	Spring – 44% Credit level, 54% Dev. Math, (2% TVET) Summer – 50% Credit, 46% Dev. Math, (3% TVET)
	2022-2023	Fall 2022 – 53% Credit level, 47% Dev. Math, (<1% TVET)
		Spring 2022- 55% Credit level, 44% Dev. Math, (1% TVET)
		Summer 2022 – 57% Credit level, 41% Dev. Math, (<1% TVET)
COURSE COMPLETION BY GENDER	10 year average – 2011 – 2020	Fall – 73% All, 72% Female; 73% Male
		Spring – 71% All, 71% Female, 70% Male
		Summer – 87% All, 87% Female, 87% Male
	2021-2022	Fall 2021 – 66% All, 65% Female, 66% Male
		Spring 2022- 67% All, 69% Female, 64% Male
		Summer 2022 – 76% All, 78% Female, 74% Male
COMPLETION ⁴ BY SEX Full-time, First-Time, Degree-Seeking Fall Cohort	Fall 2016 Cohort	All – 8%, 8% Female, 7% Male
	Fall 2017 Cohort	All – 14%, 10% Female, 16% Male
	Fall 2018 Cohort	All – 21%, 16% Female, 25% Male
	Fall 2019 Cohort	All – 13% 13% Female, 13% Male

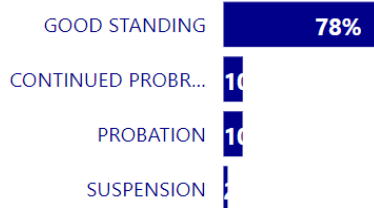
⁴ 150% completion rate

FALL 2022

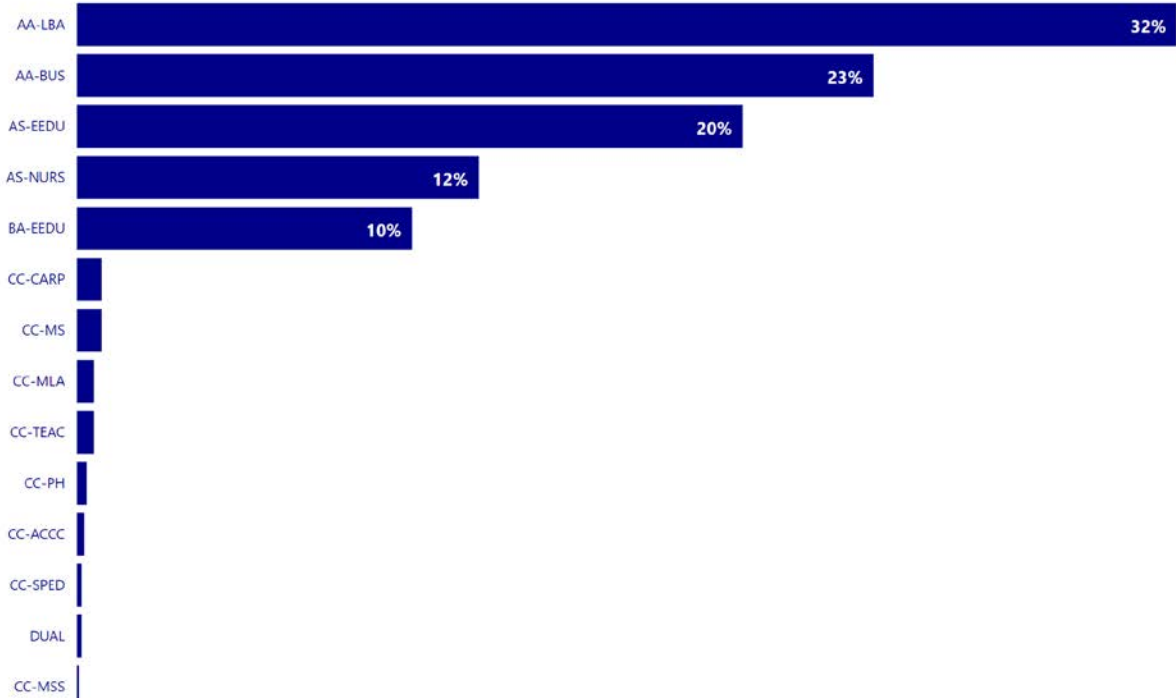
Credit Load



Academic Standing



Degree Program/Major - First Choice



Accreditation

At its June 2021 meeting, following CMI's Institutional Self-Evaluation Report and virtual peer review visit, the Accrediting Commission for Community and Junior Colleges (ACCJC) took action to renew CMI's accreditation for 18 months, with a requirement for a follow-up report and a visit. The follow-up report, submitted on October 1, 2022 addressed two requirements. Specifically, the Commission require the College to:

- 1) assure the financial integrity of the institution and responsible use of its financial resources by having an appropriate internal control structure that is widely disseminated and provides timely information for sound financial decision making, including the effective oversight and management of financial aid and grants, and regular evaluation and assessment of internal controls and financial systems.
- 2) respond to external audit findings, including findings relating to compliance and internal control deficiencies, in a timely manner.

As shared in the follow-up, the college took action including a thorough review of fiscal policies and procedures, hiring of new staff and upskilling of existing staff, the establishment of an Internal Audit Office, and investment in technology solutions, including a new student information system, to reduce reliance on manual error-prone manual processes. During the October 17-18 virtual visit, two members of the original peer review team met with employees involved in these areas to discuss the college's progress. The team's report will be considered by ACCJC at its January meeting.

In the meantime, with the follow-up report and visit completed, CMI is turning its attention to following up on the improvement plans the college itself identified in its Institutional Self Evaluation Report and the recommendations for improvement made by the team. These recommendations differ from the requirements above, as they reflect areas in which the college meets ACCJC standards but has the potential to improve. The improvement plans and recommendations will be discussed in the midterm report due in 2025.

Team Recommendations

Recommendation	Progress
The team recommends the College continue its implementation of FACETS to ensure a complete academic year cycle.	72% of programs completed their program reviews. Heads of departments with incomplete program reviews met with the Institutional Effectiveness Committee to develop a lessons learned document. Groups 1, 2, and 3 have started cycle 2.
The team recommends that the College expand disaggregation in the collection and analysis of data on outcomes and achievement to better represent the diverse subpopulations of students.	Some disaggregation was included in the assessment for Institutional Student Learning Outcome 2. The Institutional Effectiveness Committee has approved standard areas for disaggregation of student data, but the dashboard is yet to be published.
The team recommends the College update its recordkeeping system to consistently maintain student records permanently, securely, and confidentially, where access, retention, and destruction of records are in place.	Jenzabar SONIS, the new student information system, has been implemented. Student services personnel are digitizing existing student records following the approved process.

Improvement Plans

Improvement Plan	Progress
<p>A Participatory Governance Review Taskforce will analyze the effectiveness of CMI's current participatory decision-making policies, procedures, and processes. Based on this analysis, the taskforce will recommend revisions to participatory governance that build on existing strengths and remediate limitations.</p> <p>The taskforce will produce:</p> <ul style="list-style-type: none">• Proposed revisions to Policy 620.01 and any other revised or new policies.• Proposed, indexed procedures to support the above policies.• Proposed Participatory Governance Handbook.• Plan for communication of taskforce results and education on new participatory governance policies, procedures, and processes. <p>Through the development of these documents, the taskforce recommendations shall include but not be limited to establishment of the following:</p> <ul style="list-style-type: none">• Clear pathways for any individual within the College community to bring forward suggestions related to policy, procedure, processes, or other areas of College functioning	<p>The Handbook has been thoroughly approved, and the college is in the implementation phase.</p>

<ul style="list-style-type: none"> • Designated channels for communication with clear expectations and responsibilities for both the sender and the receiver • Integration of ongoing accreditation review into the participatory governance process • Inclusion of responsibilities for integrated planning • Clear expectations for use of data in decision making • Regular review of participatory governance as a whole <ul style="list-style-type: none"> • Standardized templates for regular reports, RSAs, and similar documents 	
Program review reports and SLO assessment four-column reports will be posted to department websites as they complete their first cycles under the new systems.	Completed Program Reviews are being sent directly to IT for posting.
The College is hiring a Communications Officer who will work with a review committee to ensure all required documentation is accurate and uploaded to the website.	Completed hiring of a communications officer, but a closer look at how website content is verified is needed.
To ensure that committees and other bodies involved in participatory governance complete and share all required documents, the College will hire a governance secretariat.	Completed.

While the College continues to use a third party to verify qualifications of new employees, a formal process for verifying equivalence of non-US Accredited institutions to strengthen the existing process will be put in place. The process will include approving a list of non-US Accredited institutions for the purpose of establishing US equivalency of degrees awarded.	The College uses World Education Services (WES), a third-party servicer, for successful applicants to submit their non-U.S. credentials through WES to verify their equivalency. HRC has also accepted a recommendation to use the list of overseas schools that receive US Financial Aid as a list of schools considered equivalent.
The current Performance Management System covers all employees, but a more formal procedure to address the evaluation of adjuncts will be put in place.	This was initially implemented for spring 2022. However, the implementation was incomplete as chairs are still adjusting to the requirements.
Ensure that the Physical Plant and Facilities Committee meets regularly	PPFC has started meeting again after a four-month gap. The last approved minutes are from April 2022
Update the 20-Year Maintenance Plan	Discussed in PPFC meetings. Need to coordinate with consultants. May be delayed to COVID travel restrictions.
Develop a Five-Year Capital Construction Plan	Not raised in minutes for PPFC The Board has reviewed the basis of design for the New Student and Learning Centers

Substantive Change

In addition to engaging in the accreditation cycle's process of continuous quality improvement, the college also successfully applied for substantive change to make the Ebeye CMI Center the Kwajalein Campus. The importance of this change is that it allows entire programs to be offered at the site, which previously was limited to offering less than 50% of any given credit program.

In addition, the following new programs were confirmed not to require a substantive change application: Associate of Science in Agroforestry Education for Health and Sustainable Livelihoods, Certificate of Completion in Community Health Outreach Worker, Certificate of Completion in Outer Atoll Health Assistant, Certificate of Completion in Construction Trades, and Certificate of Completion in Automotive Service Technician.

As a required follow up to the substantive change and to the two virtual visits, CMI will welcome an in-person ACCJC team the week of February 14, 2023.

Participation

As a member institution of ACCJC, college employees also contribute to the work of the commission. The president is chairing the spring 2023 peer review team for Palau Community College, and the Vice President for Business and Administrative Affairs is a member of the peer review team for College of Micronesia-FSM. The Vice President for Academic and Student Affairs has been appointed to a three year term as a member of the Institutional Appeals Panel Pool.

Academic and Student Affairs Policies

According to Policy 620.03, 2022 was the year for policies in the academic and student affairs area to be reviewed. As a result, the following new and revised policies were developed:

Policy No.	Title	Date of BOR Approval
309	Student Rights and Responsibilities	March 18
330	Registration	March 8
331	Student Bank Accounts	November 28
332	Justice-Impacted Students	August 15
345	Communicable Disease Policy for Students	August 15

361	Grades and Grading	Pending
362	Academic Renewal	August 15
365	Dual Enrollment	August 15
367	Graduation	Pending
369	Quality of Textbooks and Supplementary Instructional Materials	Pending
370	Academic Honesty Policy for Students	Pending
375	Continuity of Learning and Teaching	Pending
384	Transfer of Credit	November 28
390	Adult Basic Education Admissions	Pending

These new and revised policies help to support the college mission by:

- Creating clear guidelines for what students can expect from the college.
- Guiding support for formerly incarcerated students
- Ensuring a balance between the college's public health interests and the rights of students with communicable diseases.
- Providing opportunities for students who have had 1-2 bad semesters in the past to improve their GPAs
- Establishing the groundwork for expanded opportunities for students who are currently in high school
- Clarifying guidelines for acceptance of credit from other institutions of higher learning and establishing a process to award credit for military training and occupations.

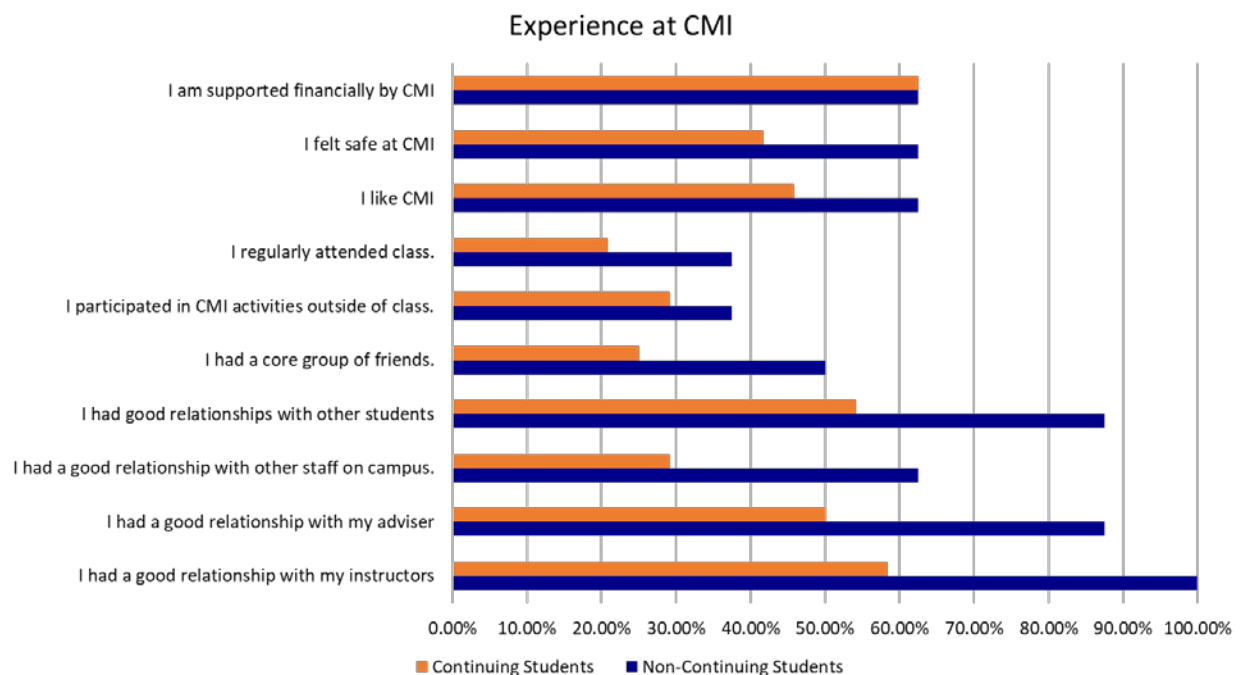
These policies support equitable college access for the community and student success.

Addressing the Gender Gap in First-Year Student Success

In 2021, a research project entitled Addressing the Gender Gap in First-Year Student Success at the College of the Marshall Islands was approved for the APIA Scholars Strengthening Institutional Capacity for NHPI Students in Higher Education Program, which provides both financial and capacity building support for research projects in support of the success of Pacific Islander college students. CMI's research project sought to find the reasons why female first-year students are less likely to persist into a

second year. In 2022, the team completed the research study, which used both surveys and focus groups to understand the experiences of female students. Key findings included:

- The non-continuing students actually reported better experiences with CMI, which indicates that external and/or personal factors need to be addressed in order to improve the gender gap.
- Major obstacles to continuing studies included needing to work, family issues, child-rearing, health, and out-migration.
- Family support is key, but this does not necessarily mean parental support.
- 75% of the non-continuing students said menstrual issues affected their academic performance, with pain, heavy bleeding, inability to discuss issues with faculty, lack of a way to collect the blood, and the teacher being male being the reasons why (in order from most common to least common).



In the second half of the year, the research team focused on sharing these findings with the college community through presentations and discussions at faculty symposium and in-service, student services meetings, Upward Bound staff meetings, and at a Board of Regents meeting. In particular, the team focused on the implications for the institutions and the need to:

- Bring family into more consideration to help support students.
- Provide support for personal health of female students, especially with regards to accessible services for menstrual hygiene
- Create an environment in which students can communicate with faculty about their personal health

- Communicate clearly the benefits of completing a degree in a shorter period of time with no gaps.

As a result of these conversations, several interventions have been planned for 2023:

- Availability of menstrual hygiene items in female faculty offices.
- Syllabus language that encourages students to discuss issues with faculty.
- A continuing education class on sewing reusable period undergarments.
- Inclusion of family in new student orientation and the developmental education weto project.
- Workshops on nutrition and pain management.

The research team will also be sharing the results of the study with external audiences, including at the 2023 NASPA Conference.

Academic Affairs

Developmental Education

The Developmental Education Weto Spring Initiative was developed to foster relationships and a sense of community between Developmental Education Faculty and Students as a Community of Learners. By building a sense of student belonging, the department targeted retention, attendance and completion rates for Developmental Education Students. The initiative was divided into two parts 1) a Developmental Education Day dedicated to team building activities and 2) a series for academic events spread out through the rest of the semester.

The day was fun and successful with about 100 participants, playing games and interacting with department faculty. Students filled the tents and some watched from the classroom balconies. The relaxing atmosphere allowed flexible interaction between students and their peers and also with faculty. The fun day ended with a challenging trivia game and karaoke.

The academic challenge took place on Thursdays at the 11am hour. There were four activities: a spelling bee, impromptu speech contest, paragraph and essay writing competition, and a prepared speech contest. All competition winners, including one who joined via Zoom from Kwajalein Campus, received prizes prepared by the department from the bookstore.

The Department experienced a sense of community throughout the activities and student confidence was boosted. Students were able to showcase their talents and encourage others. The excitement and feeling of competitiveness were evident in the different activities. These events allowed faculty to engage with their students on a more interactive level.

The initiative was featured on the CMI Jilel issue in Spring. In recognition of the efforts by the department we were invited to present our initiatives and progress at the CMI Retreat. The presentation featured students who also participated in the department initiatives. The department continued this initiative during fall semester, though implementation was delayed until after midterms due to the arrival of Covid-19. The project will continue in 2023.

CMI 101: First-Year Experience was revised in line with the proposals made in the Quality Focus Essay in CMI's 2021 Institutional Self Evaluation Report. In the new course design, the first half of the semester introduces students to the logistics of learning using college resources. In the second half, the course focuses on why students are here: it includes career choices, service learning, and ethical and life skills such as time management. If a student is not successful with the first half of the semester then during the second half they will be required to attend extra hours to make up for what they missed during the first part; these makeup hours are a key innovation because historically, CMI 101 has had a low completion rate.

Nursing and Allied Health

Following a review of the Associate of Science in Nursing degree by consultants from the University of Guam, the department added two courses to the ASN targeting key health needs in the Pacific: Family & Maternal Health and Pathophysiology. These curricular updates are part of an ongoing project to improve the rigor and relevance of the ASN to ensure that graduates meet the healthcare needs of the nation. Six graduates from the class of 2022 were accepted into the highly competitive Pacific Island Health Officers' Association (PIHOA) Pacific Public Health Fellowship Program, a two-year professional development program combining robust hands-on learning experiences with training to prepare recent graduates to pursue careers in public health.

In addition, two new programs were developed through collaboration with PIHOA and the Ministry of Health and Human Services: the Certificate of Completion in Community Health Outreach Worker and the Certificate of Completion in Outer Atoll Health Assistant. These Pell-eligible certificates focus on specific career pathways while allowing students to complete courses that may later be applied to a degree.

Elementary Education

The Department of Elementary Education revised its course outline for EDU 211: Classroom Methods and Strategies to include entrepreneurial student learning outcomes; the department also made minor changes to five other courses.

Liberal Arts

The Department of Liberal Arts added recommendations for Open Educational Resources (OERs) to the course outlines for SOC 140: Contemporary Social Issues in Micronesia and PI 122: Issues in Pacific Studies. OERs offer expanded access to learning, which is especially important in the era of Covid-19 as well as for students not located at CMI's main campus. Students can access OERs from anywhere and at any time—and they can continue to access these resources even after they graduate, which supports lifelong learning. Liberal arts made minor revisions to seven other courses.

STeM: Science, Technology, engineering, and Mathematics

STeM made minor revisions to MSC 203: Advanced SCUBA and Scientific Diving.

Marshallese Studies

Marshallese Studies continued to see very high enrollments in its course offerings. Two new full-time faculty members, one who had previously served as an adjunct instructor and another who worked as a Student Advocate in CMI's counseling department joined the department. As all full-time faculty in the department now have graduate degrees, the quality of instruction is expected to continue to improve, along with course and program offerings.

WAVES: Workforce Adult and Vocational Education Services

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. New developments in the division this year included the development and approval of two new CTE certificate programs and one associate degree, review and development of new maritime programs, expansion of the ABE program to new islands and strengthening of relationships with external and internal stakeholders.

The following ongoing programs were offered again this year:

- Adult Basic Education
- Vocational Education – Maritime and Carpentry
- Youth Corps
- Workforce Development Training

Adult Basic Education (ABE)

ABE has expanded to new locations. In addition to offering ABE at the CMI Centers and both the Uliga and Kwajalein campuses, the program was launched in Santo this fall after an opening ceremony celebrating the new location and the establishment of internet service on Santo in June. Kili Island also saw its first ABE graduates this year.

Currently, ABE is reviewing its curriculum to develop a program that comprises both Career & Technical Education (CTE) courses and the main academic courses. The program will provide two pathways for students and contribute to increasing student success in both academic and Career and Technical Education through provision of the English Language and Math skills, as well as equipping students with the necessary

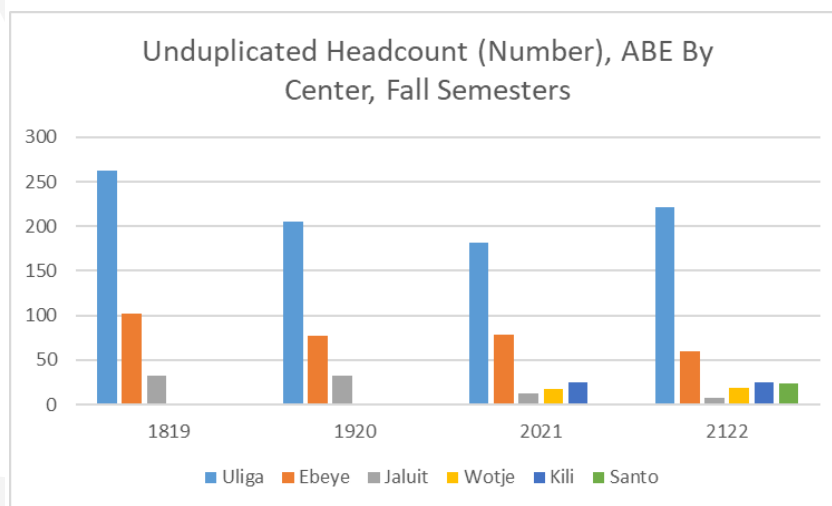
skills needed to succeed in the workplace. This new approach to high school equivalency will be piloted in the spring 2023 semester.

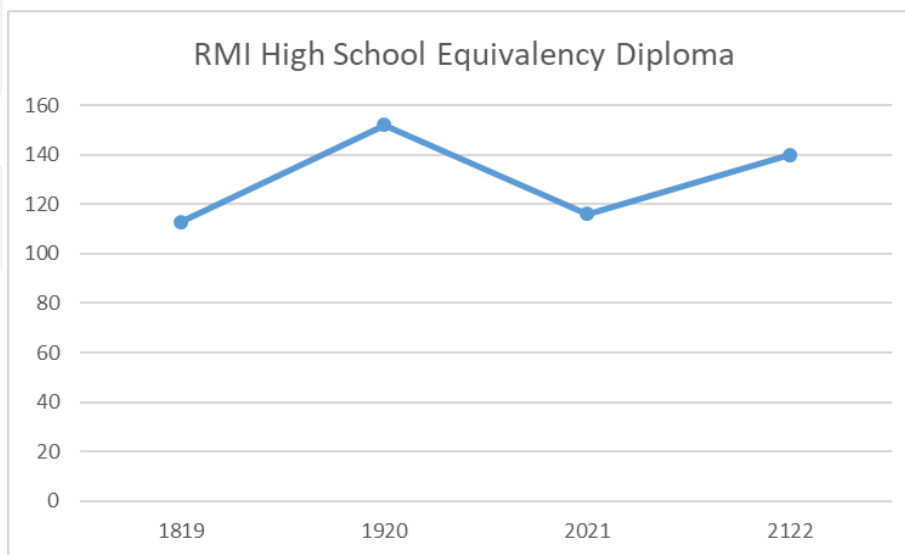
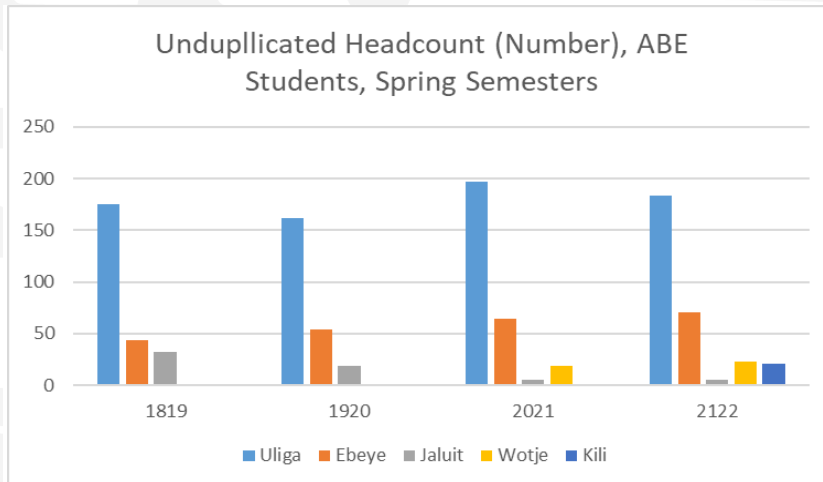
Professional Development for Faculty

- ABE faculty participated in the following professional development sessions this year:
- SLO Training
- Program Review Training
- WAVES Retreat
- In-house department PD Sessions
- Faculty In-service
- WorkKeys Assessment- to identify probable instructors for this program

ABE Enrollment and Graduation

The charts below show ABE Enrollments from the 2018-2019 academic year to the present by semester and by location, along with the number of high school equivalency diplomas awarded each year.





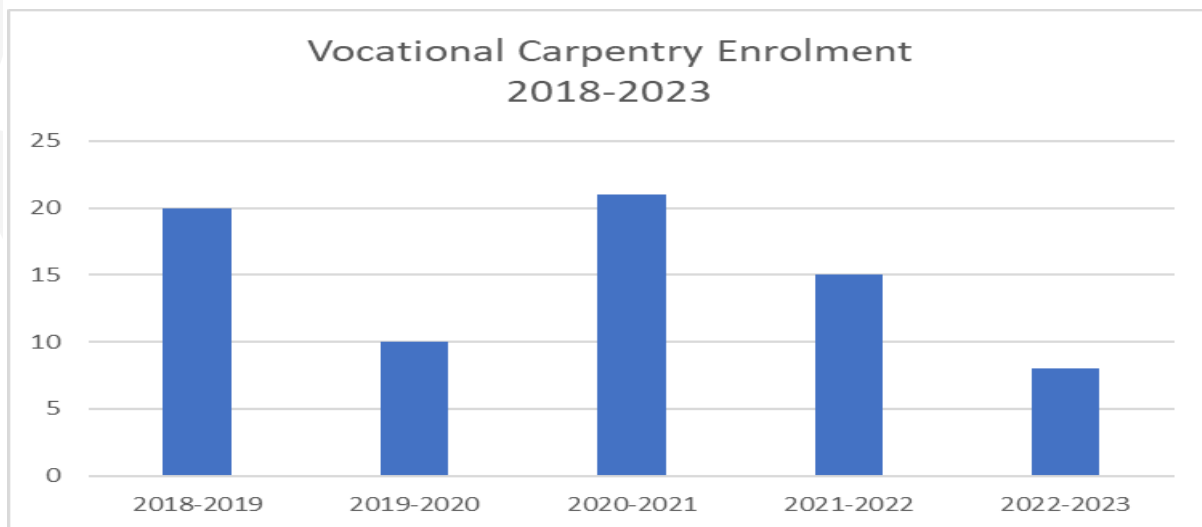
Future Plans for Adult Basic Education

- Continue working to recruit students to increase enrollment at all locations
- Engage students in additional service learning and community projects
- Incorporate more students into the WorkKeys Assessment Program
- Improve English and Math levels of graduates to ensure that at least 50% of students are placed into Level 3 and Credit level of Math and English
- Promote project based learning
- Develop a series of professional development sessions to promote effectiveness and efficiency of instruction by faculty
- Pilot new curriculum that incorporates workforce skills and the possibility of receiving college credit simultaneously

Vocational Carpentry

In 2022, twelve out of the fifteen-student cohort that entered in fall of 2021 completed the Certificate of Completion in Vocational Carpentry. While a completion rate of 80% is still relatively high compared to other programs, it is still relatively low in comparison to previous years. Of the three students who did not complete, two failed to return for the spring 2022 semester and one was expelled due to behavioral issues. A likely contributing factor is that without the use of the Arrak Campus, the program had fewer opportunities for hands-on practice, and though students were still living in the residence halls, they did not experience the same kind of living-learning community they usually do.

Enrollment in the program has also continued to decline, with only eight registering to start in fall 2022.

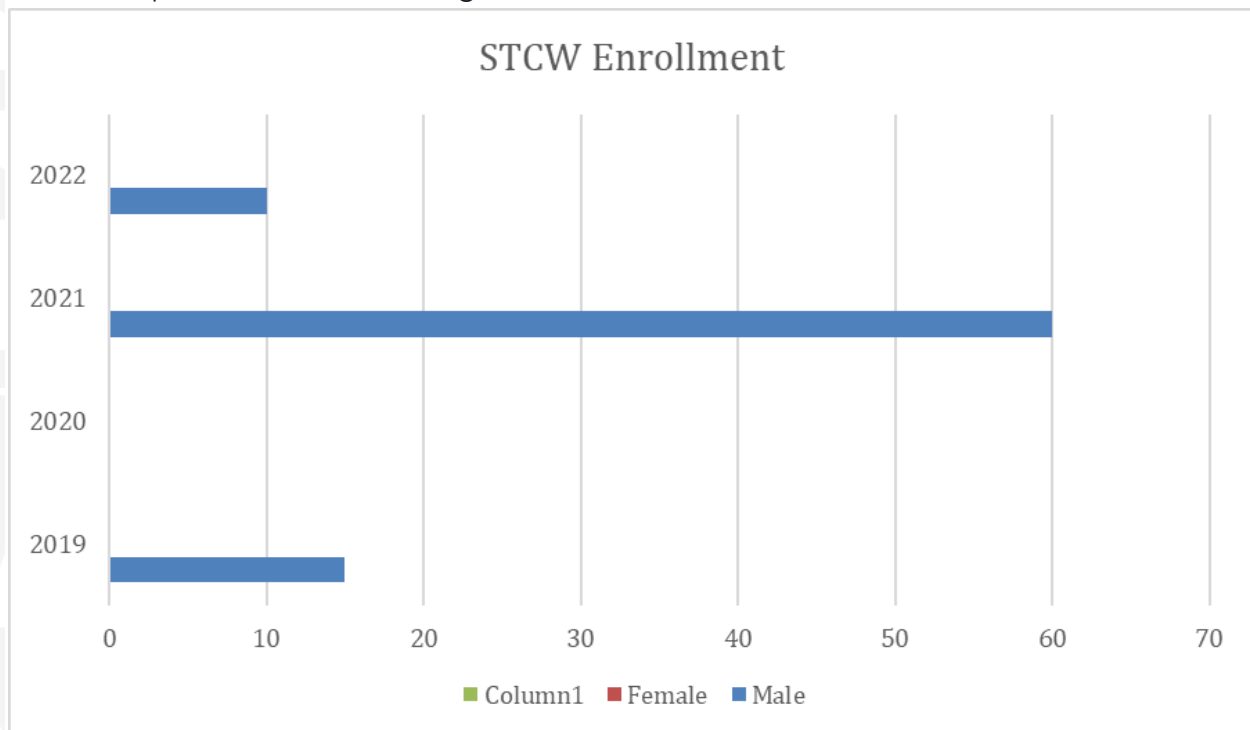


Plans to improve future enrollment include: reviewing the curriculum to ensure relevance, develop pathways for high school students and unemployed youth to enter the program, creating Registered Apprenticeship opportunities, and collaborating with successful alumni to promote the program.

Maritime Vocational Training Center

In 2022, the Maritime Vocational Training Center (MVTC) offered one STCW course along with a variety of shorter workshops and trainings. No observer trainings were held in 2022 due to the hold placed on the observer program during COVID-19 pandemic,

but it is hoped that these trainings will resume in 2023.



The one STCW course was held for the crew of the Kwai, all of whom are employed by the Marshall Islands Shipping Corporation. All ten sailors and the Captain all passed the STCW. This was a revalidation for some crewmembers and a first-time certification for others.

In addition to STCW training, MVTC conducted the following:

- CPR and First Aid, Basic Fire Prevention, Firefighting, and Sea Survival with MIDB
- CPR and First Aid with CMI BAEE students, developmental English students, and high school seniors
- Firefighting and Basic Fire Prevention at the CMI Safety and Security Department's retreat



For 2023, MVTC is planning to offer two new certificate programs for deck and engineering ratings starting during the fall semester. With the support of the Education Skills Strengthening Project, NTC, Ministry of Transportation & Communication, Information Technology, Marshall Islands Shipping Corporation, GIZ and CMI worked with a Maritime Consultant to develop these two new Pell eligible maritime programs.



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. Key to achievement of this goal is the relationship with external stakeholders. Therefore, in 2022, Youth Corps emphasized solidifying the external partnerships with various stakeholders, such as employers in the private and public sectors. Key partners include: the Ministry of Works, Infrastructure, and Utilities; Robert Reimers Enterprise; Pacific International Inc.; Marshall Islands Shipping Corporations; Majuro Atoll Waste Company; Marshalls Energy Company; Kwajalein Atoll Local Government; Majuro Atoll Local Government; National Training Council; KAJUR; Marshall Islands High School; Public School System; Kwajalein Atoll Traditional Leadership; Chamber of Commerce; Ministry of Culture and Internal Affairs; RMI Local Governments Office; Fiji National University; Tobolar; Majuro Water and Sewer Company; Life Skills Academy; and RMI Office of the President.

Key training programs implemented by Youth Corps in 2022 the TVET Fundamentals Certificate Summer Boot Camp, the Atoll Youth Climate Leaders Project, and the Jewelry Making, Embroidery and Entrepreneurs Training Program.

TVET Fundamentals Certificate Summer Boot Camp

This TVET Fundamentals training program is funded by the RMI National Training Council, and the certificates are conferred by Fiji National University. In addition, the collaboration of the Ministry of Works, Infrastructure, and Utilities, the Public School System, Kwajalein Atoll Local Government, and CMI's IT and Student Services Departments are key to the program's success. This is the third year of the program. The table below details this year's results:

Site	Trades	Trainees Enrolled	Trainees Completed	Employed or in Internship as of Dec. 2022	Traveled overseas or attending CMI/USP as of Dec. 2022	To be retained by employers through internship in 2023
Majuro	Automotive Electrical & Welding	38	35	76%	19%	5% by MEC and Marshall Islands Shipping Corporation
Ebeye	Carpentry & Automotive	20	14	50%	37%	13% by Hotel Ebeye

Atoll Youth Climate Leaders Project

This year, Youth Corps partnered with the Asian Development Bank's Youth for Asia's project on youth Capacity Building and Innovation Project. The Atoll Youth Climate Leaders Project's main goal is to demonstrate innovative employment solutions through a regional knowledge-sharing partnership with youth organizations. Out of more than 50 applicants, 15 Marshallese youths were selected to lead the project.

The project's first component, Climate Risk Assessment, had three main objectives:

- To identify different profiles of young people vulnerable to climate change risks in low-lying atolls.
- To ascertain the vulnerability and hazard exposure to direct and indirect climate risks facing the youth communities in Atoll Nations.
- To understand the current potential and opportunities of meaningful youth engagement inclusive climate adaptation and mitigation for youth communities in Atoll Nations.

Before the engagements, the 15 Atoll Youth Climate Leaders were trained to utilize a vulnerability-based approach tool-kit to facilitate a youth-led climate change workshop. They also learned about best practices in community engagements. A total of 34 young adults joined the leaders to carry out the activities.

The second component, the Climate Building and Innovation Challenge, aimed to provide youth the skills and resources to design meaningful solutions for climate adaptation and mitigation. The 15 RMI leaders joined leaders from the Maldives, Tuvalu and Kiribati in a training to facilitate this component. A total of 36 youth participants from all over Majuro Atoll including Ebeye also joined the leaders for the 2-day workshop activities of this component. Following the training, participants were challenged to write project proposals using the knowledge they had acquired. Two of the proposals were approved for implementation: Climate Awareness Raising for Ronron Island and the Water Security Project. \$5,000 was awarded to each approved project. With the limited timeframe, only the first was implemented and the other will be implemented in 2023.

Implementation of the projects is the third component of the project. The Atoll Youth Climate leaders collaborated with Gade Maitokana's CMI 101-2 class to implement the Climate Awareness Raising for Ronron Island. A total of 108 participants from Majuro Christian High School participated.

Jewelry Making, Embroidery and Entrepreneurship Training Program

Fifteen Marshallese women engaged in a five-week training to develop their skills in jewelry making and embroidery, along with training in entrepreneurship so that they can turn these skills into a livelihood. In particular, they learned to upcycle used materials such as PET bottles to create objects of beauty. The celebration that concluded the training included a display for the community of the products created. The Kora In An Kol Fund, International Organization for Migration, WUTMI, and KIO Club contributed to the success of this program. What made this training particularly significant is that often the kinds of Career and Technical Education offered by Youth Corps appeal primarily to men; providing training that attracts women is a key step to gender equity.

Workforce Development Training

This year the College signed several Memoranda of Agreement (MOA) with external stakeholders to provide relevant training and upskilling to capacity build their employees so that they are able to perform more effectively and efficiently. The following MOA were developed this year with the following external stakeholders:

- Marshall Islands Shipping Corporation
- RMI Sea Patrol
- Ministry of Finance
- Marshall Islands National Olympic Committee
- Kwajalein Local Government (renewal)

In addition time management training was provided for thirty Ministry of Finance employees.

National Apprenticeship Week

All departments under WAVES came together to celebrate the RMI's first National Apprenticeship Week in November. Events included a kickoff evening to introduce employers and other stakeholders to the possibilities of Registered Apprenticeships, as a pathway that allows individuals to learn a trade while being employed in the field.

Associate of Science in Agroforestry Education for Health and Sustainable Livelihoods

In 2022, the curriculum for the Associate of Science in Agroforestry Education for Health and Sustainable Livelihoods (AS-AEHL) was developed and approved, with recruitment activities taking place to prepare for the program launch in spring 2023. The curriculum includes eleven new courses that sit on a foundation of nine core credit courses and two electives for a total of 63 credits for a specialization in Agro-ecology or 62 credits for a specialization in Textiles and Plant-based Cultural Arts. Seven new courses were developed at the CMI and four contracted out to Fiji National University. New courses include: Agroforestry & Terrestrial Ecosystems, Nutrient Dynamics in Agroforestry, Food Sovereignty: Traditional crops for Healthy Lifestyle, Silvicultural Systems in Agroforestry Management, Integrated Coastal Management and Social Forestry, Climate, Food Security and Health, Agricultural Entrepreneurship, Agroforestry Internship I-III, Food Preservation and Safety, Aquaponics, Agro-Industry Products, and Textiles & Plant-Based Cultural Arts.

Student Services

New Student Orientation

New Student Orientation is a mandatory event for all new students attending College of the Marshall Islands. It runs every semester to prepare students for the college experience. It is a week-long intensive program designed to teach the students with financial aid, online learning, registration, networking, and more! In Spring 108 participants attended the in-person NSO; some of the students who did not attend in person or did not attend on one of the days, attended the Online Orientation. In

Summer 2022, there were 105 participants attending the in-person NSO and 65 attended Online Orientation. These high numbers reflect this year's record-setting summer enrollment.

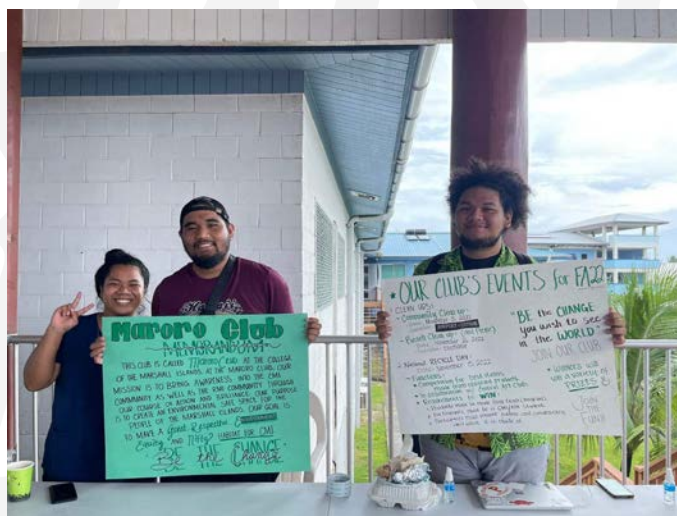
The Fall 2022 New Student Orientation differed from other semesters because COVID-19 arrived during the orientation period. Half of the orientation group had to complete their orientation modules virtually, and in-person new student registration had to follow COVID-19 protocols.

Nonetheless, Fall 2022, saw the highest ever number of students attend the mandatory orientation. Only 3.92% of students missed the New Student Orientation and 85.29% completed 100% of the NSO. Orientation Leaders and other student workers assisted the Academic Advisors, Student Services Team to enroll students into their classes.



Student Clubs and Engagement

At the start of spring 2022, there were a total of 12 clubs, including two new clubs. As of Fall 2022, there are a total of 17 clubs: Ailuk Club, Bible Club, Central Arts Club, Ebon Club, Kwajalein Club, Lae Club, Library Club, Lomakina Club, Maori Club, Maroro Club, Moriba Club, Nuclear Club, Nursing Club, Rikaki Club, Wotje Center Club, Wotje Media Club, and Wotje Wiwi Club. Four of these clubs are new, including two of the clubs located on Wotje.





Together with the Student Government Association, these clubs have worked to engage diverse students from across CMI. The new Central Arts Club has been hosting art workshops such as tie-dye, acrylic paint, and ceramics for the student body. Clubs that have been ongoing like Kwajalein Club and Moriba Club are participating in the community activities like dancing for the churches during Gospel Day in RMI. Maroro Club has a mission to encourage a cleaner and safer environment by combating

littering on the island.



With the assistance of the Dean of Student Success, the Associate Dean of Equity and Engagement and the Student Government, piloted a 10-session workshop on parenting for students. This workshop talked about budgeting, nutrition, cloth diapers, time management and many more as a parent and as a student. Each workshop was filled with deep conversations and information that promotes engagement and

participation.

For the more athletically inclined, the Senator of Student Sports and the Student Sports Coordinators started a semesterly Intramural Volleyball Game that encourages the students to be engaged and promotes wellness and fitness. In Spring 2022, the Annual New Year New Me was planned out to promote wellness with the CMI community. Each participant signs up to create a new health goal for the semester, and whoever reaches their goal and more, will win a prize. In 2023, the hiring of a professional sports coordinator will encourage further activities in this area.

Student Government Association

In spring 2022, SGA members collaborated with student clubs to help organize the Annual Farewell Party to the student body, a Cultural Night that showcased diverse cultures in CMI and the RMI.

New SGA officers started fall 2022 a bang: assisting students with the New Student Orientation, conducting online podcasts, creating the semester events for the student body, and participating in College Standing Committees to discuss college policies and standards. Led by the SGA President Faith Mia Lanwi, the Student Government Association is committed to be the voice of the student body. For example, the senators conduct monthly meetings with their respective groups to discuss changes and concerns of the college and how it affects them as students.

On top of that work, they are in charge of creating annual, semester and new activities and events for the year. This type of work takes a lot of organizational, leadership and budgeting skills that the SGA worked hard to achieve.

In fall 2022, the SGA conducted the very first Trunk or Treat which involved the RMI community. Clubs, local vendors and outside organizations were invited to table and decorate their trunks to be Halloween themed and to give away candies to the children in the community. There was a costume contest, spicy noodle challenge, and other activities that engaged the community and the students.



The SGA also organized the annual Welcome Party: Hollywood Night that had over 250 CMI students and their plus-ones. A night of Old Hollywood theme, it was a night of formal wear, good food, fun activities, and great dances.

Along with the annual events, the SGA also has to conduct their regular events such as Game Nights, Movie Nights, General Assemblies and Study Week.



Residence Life

Due to the continuing use of Arrak Campus as a quarantine site and the renovations of the Uliga Residence Halls, students have been residing in the Robert Reimers Hotel and Marshall Islands Resort since fall 2021. While

being in the hotels, the students had major adjustments with the activities and events from Fall 2021 to Fall 2022. But the Resident Coordinators, Resident Assistants and the Senator of Residence Life worked extra hard to provide engagements with the residents. These events included the first ever residence life retreat in December.

Counseling

Counseling Services continues to serve CMI students at all locations and in all programs whether academic, career and technical education, or high school equivalency. In 2022, the variety of student success workshops increased and college seminars were incorporated into the program. New initiatives such as the Gender Based Violence Prevention Program, the Anti-Bullying Program, and the Voices of Youth Program engaged a total of 2,103 males and 2574 females. The NOD App, which helps address loneliness, was added to Counseling's existing online resources, reaching 63 females and 61 males to date.

Also, for the first time, Counseling developed co-curricular workshop outlines to ensure that workshops align with the program learning outcomes not only for the department but also for general education and other academic programs, as well as with the college and departmental missions. These documents, approved by the Learning Support Committee, show clearly how student success workshops contribute to students' educational journeys. The student learning outcomes for each workshop are regularly assessed.

Counseling also held annual events such as Red Ribbon, Anti-Bullying, and Gender Empowerment weeks, reaching 970 heads. The



16 Days of activism ended on Human Rights Day on December 10th 2022, with activities at Arrak Campus and at Uliga Campus's CMI Community Conference Room 2.

Admission and Records

Student Recruitment

Student Recruitment focuses on marketing strategies to attract new students and readmitted students to enroll at CMI. The recruitment activity is done annually both externally and internally with incorporated activities through many collaborations by various departments within the college. This year, the Admission and Records office

added a new recruitment staff member on a special contract, Carlton Gideon. Having him on the team allowed the department to give greater emphasis to recruitment and applications.

While student recruitment occurs throughout the year, an especially rigorous recruitment effort was done in March and April 2022 when Mr. Gideon and a representative from the Financial Aid office conducted out-reach programs to high schools, including travel to Jaluit and Kwajalein. Nine schools also visited the CMI campus for a tour and information, assisted by the recruitment staff and student leaders. High schools increasingly prefer to come to a CMI campus for these events because students find the campus more vibrant and enlightening; it also helps them develop the sense of belonging that lays the foundation for college success. In total, recruitment interacted with a total of 635 students from Northern Islands High School, Majuro Cooperative School, Ebeye Seventh Day Adventist School, Marshall Islands High School, Life Skill Academy, Rita Christian High School, Majuro Baptist Christian Academy, Seventh Day Adventist Majuro, Assumption High School, Laura High School, Marshalls Christian High School, Jaluit High School, Ebeye GEM High School, Calvary High School, Adult Basic Education Ebeye, Kwajalein Atoll High School, Jabro High School, Calvary High School, and Father Hacker High School.

Application for Admissions

Applications are received on a semester basis for spring, summer, and fall with deadlines of November 30, April 30, and June 30 respectively. The table below shows the number of applications received for each semester this year:

Semester	Applications Received
Spring	254
Summer	214
Fall	417

Student Placement Test

New and readmitted students are scheduled to sit the CMI exam following completion of their applications in order to determine their English and Math levels. Students who have completed the Math Transition course at PSS high schools are not required to take the math placement course. Placement tests are also waived for transfer or readmitted students who have completed credit-level courses in math and English, or students who have an alternative placement score such as a gold or platinum WorkKeys National Career Readiness Certificate. For this reason, the number of students taking the

placement test each semester is lower than the number of students admitted for each semester, as shown in the table below:

Semester	Admits Taking the Placement Test
Spring	131
Summer	151
Fall	303

Student Records

Following the virtual peer review visit in 2021, ACCJC recommended that the college update its student recordkeeping system to ensure maintenance, management, safety and confidentiality of records. In February 2022, the Office of Admission and Records met with the IT office to set up eFileCabinet training as a way of moving forward while the procedure was still in draft. In November this year, the final draft of the Student Recordkeeping System process was approved by the Executive Council, allowing existing physical records to be digitized and future records to be established digitally without a physical record.

The Office has started the process by addressing the records of inactive students who have not been enrolled for ten or more years. There 5272 inactive records, and the list is at 40% completion. The college currently has over 13,000 physical student files in the record room. It is anticipated that the digitization of files will be completed by December 2024.

Graduation

This year, the graduation ceremony took place on May 26, 2022 at the Sgt. Solomon Sam Basketball Court at 4:00pm. 184 degrees and certificates issued during the graduation ceremony. For the second year in a row, two valedictorians were honored among the associate-degree graduates along with a most distinguished graduate among the bachelor's degree recipients. BOMI and IMDB presented donations to the college's endowment fund. The Office of the RMI President, IMDB, the RMI Scholarship and Loan Board, and the US Embassy provided special awards to high-achieving graduates.

Library

The CMI library has continued expanding resources and activities for students at all locations. – 1205 books and 366 DVDs were received as donations or purchased, of

which 603 items have been cataloged into the collection by the end of 2022. The new KOHA library system was implemented to replace the old Mandarin Version 5 system. Training for both Library and IT staff were conducted for the operation and sustainability of the new library system. Bibliographical searches are now available through the Library OPAC system on the library webpage. Library research continues to be supported by 5 academic digital databases accessible through the Library webpage. All CMI students and Faculty and staff members in all CMI locations have remote access to these databases.

Library tutorials have expanded. The Library Moodle shell has been activated. 2,647 students participated in library instructional sessions through new student orientation, reference queries, the library tutorial series, CMI 101, and information literacy and academic writing workshops for credit-level courses. Students at CMI participated via Zoom. Together with the Nuclear Institute, the library shared the following displays with the college community:

- Irish Literature for St. Patrick's Day - March
- Breast Cancer Display & Auction for the RMI Breast Cancer Society - October
- Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI) - September
- Climate Change & COP27 - November
- Darlene Keju - December and ongoing

Learning Designer 2022 Annual Report

The office of the Learning Designer at CMI oversees all the hybrid and online teaching and learning. The CMI Learning Design team offers training to students and facilitators (full-time instructors and adjuncts) on our Learning Management System (LMS) which is called Moodle. Moodle stands for **Modular Object-Oriented Dynamic Learning Environment** and it is one of the most used platforms across the world for delivering hybrid and online courses mostly due to the fact that it is an Open Educational Resource (OER). Any course that is fully developed on Moodle can be taught synchronously (hybrid) and asynchronously (fully online). There are also additional teaching and learning tools that are integrated into Moodle along with the Moodle core activities and resources itself such as Kahoot, Wiris, and Wooclap that we use to make sure that the teaching and learning inside and outside of the classroom are active and engaging.

Highlights: Spring 2022 SY (January to May):

- Moodle Training to all the new students. In the training, the students went through a 1-hour hands-on training on *How to log in to Moodle*, *How to submit a file, audio, and video assignment in Moodle*, *How to participate in an online discussion forum in Moodle*, *How to take a quiz in Moodle*, and *How to view and download resources from Moodle*. We had triple digits number of students coming in the Spring 2022 semester so what we did to accommodate the number of students, and to make sure that training was engaging, was we grouped the students into batches of 30 participants and do a repetition of the hands-on training with each batch. In addition to the training, we also shared visual and soft copy guidelines with the participants for future reference.
- New Faculty and Part-Time Moodle Training
- In Spring 2022, out of the 128 courses that were offered, 116 of them were on Moodle (90%). Out of the 187 that were on Moodle, 6 of them were taught fully online. Please see the table below for a full breakdown:

1	Course Name	Course ID	Section(s)	Instructor	# of Student	Interactive Activity	Moodle Gradebook	Mode
Business	Financial Accounting	ACC 250	1	Stevenson Kotton	6	Yes	Yes	Hybrid
	Managerial Accounting	ACC 251	1	Josaia Toduadua	8	Yes	Yes	Hybrid
	Introduction to Business	BUS 101	1	Meitaka Kendall-Lekka	20	Yes	Yes	Online
	Business Mathematics	BUS 106	1	Kayo Yamaguchi-Kotton	27	Yes	Yes	Hybrid
	Accounting Clerkship Internship	BUS 200	2	Meitaka Kendall-Lekka	2	Yes	Yes	Online
	Entrepreneurship	BUS 251	1	Meitaka Kendall-Lekka	20	Yes	Yes	Online
	Principles of Management	MGT 261	1	Kayo Yamaguchi-Kotton	19	Yes	Yes	Hybrid
	Principles of Marketing	MKT 241	7	Jasmine M. Henry	20	Yes	No	Hybrid
CMI 101	First Year Seminar	CMI 101	2 & 3	Gade Maitokana	40	Yes	Yes	Hybrid
	First Year Seminar	CMI 101	4 & 9	Rigieta Lord	43	Yes	Yes	Hybrid
	First Year Seminar	CMI 101	5 & 15	Manny Mottelang	49	Yes	Yes	Hybrid
	First Year Seminar	CMI 101	20	Curtis Vila	20	Yes	Yes	Hybrid
	First Year Seminar	CMI 101	10 & 11	Cheryl Vila	34	Yes	Yes	Hybrid
Dev. ED	Intermediate Academic Listening and Speaking	ENG 086	2	Gade Maitokana	18	Yes	Yes	Hybrid
	Intermediate Academic Listening and Speaking	ENG 086	3 & 7	Manase Manase	43	Yes	No	Hybrid
	Intermediate Academic Listening and Speaking	ENG 086	4 & 8	Karalani Osborne	44	Yes	Yes	Hybrid
	Intermediate Academic Listening and Speaking	ENG 086	5, 6 & 9	Emily Enriquez	36	Yes	Yes	Hybrid
	Intermediate Academic Reading and Writing	ENG 087	2	Gade Maitokana	16	Yes	Yes	Hybrid
	Intermediate Academic Reading and Writing	ENG 087	3 & 6	Manase Manase	42	Yes	No	Hybrid
	Intermediate Academic Reading and Writing	ENG 087	4, 7 & 9	Karalani Osborne	58	Yes	Yes	Hybrid
	Intermediate Academic Reading and Writing	ENG 087	5 & 8	Emily Enriquez	22	Yes	Yes	Hybrid
	Advanced Academic Listening and Speaking	ENG 096	1	Jennifer Seru	15	Yes	Yes	Hybrid
	Advanced Academic Listening and Speaking	ENG 096	2	Alexander Velasquez	23	Yes	Yes	Hybrid
	Advanced Academic Listening and Speaking	ENG 096	3, 5 & 7	Martin Gluchman	63	Yes	Yes	Hybrid
	Advanced Academic Listening and Speaking	ENG 096	6 & 10	Dr. Rosalie Bojos	42	Yes	Yes	Hybrid
	Advanced Academic Listening and Speaking	ENG 096	9	Gade Maitokana	10	Yes	Yes	Hybrid
	Advanced Academic Reading and Writing	ENG 097	1	Jennifer Seru	15	Yes	Yes	Hybrid
	Advanced Academic Reading and Writing	ENG 097	2, 6 & 8	Dr. Rosalie Bojos	66	Yes	No	Hybrid
	Advanced Academic Reading and Writing	ENG 097	5	Manase Manase	20	Yes	No	Hybrid
	Advanced Academic Reading and Writing	ENG 097	3, 4 & 7	Martin Gluchman	63	Yes	Yes	Hybrid
	Advanced Academic Reading and Writing	ENG 097	10	Gade Maitokana	10	Yes	Yes	Hybrid
A.S.E.E.	Foundation Literacy for Elementary Classroom	EDU 101	1 & 2	Dr. Pamela Perkins	29	Yes	No	Hybrid
	Philosophical Foundations of Education	EDU 109	1	Dr. Rebecca Raab	29	Yes	Yes	Hybrid
	Math for Teacher I	EDU 150	1	Luciana Castano	20	Yes	No	Hybrid
	Introduction to Teaching	EDU 210	1	Luisa Kamenio	20	Yes	Yes	Hybrid
	Classroom Methods and Strategies	EDU 211	1	Rosie Koro	20	Yes	No	Hybrid
	Classroom Management	EDU 241	1	Luisa Kamenio	22	Yes	No	Hybrid
	Math for Teacher II	EDU 250	1	Luciana Castano	21	Yes	No	Hybrid
	Science for Elementary Teachers	EDU 251	1	Marson Ralpho	16	Yes	No	Hybrid
	ESL Language Arts Methods	EDU 285	1	Dr. Rebecca Raab	23	Yes	Yes	Hybrid
	Performing Art	Art 329	1	Rosie Koro	26	Yes	No	Hybrid
B.A.E.E.	Literacy & Literature I	EDU 313	1	Dr. Pamela Perkins	21	Yes	No	Hybrid
	Literacy & Literature II	EDU 314	1	Dr. Pamela Perkins	18	Yes	No	Hybrid
	Elementary Social Studies	EDU 322	1 & 2	Luisa Kamenio	51	Yes	Yes	Hybrid
	Elementary Mathematics I	EDU 324	1	Alvin Page	24	Yes	Yes	Hybrid
	Elementary Mathematics II	EDU 325	1 & 2	Alvin Page	49	Yes	Yes	Hybrid
	Teaching with Curriculum Materials	EDU 416	1	Dr. Rebecca Raab	27	Yes	Yes	Hybrid
	Physical Education and Elementary School Art	EDU 427	1	Alvin Page	25	Yes	Yes	Hybrid
	Evaluation & Assessment	EDU 444	1	Marson Ralpho	13	Yes	Yes	Hybrid
	Elementary Student Teaching	EDU 496	1	Alvin Page	13	Yes	Yes	Hybrid
	Elementary Seminar of Student Teaching	EDU 497	1	Alvin Page	12	Yes	Yes	Hybrid
	Personal & Social Health Skill	IDS 428	1	Dr. Pamela Perkins	12	Yes	No	Hybrid
	Fundamentals of Speech	ENG 105	6	Alexander Velasquez	28	Yes	No	Hybrid
Liberal Arts	Fundamentals of Speech	ENG 105	2 & 3	Mylast Bilimon		Yes	No	Hybrid
	Fundamentals of Speech	ENG 105	4	Patricia Owens		Yes	Yes	Hybrid
	Fundamentals of Speech	ENG 105	1	Ana Bulavakarua		Yes	Yes	Hybrid
	English Composition I	ENG 111	1 & 4	Darren Dillman		Yes	Yes	Hybrid
	English Composition I	ENG 111	5	Dr. James Pierce		Yes	No	Online
	English Composition I	ENG 111	6	Kirk Layton		Yes	Yes	Hybrid

	English Composition I	ENG 111	2	Ana Bulavakarua	Yes	Yes	Hybrid
	English Composition II	ENG 112	1	Darren Dillman	Yes	Yes	Hybrid
	English Composition II	ENG 112	4	Ana Bulavakarua	Yes	Yes	Hybrid
	English Composition II	ENG 112	5 & 6	Kirk Layton	Yes	Yes	Hybrid
	English Composition II	ENG 112	AP	Ana Bulavakarua	Yes	Yes	Hybrid
	Creative Writing	ENG 201	1	Darren Dillman	Yes	Yes	Hybrid
	Children's Literature	ENG 211	1	Jennifer Seru	Yes	Yes	Hybrid
	Children's Literature	ENG 211	2	Rosie Koro	Yes	Yes	Hybrid
	Children's Literature	ENG 211	4	Kirk Layton	Yes	Yes	Hybrid
	Children's Literature	ENG 211	AP	Ana Bulavakarua	Yes	Yes	Hybrid
	Writing Research Papers	ENG 220	3 & 4	Kirk Layton	Yes	Yes	Hybrid
	Writing Research Papers	ENG 220	AP	Dr. Theresa Koroivulaono	Yes	Yes	Hybrid
	Writing Research Papers	ENG 220	1	Dr. Theresa Koroivulaono	Yes	Yes	Hybrid
	Ethics	ETH 101	1 & 2	Alexander Velasquez	Yes	Yes	Hybrid
	World History II	HIS 201	1	Dr. James Pierce	Yes	Yes	Online
	The Genre of Climate Fiction	IDS 170	1	Darren Dillman	Yes	Yes	Hybrid
	Introduction to Philosophy	PSY 101	1, 2, & 3	Oyinade B. Ogunmokun	Yes	Yes	Hybrid
	Human Growth and Development	PSY 201	1	Oyinade B. Ogunmokun	Yes	Yes	Hybrid
	Introduction to Sociology	SOC 130	1, 2, & 4	Dr. James Pierce	Yes	No	Online
	Contemporary Social Issues in Micronesia	SOC 140	1, 2, & 3	Desmond N. Doulatram	Yes	No	Hybrid
	Spanish I	SPN 101	1	Alexander Velasquez	Yes	No	Hybrid
Marshallese	Marshallese Orthography & Lexicon	MAR 120	1 & 3	Pruter Karben	Yes	Yes	Hybrid
	Marshallese Culture	MAR 130	1, 2, 3, 5, 6, & 9	Bill Henry	Yes	Yes	Hybrid
	Marshallese Culture	MAR 130	4	Mylast Bilimon	Yes	No	Hybrid
	Marshallese Government	MAR 140	2	Bill Henry	Yes	Yes	Hybrid
	Marshallese Composition	MAR 150	1	Bill Henry	Yes	Yes	Hybrid
	Nuclear Testing in the Pacific	PI 260	1	Mary Silk	Yes	Yes	Hybrid
Nursing	Fundamentals of Nursing	NURS 110	1	Meri Banokonoko	No	No	Hybrid
	Pharmacology	NURS 113	1	Walton Bohanny	Yes	No	Hybrid
	Nursing of Adult II	NURS 222	1	Walton Bohanny	Yes	No	Hybrid
	Community & Mental Health Nursing	NURS 256	1	Florence Peter	Yes	Yes	Hybrid
ICS	Introduction to Microsoft Office	ICS 101	1, 2, 3, 4, 5 & 6	Curtis Vila	Yes	Yes	Hybrid
	Information Computer Service_MS	ICS 104	1	Curtis Vila	Yes	Yes	Hybrid
Mathematics	Pre-Algebra	Math 068	2 & 5	Michael Corpuz	Yes	Yes	Hybrid
	Pre-Algebra	Math 068	3 & 4	Dr. Adedayo Ogunmokun	Yes	Yes	Hybrid
	Pre-Algebra	Math 068	1	Edward Alfonso	Yes	Yes	Hybrid
	Introductory Algebra	Math 088	2 & 3	Edward Alfonso	Yes	Yes	Hybrid
	Introductory Algebra	Math 088	1	Waisiki Baleikorocau	Yes	No	Hybrid
	Intermediate Algebra	Math 098	1 & 5	Waisiki Baleikorocau	Yes	No	Hybrid
	Intermediate Algebra	Math 098	AP	Edward Alfonso	Yes	Yes	Hybrid
	Fundamentals of Mathematics	Math 099	1	Dr. Adedayo Ogunmokun	Yes	Yes	Hybrid
	Fundamentals of Mathematics	Math 099	2, 4, & 5	Dr. Rosalinda Sumaoang	Yes	Yes	Hybrid
	Fundamentals of Mathematics	Math 099	3	Michael Corpuz	Yes	Yes	Hybrid
	Survey of Mathematics	Math 102	1	Dr. Adedayo Ogunmokun	Yes	Yes	Hybrid
	Survey of Mathematics	Math 102	2	Michael Corpuz	Yes	Yes	Hybrid
	Survey of Mathematics	Math 102	3	Michael Corpuz	Yes	Yes	Hybrid
	College Algebra	Math 112	1	Michael Corpuz	Yes	Yes	Hybrid
	College Algebra	Math 112	3	Dr. Rosalinda Sumaoang	Yes	Yes	Hybrid
	College Algebra	Math 112	4	Waisiki Baleikorocau	Yes	No	Hybrid
	Elementary Statistics	Math 160	2	Dr. Rosalinda Sumaoang	Yes	Yes	Hybrid
Science	Introduction to Agriculture	AGR 101	1	Dako Nating	No	No	Hybrid
	Introduction to Chemistry	CHEM 101	1	Dako Nating	No	No	Hybrid
	Human Anatomy & Physiology I	SCI 110	1	Dr. Ekta Madan	Yes	Yes	Hybrid
	Environmental Science	SCI 111	1	Kendal Romany	Yes	No	Hybrid
	Climate Change	SCI 112	1	Kendal Romany	Yes	No	Hybrid
	Human Anatomy & Physiology II	SCI 210	1	Florence Peter	Yes	Yes	Hybrid
	Integrated Coastal Management	SCI 245	1	Kendal Romany	Yes	No	Hybrid
			116	166		113	81 6

Highlights: Summer 2022 SY (June to July):

- Moodle Training to all the new students. In the training, the students went through a 1-hour hands-on training on *How to log in to Moodle, How to submit a file, audio, and video assignment in Moodle, How to participate in an online discussion forum in Moodle, How to take a quiz in Moodle, and How to view and download resources from Moodle*. In addition to the training, we also shared visual and soft copy guidelines with the participants for future reference.
- New Faculty and Part-Time Moodle Training
- In Summer 2022, out of the 74 courses that were offered, 58 of them were on Moodle (78%). Out of the 58 that were on Moodle, 2 of them were taught fully online. Please see the table below for a full breakdown:

Department	Course Name	Course ID	Section(s)	Instructor	Mode
Business	Business Mathematics	BUS 106	1	Kayo Yamaguchi-Kotton	Hybrid
Dev. ED	First Year Seminar	CMI 101	2	Manny Mottelang	Hybrid
	First Year Seminar	CMI 101	1	Karalaini Osborne	Hybrid
	Intermediate Academic Listening and Speaking	ENG 086	1	Silipa Savu	Hybrid
	Intermediate Academic Listening and Speaking	ENG 086	2	Gade Maitokana	Hybrid
	Intermediate Academic Listening and Speaking	ENG 086	3 & 4	Emily Enriquez	Hybrid
	Intermediate Academic Reading and Writing	ENG 087	1	Silipa Savu	Hybrid
	Intermediate Academic Reading and Writing	ENG 087	2	Gade Maitokana	Hybrid
	Intermediate Academic Reading and Writing	ENG 087	3	Karalaini Osborne	Hybrid
	Intermediate Academic Reading and Writing	ENG 087	4	Vasemaca Savu	Hybrid
	Advanced Academic Listening and Speaking	ENG 096	1	Jennifer Seru	Hybrid
	Advanced Academic Listening and Speaking	ENG 096	2	Dr. Rosalie Bojos	Hybrid
	Advanced Academic Listening and Speaking	ENG 096	3	Hermane Aruhune	Hybrid
	Advanced Academic Reading and Writing	ENG 097	1	Jennifer Seru	Hybrid
	Advanced Academic Reading and Writing	ENG 097	2	Dr. Rosalie Bojos	Hybrid
	Advanced Academic Reading and Writing	ENG 097	3 & 5	Martin Gluchman	Hybrid
	Advanced Academic Reading and Writing	ENG 097	4	Cherry Concepcion	Hybrid
A.S.E.E	Science for Elementary	EDU 251	1	Vladimir Gulfan Sr.	Hybrid
	Foundation Literacy for Elementary Classroom Teacher	EDU101	1	Dr. Pamela Perkins	Hybrid
	Ameican Sign Language I	ASL 101	1	Jelina Bujen	Hybrid
	American Sign Language II	ASL 102	1	Jelina Bujen	Hybrid
	Introduction to Special Education	SPED 260	1	Jennifer Shoniber	Hybrid
B.A.E.E	Foundation and Curriculum Instruction	EDU 312	1	Dr. Sandra Hamilton	Hybrid
	Elementary Social Study	EDU 322	1 & 2	Luisa Kamenio	Hybrid
	Elementary Social Study	EDU 322	3	Rose Koroi	Hybrid
	Elementary Science	EDU 323	1 & 2	Alvin Page	Hybrid
	Elementary Mathematics	EDU 325	1	Alvin Page	Hybrid
	Personal & Social Health	IDS 428	1	Dr. Pamela Perkins	Hybrid

Liberal Arts	Children's Literature	ENG 211	1	Rose Koroi	Hybrid
	Children's Literature	ENG 211	2	Vasemaca Savu	Hybrid
	World History II	HIS 202	1	Alexander I. Velaquez	Hybrid
	Ethics	ETH 101	1	Alexander I. Velaquez	Hybrid
	Fundamentals of Speech	ENG 105	1, 2 & 4	Sa'a Finiasi	Hybrid
	English Composition I	ENG 111	1, 2 & 4	Ana Bulavakarua	Hybrid
	Issues in the Pacific Studies	PI 122	1	Desmond Doulatram	Hybrid
	Contemporary Social Issues in Micronesia	SOC 140	1	Desmond Doulatram	Hybrid
	Human Growth and Development II	PSY 201	1	Oyinade Ogunmokun	Online
	Human Growth and Development II	PSY 101	1 & 2	Oyinade Ogunmokun	Online
	English Composition II	ENG 112	1 & 2	Kirk Layton	Hybrid
	Marshalllese Culture	Mar 130	1	Bill Henry	Hybrid
Marshalllese	Marshalllese Culture	Mar 130	2	Pruter Karben	Hybrid
	Marshalllese Government	Mar 140	1	Bill Henry	Hybrid
	Marshalllese Government	Mar 140	2	Jora Jora	Hybrid
	Marshalllese Government	Mar 140	2	Jora Jora	Hybrid
Nursing	Pharmacology	NURS113	1	Walton Bohanny	Hybrid
STEM	Introduction to MS Office	ICS 101	1 & 2	Curtis Villa	Hybrid
	Microsolf Office Excel-Shed	ICS104	1	Curtis Villa	Hybrid
	College Algebra	Math 111	1	Michael Corpuz	Hybrid
	Fundamentals of Mathematics	Math 099	1	Michael Corpuz	Hybrid
	Elementary Statics	Math 160	1	Ernest Canonigo	Hybrid
	College Algebra	Math 111	2 (AP)	Edward Alfonso	Hybrid
	Intermediate Algebra	Math 098	1 (AP)	Edward Alfonso	Hybrid
	Fundamental of Mathematics	Math 099	1	Dr. Adedayo Ogunmokun	Hybrid
	Survey of Mathematics	Math 102	1	Dr. Adedayo Ogunmokun	Hybrid
	Environmental Science	SCI 111	1	Kendall Romany	Hybrid
	Introduction of Agriculture	AGR 101	1	Dako Nating	Hybrid
	Introduction to Biology	BIO 101	1	Dr. Ekta Madan	Hybrid
	Climate Change	SCI 112	1	Dr. Edta Madan	Hybrid
			58	69	2

Highlights: Fall 2022 SY (August to December):

- Moodle Training to all the new students. In the training, the students went through a 1-hour hands-on training on *How to log in to Moodle, How to submit a file, audio, and video assignment in Moodle, How to participate in an online discussion forum in Moodle, How to take a quiz in Moodle, and How to view and download resources from Moodle*. We had triple digits number of students coming in the Fall 2022 semester so what we did to accommodate the number of students, and to make sure that training was engaging, was we grouped the students into batches of 30 participants and do a repetition of the hands-on training with each batch. In addition to the training, we also shared visual and soft copy guidelines with the participants for future reference.
- New Faculty and Part-Time Moodle Training

- All Faculty *Wooclap* training. *Wooclap* is a tool that allows a facilitator to make their Lecture PowerPoints more interactive by adding assessments, polls, and other interactions in between their PowerPoint slides. It benefits both the facilitator and the participants because the PowerPoint becomes now a 2-way communication instead of only the facilitator presenting and talking.
- In Fall 2022, out of the 187 courses that were offered, 160 of them were on Moodle (85%). Out of the 187 that were on Moodle, 2 of them were taught fully online. Please see the table below for a full breakdown:

Department	Course Name	Course ID	Section(s)	Instructor	Mode
Agroforestry	Concepts of Agroforestry and Terrestrial Ecosystems	AGF 106	1	Dr. Ekta Madan	Hybrid
	Nutrient Dynamics in Agroforestry	AGF 107	1	Dr. Ekta Madan	Hybrid
Business	Basic Accounting	ACC 133	1	Losa Manuelli	Hybrid
	Financial Accounting	ACC 250	1	Stevenson Kotton	Hybrid
	Managerial Accounting	ACC 251	1	Losa Manuelli	Hybrid
	Introduction to Business	BUS 101	1	Meitaka Kendall-Lekka	Hybrid
	Basic Mathematics	BUS 106	1	Kayo Yamaguchi-Kotton	Hybrid
	Accounting Clerkship Internship	BUS 200	1	Meitaka Kendall-Lekka	Hybrid
	Entrepenuership	BUS 251	1	Meitaka Kendall-Lekka	Hybrid
	Principles of Management	MGT 261	1	Kayo Yamaguchi-Kotton	Hybrid
	Principles of Marketing	MKT 241	1	Kayo Yamaguchi-Kotton	Hybrid
	First Year Seminar	CMI 101	1 & 12	Manny Mottelang	Hybrid
CMI 101	First Year Seminar	CMI 101	2 & 3	Manny Mottelang	Hybrid
	First Year Seminar	CMI 101	4 & 13	Rigiet Lord	Hybrid
	First Year Seminar	CMI 101	5	Marson Ralpho	Hybrid
	First Year Seminar	CMI 101	6	Jennifer Seru	Hybrid
	First Year Seminar	CMI 101	8	Rosie Koro	Hybrid
	First Year Seminar	CMI 101	9	Silipa Savu	Hybrid
	First Year Seminar	CMI 101	10	Cheryl Vila	Hybrid
	First Year Seminar	CMI 101	11	Karalani Osbourne	Hybrid
	First Year Seminar	CMI 101			

	Introduction to Teaching	EDU 210	2	Rosie Koroï	Hybrid
	Classroom Methods and Strategies	EDU 211	1	Rosie Koroï	Hybrid
	Classroom Management	EDU 241	1	Luisa Kamenio	Hybrid
	Mathematics for Teachers II	EDU 250	1	Luciana Castano	Hybrid
	Science for Elementary Teachers	EDU 251	1	Marson Ralpho	Hybrid
	ESL Language Arts Methods	EDU 285	1 & 2	Kelly Sinkey	Hybrid
	Issues in Exceptionalities	SPED 261	1	Jennifer Shoniber	Hybrid
B.A.E.E.	Performing Arts Expression	EDU 329	1	Rosie Koroï	Hybrid
	Foundation of Curriculum Instruction	EDU 312	1	Rosie Koroï	Hybrid
	Foundation of Curriculum Instruction	EDU 312	2	Dr. Sandra Hamilton	Hybrid
	Literacy and Literature I	EDU 313	1 & 3	Dr. Rebecca Raab	Hybrid
	Literacy and Literature II	EDU 314	1 & 2	Dr. Rebecca Raab	Hybrid
	Elementary Science	EDU 323	1	Alvin Page	Hybrid
	Elementary Mathematics I	EDU 324	1	Alvin Page	Hybrid
	Elementary Mathematics II	EDU 325	1	Alvin Page	Hybrid
	Teaching with Curriculum Materials	EDU 416	1 & 2	Luisa Kamenio	Hybrid
	Physical Education and Elementary Art	EDU 427	1	Alvin Page	Hybrid
	Evaluation and Assessment	EDU 444	1 & 2	Marson Ralpho	Hybrid
	Elementary Student Teaching	EDU 496	1	Alvin Page	Hybrid
	Elementary Seminar for Student Teaching	EDU 497	1	Alvin Page	Hybrid
	Ethics and Organizational Governance	ETH 300	1 & 2	Marson Ralpho	Hybrid
	Personal and Social Health Skills	IDS 428	1	Luisa Kamenio	Hybrid
Liberal Arts	Fundamentals of Speech	ENG 105	1	Ana Bulavakarua	Hybrid
	Fundamentals of Speech	ENG 105	3, 4, 5 & 7	Sa'a Finiasi	Hybrid
	Fundamentals of Speech	ENG 105	6 & 8	Alexander Velasquez	Hybrid
	Fundamentals of Speech	ENG 105	9	Jennifer Seru	Hybrid
	English Composition I	ENG 111	1	Ana Bulavakarua	Hybrid
	English Composition I	ENG 111	2 & 7	Sa'a Finiasi	Hybrid
	English Composition I	ENG 111	3, 4 & 5	Darren Tillman	Hybrid
	English Composition I	ENG 111	8	Jennifer Seru	Hybrid
	English Composition I	ENG 111	6	Jemimah Razalan	Hybrid
	English Composition II	ENG 112	1	Ana Bulavakarua	Hybrid
	English Composition II	ENG 112	2	Ana Bulavakarua	Hybrid
	English Composition II	ENG 112	3, 4 & 5	Kirk Layton	Hybrid
	Creative Writing	ENG 201	1	Darren Tillman	Hybrid
	Children Literature	ENG 211	1	Rosie Koroï	Hybrid
	Children Literature	ENG 211	2	Ana Bulavakarua	Hybrid
	Children Literature	ENG 211	3	Kirk Layton	Hybrid
	Writing Research Papers	ENG 220	1 & 2	Kirk Layton	Hybrid
		ENG 220	3	Dr. Theresa Koroivulaono	Hybrid
	Critical Thinking and Film	ENG 230	1	Vasameca Savu	Hybrid
	Ethics	ETH 101	1 & 2	Alexander Velasquez	Hybrid
	World History I	HIS 201	1	Dr. James Pearce	Hybrid
	World History II	HIS 202	1	Dr. James Pearce	Hybrid
	Introduction to Philosophy	PHIL 101	1	Alexander Velasquez	Hybrid
	Issues in the Pacific Studies	PI 122	1 & 2	Desmond N. Doulatram	Hybrid
	Nuclear Testing in the Pacific	PI 260	1	Mary Silk	Hybrid
	Introduction to Psychology	PSY 101	1, 2, 3 & 4	Oyinade Ogunmokun	Hybrid
	Human Growth and Development	PSY 201	1 & 2	Oyinade Ogunmokun	Hybrid
	Introduction to Sociology	SOC 130	1	Dr. Sandra Hamilton	Hybrid
	Introduction to Sociology	SOC 130	2 & 3	Dr. James Pearce	Hybrid

	Contemporary Social Issues in Micronesia	SOC 140	1, 2 & 3	Desmond N. Doulatram	Hybrid
	Spanish I	SPN 101	1	Alexander Velasquez	Hybrid
Marshallese	Marshallese	MAR 101	1	Mylast Bilimon	Hybrid
	Marshallese Orthography	MAR 120	1, 2 & 3	Pruter Karben	Hybrid
	Marshallese Culture	MAR 130	1, 2, 4 & 5	Risi K. Matthew	Hybrid
	Marshallese Culture	MAR 130	3	Mylast Bilimon	Hybrid
	Marshallese Culture	MAR 130	6	Rolson Jakabot	Hybrid
	Marshallese Culture	MAR 130	7	Jora Jora	Hybrid
	Marshallese Government	MAR 140	2	Risi K. Matthew	Hybrid
	Marshallese Government	MAR 140	1, 3, 4 & 5	Mylast Bilimon	Hybrid
	Marshallese Composition	MAR 150	1	Pruter Karben	Hybrid
	Marshallese Speaking	MAR 160	1	Pruter Karben	Hybrid
	Marshallese Grammar	MAR 230	1	Pruter Karben	Hybrid
	Marshallese Capstone	MAR 190	1	Mylast Bilimon	Hybrid
Nursing	Family Health Nursing	NURS 235	1	Florence Peter	Hybrid
	Community Health & Wellness	AH 101	1	Marica Vukivuki Rainibogi	Hybrid
	Health Promotion & Disease Prevention	AH 104	1	Marica Vukivuki Rainibogi	Hybrid
	Nutrition	AH 114	1	Marica Vukivuki Rainibogi	Hybrid
	Anatomy and Physiology	ANAT 110	1	Serupepeli Timoci Vularika	Hybrid
	Anatomy and Physiology	ANAT 210	1	Serupepeli Timoci Vularika	Hybrid
	Pharmacology	NURS 113	1	Walton Bohanny	Hybrid
	Nursing of Adult I	NURS 122	1	Walton Bohanny	Hybrid
STEM	Introduction to MS Office (2019)	ICS 101	1	Curtis Vila	Hybrid
	Introduction to MS Office (2019)	ICS 101	2	Curtis Vila	Hybrid
	Introduction to MS Office (2019)	ICS 101	3	Curtis Vila	Hybrid
	Introduction to MS Office (2019)	ICS 101	4	Curtis Vila	Hybrid
	Introduction to MS Office (2019)	ICS 101	5	Curtis Vila	Hybrid
	Introduction to MS Office (2019)	ICS 101	6	Curtis Vila	Hybrid
	Information Computer Service	ICS 104	1	Curtis Vila	Hybrid
	Pre-Algebra	MATH 068	1	Edward Alfonso	Hybrid
	Pre-Algebra	MATH 068	2 & 6	Dr. Adedayo Ogunmokun	Hybrid
	Pre-Algebra	MATH 068	3	Rosalinda G. Canonigo	Hybrid
	Pre-Algebra	MATH 068	4	Logayau Maqosa	Hybrid
	Pre-Algebra	MATH 068	5 & 7	Ernest Canonigo	Hybrid
	Pre-Algebra	MATH 068	8	Waisiki Baleikorocau	Hybrid
	Introductory Algebra	MATH 088	2	Waisiki Baleikorocau	Hybrid
	Introductory Algebra	MATH 088	3	Edward Alfonso	Hybrid
	Intermediate Algebra	MATH 098	1	Waisiki Baleikorocau	Hybrid
	Intermediate Algebra	MATH 098	4	Edward Alfonso	Hybrid
	Intermediate Algebra	MATH 098	2 & 3	Ernest Canonigo	Hybrid
	Fundamentals of Mathematics	MATH 099	1 & 2	Dr. Adedayo Ogunmokun	Hybrid
	Fundamentals of Mathematics	MATH 099	4	Edward Alfonso	Hybrid
	Survey of Mathematics	MATH 102	1	Edward Alfonso	Hybrid
	Survey of Mathematics	MATH 102	2	Dr. Adedayo Ogunmokun	Hybrid
	College Algebra	MATH 111	4	Edward Alfonso	Hybrid
	College Algebra	MATH 111	1	Waisiki Baleikorocau	Hybrid
	College Algebra	MATH 111	2 & 3	Ernest Canonigo	Hybrid
	Elementary Statistics	MATH 160	1	Ernest Canonigo	Hybrid
	Elementary Statistics	MATH 160	2	Cheryl Vila	Hybrid
	Internship in Marine Science	SCI 281	1	Kendal Romany	Hybrid
	Climate Change	SCI 112	1	Kendal Romany	Hybrid

	Introduction to Chemistry	CHEM 101	1	Dako Nating	Hybrid
	Introduction to Biology	BIO 101	1	Dako Nating	Hybrid
	Introduction to Agriculture	AGR 101	1	Dako Nating	Hybrid
	Introduction to Microbiology	MICRO 101	1	Dako Nating	Hybrid
		160	217		2

Locations

Throughout 2022, CMI continued to expand services for the RMI community beyond the college's main campus in Uliga.

Arrak Campus

This year, Arrak Campus continued to serve as a quarantine center until August when the community outbreak Covid-19 rendered that function irrelevant. After the initial outbreak, the following major works were undertaken to prepare for CMI's return to Arrak: 1) construction and extension of the Arrak Director's residence, 2) dormitory renovations, 3) clean up of the inside of classrooms and the nursing clinic.

Kwajalein Campus

In 2022, CMI received approval to begin offering some full programs and thus the Ebeye CMI Center was renamed the Kwajalein Campus. The specific programs to be offered in full at CMI are the Certificate of Completion in Automotive Service Technology and the Certificate of Completion in Construction Trades. These programs were designed specifically to meet Kwajalein Atoll's employment needs, both on Ebeye Island and on the military base. The first students to enroll in these programs will begin their courses in spring 2023 and, thanks to the collaboration of Vectrus, will include Marshallese already employed at the military base. For these students, completing their certificates will provide the credentials they need to advance in their careers.

Educational programs offered in 2022 included Adult Basic Education (ABE), credit-level and developmental courses in existing CMI programs, Youth Corps training including the TVET Fundamentals Certificate. Five trainees who completed the Fiji National University TVET Fundamentals Certificate were able to begin internships with Public Works.

Academic Year	ABE Enrollment	College Enrollment
2019-2020	38	11
2020-2021	108	41
2021-2022	111	30

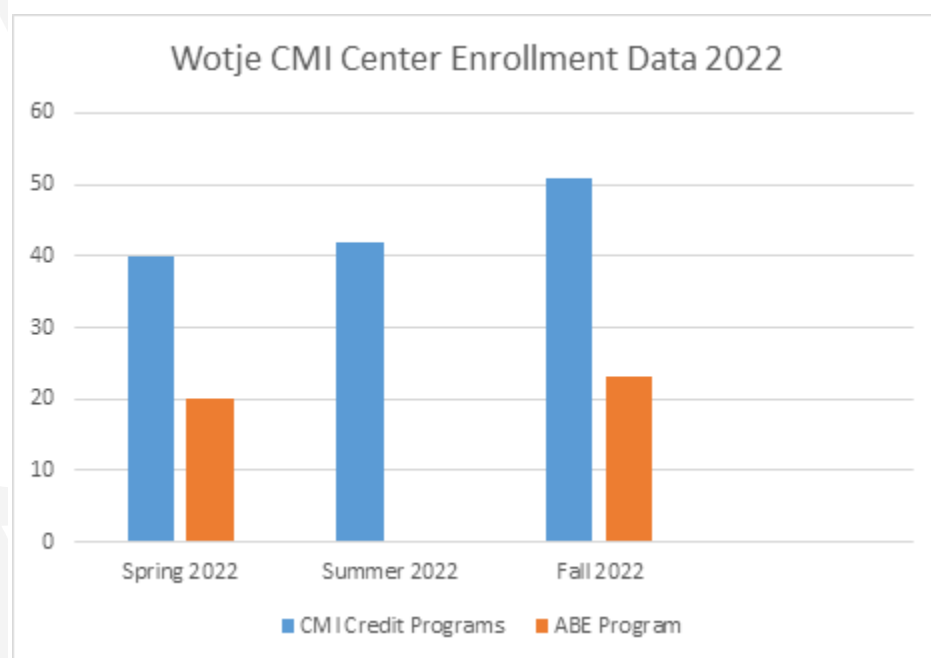
In addition, twenty high school graduates participated in a two-week agriculture summer camp organized as part of the R2R Project to provide Agricultural skills to participants and encourage enrollment in the new AS degree that was developed this year.

For extracurricular activities, students at the Kwajalein Campus participated in Kwajalein Liberation Day, Manit Week, and Education Week. In 2023, the campus has planned a recycle bin project and a traditional hut project. Both projects will be led by locally hired carpenters who will teach students basic construction skills. The recycling bins will be placed in public areas to help reduce the solid waste on Ebeye. The traditional huts will be placed around Ebeye to be used as taxi stops.

Wotje CMI Center

The Wotje CMI Centre, located in Tonlan Weto, has continued to increase enrollment since its opening on September 28, 2020. The Spring 2022 semester saw an enrollment of 40 college students and 20 Adult Basic Education students.

The first commencement exercise for the Wotje CMI Center this year was conducted on June 10th with 6 ABE graduates receiving their High School Equivalency Diplomas. Fall 2022 enrollment consisted of 51 college students and 23 ABE students. Although the number of female students is rising, there are still more male students in ABE at Wotje. On the other hand, there are more female students enrolling in the college programs.



The CMI Wotje Center also participated in a variety of student and community engagement activities:

Spring 2022

- On February 5th, students from the Wotje CMI center came together with Northern Islands High School students to clean up the two schools' main road.

- During the annual PSS Education Week, the CMI students led a CMI Fair, during which they showcased the programs and their experiences at CMI to NIHS seniors.
- Students from the center also participated in debate, science fair, math competition, and fancy march activities during Education Week, as the Center Coordinator chaired Wotje's Education Week committee.
- On March 4th, a recruitment session was held with Northern Islands High School students at the Center.
- The students came together to throw a family Spring Break picnic and Appreciation for Edward Alfonso's math coaching of Wotje students.
- The CMI Wotje Center hosted a May Day League volleyball and basketball competition, including teams from Northern Islands High School, Wotje Public Elementary School, and the rest of the Wotje community.

Summer 2022

- The Wotje Rikaki Club came together for a Fishermen's Day picnic and Appreciation for Elementary Education Department Chair Rosie Koroï as she visited the center.
- 20 participants from the Wotje community, including current CMI students completed an Agriculture Summer Training Project in partnership with the Ministry of Natural Resources & Commerce, Taiwan Technical Mission, and Ridge to Reef.

Fall 2022

- On September 24, the students came together to clean up the road to the Wotje Clinic
- Students at the Wotje Center joined parenting workshops via Zoom.
- The Wotje Center students came together on October 15th for their Martin Karuainene (Welcome Party) this semester. Invited guests included Wotje advisory committee members and other department heads from the Wotje community.
- On November 17, the Wotje CMI Center family gathered together for fun on the field to honor former and current presidents of the RMI. Games were facilitated by Wotje's very own Wiwi Sports Club while students, faculty, and staff split among themselves into competing teams.

Ongoing

- Every semester students are encouraged to join Counseling Student Success Workshops through Zoom.
- Every semester, Moodle training is conducted at the center for new, readmitted, and interested continuing students. This helps students obtain and improve their computer skills.

Jaluit CMI Center

Though overall numbers at the Jaluit CMI Center remain lower than at the Wotje Center, enrollment has increased since 2021. Five students enrolled in adult basic education in 2022. As for students in CMI credit programs, 24 enrolled in spring, 9 in summer, 20 in the fall. The slightly lower fall number reflects challenges related to Covid-19, as some students



who had left Jaluit during the summer were not able to return in time for the start of classes. The center also hosted a two-week Agriculture Summer Training Project in partnership with the Ministry of Natural Resources & Commerce, Taiwan Technical Mission, and Ridge to Reef.

Santo CMI Sub-Center

In early June, the island of Santo marked the grand opening of the CMI Sub-Center, located in Ennibur High School. Along with the opening of the sub-center, the island celebrated having internet access for the first time. In the fall, twenty youth began Adult Basic Education courses at the sub-center, all testing into levels three and four. The sub-center is equipped with a computer lab so students can go online to complete research and other class activities.

Summary of Community Liaison, Protocol/Logistics and Communications Office activities for the calendar year 2022:

- Represented CMI President at the 2022 Mayors Association Conference Opening and subsequently facilitated arrangements for a conference for MIMA at the Uliga Campus on 4/22/22. The meeting was well attended and included a presentation by Land Grant on agriculture and aquaculture activities in the Neighboring Islands.
- Coordinated all aspects of Arrak's agreements with respect to the use and termination of the use of the property as a quarantine center.
- Joined VPBAA in meetings with MALG Mayor on initiating bus services to/from Laura and building bus shelters alongside the road.
- Coordinated successful ease negotiations for the vocational campus on Kwajalein and provide advice and assistance on other CMI land lease and property rental matters.
- Coordinated activities with Kwajalein Leadership for the opening of the CMI Education Center on Santo Island and accompanied President Taafaki and CMI team on a Courtesy call on Kwajalein Commander and Irojlaplap Michael Kabua at his island on Ebeye. 3/11/22
- Negotiated Agreements with MIR and RRE Hotel rooms and meals for students moving out of Uliga and Arrak Dormitory for complete renovation works. 1/5/22
- Coordinated all arrangements for the visit of the Australian Foreign Minister, Hon Penny Wong 10/13/22
- Coordinate with TRACC for the offer of ASVAB (US Army) to CMI students. 1/14/22
- Member of CMI CARES Fund Project implementation team
- Served as CMI Liaison with the National Police.
- Assists liaison with MIMRA on its MOU with the college, and other matters. 2/10/22
- Represented President Taafaki, the Christening Ceremony of the Assumption School Multi-Purpose Basketball Courts. 2/15/22
- Coordinating with the Clerk of Nitijela for a CMI class field trip to observe Nitijela's session. 2/16/22

Published 5 editions of *Jilel*

Upward Bound

The start of the spring 2022 semester coincided with the deadline for the Upward Bound grant proposal for renewal. In late May, the US Department of Education announced that this application was a success: CMI's Upward Bound program will be funded through 2027.

In the meanwhile, sixty-two student participants took part in Upward Bound spring 2022 activities, including support classes in math, English, and science. Ultimately, all Upward Bound seniors this year graduated from high

school and 83% (15 out of 18) enrolled at CMI during the summer 2022 semester.



The six-week summer component of Upward Bound is key to the program. Since the start of the covid pandemic in 2020, Upward Bound has not been able to run a residential program as its usual location, Arrak Campus, was being used for

quarantine. Instead, classes have been held at the CMI Uliga Campus from 8:30 am to 4:30 pm, Monday to Friday. Prior to starting the summer program, staff and tutors were trained in CPR, First Aid, and Mental Health First Aid. During the program itself, students who had just completed grades 9-11 took required courses in math, English, and science, along with electives in foreign languages, gardening, arts, and music. The two-day camping trip to Eneko has also become a summer tradition, and this year it included a bonfire, s'mores, fishing, swimming, lots of food, and fun activities to give everyone a break from books and lectures. After six rigorous weeks of studies and fun, there was the annual banquet to honor and recognize student achievements throughout the year.





The final summer activity was a cultural trip in which 12 out-going seniors took a boat to Mili Atoll and Nadikdik Atoll. Gifts from both the college and the students were presented to all the schools in the different communities. The expedition engaged students in cultural activities, exploration of World War II remnants, and Marshallese stories. A highlight of the trip was the encounter with a whale, not once but twice en route to and from Nadikdik. The morning of departure from Mili for Majuro brought news of the spread of covid in the Majuro community

Because of the spread of covid, recruitment of new students in August posed a major challenge. With schools closed down, visits and presentations could not happen. Instead, the staff used radio announcements to inform interested students to pick up applications at the five target schools (MBCA, MIHS, AHS, SDA, and COOP). Ultimately, 22 new students joined the program. For the first week of fall semester, classes were split into two different clusters coming in every other day, either Monday-Wednesday, or Tuesday-Thursday. From the second week on, as transmission rates fell, classes returned to normal.

Improving on CMI's Employee Value Proposition

Recruitment and retention of qualified professionals has always been challenging for CMI. These challenges were exacerbated during the pandemic and post pandemic they continue to persist. To address these challenges CMI has strived to improve on its Employee Value Proposition (EVP) building on the current suite of employee benefits as well as sharpening the focus on developing and enhancing employee learning and career development opportunities. Some notable achievements and initiatives implemented in 2022 include:

- *Market Loading Policy*
In August, 2022, the Market Loading policy was approved by the Board of Regents. The Market Loading policy was a direct response to the ongoing challenges faced in recruiting qualified employees to positions in critical teaching and non-teaching areas. A market loading of 20% is applied to the base salary of positions critical to the college after two exhaustive failed searches. Only college credit teaching positions and positions at

Level 6 and Level 7 will be considered for Market Loading. Special consideration can be made for positions at Level 5 requiring specialized qualification and experience and identified as critical to the college.

- *Competitive remuneration levels*

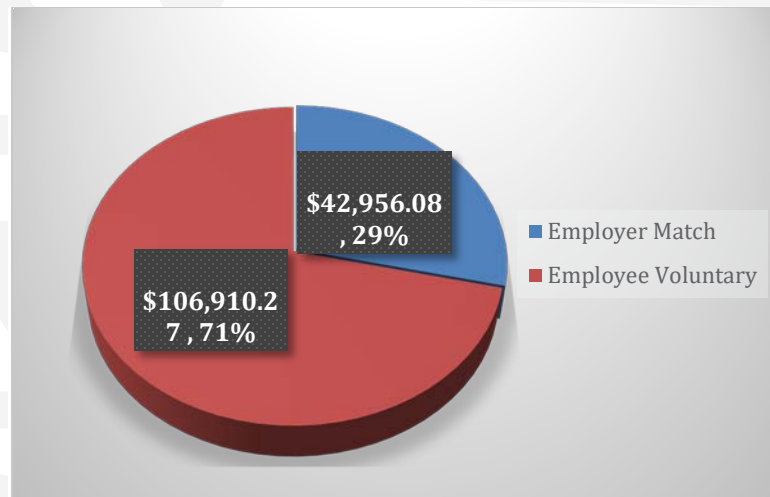
Faculty compensation is a major contributing factor to improving CMI's competitive advantage to attract and retain quality teaching staff. There has been no change to the faculty salary schedule since the college-wide salary reduction implemented as part of the Financial Recovery Plan in 2012.

In May 2022 approval was granted for an upgrade of the Salary Schedule for Credit, Vocational and Continuing Education Faculty increasing salaries by \$2,000. The new salary schedule was implemented August 1st, 2022. This salary increase was preceded in May 2021 by an increase to teaching overload and adjunct rates and the faculty salary rectification exercise undertaken in 2016 to correct salary anomalies amongst faculty. All of these efforts have contributed to an overall improvement to faculty compensation.

The implementation of the college-wide job evaluation exercise and salary restructure for non-teaching positions completed in 2018 was fully implemented in 2022. This exercise recognized the evolution of jobs and the need to review and value positions based on job size and market value. This was preceded by the adjustment of CMI's minimum wage rate in 2021 from \$3.50 to \$4.04 per hour resulting in an overall increase of around 4% to salary levels in alignment with CMI's Compensation policy.

- *Encouraging employee savings for retirement*

The number of employees voluntarily participating in the ASC Retirement Benefits Savings Plan increased from 15% (30) at the start of the program to 34% (72) at the end of 2022. The employer matching contribution will increase from 3% to 6% effective January 1st, 2023. At the end of 2022 CMI employee voluntary contributions stood at 71.3% and CMI employer matching contribution of up to 3% was 28.7% of total contributions. This was pleasing to note given that a key objective of the program is to promote employee savings for retirement. The average savings per employee for the period was \$2,081.



- *Leveraging technology to improve our HR processes*
In April 2022, the expansion and development of the PeopleAdmin Applicant Tracking System currently used for CMI recruitment commenced. The goal of this project was to leverage the use of technology to create efficiencies in the management of key HR processes and address challenges in record keeping and timely access to data for decision making. The new modules developed include:
 - Applicant Tracking and Onboarding System
 - Position Management
 - Employee Records
 - Performance Management
 - Professional Learning

The first three modules have been completed with training of users to commence in February 2023. The remaining two modules are nearing completion and training of users will commence immediately thereafter.
- *Recognizing employee performance*
 - Building a performance culture is critical to achieving CMI's mission and employee efforts are recognized through the college's performance management system. In the last performance cycle 25% of eligible employees received performance awards compared to 21% in the last cycle. Most employees received a commendation for their performance.
 - A total of 10 employees were awarded the 'Kijejet in Jerbal'/Employee of the 'Month Award Program' in 2022. The

program recognizes outstanding performance amongst employees in the professional, technical and support staff categories of employees. Susana Kamram, the Nurse Manager was selected as the overall employee of the year. Susana was recognized for her outstanding and dedicated service to the CMI community when COVID hit the RMI in August 2022

- *Employee support during the pandemic*
Recognizing the challenges faced by employees and their families during the pandemic, CMI provided much need assistance to employees by successfully accessing funding through the CARES Act. Assistance provided directly to employees included financial incentives for vaccination, food and care packages and food vouchers up to the amount of \$1,500 per employee. This assistance was greatly appreciated by employees and their families especially when the RMI experienced a community outbreak of COVID in August 2022.
- *Enhancing employee learning and career development opportunities.*
In 2023, CMI will enhance its focus on employee professional learning and career development. This will be the role of the new Associate Director Human Resources hired in December 2022 and due to commence work in March 2023. Under the direction of the Director Human Resources, the Associate Director will use CMI's Competency Framework to align current professional development strategies with CMI's mission, vision and values.
- *Successful recruitment to key positions*
Some key appointments were made in 2022 and these include the Internal Auditor, Mr Roneel Sharma, Director Financial and Business Services, Mr Pradeep Prakash, Director Physical Plant, Mr Krishna Swamy, Director Human Resources, Ms Kayo Yamaguchi-Kotton and Mr Iliesa Sasala, Associate Director Human Resources.

Recruitment efforts to fill teaching positions were not as successful with only six of the ten positions advertised filled. David Sinkey was appointed as an English Instructor in Developmental Education, Kelly Sinkey as Education Instructor, Sa's Finiasi as Composition and Speech Instructor in Liberal Arts and Risi Mathew and Pruter Karben as Marshallese Studies Instructors.

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

REIMAAANLOK- 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.

NTIA 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:

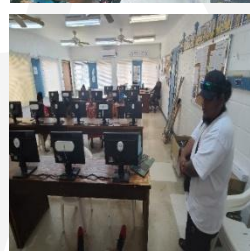
- 1) Empower groups and individuals from the education section, NGOs, community groups, and other parts of Marshallese society to create urgently needed resources, while also learning to spearhead development of additional materials as specific needs arise in their different places of work;
- 2) Create 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.

LAND GRANT 2022 Accomplishment and Highlights

AGRICULTURE SUMMER CAMP

This is a collaborative partnership with the CMI WAVE program, CMI Agroforestry program, CMI Agriculture program and the Ministry of Natural Resources and Commerce that was specifically tailored to capture the imagination and interests of students in agriculture and nutrition.

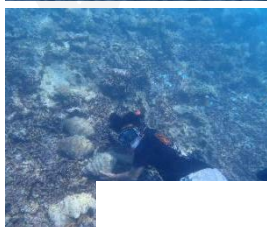
Activity Topics	No. of Participants		Location(s)
Safety in the garden, Soil preparation, Transplanting, Propagation, Soil as a living resource, Garden management, Aerobic vs Anerobic composting, Proper harvesting, Seed saving, and Food demonstrations.	Males	Females	CMI Main Campus & CMI Jaluit Center
	19	6	



CLAM HYBRID BREEDING

This is an aquaculture extension activity that was provided to the people of Arno Rearlaplap (Malel, Tinak, Kilañe, Lōñar) and the Wōtto community with the aim of promoting natural restocking, grow-out and conservation of varieties of clam species for food security purposes.

Activity Topics	No. of Participants		Location(s)
1. Proper selection & harvesting 2. Brood stock proximity 3. Proper breeding location(s) 4. Natural spawning cycles 5. Management 6. Conservation approaches	Males	Females	Rearlaplap, Arno atoll & Wōtto atoll
	12	0	



FY2022 Budget Outlook

The College continues to face new demands to provide more and diverse quality educational services to the people of the Marshall Islands at a time when global, financial uncertainties abroad and here at home cause high inflation in our local economy. Tough economic times have proven to be challenging for the College. To ensure continued strong enrolment, the College developed its first *Enrollment Management Plan* called the *Enrollment Management Wappepe* to address long term financial planning based on student number projections. The Wappepe was approved by the Board of Regents in May, 2018 and revised in 2021.

In developing the Wappepe, the CMI team made assumptions based on historical trends, the state of the economy, and programming changes to provide a reasonable estimate of revenues. The predicted level of revenues drives the expenditure levels to achieve a balanced budget. In implementing the Wappepe over the next five years, adjustments to expenditure will be made according to the actual compared to the projected enrollments to ensure prudent fiscal management in this area.

To understand the financial health of the College, there are many factors used to evaluate the financial health of the College. These include its strategic direction, financial practices, spending behaviors, student enrollment, and institutional capacity. In evaluating the financial health of the College, one of the most important questions is whether the College is financially better off at the end of each fiscal year and whether it has enough resources to execute its annual strategic initiatives. At the closing of Fiscal Year 2020 unaudited financial statement reports indicated that the College's financial health continued to improve compare to prior years.

The support from the Government through the subsidy is critical in sustaining the College's annual operation. The RMI Government signed a financial commitment to the College through an MOA to provide an annual subsidy of \$3million, which was signed in Fiscal Year 2012 for five years. In Fiscal Year 2013, 2014 & 2015, the level of RMI subsidy for the College was reduced by a total of 8 percent. With the level of current enrollment, the current funding under the MOA including the 3 percent cut is insufficient to meet the required level of services. The number of student enrollments at CMI continue to increase; **therefore, the dollar per student diminishes**. Due to these uncertainties with the level of funding from the RMI Government, the College will depend increasingly on its student enrollments to address the financial needs for its growing operations, new programs, and any future expansion.

In developing the FY2022 budget, the college evaluated all factors in determining the needs of the institution based on its strategic priorities with respect to the projected

revenue available. The Fiscal Year 2021-2022 Budget Portfolio is directly linked to the College's Six Goals provided in the three year Strategic Plan 2019-2023. The strategic activities provided in this documents to support the budget requests drawn directly from the three-year Strategic Plan. The three-year plan will be rolled out annually to keep the document as a functional, planning tool for the College. Due to the stringent controls exercised on CMI's current levels of funding, the College's recurring obligations, initiatives and new programs will rely increasingly on outside funding, new upward trends on student enrollment and focus on improving student retention rates.

The level of funding for FY2022 is projected at \$14.1 million of which \$7.9million is unrestricted and \$6.1 million is restricted. The overall budget projection of \$14.1 million for FY2021-2022 increased by 9.78 percent compared to \$12.5m in FY2021. Contributing factors to the increase in revenue projection is due to an increase in funding that CMI received directly from federal grants specifically the CARES Act funds. This new trend is credited to CMI's strategic initiative in seeking grants for unfunded initiatives and programs.

Chart 1 below provides a breakdown of ALL CMI funds projected for FY2022 allocations for the College of the Marshall Islands. As illustrated in the chart below, 35 percent of CMI's projected revenue for FY2022 come from student tuition and fees while 14 percent comes from the US Compact through GRMI, 15 percent from the RMI General Fund and the remaining 36 percent comes from various funding sources. It is important to note that while student enrollment continues to increase, the Government contribution to the College has decreased over the past five years which means that the Government's level of contribution per student diminishes in dollar value as enrollment increases.

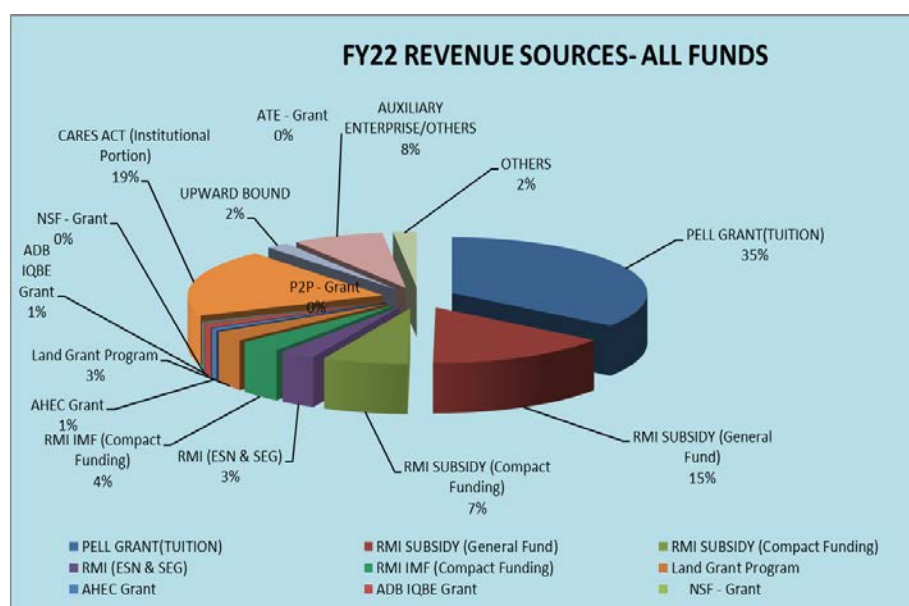


Chart 1: Projected FY2022 Revenues (Restricted & Unrestricted funds)

Chart 2 below provides a breakdown of CMI's FY2022 projected unrestricted funds in percentage. Unrestricted funds mean the purposes and conditions set forth in administering the funds are made by the CMI Board of Regents. As indicated in the chart below, of the \$8.2million projected under unrestricted funds, 52 percent comes from student tuition and fees while 12 percent and 20 percent come from the US Compact funding through GRMI and RMI General Fund respectively. The remaining 16 percent is a combination of other sources. The FY2022 unrestricted fund is projected to be steady compare to FY2022 due to uncertainty of increase of student enrollment.

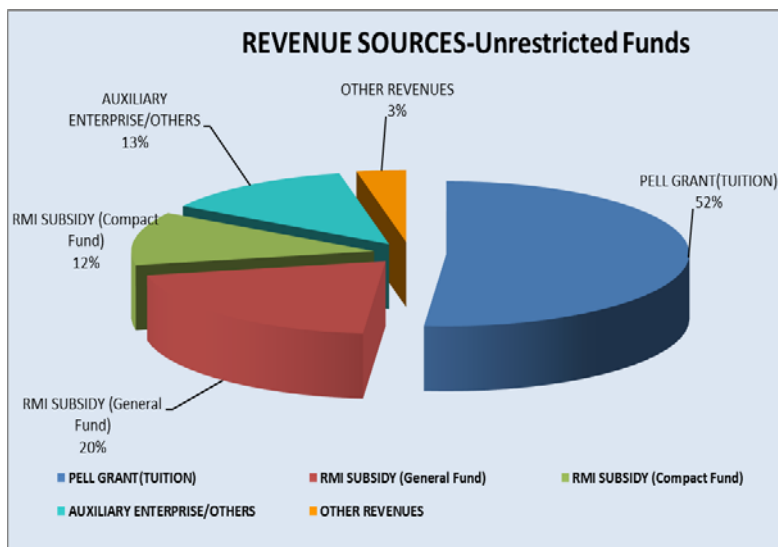


Chart 2: Projected FY2022 Unrestricted Funds

Chart 3 below provides a breakdown of CMI's FY2022 projected restricted funds in percentage. Restricted funds are designated to a specific purpose or program and cannot be used by the College's general spending other than its specific purpose. As indicated in the chart below, 47 percent comes from CARES Act fund, 11 percent comes from student tuition and fees, 7 percent from the Land Grant & its affiliated programs, 9 percent from US Compact-Infrastructure Maintenance Fund (IMF) and the remaining 47 percent come from the Adult Basic Education-ABE, Customary Law programs and other federal funded programs. The overall increase of 34.31 percent in restricted fund is due to additional programs with new funding attached.

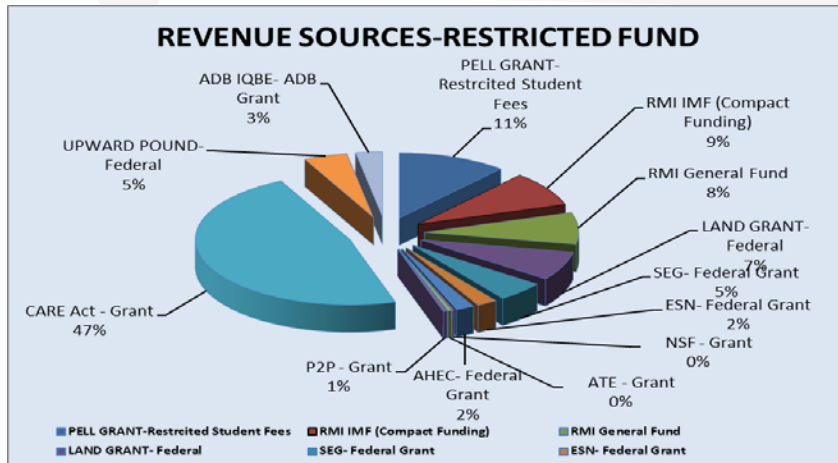


Chart 3: Projected FY2022 Restricted Funds

Chart 4 below provides a breakdown of CMI's FY2022 overall budgeted expenditures by *functions* and in percentage. As indicated in the chart below, of the \$12.4 million projected for FY2022 under both restricted and unrestricted fund, 31 percent is allocated for *Instruction*, 14 percent for Operations & Maintenance, 39 percent for Institutional Support, and the remaining 16 percent is allocated to various other *functions*. Over thirty percent of the total budget is allocated to support *Instruction* programs which is a clear indication of the College's full commitment to improving student learning outcomes. The bulk of its resources are focusing on addressing the need to continually improve student-learning outcomes.

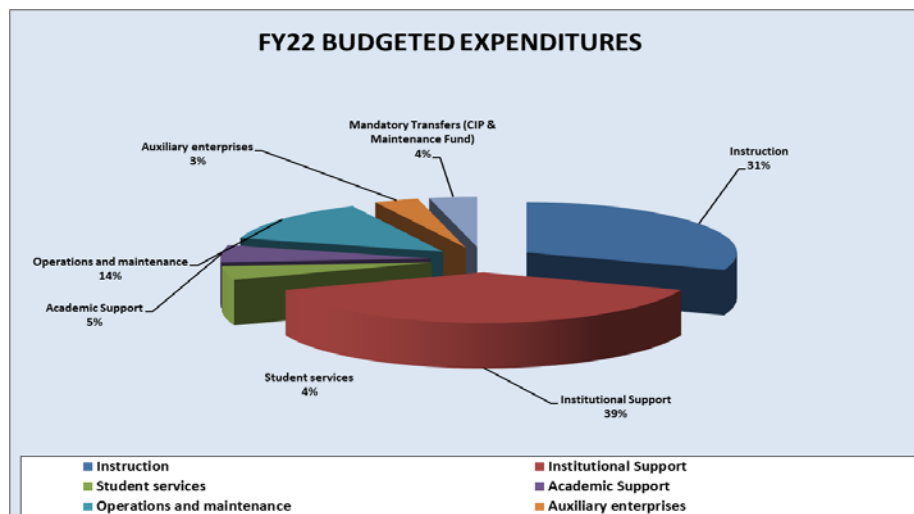


Chart 4: Projected FY2022 Budgeted Expenditures by Functions (combination of Restricted & Unrestricted funds)

Chart 5 below provides a breakdown of CMI's FY2022 restricted budgeted expenditures by *functions* and in percentage. As indicated in the chart below, of the \$4.1 million projected expenditures under restricted funds, 22 percent is allocated for *Instruction*, 7

percent for *Extension Services*, 9 percent for *Capital Improvement Project* which includes the \$500,000 transfer out to the investment account BOMI, and the remaining 62 percent is allocated to all other *functions*. Restricted funds are designated for a specific purpose or program and cannot be used for the College's general operational spending.

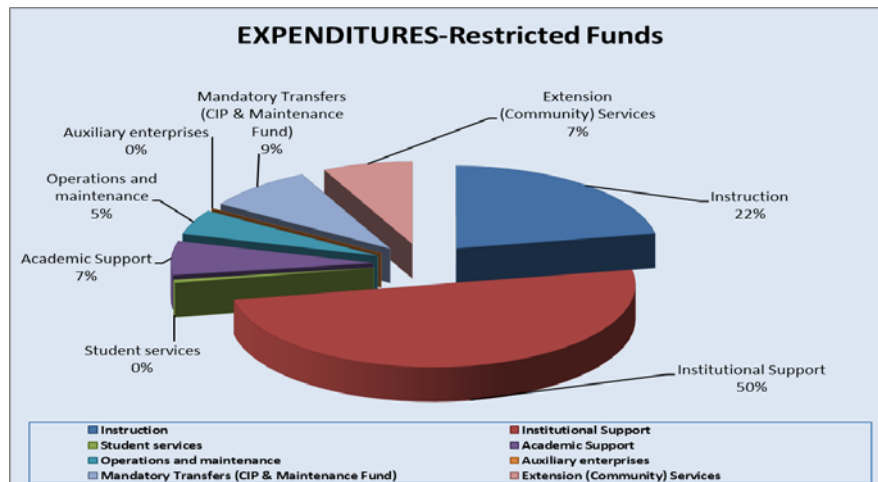


Chart 5: Projected FY2022 Budgeted Expenditures allocated under the Restricted Funds

Chart 6 below provides a breakdown of CMI's FY2022 unrestricted budgeted expenditures by *functions* and in percentage. As indicated in the chart below, of the \$8.2 million projected expenditures under unrestricted funds, 35 percent is allocated for *Instruction*, 29 percent for *Institutional Support*, 19 percent for *Operations and Maintenance*, and the remaining 17 percent is allocated to all other *functions*.

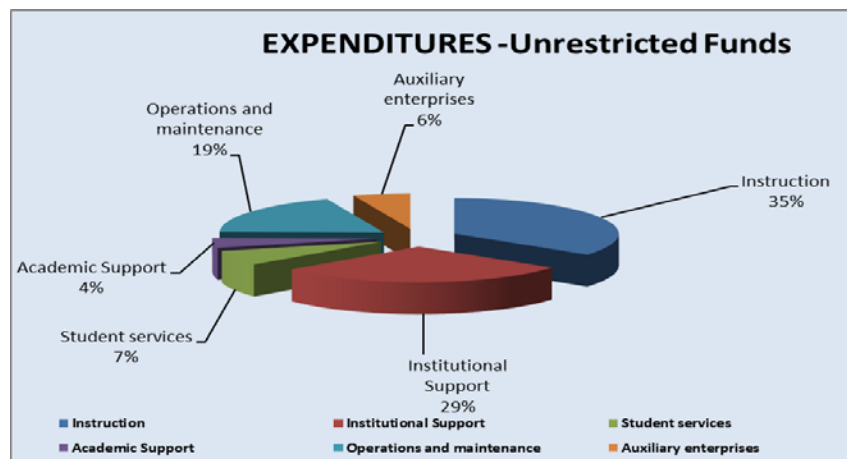


Chart 6: Projected FY2022 Budgeted Expenditures allocated under Unrestricted Funds

Financial Highlights and Outcomes (2018 to 2022)

To understand the financial health of the College, there are many factors used to evaluate whether or not we are in good standing. These include strategic direction, financial practices, spending behaviors, student enrollment, and institutional capacity. In evaluating the financial health of the College, one of the most important questions is whether the College is financially better off at the end of each fiscal year and whether it has enough resources to execute its annual strategic initiatives. At the end of Fiscal Year 2018, the financial reports indicated that the College's financial health continued to improve.

GENERAL LEDGER ACCOUNTS	FY2019	FY2020	FY2021	FY2022
Revenues				
Tuition and Fees	4,544,951	4,425,098	5,090,476	5,110,634
RMI Subsidy (General/Compact)	3,812,730	4,969,285	3,395,705	2,760,424
Auxiliary Enterprise	1,003,963	996,510	1,099,043	1,238,021
Other Revenues	484,719	466,682	365,946	1,632,596
Operating Transfer-In	-	(264,410)	(326,898)	5,000
Land Grants	-	-	10	-
Total Revenues	9,846,364	10,593,165	9,624,282	10,746,675
Expenditures				
Salaries and Wages	4,203,115	4,302,846	4,052,737	5,217,807
Insurance-Life & Supplemental	212,531	235,475	212,192	228,954
Insurance-General, Workmens Comp, Fire	10,347	35,207	96,406	47,569
Insurance-Automobile	37,725	17,625	15,714	34,223
Staff Housing	430,379	397,144	341,294	399,741
Staff Travel & Staff Development	218,983	171,907	61,357	288,943
Recruitment and Expatriation	55,140	115,706	73,313	173,010
Contractual, Consultancy and Professional Fees	221,235	303,140	268,414	389,921
Materials and Supplies	311,897	590,031	421,861	385,526
Reference Materials and Audiovisuals	148,509	150,194	110,906	289,213
Telephone, Fax, Postage and Advertising	187,886	287,663	235,324	588,676
Representation & Entertainment	118,819	180,350	102,761	97,688
Gas Oil and Lubricants	71,412	76,672	47,239	76,198
Land Lease	84,342	110,343	101,737	82,451
Repairs of Equipments	23,410	10,029	18,799	(4,975)
Minor Renovations and Improvements	-	-	-	2,799
Utilities (Water & Electricity)	344,493	546,309	554,491	449,199
Purchases-Bookstores	880,677	1,153,878	782,244	782,661
Purchases Vehicles and Equipments	189,219	161,916	(1,145)	94,813
Student Aid and Activities	256,281	222,381	871,862	322,783
Bad Debts	(484,044)	(104,998)	29,887	14,937
Others	611,228	199,369	746,502	500,616
Total Expenditures	8,133,584	9,163,188	9,143,897	10,462,753
Net Revenue/(Deficit)	1,712,780	1,429,977	480,386	283,922

Table 1: CMI's Revenues AND Expenditures Report (2019 TO 2022)

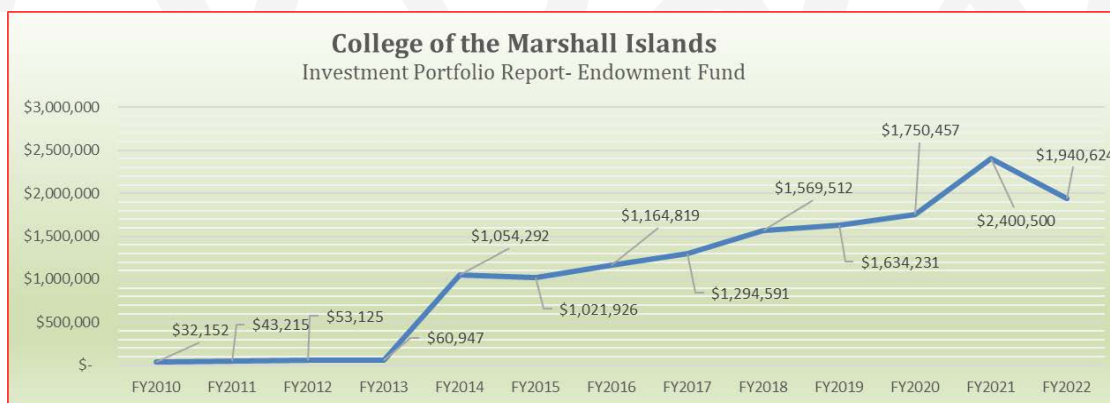
The table above shows that from FY2019 to FY2022 the College's revenue has been steadily increasing; however, the net revenue in FY2019 reported at \$1.7million. In FY2021, the College of the Marshall Islands had maintained a surplus of \$ 480,386, since then the College maintained a steady positive net revenue. This positive result is due largely to the College's new strategies to diversify its revenue streams and improve controls on unnecessary spending across the College. The above table clearly shows that the College's financial health remains strong at the end of FY2022 and is projected to continue to be strong in FY2023. It is important to note that the FY2022 figures are

unaudited figures so they may change upwards or downwards after the FY2022 audit is completed by CMI's external auditors.

CMI's Investment Portfolio Reports

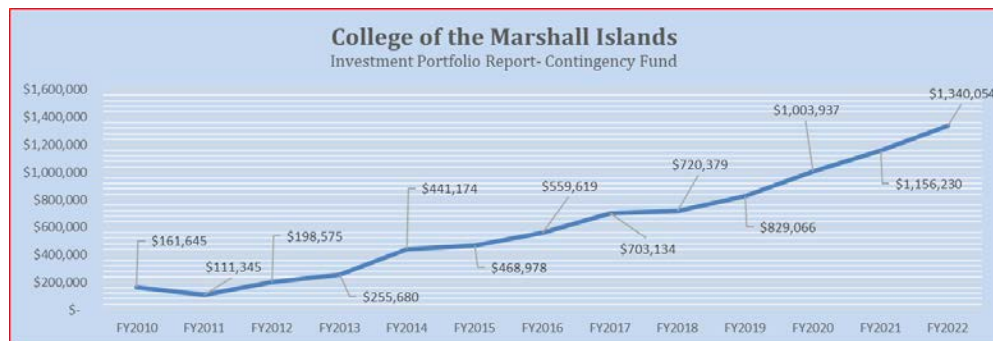
In order for the College to have some financial flexibility and to respond quickly to changing circumstances and opportunities, the College needs to increase the current level of contributions to its investment portfolios (i.e. the Endowment Fund, Contingency Fund, and Maintenance Fund). As part of the College's financial commitment in Fiscal Year 2019-2020, the College allocated a total of \$514,200 for its three investment portfolios, \$150,000 for the Contingency fund, and \$350,000 for Maintenance fund and \$99,200 for the Endowment fund. The amount allocated is the same as the prior year due to competing priorities with limited funding. The College's goal is to reach a combined total investment value of \$9million as the Institutional (stretch goal) and \$6million as the Institutional Standard (benchmark) by the end of Fiscal Year 2023. As of September 30, 2022, the College's total investment funds amount to \$5,315,290. The College will need to invest a minimum of \$600K without interest to reach the College's \$6million ISS by the end of fiscal year 2023.

Progress Reports for the Endowment Fund: An investment Policy for the Endowment Fund was drafted to set new guidelines to help grow and sustain the fund. Also, as part of the College's long term plans, ambitious goals have been developed to create endowments for the College's operating budget, the baccalaureate program in education, nursing and allied health and the Marshallese Institute. The table below provides an annual report for the Endowment fund since 2012. In 2014, the RMI Government pledged to provide to CMI's endowment fund \$100,000 annually. The College of the Marshall Islands has also increased it's pledged from \$55,000 to \$150,000 annually from its internal sources of revenue to the endowment fund. At the end of Fiscal Year 2022, the College's endowment fund decreased by \$459,876 compared to Fiscal Year 2021, which brings the total of the fund to \$1,940,624. The chart below provides the historical trend for CMI's Endowment fund since 2010.



Progress Reports for the Contingency Fund: In 2008, the College's contingency fund reported a balance of \$1,505,470 and in 2011 when the College experienced considerable financial challenges; the fund was reduced to only \$111,345. In 2012, the College started making some drastic changes to improve the performance of the investment by making deposits into the investment accounts. In 2014, the College transferred the Contingency Fund from the First Hawaiian Bank to the Bank of the Marshall Islands. The move was made in response to continuous downturns in the College's contingency fund with the First Hawaiian Bank due to negative interest gain. Since then, the College has made a positive return on the fund's performance.

The College has made a total gain of \$30K on interest alone since the changeover. At the end of Fiscal Year 2022, the College's Contingency Investment Fund account with BOMI increased by \$183,824 which amount to \$1,340,054 compared to the prior year. The College's goal for this investment account is to reach the \$3,000,000 mark by 2023. The chart below provides the historical trend of CMI's Contingency fund since 2010.

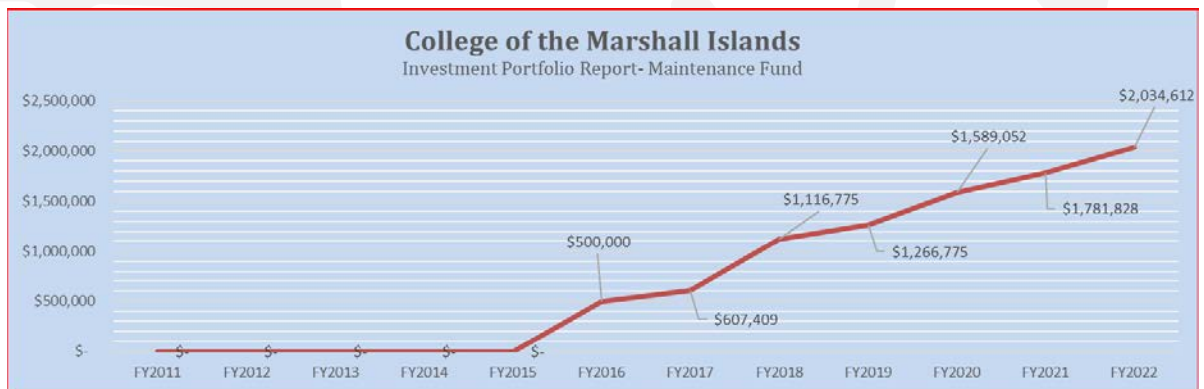


Progress Reports for the CMI Maintenance Fund: The RMI Government has increased the Maintenance funding for CMI from \$250,000 annually to what is now \$500,000 annually. With the increase in annual contributions from the RMI Government, the projected maintenance costs in the CMI's Maintenance Plan look to be financially sustainable at the current level of funding. Any future cuts will jeopardize CMI's long-term maintenance plan for all of its facilities.

In FY2016, the College submitted an investment plan to CMI's Board of Regents to defer 50 percent of the annual allocation for the Infrastructure Maintenance Fund to diversify CMI's Investment Portfolios. The CMI leadership team presented a resolution to the members of the JEMFAC committee in the 2017 Budget submission to use a portion of the fund for investment for future maintenance needs. The College's goal for the Maintenance Fund investment account is to reach the \$3,000,000 mark by 2023.

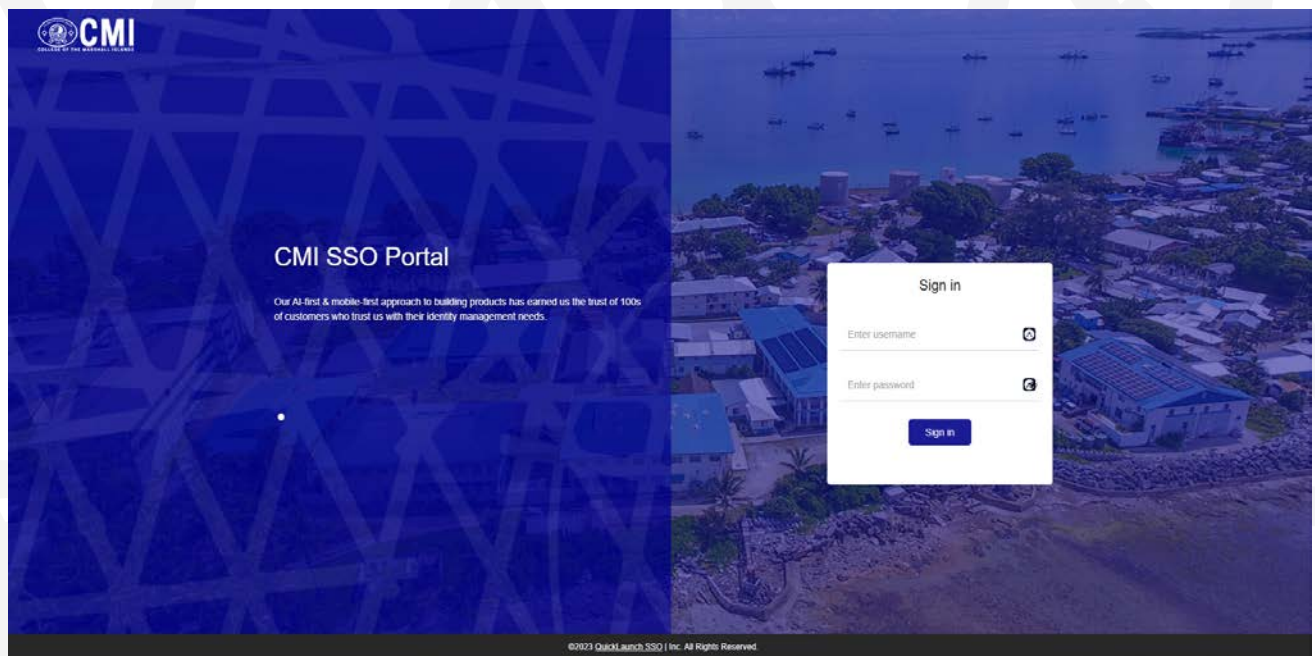
The College has earned a total of \$60K in interest alone since the opening of the account. As of September 30, 2022, the balance in the BOMI maintenance fund

amounts to \$2,031,612 an increase of \$252,784 compared to a lower return in the previous year. The chart below provides the historical trends.



Information Technology

Highlights 2022



Introduction

The ITD is dedicated to providing effective and efficient state-of-the-art technology resources to our students, faculty, and staff. Technology resources for the future will provide helpful information and access and always be available at CMI. This strategic direction includes many features of the technology that are

delineated in this document. Most of the college's critical systems are already migrated to cloud services, and only a few non-critical systems are on-premise.

Performance Highlights

1. College Computer Replacement On every 3 & 5 Year Cycle Policy, **The College continues replacing the outdated computers** that are still present on the main campus and in the Centers. Eighty (80) desktop PCs will be replaced for the entire staff members at the end of this fiscal year. Two monitor displays must also be provided for staff members operating in essential areas to increase productivity and efficiency. Others will continue to use computers with the traditional on-screen display.

1.2 **The laptop computers that faculty members** used for teaching last year are about to be replaced. However, delivery has seen several hiccups because of the pandemic's challenges for the shipping industry. Before the end of the Spring 2023 Semester, we plan to replace 60 computers for all faculty members.

1.3 Events like the unexpected power outage on islands are ones we have no control over. All workstations and campus network distribution were outfitted with the **150 UPS Battery backup units** the college had ordered. The UPS will give users enough time to turn off their computers without losing work.

1.4 **Computer Lab Replacement with latest Ncomputing Devices Model.** The upgrade of the computer lab on campus is underway.

1.4.1 **Arrak computer lab** has been temporarily relocated to Library until the complete renovation of the Arrak computer lab.

1.4.2 **RH 204 Lab-** Twenty-one (21) computers have been replaced with the latest version of the Ncomputing.



1.4.3 **RH 119**- The computer lab has been converted into Math Lab. New computer tables designed for Math activities are equipped with new laptop computers that students can use during lab hours.



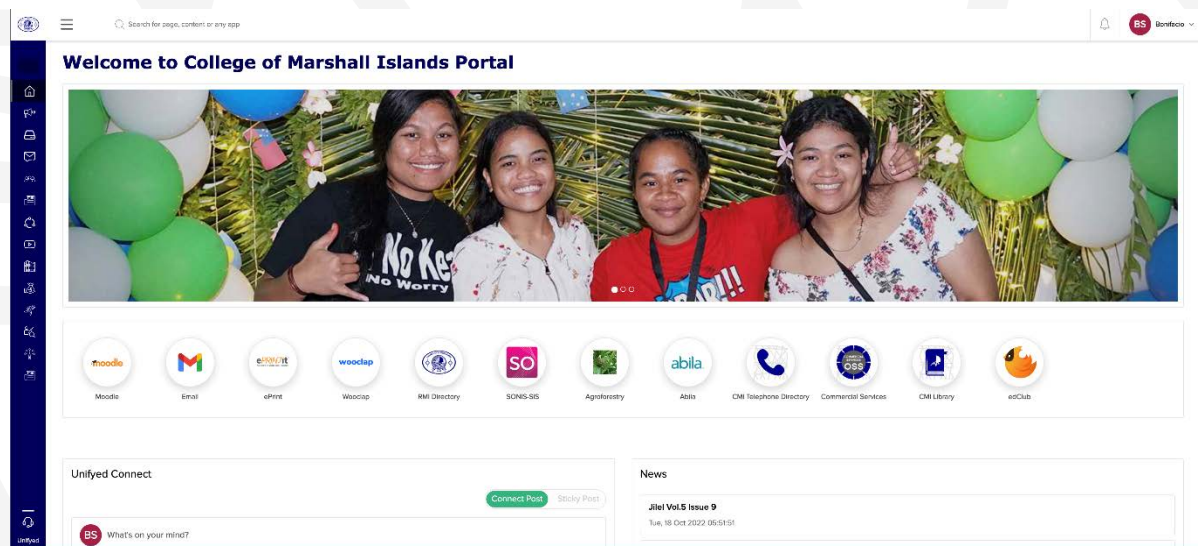
2. Faculty DTEN Zoom Work from Home during Pandemic

Over 90 units of the DTEN Home Edition Zoom equipment have been deployed and assigned to all faculty, especially during the lockdown period when faculty and student stay home. The Zoom equipment has been integrated into the College Learning management system for their courses and meeting online.

3. CMI Apps and Cloud System Project Update

3.1 Office 365 for Students and Faculty- Microsoft License The college replaced the expensive Microsoft vendor in Fiji with one from Hawaii. With excellent technical assistance and a team, the annual Microsoft Office program license fee is lower than the previous year's. Students have used Office 365 exclusively for their computer studies.

3.2 Unified Student Engagement Mobile Apps- In today's world, technology has become an essential part of our daily lives. The use of technology in our daily activities has helped students to be more efficient and effective. In the past, we used pen and paper to complete tasks, but now with the advancement of technology, students can complete most academic activities using a computer or a smartphone. Unified Mobile Apps can help students stay engaged while studying or doing their homework. The Unified apps can be downloaded on any device, such as a computer, smartphone, or tablet.



3.3 CMI Single Sign-on Portal Update- Authentication verifies a user's or system's identity. Authentication can be done in many ways, such as using a username and password combination, biometric authentication (such as a fingerprint), or an access card. Today, we are asked to provide our credentials for various websites and applications. This can be very time consuming and frustrating if you log into multiple websites with your credentials each time you want to perform a task. One way that users can avoid this problem is by using Single Sign On (SSO). SSO allows users to sign into one website/application with their credentials instead of logging in on multiple websites/applications. With SSO, users don't have to remember their usernames and passwords for every website they visit; they only need to remember one credential instead of many. We are launching CMI SSO on March 2023.

3.3.1 Migration of the CMI Active Directory Server into the cloud. CMI AD will have a cloud backup and, at the same time, will have an on-premise secondary servers.

3.3.2 Setup and configure AD on-premise to sync in the AD cloud for redundant purposes. If there is no internet, still the users can access the SSO.

3.4 Aleks for Math Instructors- Over 25 million students globally have utilized ALEKS, an artificially intelligent learning and evaluation system, in math, chemistry, statistics, and accounting. ALEKS assists students at the college in working on the topics they are prepared to learn after rapidly determining each student's precise knowledge of a subject. The intellect, material, and software that make up ALEKS are all proprietary, one-of-a-kind creations. The digital course material in ALEKS covers every aspect of the math courses. Students who complete their ALEKS homework succeed in their classes!

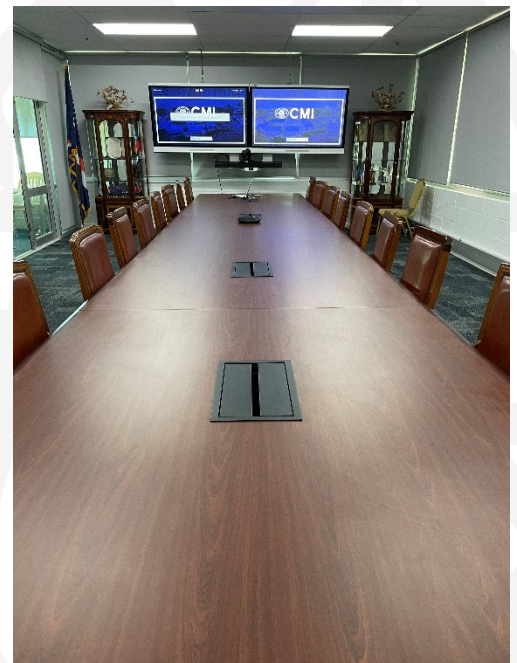
4. College Ongoing IT Projects

4.1 Math Lab- Math lab under the IQBE fund that will improve the student learning enthusiast on math. Equip with new computers with sophisticated computer/desk tables that can be converted as desks if not using the computers. It also has dual-screen monitors for online meetings via zoom and other web meeting applications.

4.2 Campus PA System- Another new system is about the deployment on the campus. A network-connected intercom and speakers that can magnify the sound of human speech, music, or other noises make up an IP paging system. Additionally, audio management software is included. Increase safety by directing pages to where you need the message. Sending a message to a single room or the entire campus is possible with IP paging and zone control. When there is a crisis, this is crucial.

4.3 CMI BOR Room Tech Upgrade -Now that it has been updated, the Board of Regents conference table has a power outlet that attendees can utilize. Cables won't be dangling below the path or across it, where they occasionally cause accidents.

4.4. DTEN Dual Screen for Classrooms- To replace the outdated video conferencing system, the IT Department conducted an extensive study on the new technology. Herein lies the role of Zoom technology. Initially, various hardware components were used to set up and install the zoom software-



based technology. Even though it functions well, it requires a complicated setup and high staff upkeep. The goal of the IT department is to deliver the best information technology solutions at a reasonable cost. The DTEN technology underwent a trial test by the IT department. Most college classrooms are equipped with Dual Screen Zoom Video conferencing equipment during the lockdown and after school resumes.

5. External Collaboration and IT Projects- NTA Tower funded by CMI

The NTA agrees to use the grant for capital contributions to upgrade the LTE (4G) network capacity to address the issues with internet connectivity that students and instructors encounter when using the internet for class. NTA shall award in credits the whole amount of capital contribution to the CMI account over two years. NTA shall use the money solely for allowable costs expressly and directly related to the goals mentioned above of the grant award.



6. Launching the new School Information System (SONIS)

The new SIS project was completed and officially launched on July 18, 2022. Project Deliverables:

- Training Services
- Tailoring Services – Invoice, Transcript, FA Award Letter, Branding
- Data Conversion Services
- Project Management Services
- Final Pass Go Live DB Delivery – Production July 18, 2022

Auxiliary & Commercial Services (ACS)



CMI One Stop Shop (OSS) System. An integrated system is a combination of multiple components that work together to achieve a common goal. The key advantage is that it allows for seamless interaction between components, resulting in increased efficiency, reliability, and scalability leading to cost savings by reducing the need for duplicative resources. The OSS is a paperless technology

powered by Google Kubernetes. There are no service interruptions during an internet outage. The OSS project was initiated by the college President, VPBAA Kotton, IT Department, and ACS to ensure we provide quality services to the students and the RMI community. The core systems integrated into the OSS are Customer Relationship Management (CRM), Point-of-Sales (POS), Inventory, Booking, Rental, Delivery, and E-commerce. This project commenced in the Fall of 2022 and is expected to be completed this Spring of 2023.

CMI COLLEGE OF THE MARSHAL ISLANDS BUS FARE

DAILY

Zone	CMI	OTHERS
1	\$4.00	\$6.00
2	\$4.00	\$6.00
3	\$5.00	\$7.00
4	\$5.00	\$7.00

MONTHLY

Zone	CMI	OTHERS
1	\$25.00	\$45.00
2	\$50.00	\$70.00
3	\$75.00	\$100.00
4	\$100.00	\$130.00

SEMESTERLY

Zone	CMI	OTHERS
1	\$50.00	\$75.00
2	\$75.00	\$100.00
3	\$100.00	\$130.00
4	\$125.00	\$160.00

ANNUALLY

Zone	CMI	OTHERS
1	\$300.00	\$450.00
2	\$325.00	\$475.00
3	\$350.00	\$505.00
4	\$375.00	\$535.00

ZONE 1 - DUD (Dalap-Uliga-Djarrit)
ZONE 2 - DUD to Airport
ZONE 3 - DUD to Weja
ZONE 4 - DUD to Laura

- THESE BUS TICKETS ARE UNLIMITED RIDES
- PURCHASE BUS TICKETS ACCORDING TO THE ZONE YOU LIVE IN
- PLEASE DO NOT SHARE YOUR BUS TICKETS OR IT WILL BE CONFISCATED
- PURCHASE BUS TICKETS FROM COMMERCIAL SERVICES

Bus Services. Bus services are an important mode of transportation for the CMI community as they provide a convenient and cost-effective way to get to school or other destinations. The college has upgraded this service by adding bus fare options and adding zones to improve bus routes. With this, the college can cater to the diverse needs of its CMI and RMI community, whether they are commuting to campus, traveling to off-campus events, or needing special transportation services.

With these upgrades, the college can provide a better transportation experience to its patrons, while also reducing the environmental impact of transportation by reducing the number of single-occupancy vehicles on the roads. The implementation of the new service commenced during the Summer of 2022.



CMI Waste Plastic Recycling Facility. This project is a joint project between CMI and TAIWAN ICDF. The facility was opened on November 16, 2022. A plastic recycling facility can be a valuable asset for the Marshall Islands, as it can help to reduce the amount of plastic waste that ends up in the ocean and on land. The facility could produce new plastic products, like vases and dippers, made from recycled materials. This could create new markets and business opportunities, which would benefit the

economy of the Marshall Islands. Overall, a plastic recycling facility can help the Marshall Islands to reduce plastic pollution, create jobs, and stimulate economic growth, which would be beneficial for the island nation.



Residence Halls. The reopening of the Residence Halls on January 13, 2023, provides improved living spaces, along with different plans to suit a wide range of needs and preferences. The college spent a little over \$250,000 to upgrade the CMI Arrak & CMI Uliga Residence Halls. These projects were made possible by the RMI and the US government. At Arrak the Residence Halls can house a total of 26 students. In CMI Uliga, the two halls Kumit and Enra can house

a total of 84 students. The College would not have done this renovation project without the two local hotels (RRE and MIR) that housed the CMI students. The college spent a little over \$ 1.2 million on the hotels. In a way, the college provided economic support to these hotels during the pandemic.



Food Services. For the past 10 years, the college only had one food vendor. After VPBAA Kotton's initiative, the college has now three food vendors. Having multiple food vendors for the college can be a great benefit for the students, as it can provide them with a wider variety of food options. With the new OSS system, students can purchase "cashless" Meal Plans.