

ANNUAL REPORT 2021





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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 2020/2021. 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

Throughout 2021 the College of the Marshall Islands retained its focus on student achievement and continued the commitment to the strategic initiatives.

It was with great satisfaction that we announced at the 2021 Graduation that we had surpassed, for the first time, our 150% target completion rate of 15%. We encouraged and incentivized students to engage fully in their studies with our "Fifteen (credits) to Finish" initiative and have been delighted with the outcome – in the Fall Semester 134 students completed more than 15 credits with a C or above grade. Student persistence rate also increased – surpassing our 63% goal to reach 84% persistence from the first to the second semesters for first time students.

In 2021 planning continued to substantially increase academic services and student numbers in Career and Technical Education with the development of new programs: The Certificate or AS degree in Atoll Agriculture and Sustainable Livelihoods was launched with the first stakeholder workshop held in November, and two new AS programs in Automotive and Building Trades were developed to meet the specific needs of the new campus proposed for Ebeye, Kwajalein. Efforts also continued to secure the services of a consultant to expand the programs of the CMI Maritime Training Center.

CMI's Business Services increased its commitment to a shock resilient system with 95% of functions on line by the end of 2021. Improvements included planning, together with the professional development required, to successfully implement a new, fully integrated, Student Information Services (SIS) system. This will continue until implementation in 2022. CMI also migrated to an online document management

system using DocuSign, and also began its use of e-Filing Cabinet system to manage both its archives and currently active files.

The report which followed our March Peer Review by ACCJC is published on the CMI website at <https://cmi.edu/>. The Board of Regents and college community welcomed the commendations of the Commission. CMI was recognized for ensuring equity of access to education for the entire nation across its islands and atolls by expanding educational programs and support through investment in technology and people. It was also praised for its demonstrated commitment to fulfilling its mission of being “a center for the study of Marshallese Culture.” Embedded in this commitment is the belief “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.” CMI well noted the compliance requirements with respect to the management of finances and meeting the expectation of our accreditors has been, and will continue to be, a focus until the ACCJC Standards are met.

The college leadership maintains its trust and confidence in our staff and faculty and is dedicated to inspiring and enabling excellence in performance in all departments and at all levels. In 2021 CMI confirmed its redefined Participatory Governance structures and processes to ensure that all members of the CMI community could contribute to decision making. Seeking consensus and unity of thought and action in all our undertakings will continue to be our goal as we commence another year of service to higher education in the Marshall Islands. With appreciation for the guidance of the Board of Regents and to all who accompany us and generously provide the means to support this undertaking.

Enquiries

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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.

- The Introduction;
- CMI Profile - 2021
- Accreditation
- Academic Affairs
- FY2021 Budget and Financial Outlook;
- Student Services;
- Valuing Our Employees;
- Grants;
- Land Grant Report

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, retical 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 innow 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 theo 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

- Helping 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 2021, the College's sector plans of activities, known as Wapepe, underwent review using the CMI integrated planning model. 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 2021 focused on continuous improvement to student success including completion and retention, financial management and integrity.

Strategic Plan Update

The College continues to implement its Strategic Plan 2019 – 2023. Given that unexpected challenges and opportunities emerged in 2020 and carried through to 2021, the College acknowledged the need to quickly adapt in order to remain current and relevant in its changing environment. A full review of the mid-term plans or “Wapepes” that drove the College’s Strategic Plan was conducted in 2021 which resulted in an updated 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 proposed and is currently being developed. The Finance Wapepe will address 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 2020, 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.

STRATEGIC INITIATIVES 2021	Update at December 2021
1. ACADEMIC	
a. Successfully complete ACCJC Accreditation	Following Peer Review, the Commission granted 18 months with a mid-term report due October 2022
b. Increase the Student Retention Rate to 63%	Persistence from the first term to the second term for Fall 2020 first time students – 84%
c. Reach or surpass the 150% completion rate target of 15%	Surpassed: May 2021 – 19%
d. Substantially increasing student numbers in Career and Technical Education by: Planning the introduction of two new programs to the CMI Maritime Program for Fall 2021 1. Certificate for qualified Fitter or AS degree in Marine Engineering Technology 2. Certificate for qualified Bosun or AS degree in Marine Deck Technology.	After delays in securing services of a consultant to design the programs due to the World Bank’s internal processes, CMI finally had the opportunity to discuss the terms of the consultancy with candidate Mark Gooderham on November 24. The candidate was considered most suited to undertake the work for CMI and NTC informed of this the same day. New target date for completion Fall 2022

f. Introducing a Certificate or AS degree in Atoll Agriculture and Sustainable Livelihoods	First stakeholder information ('Sensitization') workshop held November 15, 2021
g. Complete the review the CMI Nursing Program;	Completed. Two key archived courses have been approved to return to the program and will be included in the CMI Calendar from Spring 2022.
h. Introduce pre-engineering courses as part of the NASA INCLUDES project with UH;	Deferred due to UH internal processes which has delayed the grant.
i. Commence planning the expansion of the Marshallese Studies program;	Commenced
j. Develop Recognition of Prior Learning Policies and implementation procedures.	Completed
2. LAND GRANT	
a. Improve Aquaculture research facilities, including Hatchery.	Underway however approval processes delayed by COM's concern over the use of Arrak and its land lease arrangement.
b. Improve Extension offices	Plans are underway
c. CMI CRE LG Presence on Kwajalein	Plans are underway
d. Expand services to other outer atolls.	Discussions with mayors of the following neighboring atolls were held ahead of visits: Arno Rearlaplap (Kilañe, Malel, Tinak, Łōñar), Arno Arno, Tutu Wotho, Aelōñlaplap, Kōle, Namdik, Ujae, Lae, Ānewetak im Ujilañ
e. Additional funding for collaboration	To be proposed at the next LG BOR meeting
3. ADMINISTRATION	
a. Acquire and implement a new Student Information Services (SIS) System.	Jenzabar agreement signed in January 2021. Training and fine tuning of the System to meet CMI requirements underway. Pilot now Summer 2022 and implementation set for the Fall.
b. Enhance the CMI Institutional Data Services.	CMI uses internal and external data to understand our student population and alumni, assess effectiveness and to introduce innovations.
c. Improving CMI's Financial Management and Reporting	Three new key accounting policies were approved and recommended by the Budget Committee. These policies will improve recording and reporting of financial data. Digitizing the finance system (minimizing paper) has been found to reduce errors.
d. Establish a Document Management System:	ASANA project management and reporting DocuSign electronic signature and tracking system is now fully implemented eFiling Document Management system has purchased and documents from 2015-2021.
e. Introduce on-line cloud system	Over 95% of CMI business processes are on-line (cloud based)
f. Online CMI Archives	This is part of the eFiling Data Management system Process is still ongoing (scanning)

4. FACILITIES	
a. Complete a Space Utilization Study.	study completed, currently being implemented.
b. Conduct a Health and Safety Audit.	scheduled for Spring 2022
c. Install a new fire prevention system.	Spring 2022 semester
d. Commence next phase of CMI's Facilities Improvement Projects:	Proposal (blueprint) will be presented by BECA in January 2022 Plan to start the bidding process for the project in FY22
f. Revise the CMI Master Plan;	Plan will be presented by BECA in first half of 2022
g. Expand the Ebeye DE Center into a Campus;	A consultant was engaged to write the grant that will fund the project. Proposal due Spring 2022.
h. Revise the CMI 20 Year Maintenance Plan;	Revised CMI 20 Year Maintenance Plan will be developed after the two new Uliga buildings are completed
i. Secure financing for the construction of two new buildings as proposed under the CMI Master Plan.	Consultations underway to finance the construction.
5. HUMAN RESOURCES	
a. Formalize the Jitdam Kapeel program for CMI faculty, professional and staff development and advancement.	<p>1. An Employee Professional Development Training Schedule is drawn up annually with most of the scheduled training conducted in house. The training offered focuses on the following areas:</p> <ul style="list-style-type: none"> • must know policies and procedures • Core Competencies e.g Customer Service, Communication Skills • Management Competencies covering areas such as team building, coaching and mentoring, HR for Non-HR Managers etc. • Commuting Skills. <p>2. A College-wide Competency Framework is being developed and nearing completion for implementation in 2022. The Competency Framework builds on the core CMI competencies already in place and a critical part of the Performance Management System. The Competency Framework will articulate competency benchmarks for categories of positions which can be integrated into the college's recruitment strategy, performance management and professional development strategy. It will help to focus and customize professional development needs of individual employees in terms of their job readiness.</p>
b. Undertake a review of Faculty salaries.	CMI benchmarked faculty salary at 60% of CUPHR average for 4yr public colleges and universities which is at \$60,529 for AY2018-2019. An assessment of CMI faculty compensation for AY2019-2020 placed faculty

	<p>compensation AT \$41,890 which is above the 60% benchmark (\$36,317).</p> <p>While no change will be made to faculty salary at present but instead agreed to increase faculty overload and adjunct rates by \$100 per credit.</p> <p>The Board of Regents approved the increase in May 2021.</p>
c. Strengthen administrative and business operations by commencing an MBA program for 8 – 10 CMI employees.	Funds have been set aside under priority finding for 2021-2022 to fund 10 employees in key management and professional positions to enroll in an accredited MBA Program in 2022.
d. Identify a strategy for recruitment and evaluation of Adjunct faculty	<p>A strategy has been put in place requiring all academic disciplines to advertise for adjunct faculty prior to the commencement of a semester. In recognition of the limited labor market on island and the challenges faced in hiring faculty the Board:</p> <ol style="list-style-type: none"> 1. approved an increase in Adjunct Faculty teaching rates to attract local qualified professionals to teaching; and 2. approved the qualification requirement of a Bachelor's Degree for adjunct faculty where a candidate with Master's Degree was not available. <p>A draft policy and procedures on the evaluation of Adjunct Faculty is in process to be submitted to the Board for approval.</p>
e. Identify critical positions linked to achieving institutional plans - create a scoring matrix to classify critical positions	A schedule of 'at risk positions' was drawn up and a 'Vacancy Risk Assessment' undertaken. This is an ongoing exercise that measures vacancy risk assessment. Positions in the 'High Risk' Category' are those with a vacancy risk of <180days.
f. Review and formalize the revised structure for the Office of the Dean of Academic Affairs.	The Office of the Dean of Academic Affairs has been completed with the Dean now supported by two Associate Deans. The Associate Dean of Learning Support is responsible for learning support programs for students and the Associate Dean of Instructional Quality and Innovation is responsible for overseeing in-house faculty development and provides leadership for curricular innovation to positively impact student achievement. The Associate Dean Learning Support is already in place and the Associate Dean Instruction and Innovation is on her way and will take up her position at the start of Spring 2022.

ADDITIONAL NOTABLE ACHIEVEMENTS

1. ACADEMIC
Formed a research partnership with APIA Scholars to take a mixed methods approach to understanding the gender gap in first year persistence and completion of credits attempted.
2. LAND GRANT
CMI hosted it first MIMA consultation this year. This was an opportunity for Mayors to better understand the services of the college to neighboring islands, particularly with respect to the Land Grant program and the operation of its Centers.
3. ADMINISTRATION
Electronic signing of documents, using DocuSign software was introduced by IT in 2021, with 100 licenses now available to designated users.
4. FACILITIES
CMI reprogrammed \$150K from its budget to undertake the critical repair required to the basketball court installed by the Seabees. This is pending the funding currently being sought by Task Force Oceana for the construction of a new sports facility.
5. HUMAN RESOURCES
The approval and successful implementation of the ASC 401K Retirement Benefit Plan on October 1 was long awaited and adds to the package of benefits that enhances CMI's competitive advantage as an employer.

CMI AT A GLANCE

PROFILE 2021

HEADCOUNTS AND FTE Unduplicated Headcount; All Students FTE (Fall, Spring) = 12 Credits; FTE (Summer) = 6 credits	10 year average – 2011 - 2020	Fall: 1054 HC and 832 FTE ¹
		Spring: 975 HC and 737 FTE
		Summer: 410 and 347 FTE
	Fall 2020	Fall: 1163 HC and 819 FTE
	2021	Spring 2021: 1169 HC and 791 FTE
		Summer 2021: 737 HC and 622 FTE
		Fall 2021²: 1267 HC and 852 FTE

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

² Based on Official Enrollment report as of October 15, 2021

CREDIT LOAD³	10 year average – 2011 - 2020	Fall: 68% FT and 32% PT
		Spring: 63% FT and 37% PT
		Summer: 77% FT and 23% PT
	2021	Spring 2021: 51% FT and 49% PT
		Summer 2021: 76% FT and 24% PT
		Fall 2021: 51% FT and 49% PT
REGISTRATION STATUS	10 year average – 2011 - 2020	Fall: 31% First-Time; 25% Continuing; 44% Returning; 2% Readmitted
		Spring: 10% First-Time; 78% Continuing; 10% Returning; 2% Readmitted
		Summer: 11% First-Time; 62% Continuing; 23% Returning; 4% Readmitted
	2021	Spring 2021: 12% First-Time; 76% Continuing; 10% Returning; 2% Readmitted
		Summer 2021: 17% First-Time; 69% Continuing; 11% Returning; 3% Readmitted
		Fall 2021: 26% First-Time; 46% Continuing; 25% Returning; 3% Readmitted
ACADEMIC PROGRAMS	10 year average – 2011 – 2020 (Fall only)	AA-BUS/AS-BUS/AS-BA: 11%
		AA-LBA: 45%
		AS-EEDU: 20%
		AS-NURS: 19%
		BA-EEDU: 2%
		CC-CARP: 2%
		Other CC: 1%
	Fall 2021	AA-BUS/AS-BUS/AS-BA: 20%
		AA-LBA: 31%
		AS-EEDU: 22%
		AS-NURS: 14%
		BA-EEDU: 8%
		CC-CARP: 1%

³ Full time is 12 credits or more for fall and spring semesters and is 6 credits or more for summer semesters

		Other CC: 4%
TYPE (RURAL/URBAN) Unduplicated Headcount All Students	10 year average – 2011 – 2020 (Fall only)	URBAN Uluga: 97.3% Ebeye: 0.53%
		RURAL Arrak: 1.93% Jaluit: 0.22%; Santo and Kili – data will begin in 2020-2021;
	Fall 2021 ⁴	URBAN Uluga: 95% Ebeye: 1%
		RURAL Arrak: 1% Jaluit: 1% Wotje: <2% Santo and Kili: 0%
ETHNICITY All Students	10 year average – 2011 – 2020 (Fall Only)	Marshallese – 96% Micronesia – 3% Other P. Islands – 0.4% Asian – 0.6% ‘White’ – 0.5%
	Fall 2021	Marshallese: 97% Micronesia: 2% Other P. Islands: <1% Asian: <1%
		‘White’: <1%
	10-year average	Fall: 50% Female, 50% Male

⁴ Student in DE Centers not available yet

SEX All Students	2011 – 2020	Spring: 50% Female, 50% Male
		Summer: 53% Female, 47% Male
	2021	Spring 2021: 53% Female and 47% Male
		Summer 2021: 55% Female and 45% Male
		Fall 2021: 54% Female and 46% Male
AVERAGE AGE All Students	10 year average – 2011 - 2020	22.3 years old
	2021	Spring 2021: 22.8
		Summer 2021: 23.4
		Fall 2021: 22.68
STUDENTS AS PARENTS CCSSE ⁵ Survey Random Sample	5-year average 2007, 2008, 2014, 2016, 2018	44% have children who live with the student and depend upon them for their care
	2020	31%
PELL ELIGIBLE All Students	2021	Spring 2021: 99%
		Summer 2021: 99%
		Fall 2021: N/A
HIGH SCHOOL ORIGIN Which HS's send their students to CMI? All Students	10 year average – 2011 - 2020	Jaluit: 13% of CMI students Kwaj: 9% Majuro: 53% Wotje: 9% FSM: 3% USA: 5% Palau: 0.3% Others/Unknown: 8%
	Fall 2021	Jaluit: 18%
		Kwaj: 19%
		Majuro: 45%
		Wotje: 10%
		FSM: <2%
		USA: 4%
		Palau: <1%

⁵ CCSSE – Community College Survey of Student Engagement; external evaluation survey students conducted to a sample of students every two years

		Others:/Unknown <2%
CITIZENSHIP All Students	10 year average – 2011 – 2020 (Fall only)	95% Marshallese
	2021	Spring 2021: 95% Marshallese
		Summer 2021: 97% Marshallese
		Fall 2021: 97% Marshallese
LANGUAGES CCSSE Survey Random Sample	5-year average 2007, 2008, 2014, 2016, 2018	93% English is not students first language
	2020	86% English is not students first language
FIRST GENERATION COLLEGE CCSSE Survey Random Sample	5-year average 2007, 2008, 2014, 2016, 2018	44%
	2020	60%
ENGLISH LEVEL All Students	10-year average – 2011 – 2020	Fall: 50% Credit Level, 47% Developmental English, (3% TVET) Spring: 57% Credit Level, 41% Developmental English, (2% TVET) Summer: 69% Credit Level, 28% Developmental English, (3% TVET)
	2021	Spring 2021 - 67% Credit level, 31% Dev. English, (2% TVET)
		Summer 2021 – 70% Credit level, 28% Dev. English, (2% TVET)
		Fall 2021 - 59% Credit level, 40% Dev. English (1% TVET)
MATH LEVEL All Students	10-year average – 2011 – 2020	Fall - 38% Credit, 60% Dev. Math, (2% TVET) Spring – 44% Credit level, 54% Dev. Math, (2% TVET) Summer – 51% Credit, 46% Dev. Math, (3% TVET)
	2021	Spring 2021 - 54% Credit level, 44% Dev. Math, (2% TVET)
		Summer 2021 - 58% Credit level, 40% Dev. Math, (2% TVET)
		Fall 2021 - 53% Credit level, 46% Dev. Math (1% TVET)
		Fall - 73% All, 73% Female; 74% Male

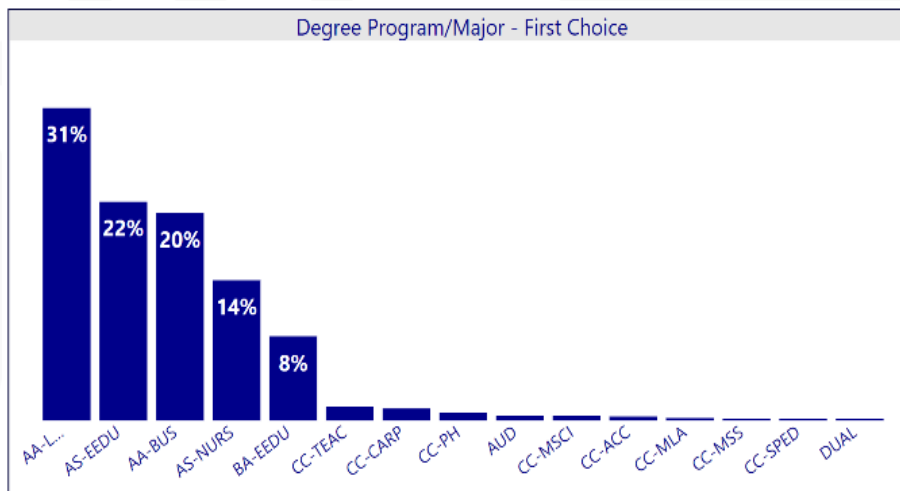
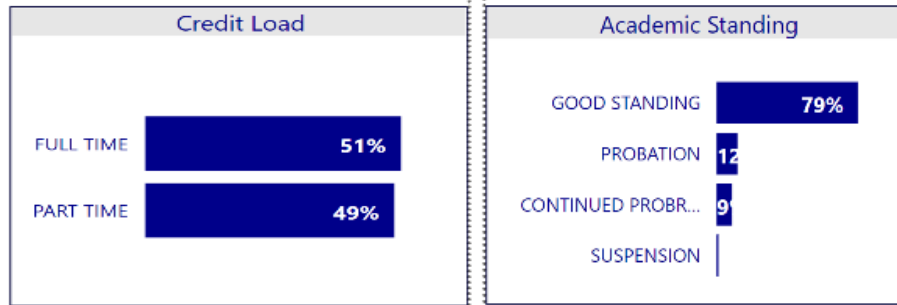
COURSE COMPLETION BY SEX	10-year average – 2011 – 2020	Spring – 71% All, 71% Female, 70% Male
		Summer – 88% All, 87% Female, 88% Male
	2020-21	Fall 2020 – 73% All, 72% Female, 73% Male
		Spring 2021 - 68% All, 69% Female, 66% Male
		Summer 2021 - 80% All, 84% Female, 75% Male
COMPLETION⁶ BY SEX Full-time, 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 - 19%, 15% Female, 25% Male



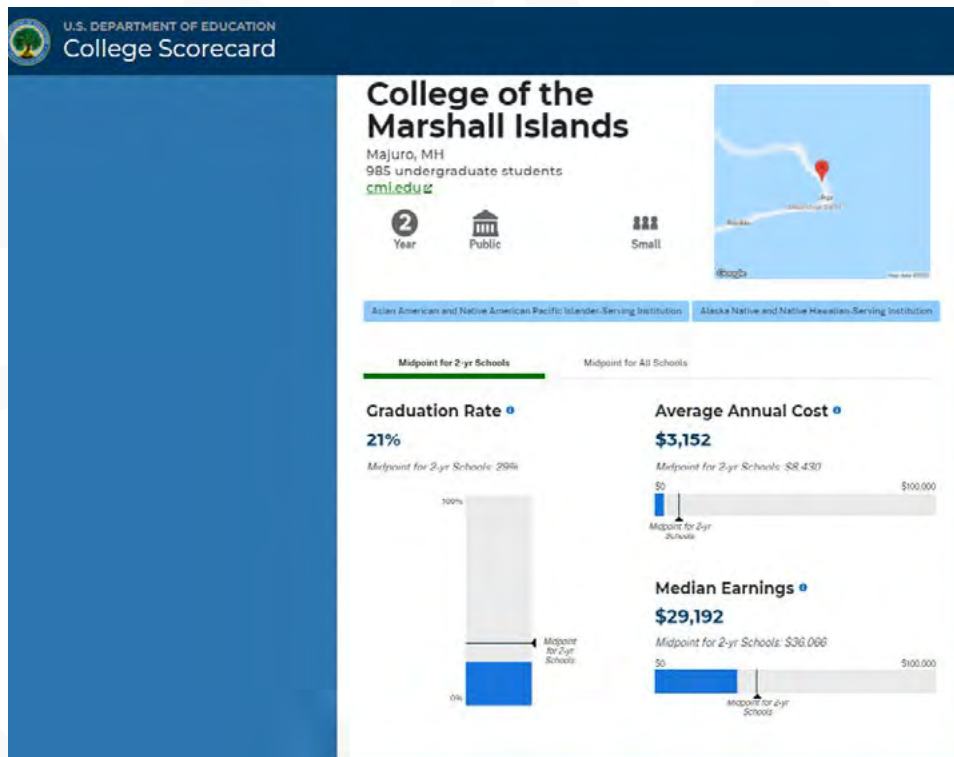
2021 CMI Commencement Exercises

⁶ 150% completion rate

FALL 2021



College Scorecard



Accreditation

2021 was a key year in CMI's accreditation cycle. The Institutional Self-Evaluation Report (ISER), a comprehensive review of the college's performance against the Accrediting Commission for Community and Junior College's standards, was submitted in early January, followed by a peer review team visit in March. Due to the ongoing pandemic, CMI was among the second group of ACCJC colleges to have their peer review visits conducted remotely. At its June meeting, based on the ISER and the peer review team report, ACCJC renewed CMI's accreditation for 18 months, with a requirement for a follow-up report and visit. The follow-up report, due Oct. 1 2022, will address the following College Requirements:

- 1.The Commission requires the College 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. The Commission requires the College respond to external audit findings, including findings relating to compliance and internal control deficiencies, in a timely manner.

The college also received two commendations:

1. The Commission commends the College for its commitment to the fulfillment of its mission of being "a center for the study of Marshallese Culture." Embedded in this commitment is the belief "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." The team found evidence of academic programming, learning support, student services, staff development, and campus governance aligning with what is in the best interest of the Marshallese people.
2. The Commission commends the College for ensuring equity of access to education for the entire nation across its islands and atolls by expanding educational programs and support through investment in technology and people.

The full ISER, peer review team report, and official notification letter from ACCJC can be read at www.cmi.edu/accreditation

In addition, members of the CMI community have participated in ACCJC activities. President Dr. Irene Taafaki and Vice President for Academic and Student Affairs (VPASA) Dr. Elizabeth Switaj contributed to an online ACCJC webinar on Leading Institutional Change to Support Equity in November 2021. Also in fall 2021, the Director of Institutional Research and Assessment, Cheryl Vila was part of a peer review team for American Samoa Community College, while the VPASA joined a peer review writing team as part of ACCJC's one-a-decade review of standards. In addition, President Taafaki has been selected as the vice chair for the peer review team for Palau Community College in spring 2022, using ACCJC's new summative-formative model.

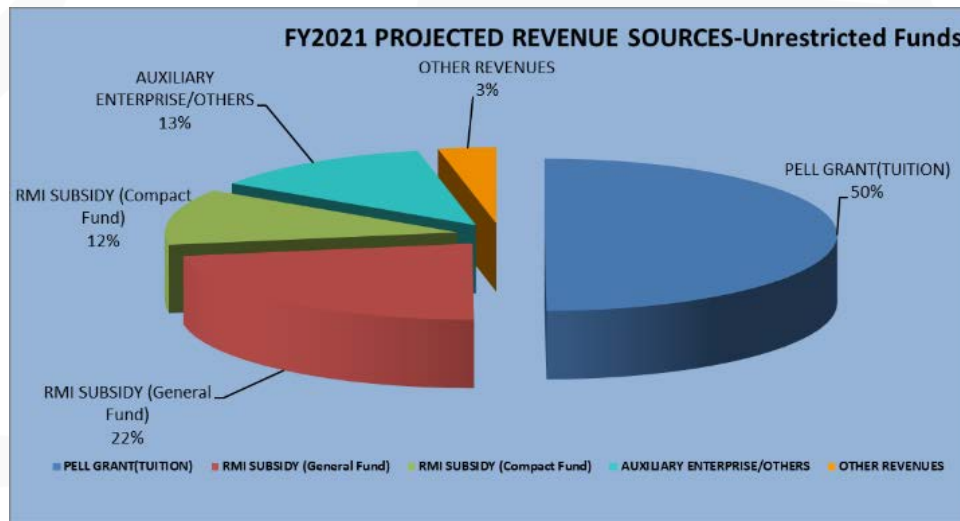
The college community receives updates on CMI's accreditation process through semiannual retreats, monthly reports to the Executive Council, and quarterly reports to the Board of Regents. In addition, the Accreditation Steering Committee, which works to ensure continuous quality improvement against the standards and in line with ACCJC requirements and recommendations, has representatives from the Staff Senate, Faculty Senate, and Student Government Association.

FY2021 Budget and Financial Outlook

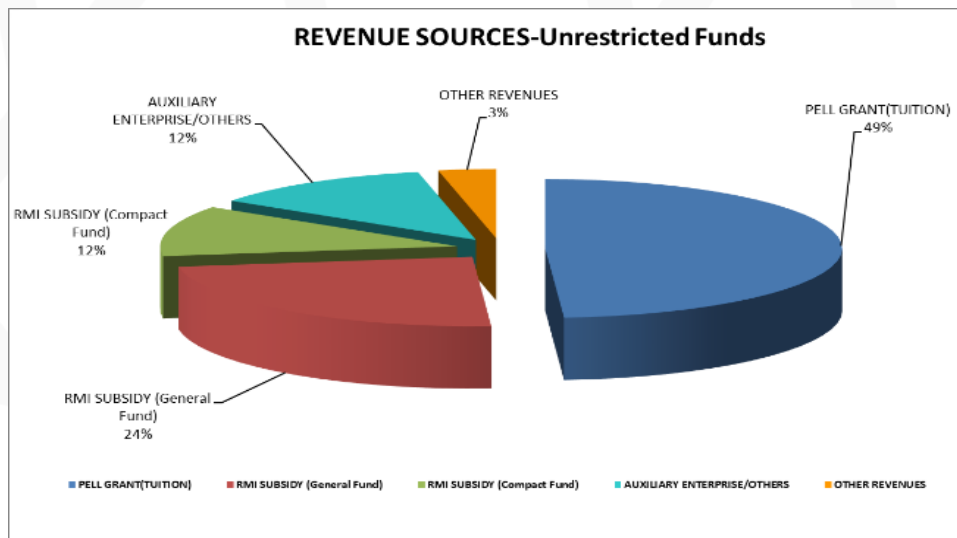
The College continues to face new demands to provide more and diverse quality educational services to the people of the Marshall Islands at a time when global, financial uncertainties abroad and locally at home cause high inflation in our local economy. Tough economic times have proven to be challenging for the College. The rising cost of fuel has impacted the College's overall operations in the past; however, during the last six months of Fiscal Year 2014 and Fiscal Year 2015, the College realized savings from the reduction in cost of fuel in the global market. During fiscal year 2016 and the first and second quarter of FY17, the College experienced a stagnant change in the RMI's overall inflation. The unpredictability of student enrollments has the highest impact on the College's ability to operate at financially viable and sustainable levels. The College can provide the best services and produce skilled students, but without the required level of enrollment, the College will not attain the projected revenue to support its annual operations. 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.

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.

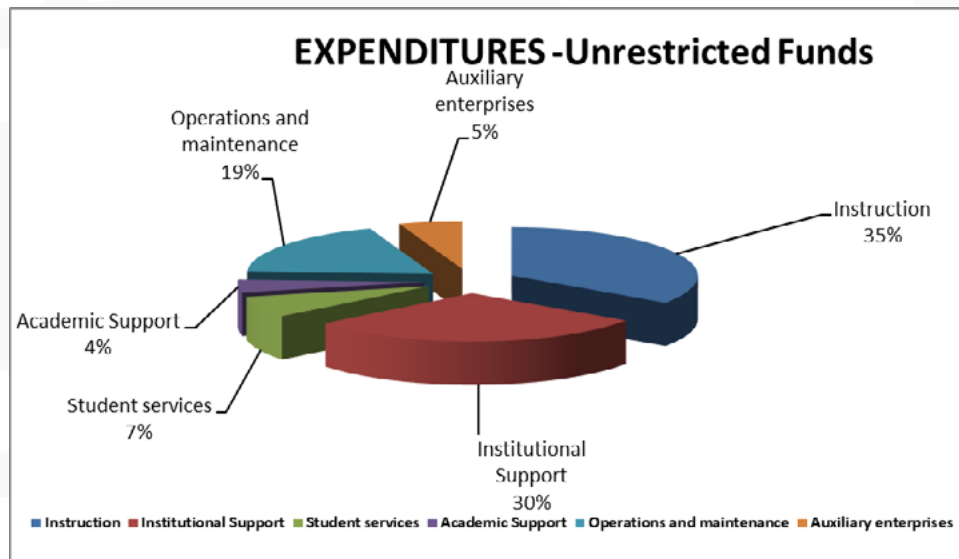
The level of funding for FY21 is projected at \$12.1 million of which \$8.4million is unrestricted and \$3.7 million is restricted. The overall budget projection of \$11.9 million for FY2021 increased by 8.78 percent compared to \$11.2m in FY2020. Contributing factors to the increase in revenue projection is due to increase in funding that CMI received directly from federal grants. This new trends is credited to CMI's strategic imitative in seeking grants for unfunded programs.



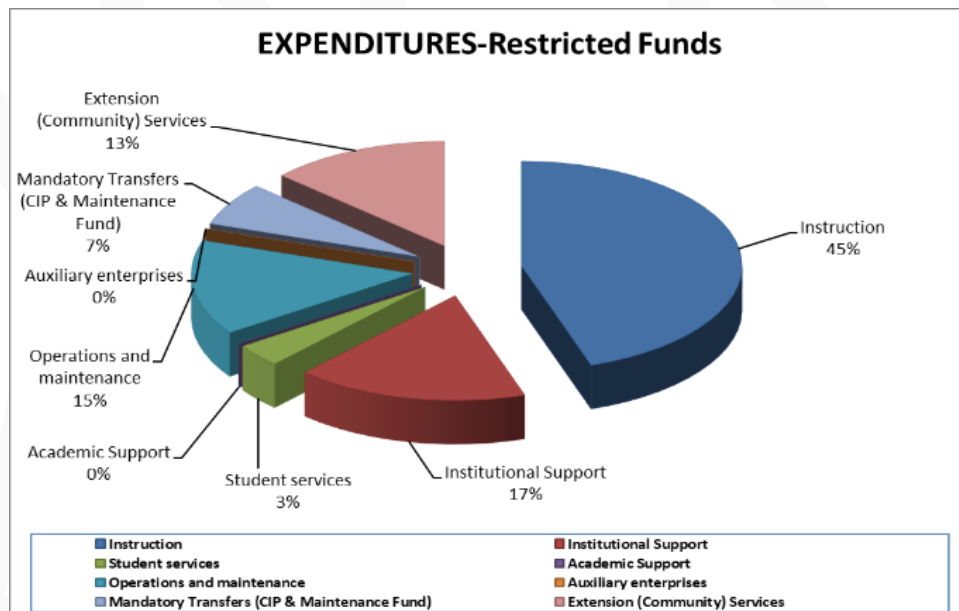
As indicated in the chart above, of the \$8.2million projected under unrestricted funds, 50 percent comes from student tuition and fees while 12 percent and 22 percent come from the US Compact funding through GRMI and RMI General Fund respectively. The remaining 16 percent is a combination of other sources. The FY21 unrestricted fund is projected to be steady compare to FY2021 due to uncertainty of increase of student enrollment.



As indicated in the chart above, of the \$8.4million projected under unrestricted funds, 49 percent comes from student tuition and fees while 12 percent and 24 percent come from the US Compact funding through GRMI and RMI General Fund respectively. The remaining 15 percent is a combination of other sources. Unrestricted funds mean the purposes and conditions set forth in administering the funds are made available by the CMI Board of Regents.



As indicated in the chart above, of the \$8.4 million projected expenditures under unrestricted funds, 35 percent is allocated for *Instruction*, 30 percent for *Institutional Support*, 19 percent for *Operations and Maintenance*, and the remaining 17 percent is allocated to all other functions.



As indicated in the chart above, of the \$3.8 million projected expenditures under restricted funds, 45 percent is allocated for *Instruction*, 13 percent for *Extension Services*, 13 percent for *Capital Improvement Project* which includes the \$500,000 transfer out to the investment account BOMI, and the remaining 29 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.

Financial Highlights and Outcomes (2018 to 2021)

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 2016, unaudited financial reports indicated that the College's financial health continued to improve.

GENERAL LEDGER ACCOUNTS	FY2017	FY2018	FY2019	FY2020	FY2021
Revenues					
Tuition and Fees	3,914,173	4,338,097	4,544,951	4,425,098	5,094,394
RMI Subsidy (General/Compact)	3,155,405	3,155,406	3,812,730	4,969,285	3,453,365
Auxiliary Enterprise	867,052	890,586	1,003,963	996,510	1,099,593
Other Revenues	317,025	516,290	484,719	466,682	397,839
Operating Transfer-In	-	-	-	(264,410)	(189,595)
Federal Grants	-	(14,808)	-	-	-
Land Grants	-	-	-	-	10
Total Revenues	8,253,656	8,885,571	9,846,364	10,593,165	9,855,605
Expenditures					
Salaries and Wages	4,179,597	4,223,695	4,203,115	4,302,846	4,033,393
Insurance-Life & Supplemental	231,474	274,129	212,531	235,475	212,192
Insurance-General, Workmens Comp, Fire	43,854	33,996	10,347	35,207	96,406
Insurance-Automobile	10,392	10,425	37,725	17,625	15,714
Staff Housing	469,498	437,738	430,379	397,144	341,294
Staff Travel & Staff Development	143,564	221,450	218,983	171,907	61,357
Recruitment and Expatriation	105,086	205,735	55,140	115,706	73,313
Contractual, Consultancy and Professional Fees	70,935	69,509	221,235	303,140	315,005
Materials and Supplies	268,196	246,726	311,897	590,031	509,089
Reference Materials and Audiovisuals	95,570	158,584	148,509	150,194	108,616
Telephone, Fax, Postage and Advertising	205,528	185,102	187,886	287,663	262,820
Representation & Entertainment	57,483	69,973	118,819	180,350	102,155
Gas Oil and Lubricants	23,344	60,063	71,412	76,672	47,239
Land Lease	84,607	113,619	84,342	110,343	101,737
Repairs of Equipments	1,925	13,063	23,410	10,029	18,799
Utilities (Water & Electricity)	388,696	417,781	344,493	546,309	554,486
Purchases-Bookstores	810,977	740,944	880,677	1,153,878	887,563
Purchases Vehicles and Equipments	84,095	75,331	189,219	161,916	(6,845)
Student Aid and Activities	243,208	191,402	256,281	222,381	870,602
Bad Debts	468,134	1,291,459	(484,044)	(133,190)	29,887
Others	244,646	420,816	611,228	199,369	577,856
Total Expenditures	8,230,808	9,461,538	8,133,584	9,134,996	9,212,679
Net Revenue/(Deficit)	22,847	(575,968)	1,712,780	1,458,169	642,927

Table 1: CMI's Revenues AND Expenditures Report (2017 TO 2021)

The table above shows that from FY2017 to FY2021 the College's revenue has been steadily increasing; however, the net revenue in FY2017 reported at \$22,847. In FY2018, the College of the Marshall Islands had a deficit of \$ 575,968, 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 FY2021 and is projected to continue to be strong in FY2022. It is important to note that the FY2021 figures are unaudited figures so they may change upwards or downwards after the FY2021 audit is completed by CMI's external auditors.

CMI's FY2020 Federal Grant Progress Reports

During Fiscal Year 2019-2020, the College of the Marshall Islands received a total funding of \$14.1 million of which \$9.9 million was from the Federal funds. The table below provides the summary report of how much was revenue received and how much was expended and the net results as of September 30, 2020.

College of the Marshall Islands Schedule of Expenditures of Federal Awards (SEFA) September 30, 2020						
Fund Ref	PROGRAM	DONOR	CFDA NO.	FY20 Expenditures	FY20 Revenues	Ending Balance <(Due to) due from>
MIP						
FEDERAL GRANTS						
US DEPARTMENT OF INTERIOR:						
PASS THROUGH REPAR						
1024	Compact - Section 211(d)(1) Regular Sector		15.875	987,003.00	987,003.00	-
1075	CAPITAL PROJECTS FUND - FACILITIES	REPUBLIC OF THE MARSHALL ISLANDS (RMI)	15.875	500,000.00	500,000.00	-
1602	Compact - Section 211(d)(1) Public Infrastructure Sector	REPUBLIC OF THE MARSHALL ISLANDS (RMI)	15.875	-	-	-
1613	Compact - SEG	REPUBLIC OF THE MARSHALL ISLANDS (RMI)	15.875	288,325.00	288,325.00	-
1711	ESN-GE0 Program Ebeye	REPUBLIC OF THE MARSHALL ISLANDS (RMI)	15.875	125,000.00	125,000.00	-
TOTAL COMPACT						
1700	PELL GRANT	US-DEPARTMENT OF EDUCATION (US-DOE)	84.063	5,850,045.16	5,534,147.55	240,604.51
1710	TRIO PROGRAM (UPWARD BOUND)	US-DEPARTMENT OF EDUCATION (US-DOE)		239,560.42	277,575.12	(24,757.83)
1701	CARES ACT-5100G	US-DEPARTMENT OF EDUCATION (US-DOE)	84.425E	366,763.50	711,020.00	(344,256.50)
1701	CARES ACT		84.425F	435,309.88	500,000.00	(64,690.12)
1517	RIJA/CARIPAC-DISTANCE EDUCATION GRANT	UNIVERSITY OF GUAM/UNIVERSITY OF VIRGIN ISLANDS (UVI)	Unknown	-	-	(106,221.98)
1826	DOI-RMI-8 RMI COM. BASED CONSERVATION PROJECT	DEPARTMENT OF INTERIOR (DOI)	15.875	-	-	(3,344.40)
1815	DOI GRANT-1815B (CRI-RMI-10-CORAL REEF PROTECTION)	DEPARTMENT OF INTERIOR (DOI)	15.875	-	-	(8,961.13)
1520	AHEC GRANT	UNIVERSITY OF GUAM (UOG)	93.824	70,718.23	108,313.82	38,510.92
1615	NOAA-CORAL REEF GRANT - Habitat Conservation	MICRONESIAN CONSERVATION TRUST (MCT)	11.463	-	-	(44,929.42)
1616	Partnership for Advance Marine Science	RESEARCH CORPORATION OF UNIVERSITY OF HAWAII (UOH)	Unknown	21,852.46	47,919.68	(17,485.39)
1617	Islands Opportunity Alliance (LSAMP)	RESEARCH CORPORATION OF UNIVERSITY OF HAWAII (UOH)	47.076	10,789.38	14,485.71	(16,269.24)
1625	COASTAL STORMS PROGRAM-RCUH	RESEARCH CORPORATION OF UNIVERSITY OF HAWAII (UOH)	Unknown	-	-	-
1010	NSSP UNIVERSITY OF HAWAII	RESEARCH CORPORATION OF UNIVERSITY OF HAWAII (UOH)	Unknown	346,671.23	450,000.00	0.00
Subtotal				9,242,038.26	9,543,789.88	(351,800.58)
OTHER NON-FEDERAL GRANTS						
1025	SCHOLARSHIP & GRANTS	MARSHALLS ENERGY COMPANY	Unknown	6,500.00	3,460.00	(4,289.50)
1027	CMI DISASTER RELIEF PROGRAM	VARIOUS	Unknown	-	-	-
1050	VARIOUS SMALL GRANTS-1050A (SSA-Substance Abuse Prevention Treatment)	REPUBLIC OF THE MARSHALL ISLANDS (RMI)	Unknown	21,097.22	24,112.00	(28,939.01)
1050	VARIOUS SMALL GRANTS-1050B (TCF-Education USA Travel Career Fair)	US EMBASSY (USEMBASSY)	Unknown	-	-	-
1050	VARIOUS SMALL GRANTS-1050C (RPC-MIMRA-CMI-Rare Pride Campaign)	MARSHALL IS. MARINE RESOURCES AUTHORITY (MIMRA)	Unknown	-	-	(1,337.92)
1050	VARIOUS SMALL GRANTS-1050D (PIHOA-Public Health Workers)	PACIFIC IS. HEALTH OFFICERS ASSO. (PIHOA)	Unknown	-	-	-
1050	VARIOUS SMALL GRANTS-1050E (AFD-OREMSIP)	AGENCE FRANCAISE DE DEVELOPPEMENT (AFD)	Unknown	-	-	(14,181.20)
1050	VARIOUS SMALL GRANTS-1050F (Residential, Intensive, Student, Engagement)	THE UNIVERSITY OF PENNSYLVANIA (TUOP)	Unknown	-	-	(45,859.79)
1050	VARIOUS SMALL GRANTS-1050G (Pacific Resource for Education & Learning)	PACIFIC RESOURCE FOR EDUCATION & LEARNING (PREL)	Unknown	-	9,000.00	(57,892.79)
1050	VARIOUS SMALL GRANTS-1050L (MIMRA-CMI-Reimanlok)	MARSHALL IS. MARINE RESOURCES AUTHORITY (MIMRA)	Unknown	-	-	(2,424.00)
1050	VARIOUS SMALL GRANTS-1050Q (MCT-MICS)	MICRONESIAN CONSERVATION TRUST (MCT)	Unknown	-	-	(4,607.78)
1050	VARIOUS SMALL GRANTS-1050R (AGROF-VEGETATIVE GUIDE & DASHBOARD)	RESEARCH CORPORATION OF UNIVERSITY OF HAWAII (UOH)	Unknown	-	-	(18,886.80)
1050	VARIOUS SMALL GRANTS-1050T (GLOBAL ENVIRONMENT/SMALL GRANT PROGRAM)	UNOPS	Unknown	-	-	(6,511.00)
1050	VARIOUS SMALL GRANTS-1050U (YAMAHA SMALL ENGINE TRAINING)		Unknown	-	-	(8,796.67)
1050	VARIOUS SMALL GRANTS-1050W (AILINGLAPLAP SEACOLOGY GRANT)	SEACOLOGY (SEACO)	Unknown	-	-	(2,133.22)
1050	VARIOUS SMALL GRANTS-1050X (CLIMATE CHANGE ARTS WORKSHOP)	AMERICAN EMBASSY, SUVA, FIJI (AMEEMB)	Unknown	-	-	(1,785.43)
1051	VARIOUS SMALL GRANTS-1051A (GUAM COALITION AGAINST SEXUAL ASSAULT)	GCASA	Unknown	750.00	-	(3,395.66)
1051	VARIOUS SMALL GRANTS-1051D (ENHANCING FOOD PRODUCTIVITY)		Unknown	128.78	-	-
1051	VARIOUS SMALL GRANTS-1051J (Ridge to Reef)		Unknown	110,746.43	110,653.00	(16,456.51)
1123	DISTANCE EDUCATION PROGRAM (ROC)	REPUBLIC OF THE MARSHALL ISLANDS (RMI)	Unknown	305,651.07	248,000.00	28,191.50
1124	IMPROVING QUALITY BASIC EDUCATION (IQBE)	ADB	Unknown	141,189.99	-	89,667.00
Subtotal				586,063.49	395,225.00	(99,638.78)
GRAND TOTAL				9,828,101.75	9,939,014.88	(451,439.36)

The table above shows that over \$9.8 million expended and \$9.9 million in actual revenue received as a result, the CMI reported a cash on hand amounting to \$451,439 in federal fund. This remaining fund is forecasted to be expended within the next three months to continue the student preparation works affiliated with Covid19. The cash on hand is attributed to the College's CARES Act fund allocated to the students and part of CMI's institutional support fund. The cash was drawn down to provide awards to the students and to support CMI's CVOID-19 initiatives.

CMI'S FY2019-2020 Audit Report Highlights

The two tables below provided the overall summary of the College's financial audit report for fiscal year 2019-2020. An external auditor (Deloitte) performed CMI's FY2019-2020 audit.

CMI's Statement of Net Position

Table I
Summary of Statement of Net Assets

As of September 30

	<u>2020</u>	<u>2019</u>	<u>\$ Change</u> <u>2020-2019</u>	<u>% Change</u> <u>2020-2019</u>	<u>2018</u>
Assets:					
Current Assets	6,244,662	5,558,582	686,080	12.3%	3,837,289
Investments	1,750,457	1,700,200	50,257	3.0%	1,569,512
Property, Plant & Equip't, net	10,619,574	11,145,596	(526,022)	-4.7%	12,976,105
Total Assets	18,614,693	18,404,378	210,315	1.1%	18,382,906
Liabilities:					
Current Liabilities	4,260,708	3,692,236	568,472	15.4%	3,749,940
Total Liabilities	4,260,708	3,692,236	568,472	15.4%	3,749,940
Net Position:					
Invested capital assets	10,619,874	11,145,596	(525,722)	-4.7%	12,976,105
Restricted-Nonexpendable	1,750,457	1,700,200	50,257	3.0%	1,569,512
Unrestricted	1,983,954	1,866,346	117,608	6.3%	87,349
Total liabilities & net position	18,614,693	18,404,378	210,315	1.14 %	18,382,906

Financial data for FY20 showed that Total Assets slightly increased by \$210,315 or 1.1 percent vis-à-vis FY19. This can be attributed to the following:

1. The contraction of the Capital Assets accounted for bulk of the significant provision that reduced the Net Book Value amounting to \$574,122 or 5.33 percent. The College's Investments and Current Assets helped offset the shrinkage of the Total Assets by \$50,257 or 2.96 percent and \$686,080 or 3.70 percent, respectively. Listed below are the details of the changes in the components of Total Assets:
 - a) Increase in Cash and Cash Equivalents by \$287,242 or over 100 percent compared to prior year.
 - b) The Accounts Receivable and Unbilled Charges for FY20 amount to \$2.3 million, which represents a decrease of \$144,823 or 5.83 percent. The decrease can be attributed to the corrective action plans being implemented after the FY2019 audit report completed.
 - c) Prepaid Expenses amount to \$222,863 in FY2020 compared to \$146,512 in 2019 representing an increase of \$76,351 or 52.11 percent. Although the trend had a minimal increase compared to prior year, the College will need to establish strict guidelines and train staff to ensure proper reconciliation of the prepaid expense general ledger account.
 - d) Bookstore Inventory registered a moderate decrease of \$49,998 or 10.70 percent compared to the prior year. With the centralization of all purchases at the Bookstore and the new strategic initiatives to expand the operation, the inventory is expected to modestly close the gap compared to prior year. These strategies are needed to meet the growing enrollment figures and improve efficiency in addressing the need for materials and supplies for all CMI Departments, CMI Employees, and the general public.
 - e) CMI's Investment outcomes in FY2020 reported at \$1,750,457, compared to prior year investment outcomes of \$1,700,200, which is an increase of \$50,257 or 2.96 percent.
 - f) With the completion of CMI's Capital Improvement Projects seven (8) years ago, the Capital Assets continue to show a downward trend and this will likely continue in the succeeding years due to minimal capital investment on new facilities. For FY20, there was a moderate decrease in Property, Plant and Equipment by \$574,122 or 5.33 percent due to the regular provision of depreciation expense on capital assets and disposing of assets, which reduced the Net Book Value of the Capital Assets.

CMI's Statement of Revenue and Expenditure and Changes Net Position

Table II

Summary of Statement of Revenues, Expenses and Changes in Net Assets

Year Ended September 30

			\$ Change	% Change	
	<u>2020</u>	<u>2019</u>	<u>2020-2019</u>	<u>2020-2019</u>	<u>2018</u>
Operating Revenues	\$8,326,832	\$7,983,980	\$342,852	4.3%	\$6,423,182
Operating Expenses	\$13,717,830	\$11,585,350	\$2,132,480	18.4%	\$12,593,462
Operating Loss	(\$5,390,998)	(\$3,601,370)	(\$1,789,628)	49.7%	(\$6,170,280)
Non-operating revenues (expenses)	\$4,934,127	\$4,456,989	\$477,138	10.7%	\$4,352,445
Capital Contributions	\$99,104	\$108,373	(\$9,269)	-8.6%	\$85,468
Special item-contribution to CMI Foundation Inc.	-	-	-	-	-
Increase in Net Assets	(\$357,857)	\$875,938	(\$1,233,795)	-140.9%	(\$1,817,835)
Net assets-beginning of year	\$14,712,142	\$13,836,204	\$875,938	6.3%	\$16,450,801
Net Assets-end of year	\$14,354,285	\$14,712,142	(\$357,857)	-2.4%	\$14,632,966

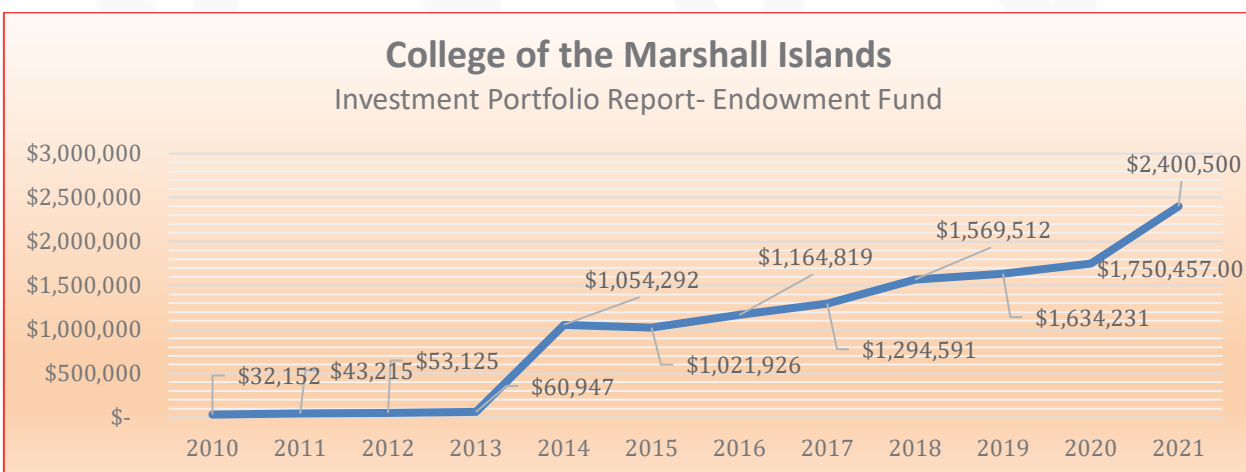
For FY20, total Operating Revenues showed a moderate increase by \$342,852 million or 4.3% as compared to FY19. This increase is attributed to the following:

1. Although there was a dropped in student tuition and fees as a result of scholarship discounts and allowance, the result of an increase in the number of enrollment figures compared with FY19 also provide a steady financial health.
2. Donations to the College by way of Private, Gifts, Grants and Donations also increased by \$58,261 or 21.78%.
3. The U.S Federal Grants had an increase of \$1.2 million or 21.22%.

CMI's Investment Portfolio Reports

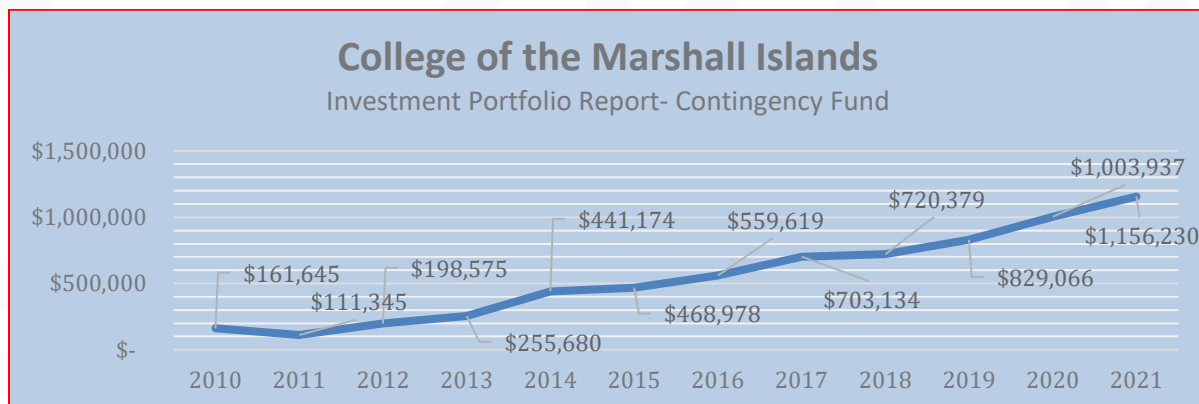
In order for the College to have some financial flexibility and to respond quickly to changing circumstances and opportunities, the College needs to increase the current level of contributions to its investment portfolios (i.e. the Endowment Fund, Contingency Fund, and Maintenance Fund). As part of the 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 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 2021, the College's endowment fund increased by \$650,043 compared to Fiscal Year 2020, which brings the total of the fund to \$2,400,500. 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.

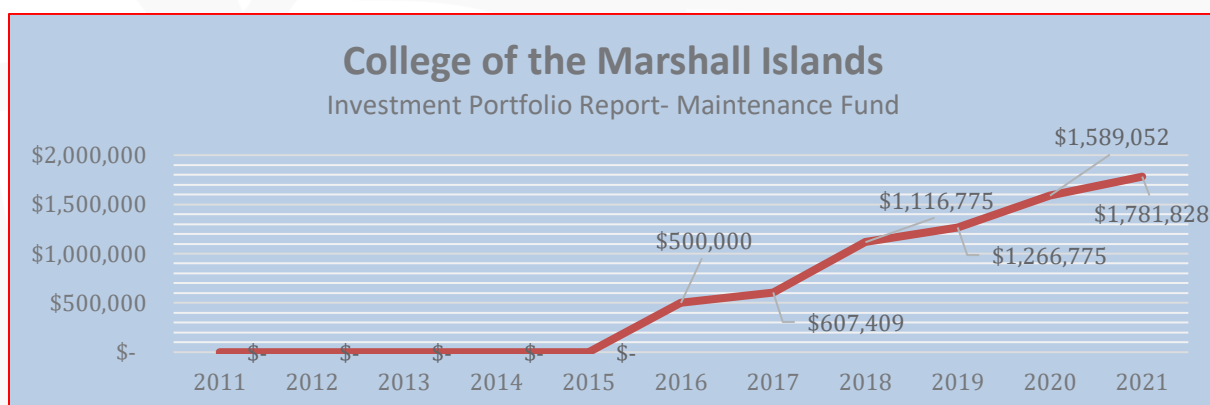
The College has made a total gain of \$27,564 on interest alone since the changeover. At the end of Fiscal Year 2021, the College's Contingency Fund Investment account with BOMI increased by \$152,293 compared to the prior year. The College's goal for this investment account is to reach the \$3,000,000 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 \$60,259 in interest alone since the opening of the account. As of September 30, 2021, the balance in the BOMI maintenance fund amounts to \$1,781,828, an increase of \$192,776 compared to a lower return in the previous year. The chart below provides the historical trends.



CMI's Highlights on Capital Investments on Technologies

College of Marshall Islands - Success story with Oracle Cloud

The college considered AWS and Microsoft Azure before finally choosing Oracle Cloud Infrastructure (OCI) because of OCI's ease of use and low cost. College of the Marshall Islands found that spinning up compute instances from images allowed employees to migrate applications faster than creating them from scratch, installing all the necessary modules and extensions. The migration from the on-premises systems to OCI and MySQL Database Service was smooth and quick. The applications' performance and stability significantly increased. Some applications' initial load times dropped from two minutes to just a few seconds. Administrative costs have dropped by 20% because most manual operations (OS patching, database backup, and security checks) are automated. Moving to automated database backups from manual backup scripts has reduced the risk of data loss. It has also eliminated system integrity issues associated with a manual process. Deploying the instances and the MySQL database on a private network also improved the school's security posture. Employees no longer have to worry about data loss in a power outage. In addition, the ability to securely deploy the applications on a private network, coupled with automated backups, was yet another reason to choose Oracle Cloud Infrastructure.

Converting Classroom's Analog Door Locks to Digital Locks

IT Department has started using the Digital Door Locks to IT Department and other Executive Offices on campus since 2020. Digital door locks provide cost-effective and easy-to-install security solutions for classrooms and offices requiring reliable access control. The digital door locks offer keyless to enter to the premises. It uses the world's first 5-1 keyless entry smart lock, fingerprint, code, smartphone, and knock to open key. It also provides a reversible handle, weatherproof, OLED display, and Long Battery life.

The use of digital door locks will solve the long-overdue issue of missing keys, problematic door keys, and setbacks when faculty are looking for security to open the door. All PIN Codes will provide to all that need access to the classrooms.

Provide Easy Virtual Classrooms with DTEN & Zoom Technology

The IT Department did a lot of research on the new technology to replace the obsolete video conferencing equipment. It is where Zoom technology comes in. At first, the zoom software-based technology was set up and installed using different hardware devices. Although it is working well, it requires a complex setup and high staff maintenance to operate. The IT Department's mission is to provide the highest quality information technology solutions most cost-effectively. The IT Department did a trial test of the DTEN technology.

CMI's Strategy to Capitalize on the Emerging Technology- DocuSign eSignature

Digital/Electronic Signature for all approved Institutional Documents

The College's strategic initiative to streamline its business processes moves from manual processes to automation or digital strategies. To ensure the Financial Management System and the Student Information System are well integrated, the College purchased the DocuSign system in 2021.

The new DocuSign system has enabled the College to improve its document management and minimize non-value-added processes in the system. Before acquiring the DocuSign system, the College's document authorization workflow was mainly done manually or on paper. Now it is done electronically using the DocuSign system.

CMI's Plan to Transform the Student Cloud Printing Experience

The College of the Marshall Islands strives to be the leader in technology and innovation by continuously capitalizing on opportunities due to today's fast-changing technologies. The most recent analysis of the College's financial reports shows that office materials and supplies have remained one of the top five operational expenditures of the College over the past ten (10) years. The College earmarks over a hundred thousand dollars alone just for toners, cartridges, and paper. The IT Department's annual budget for printing is fifteen thousand dollars (\$15,000) for supplies just for computer labs, and this doesn't include toners and cartridges. The college has seventeen (17) computer labs on campus, Thirteen (13) in Uliga, and four (4) in the DE Centers. To date, they have provided free-of-charge self-service printing stations. But unfortunately, the outcome of this great practice creates waste - printed papers are often discarded, or documents never collected and left in the computer labs.

The Ongoing and Future Projects for the IT Department

New Enhanced and Improve Cloud-Based School Information Systems.

The contract was executed on January 14, 2021, and kicked off on February 12, 2021. The college expects to use the new, improved Student Information System in Fall 2022 with the soft Go Live on May 2022.

The College of the Marshall Islands Selects Unified for Mobile App & Web Portal

"The College of the Marshall Islands Selects Unified for Mobile & Portal AI-Driven Solutions for Student Engagement."

Date, Miami, FL: Unified announced today that The College of Marshall Islands (CMI) has agreed with Unified Engage- Mobile and Portal solutions. Unified, the leading higher education software solutions provider, will boost the Majuro-based college's student engagement strategy with its Artificial Intelligence backed technology.

Unified will help the community college reorganize its student engagement strategy in line with its existing Learning and Teaching Master Plan, focused on student engagement and retention, along with a strategic blueprint powered by the CMI Mission.

Self-service password management and single sign-on solution

The IT Department has successfully migrated the old version of Windows 2003 Active Directory services to Windows 2016 Domain controller. The upgrade has opened up more features and enhancements that the college can use. One of the features is the ability of the users to use the Self-Service Password Reset feature. With the current threat of the pandemic and the distancing as a best practice, the ADSelfService apps can help the students and the employee enroll their accounts to reset their password without the assistance of the IT Department. It adds immense value to a business proposition by reducing costs, improving employee productivity, ensuring superior return on investment, and, most importantly, a web-based secure and easy interface to the domain user.

Windows Azure Virtual Desktop (AVD)

AVD is a comprehensive desktop and application virtualization service managed by Microsoft and hosted in the Azure cloud. It delivers simplified management with multi-session Windows 10 and Windows 11 support. The college students and employees will benefit from this technology,

especially those securing their work from home environment. Since most cloud hosting services are accessible in any place at any time, one challenge here is isolating our work with personal matters such as family members using our work computers while at home. The Windows Azure Virtual Desktop will enhance security by creating a virtual environment to safely and freely access our cloud hosting-sensitive systems. IT Department will soon discuss more information about it.

Library KOHA Cloud System

In collaboration with Library, the college is exploring moving the library system using the world's first free and open-source library system. Koha is a fully-featured, scalable library management system. Development is sponsored by libraries of various sizes, volunteers, and support companies worldwide.

CMI's COVID-19 Relief Efforts

The world is facing an unprecedented challenge with communities and economies around the globe affected by the growing concerns and impact of COVID-19 pandemic. Although the RMI remains a COVID free country, the Republic of the Marshall Islands has been affected like many communities and economies everywhere. The College of the Marshall Islands stepped up to help the Ministry of Health and Human Services (MOHHS) and the RMI Government in National Disaster Committee with their efforts to *prevent, detect and respond* to the COVID-19 pandemic.



Since the global outbreak of the COVID 19 the College has entered into several agreements with MOHHS and the RMI National Disaster Committee to use CMI Arrak Campus as a Quarantine Center. The CMI Arrak Campus houses the College's Vocational Programs (Carpentry and Maritime) and the Land Grant research facilities and offices. The Arrak Campus is also used as CMI's second residential housing complex for CMI students which also have a cafeteria and a library. Since CMI entered into these agreements with the government; the College's operations at Arrak campus have not been normal the Arrak campus is also being used as the RMI's Quarantine Center.

As part of the College's COVID response plan in 2020, the CMI applied for COVID relief funds under the CARES Act and was awarded with a total of \$1,956,673 of which \$978,337 was for Institutional supports and the other \$978,336 was directly for the eligible CMI students. During the reporting period, the College was awarded with additional CARES fund that brings the total of the cares fund award to \$15.3 million of which \$5.2 million for Student Fund, \$6.9 million for Institution and the final \$3.1 was for recovery efforts for both the institution and the students.

With all these funding available to CMI, the College was able to improve its teaching and learning capabilities by moving over 90 percent of its courses online. Cloud Migration Strategy

has moved the school Learning Management System (Moodle) into the cloud hosting services using OpenLMS. Moodle is the world's most widely used Learning Management System (LMS). The College has been using Moodle since 2008 and used to be managed by the IT Department. Due to the global pandemic threat and the possibility of working from home to provide teaching and other College-wide essential services, the CMI IT Department has decided to migrate its services to the cloud. Hosting to the cloud offers flexible modular for the student and faculty needs (i.e., real-time service response functions, secured online learning platform, etc.). The LMS migration was completed in May 2020 and successfully launched in the Fall 2020 Semester. The College is the only institution nationwide fully ready to continue its services uninterrupted shall the pandemic restrictions be provoked.

Aside from online teaching and learning, the College through its IT Department, developed a Cloud Migration Strategy that moved the critical Financial Accounting System processes and data from onsite premise to cloud hosting services. The CMI IT and Business Office Department collaborated with the Abila and Microix technical team to ensure this project was successful. The data would not be the on-premise server; it eliminates the hassles and cost of the physical infrastructure maintenance and support. The cloud hosting providers will maintain the backup, upgrade, and secure hardware and software upgrades. This exercise provides CMI the capability of working from home if and when RMI government decides to implement a nationwide lockdown. The College is the only public institution with this e-government capability.

CMI's COVID-19 Risk Management and Vaccination Efforts

In preparation for COVID-19, the College has taken a number of initiatives from creating online readiness for classes, and enabling on-line accessibility for students to the installation of hand wash stations throughout the campus and procurement of SARS-CoV-2 eliminating paint for long-term disinfection of the campus.

To prepare for possible remote work in the event of an outbreak, an [online learning plan](#) was developed by the Learning Designer's Office and a remote work policy was created by the Human Resources Department. The College's [COVID-19 Disaster Management Plan](#) was revisited and updated to remain current.

Vaccinations were strongly encouraged and incentivized which resulted in increased vaccination rates as shown in the table below.

Student and Employees Vaccination Numbers as of December 2021

	# Fully Vaccinated	Total Number	Percentage Vaccinated
Full Time Students	891	1,267	70%
ABE Students	131	308	43%
Full Time Employees	148	210	70%

Once Fully vaccinated, students and employees' identification cards are given an orange tab that indicates their vaccination date. Should COVID-19 enter the RMI, only students and employees with these COVID-19 vaccination tab ID cards will be allowed to enter the campus as stated in the updated COVID-19 Disaster Management Plan. Unvaccinated individuals will not be allowed on campus and will have to attend online classes and engage in remote work.

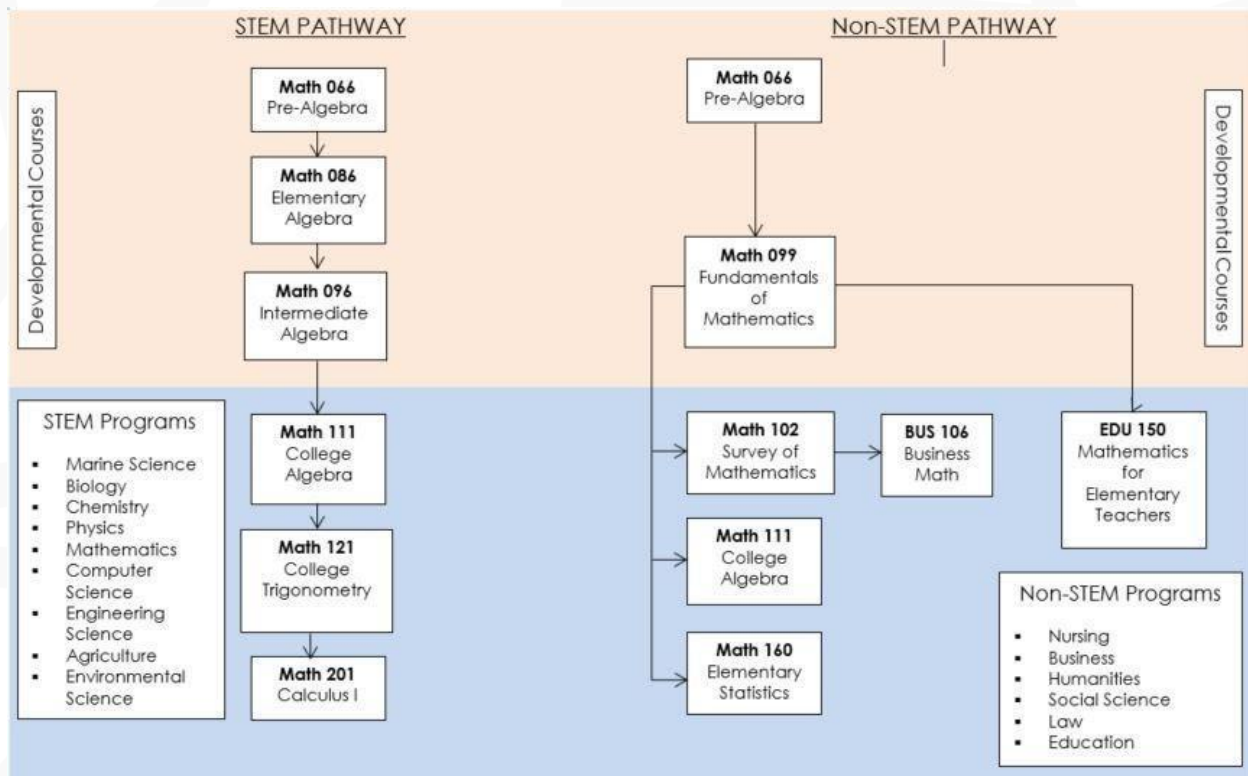
Academic Affairs

In 2021, CMI saw record enrollments with 1,169 students in the spring, 737 students in the summer, and 1,267 in the fall. The college also set a record as its 150% completion rate—the percentage of students pursuing an associate degree who complete it within three years—reached 19%. In May 2021, a total of 261 degrees and certificates were conferred at the graduation's ceremony, specifically:

- 15 Certificates of Completion in Accounting Clerkship
- 2 Certificates of Completion in Marine Science
- 3 Certificates of Completion in Marshallese Language Arts
- 5 Certificates of Completion in Marshallese Social Studies
- 14 Certificates of Completion in Public Health
- 7 Certificates of Completion in Special Education
- 43 Certificates of Completion in Teaching
- 2 Advanced Specialization Certificates in Deaf Education
- 1 Advanced Specialization Certificate in Severe Disabilities
- 24 Associate of Arts Degrees in Business
- 56 Associate of Arts Degrees in Liberal Arts
- 43 Associate of Science Degrees in Elementary Education
- 20 Associate of Science Degrees in Nursing
- 11 Bachelor of Arts Degrees in Elementary Education
- 4 Bachelor of Arts Degrees in Elementary Education with Advanced Specialization in Deaf Education
- 13 Bachelor of Arts Degrees in Elementary Education with Advanced Specialization in Severe Disabilities Education

Academic affairs units are still making improvements to try to reach even higher goals.

Throughout the year, academic departments built on the established success of the accelerated developmental courses in mathematics and English to improve student retention and completion rates. Some departments began offering accelerated options for credit-level courses. For example, in fall 2021 students were able to complete ENG 111 and ENG 105 in the first half of the semester before moving on to ENG 112 in the second half. 92.8% of students who took this option completed ENG 111 and ENG 105 in the first half; 76.9% of those students who continued into ENG 112 completed it. Liberal Arts plans to offer other English courses in the 8-week format moving forward. STEM, meanwhile, developed an alternative pathway through developmental education for students who do not plan to major in a STEM field. MATH 099: Fundamentals of Mathematics takes the place of levels two and three of the preexisting developmental mathematics pathway; it is intended for students who will not be taking more advanced courses such as trigonometry and calculus following algebra.



Along with developing this pathway, math instructors continued mentoring high school teaching the math transition course for twelfth graders. 42% of students who participated in the math transition program entered credit level math directly upon starting at CMI during the 2020-2021 academic year. While this is still below the program target of 50%, it shows improvement over previous years.

These efforts to implement Guided Pathways were further enhanced by a renewed focus on Fifteen to Finish. Fifteen to Finish encourages students to register for a minimum of fifteen credits each semester to ensure that they can graduate on time. A student who takes only twelve credits each semester will need one more semester to graduate than a student who takes fifteen. A student who takes only nine credits will need an additional year. Posters and videos on campus screens and social media have encouraged students to sign up for fifteen credits. Each student who completed fifteen credits during the fall 2021 semester received a laptop, which is both a reward for their hard work and a tool for future academic success.

In April, Liberal Arts held an exhibition showcasing student work and discussions from liberal arts alumni about possible career outcomes. Also in April, the Tilmaake Resource and Career Center (TRACC), held the opening ceremony for CMI's Alumni Hall of Fame. The first class of Hall of Fame inductees was:

1. Grace Leban, Chief Justice for the Traditional Rights Courts
2. Dr. Kyle Lemari- Medical Doctor at MOHHS
3. Dr. Hendy Enos - Medical Doctor at MOHHS
4. Mylast Bilimon - Faculty Member of CMI
5. Marson Ralpho - Faculty Member of CMI

The ceremony and display at the front of the Uliga campus give current students the opportunity to see how far it is possible to go after starting their college education at CMI.

Academic departments emphasized opportunities for applied learning. In December, the Elementary Education Department hosted a BAEE Showcase and Practicum Orientation. At the showcase, students shared posters and models showing the projects they had completed as part of their coursework.



Elementary Education majors working on preparation of their showcase projects.

To ensure that student learning aligns with industry expectations, the Associate of Science in Nursing curriculum was reviewed by consultants from the University of Guam. At their recommendation, courses in maternal health and pathophysiology have been added to the program. Nursing students also implemented community health screening and awareness events. These included presentations on hepatic diseases to fellow classmates, health assistants, and MOHHS staff; participation in the COVID-19 vaccination outreach to the Laura community; presentations on Cervical Cancer, Hepatitis B, COVID-19 infections and other health topics to students and community members on Wotje and Ebeye; health screenings for the CMI community, including blood sugar, blood pressure, and BMI; and a visit to RongRong High School.



A student nurse conducts a blood sugar test for World Diabetes Day.

In addition to applied learning experiences, all academic affairs departments continued to improve the quality of online learning offered. All CMI courses are required to have Moodle course shells and, as of fall 2021, 94% included interactive activities. Thirteen faculty completed the Professional Certificate in Online Education from the University of Wisconsin-Madison in 2021, contributing to continuous quality improvement in online instruction. The Learning Design Office also added a new Education Technologist.

In order to support initiatives like those listed above, academic affairs now has two new associate deans: Jemimah Razalan, the Associate Dean for Learning Support and Dr. Sandra Hamilton, the Associate Dean for Instructional Quality and Innovation. Key areas of focus moving forward will be improving academic advising and emphasizing deep learning in curriculum and instruction.

Workforce, Adult, and Vocational Education Services (WAVES)

In February, Adult and Continuing Education changed to Workforce, Adult, and Vocational Education Services (WAVES). The new name reflects the section's increased focus on developing skills for both employed and unemployed adults. In October, the Institutional Effectiveness Committee approved the WAVES mission statement, which also highlights this focus:

The Workforce, Adult and Vocational Education Services will provide access to quality High School Equivalency Diploma, Career and Technical Education, Workforce Development and Continuing Education programs to the community so that they attain the essential skills to become self-sufficient and contribute effectively as productive citizens.

WAVES continued to offer its programs at the Uliga Campus as well as the CMI Centers on Jaluit, Ebeye and Wotje. These programs include:

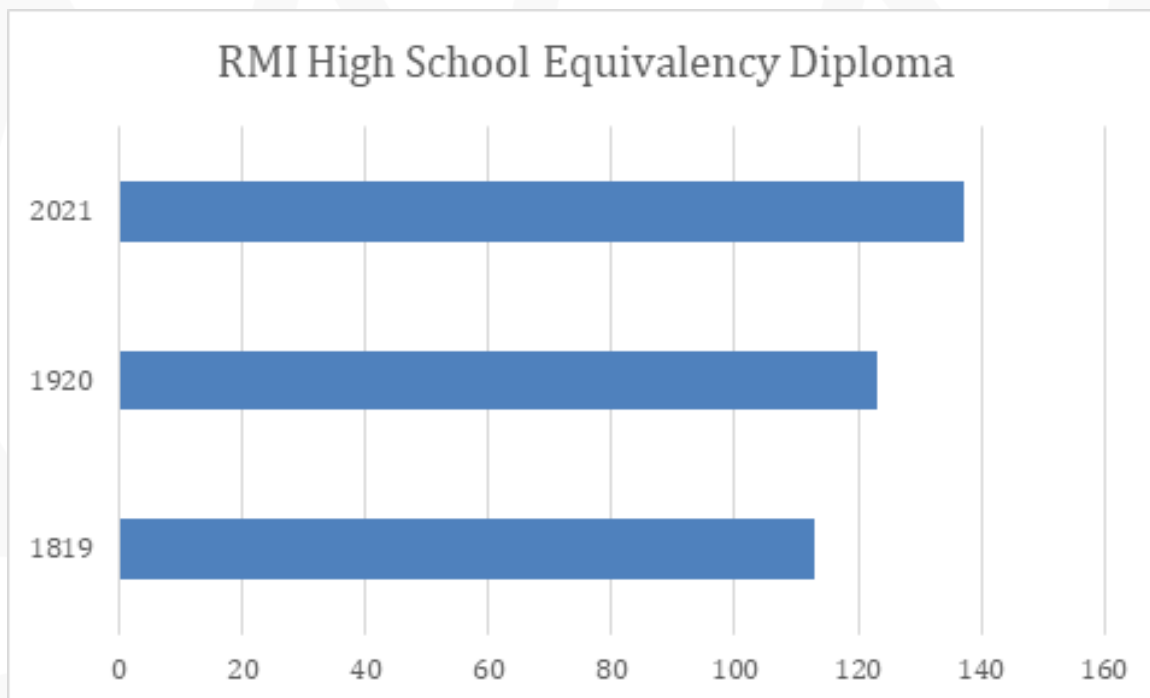
- Adult Basic Education (high school equivalency)

- Certificate of Completion in Vocational Carpentry
- Maritime Vocational Training Center
- Youth Corps

In addition, WAVES has expanded services to Kili Island and laid the groundwork to begin offering training on Santo Island in Spring 2022.

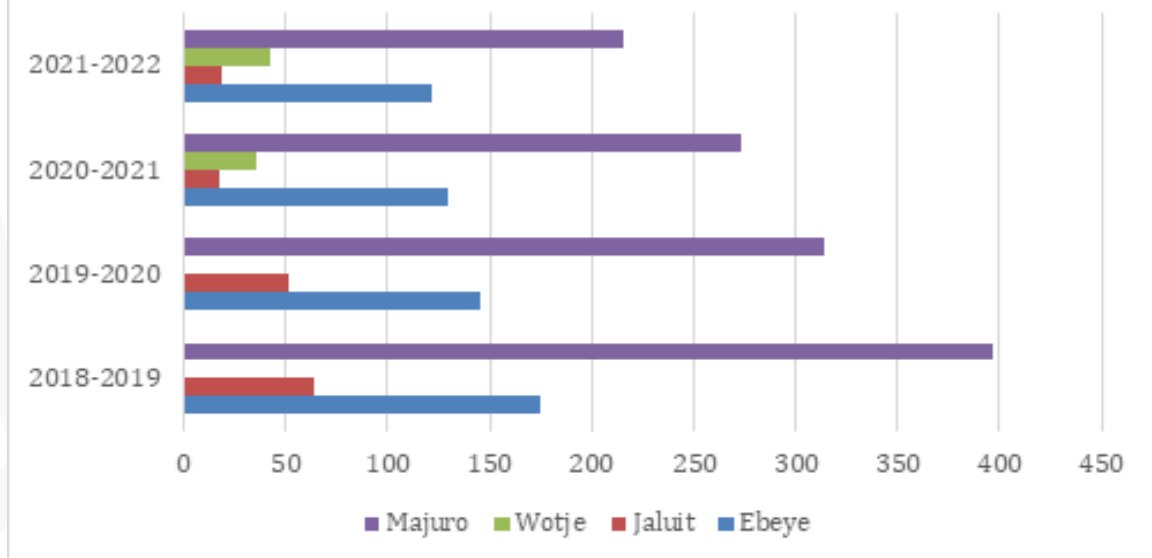
Adult Basic Education

Adult Basic Education (ABE) expanded and improved its services this year. New pedagogical initiatives targeted improvement of the literacy and numeracy levels of students who would continue into college-level studies. All Level 3 to 5 classes are fully utilizing Moodle in their teaching and learning and Levels 1 and 2 will begin using Moodle in Spring 2022. ABE also introduced academic advising. Starting in August, each student has been assigned an advisor to provide academic counseling and guidance. The main aim was to create a positive relationship between faculty and students, as well as provide students with essential guidance, in order to continue improving graduation rates. The chart below shows the number of ABE graduates over the three most recently completed academic years.



While the number of graduates has increased, overall enrollment in ABE has been trending down.

ABE Unduplicated Enrollment by Distance Education Centers



In February, the program expanded to Kili Island, where 21 students enrolled in Levels 3 and 4.

The main focus for ABE this year, however, has been to improve pedagogy and student support. Starting in the fall, each student was assigned a faculty advisor to provide counseling and academic guidance. All Level 3 to 5 classes are fully utilizing Moodle in their teaching and learning and Levels 1 and 2 will begin using Moodle in 2022. ABE faculty completed the University of Wisconsin Madison's Professional Certificate in Online Education to ensure that online engagements with students are high quality.

ABE students participated in the following activities:

1. The First Asia & Pacific Island Cultural Exchange Program for Youth via Zoom – attended by students of ABE, Kikai High School in Japan and a high school student in Colombo, Sri Lanka
2. Club activities every Wednesday – Marshallese Clubs, STEM Club, Debate Club
3. Sports & Extracurricular Program (SEP) Basketball League
4. SEP Volleyball League
5. CMI Open House
6. Monthly General Assemblies including one with the CMI Senior Leadership Team
7. Read Theory Programs to improve literacy levels



ABE Students that participated in the Cultural Exchange Program



Participating in the Education Week Debate Competition

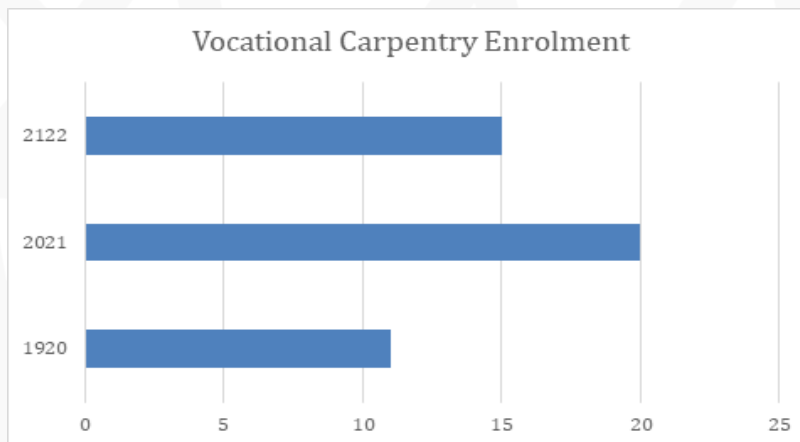


Monthly ABE General Assembly

Certificate of Completion in Vocational Carpentry

Vocational Carpentry moved back to the Arrak campus from March 2021. The return to Arrak led to improved attendance and the completion of many hands-on projects including minor repairs and renovations to the workshop, classrooms, and surroundings. This year, for the first-time, carpentry students from Ebeye had the opportunity to return to Ebeye to complete their summer internships. The Internship program started in June and ended in August 2021. Out of the 18 who registered, 14 graduated after completing the required practical hours of 280 hours. Those who missed out will have the opportunity to attempt the internship again in 2022.

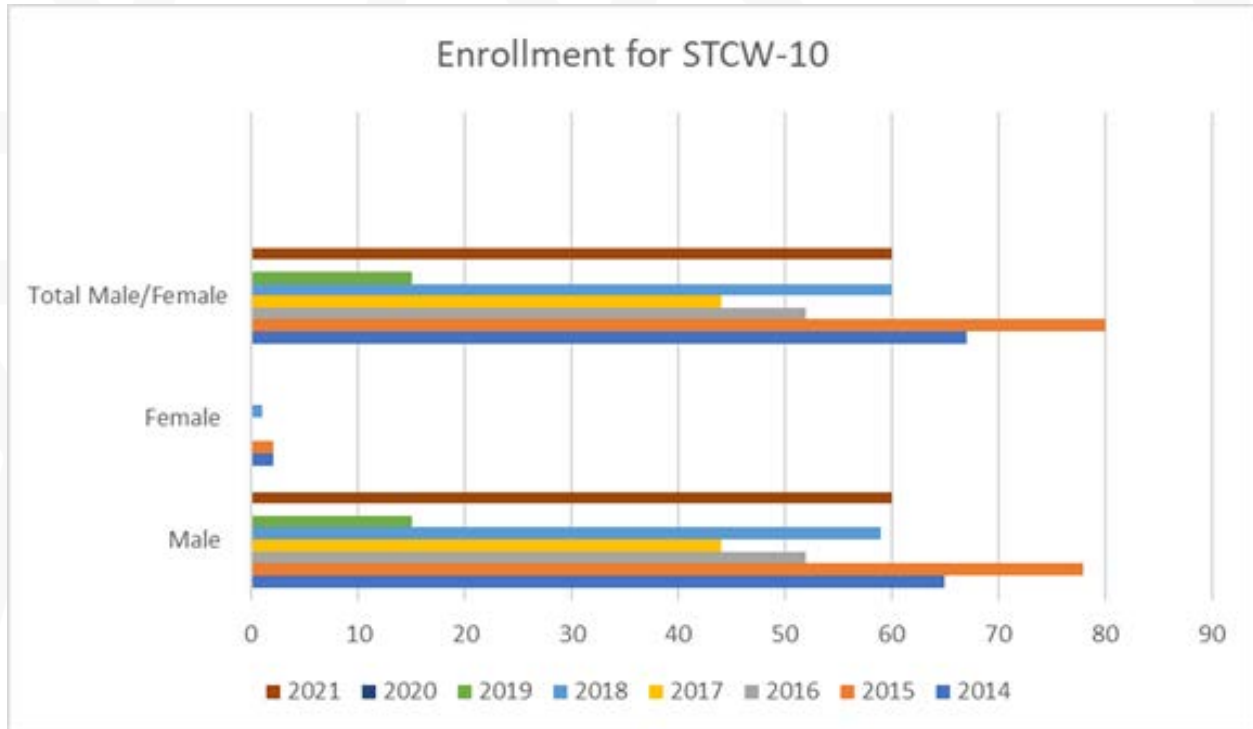
Enrollment for the Certificate of Completion in fall 2021 declined to 15, though this number remains higher than the 2019-2020 enrollment.



Plans to increase enrollment include reviewing the program to ensure relevancy and articulation both to career pathways and additional education, reaching out to Life Skills Academy graduates, and encouraging young women to join the program, which has only had male enrollees the last three years.

The Maritime Vocational Training Center (MVTC)

During 2021, MVTC provided Standards of Training, Certification, and Watchkeeping (STCW) training to a total of sixty individuals on Majuro and Ebeye in collaboration with MIMRA.



In addition, MVTC collaborated with a variety of organizations to provide training to the community. For example, on November 13, MVTC instructors collaborated with the RMI Ports Authority to ensure the safety of a firefighting exercise for airport firefighters.

A project with the World Bank to expand instructional programs in the maritime field will lead to increased opportunities for advancement in the maritime field in the future.

Youth Corps

In 2021, Youth Corps organized three major trainings benefiting unemployed youth: the summer TVET Fundamentals program (in partnership with Fiji National University) and two cohorts of a basic carpentry training boot camp. These trainings served a total of 68 youth; 75% of this total number was able to secure internships or full-time employment in the RMI workforce.

Program	#of Trainees	Outcomes
2021 TVET Fundamentals Certificate Program	Ebeye – 20 Majuro – 29	<p>Ebeye CONSTRUCTION – 7 enrolled and 7 completed. 6 are now engaged in their 3 months' internship program with NTC working with the KALGOV and the US NAVY SEABEES on the construction of the new checkpoint at the Ebeye dock. 1 joined the CMI Carpentry course after completion of his training.</p> <p>AUTOMOTIVE – 10 enrolled and all completed. Two are working now at the Kwajalein Fish Market as assistant mechanics in training, 1 working in Ebeye Public Works and the rest are working at the KALGOV.</p> <p>Majuro WELDING – 10 enrolled and 9 completed. 6 are now engaged with the NTC Internship program at various organizations which includes CMI, MEC, Public Works, MAWC and PII. 1 is fully employed at PII. 1 is severely ill 1 is pending.</p> <p>AUTOMOTIVE – 10 enrolled and 8 completed. All 8 are now engaged with the NTC Internship program at MEC, Public works, CMI and MAWC.</p> <p>ELECTRIC – 10 enrolled and 9 completed. All 9 are now engaged with the NTC Internship program at MEC, Public works, CMI and MAWC.</p>

Carpentry Boot Camp Cohort 1	9	10 enrolled and 9 completed. 1 joined CMI Carpentry Class after training. 5 are now working at PII. 1 working at Formosa and 1 working at RRE and 1 working at Ports Authority.
Carpentry Boot Camp Cohort 2	10	11 enrolled and 10 completed. 2 joined the TVET Fundamentals Certificate Program. 2 working at PII. Two are working at RRE 4 are pending status.

Youth Corps also organized and participated in several other projects and events. Youth Corps collaborated with the RMI NTC on a train-the-trainer event to expand capacity for career and technical training within the Marshall Islands. Trainees included eight experts in their respective fields and from various organizations including CMI, Public Works, private companies, and MEC. There was also a partnership with USP to deliver the EU-PACTVET project which was part of a broader program known as Adapting to Climate Change and Sustainable Energy (ACSE) Programme, implemented by the Pacific Community (SPC) and the University of the South Pacific. The training focused on Solar Energy with participants from MEC, Majuro Local Government, KAJUR, WUTMI, Kwajalein and Ebon Local Government, MICNGOS and CMI Physical Plant were part of the training

Some of these projects are in progress. Youth Corps is collaborating with the University of Edinburgh and a Hawaiian Artist, along with RMI stakeholders (such as USP, the National Nuclear Commission, the Public School System, International Organization for Migration, Jo-Jikum, CMI, WAM and the local community) to develop a new environmental conservation strategy game that can be used as a youth and community education resource in the Marshall Islands focused on topics and issues considered most important to Marshallese. The first stakeholder workshop took place in 2021. Youth Corps is also currently engaged with the ADB Youth for Asia and other Island Nations such as Kiribati, Tuvalu and Maldives on the initial planning phase of the Youth-Led Climate Action Project which will focus on Demonstrating Innovative Employment Solutions. CMI Youth Corps will be the project's focal point for RMI.

Workforce Development Training

The major activities for the Workforce Development Training this year included:

- Increasing the WorkKeys Facilitators for the College both on Majuro and Ebeye for the implementation of the Workkeys Assessment for the College to promote Career Readiness to the CMI community
- Signing a Memorandum of Agreement with the Ministry of Finance to develop capacity programs for the Ministry to contribute to effective and efficient performance of its employees. Programs will begin in Spring of 2022.
- Developing the 15 credit Certificate in Governmental Accounting program in collaboration with the Ministry of Finance.

Arrak Campus

From January until August of 2021, all of Arrak Campus was dedicated to the Arrak Quarantine Center. In August 2021, the Arrak Student Residence Halls were reopened. With the record high enrollment, the Uliga Residence Halls could not accommodate demand. The Vocational Carpentry program also relocated to Arrak Campus for fall 2021. Arrak kitchen staff provided meals for both the quarantine center and the resident students.



Some of the food served at the Quarantine Center.

CMI Centers

CMI Ebeye Center

In 2021, the CMI Ebeye Center offered the following programs and trainings:

- Adult Basic Education (ABE)
- CMI credit and developmental courses
- Youth Corps training including the TVET Fundamentals Certificate in association with Fiji National University
- Maritime-STCW training
- Solar training

Seventy students total enrolled in ABE at Ebeye. CMI Ebeye students also participated in Kwajalein Liberation Day, Education Week, and Manit Week. Students who completed the TVET Fundamentals Certificate also had the opportunity to join 8-week internships to gain additional practical experience.

The Ebeye Center hosted two graduation ceremonies in 2021. The first, held at Jabro Sports Complex on June 2nd, celebrated the achievements of 24 ABE graduates, 15 Maritime-STCW completers, and eight graduates of CMI degree programs. The second, held at the center itself on October 28, recognized graduates of the Vocational Carpentry program who had finished their final internships over the summer semester. The carpentry graduation ceremony typically takes place on Majuro but was moved to Ebeye this year because the majority of graduates were from Ebeye.



ABE students at the Ebeye Center celebrate Manit Day

CMI Jaluit Center

With the hiring of a new coordinator, the CMI Jaluit Center saw an increase in enrollment between spring and fall in both ABE and college-level programs. In spring 2021, five students enrolled in the ABE Program and twenty-four students enrolled in college courses. Nine students enrolled in college courses in the summer. In fall 2021, there were seven ABE students and 25 college students enrolled.

CMI Wotje Center

The CMI Wotje Center offered access to college courses for the first time in spring 2021 with 21 students enrolled. ABE courses were offered from 3:30 pm to 6:30 pm as the adjunct instructors are also teachers at Northern Islands High School and Wotje Public Elementary School. A total of 18 students enrolled in ABE in Wotje this year.

Students in both ABE and college courses participated in a variety of activities this year. For Education Week, they took part in volleyball, basketball, and track-and-field competitions. They served the community through clean-up events around the Wotje Health Center and the Northern Islands High School campus in spring, a public beach on a nearby island in summer, and Wotje Public Elementary School in fall. They enjoyed a fall 2021 welcome party and a

Halloween Carnival. For Manit Week, they learned to weave traditional baskets. They also participated in workshops with visiting teams from the RMI Scholarship Board, the Ministry of Health and Human Services, CMI's Learning Design Office, Education USA, Land Grant, the CMI Counseling Department, and the CMI Nursing and Allied Health Department.

The CMI Wotje Center established a Community Advisory Committee in June. Committee members include cultural leaders and representatives for the public sector, churches, schools, private sector, women, and youth. At the committee's recommendation, a two-day Basic Computer Training was conducted in November with four participants from the community along with seven ABE students from levels 1 and 2. The ABE computer instructor, assisted by the ABE level 4 students, led the training. The committee also led community outreach activities on Human Rights Day in December.



The CMI Wotje Center celebrated its first anniversary.

Library

Throughout 2021, the library continued expanding available resources for students, with a particular focus on electronic resources. ProQuest was added and JSTOR renewed, both for three years. These authoritative databases are accessible to all CMI students, staff, and faculty across the two campuses (Uluga and Arrak) and three CMI centers (Ebeye, Jaluit and Wotje). Expanding online database access ensures equitable access for students at all locations. In addition, 542 new physical items were cataloged and added to the collection. Bibliographical searches are available through the Library OPAC system on the library webpage. The Library webpage continued to be updated for information changes to its services, opening hours, new information sources and reports. The Library Mission Statement was reviewed, approved by IEC on 25th August, 2021 and was uploaded to the library webpage. The library also conducted its first holdings stocktake in five years and is currently reconciling system errors and collection statuses in order to submit its final signed inventory by end spring 2022.

The library also expanded its learning support services during 2021. Students used library instruction 2,647 times through New Student Orientation, Reference Queries, the Library Tutorial Series, CMI 101, and Information Literacy & Academic Writing for Credit Course levels. CMI Center students were assisted with Zoom sessions on library instruction. In order to continue developing high-quality services for students at all locations, library Moodle courses are currently under development. In order to ensure that learning support services align with instructional needs, the Learning Support Committee formed in May to allow input from all academic departments into the services provided.

In an initiative that arose from the program review process's inclusion of external stakeholders, the CMI library worked with partners to improve library skills and access in K-12 education. The library assisted Ebon Elementary School by cataloging more than 800 books and reference materials. The library also conducted a basic library skills training workshop on "cataloging and organizing school libraries" for Ebon teachers during the Summer break.

Nuclear Institute

The Nuclear Institute welcomed 1,172 visitors from Jan-Dec 2021 including students from PI260: Nuclear Tests in the Pacific, CMI 101: First-Year Experience, Marshallese Studies, the BAEF program, and high schools on Majuro, Kwajalein, and Jaluit. Other visitors included

Nuclear Club members, friends from the National Nuclear Commission (NNC), and CMI staff and faculty. Unlike in the past, there were no off-island researchers because of COVID-19.

The CMI Nuclear Club had 60 members in 2021: 50% regularly participated in activities, and 30% were new members. Throughout the year, the club collaborated with the National Nuclear Commission, the Four-Atoll communities, and other groups to engage students in community involvement and outreach projects. Members joined the National Nuclear Commission Education and Public Awareness director in a nuclear legacy presentation at the Deaf Center in Rita in February 2021. Also in February, the Nuclear Club led a Joint Mini-Nuclear Museum (together with the Library Club, MORIBA Club, and Kwajalein Club) at the CMI Courtyard, in February 2021. The CMI president was the keynote speaker. Items related to nuclear issues were on display. Club members set up a display of nuclear poems and songs in the CMI Library. On

March 1st, club members participated in the Nuclear Victims Remembrance Day ceremony at ICC; some played music with the CMI Band, while others helped serve food and drinks or pass out the program for the ceremony. In June, club members participated in the Youth Leadership and Art Workshop sponsored by the National Nuclear Commission. During the fall CMI Club Rush and Manit Week activities, the Nuclear Club organized traditional games. Club members also participated in three mini-workshops for the Marshall Islands Digital Archive, which focuses on the Marshall Islands nuclear legacy. The Nuclear Club's weekly radio program through V7AB was aired twelve times in 2021. Five work-study students in spring and three in fall assisted with these and other projects.



Nuclear Club and PI260 students participated during Nuclear Victims Remembrance Day events, March 1st, 2021



Joint Nuclear-Mini Museum initiated by the Nuclear Club, Feb 2021.

Student Services

In 2021, student services continued to engage with students from the moment they first visit the campus until the day they graduate, in order to ensure that all students have the support and they need to succeed, grow as whole people, and enjoy their college years.

New Student Orientation

2021 was the second year of the mandatory one-week New Student Orientation. Monday through Wednesday, students in small groups hear from presenters representing the key areas across the college that students need to be familiar with to start their CMI journey. Students who miss any of these sessions, or are starting the CMI Centers on Ebeye, Jaluit, and Wotje, complete online modules in Moodle. On Thursday and Friday, new students meet with their faculty advisers to select their courses for the first semester. This year, students were required to open bank accounts at Bank of Guam or Bank of the Marshall Islands so they would be able to receive their Pell Grants and any other funds in a timely manner. On Saturday, a Welcome Picnic lets students have fun and network with their new classmates. After the fall 2021 orientation, 85% of participants said they felt confident about starting at CMI.



New students enjoying their Welcome Picnic.

Student Clubs and Activities

Though 2021 saw a slight reduction in the number of student-led clubs, those clubs that continued were more active. The Kwajalein Club and the Federated States of Micronesia were the two most active, holding volunteer work, dances, group gatherings, and community networking events every few weeks. The next most active clubs were the Majuro Litakboki, Moriba Club, and the Pristine Belau Club.

In addition to the clubs, student leaders organized major cross-campus events. Spring 2021 saw an International Night with booths and performances representing the various cultures that make up the CMI community. In the fall, students enjoyed a Masquerade Ball, and a group of student leaders and volunteers ran a haunted house for the community. The Masquerade allowed students who may not have experienced a prom or banquet in high school to enjoy an evening of dances, glamorous outfits, masks, food, and games. Karaoke and movie night encouraged students to socialize with each other and in healthy ways.



The Haunted House team celebrating a job well done.



Members of the Jaluit Club taking part in a campus clean up.



Students taking part in a campus clean up.

Engagement in physical activities and athletics has also increased. The first New Year, New Me event at CMI saw students and employees alike strive to meet their health and fitness goals. Intramural volleyball started in fall 2021 with competition among students, staff, faculty, and alumni. The Fitness Center along with Student Sports Coordinators hosted classes like Zumba and Taekwondo. CMI also joined the PSS basketball college league.



CMI's basketball team in the college league.



An intramural volleyball game

On November 8, CMI held its first ever First-Generation College Celebration. The First-Generation College Celebration Day is held annually at campuses across the US and beyond to recognize the resilience of first-generation college students and their contributions to college communities. At CMI's event, college employees who were first-generation students shared their experiences with current students and, afterwards, everyone celebrated with cake and t-shirts.

Student Government Association

In fall 2021, the Student Body Association changed its name to the Student Government Association in order to better reflect the leadership role these students play. Along with the name change, the Student Government Association Bylaws were revised and approved by the Executive Council of CMI. There are now more SGA members than ever before, representing a growing student body. SGA members make up two groups. The Executive Officers are the President, Vice President, Treasurer, Secretary, and Public Relations Officer. The senate includes senators for Diversity, Residence Halls, Liberal Arts, Education, Business, Nursing, Student Clubs, Student Sports, Wotje Center, Adult Basic Education, Jaluit Center, Ebeye Center, and Vocational Programs. SGA representatives participate in standing committee meetings, and the SGA President represents students on the Board of Regents and the CMI Executive Council. SGA leaders also held regular meetings with the CMI President.



Residence Halls

In fall 2021, the Arrak Campus residence halls, which had been closed to allow for the quarantine center, re-opened again for 35 students, including those enrolled in the Certificate of Completion in Vocational Carpentry program females and males residing in Arrak Campus. 84 resident students remained on Uliga campus. Throughout the year, resident students participated in workshops targeted at meeting their social and emotional needs, as well as community service projects and picnics. Students from both residence halls hosted a special Manit evening in the fall, including traditional foods and performances by the students.



Resident students on a field trip.



Uliga residents participated in a suicide prevention workshop.

Counseling Services

In 2021, counseling continued to build on existing successes and expand offerings to serve students' specific needs. Individual counselors continued working with assigned instructional departments to improve communication about student needs and provision of wraparound support services. Counselors traveled to the CMI Centers to hold in-person workshops, and the team continued developing online resources.

Through a grant from the International Organization for Migration, counseling was able to launch a gender-based violence campaign. This included a help desk launch in April 2021 and participation in the 16 Days of Activism, including CMI's first Human Right Days event in December.

Other initiatives to meet students' specific needs include the anti-bullying campaign launched in August and the Red Ribbon Recovery Week against substance abuse in September. Counseling also introduced a healthy relationship seminar series in which established couples shared their experiences with students. The counselors also received online professional development in addressing trauma, and the Counseling Director shared some of the training insights with college instructors during the fall Faculty In-Service Day.

Admissions and Recruitment

To build on CMI's increasing enrollments, the Admissions Office has begun implementing new recruitment initiatives. Throughout 2021, new student numbers increased when compared with the equivalent semester in 2020: in spring, there were 141 new students (an increase of 50% from spring 2020); in summer, there were 126 new students (an increase of 66% from summer 2020); and in fall, there were 325 students (an increase of 3% from fall 2020). In November, the Uliga campus held an Open House event. High school students and the general public were invited to attend. CMI's current students also benefited from this event, as displays included pathways to program completion and career outcomes.



The Nursing and Allied Health Department display at the CMI Open House.

NOD Grant

CMI was selected as one of 15 campuses that will be licensed to provide the NOD Grant program at no cost for two years to their campus community. NOD is a science-based app helping college students build vital social skills. Interactive and engaging, NOD is designed to keep students connected and address issues of loneliness, depression, etc. We believe that by addressing such issues we can keep students focused on their mental health and well being which will ultimately contribute to academic success. The grant will be launched in February.

Upward Bound

Each semester during the academic year, Upward Bound offers late afternoon support coursework and tutoring. This year, coursework in math, science, English, test prep, and STREAM were offered, with teachers recruited from the CMI faculty and from high schools around Majuro. CMI alumni and current students provided additional tutoring. Of the sixty five students who started the spring 2021 semester, 63 were still with the program at the end of the semester.

Eleven Upward Bound seniors graduated in May 2021, and all of them were enrolled at CMI within six months of completing their high school educations. For the senior trip, eight of these eleven students traveled to Maloelap and Wotje. Throughout the school year, the seniors fundraised to purchase gifts for schools and the communities they would visit. The students presented school supplies, tools, as well as food and drinks to communities on Tarawa and

Kaben on Maloelep atoll and Wotje Wotje and Wodmej on Wotje atoll. A courtesy visit to Irojilaplap Boklong's home resident in Rita was carried out, and the group was fortunate enough to have visited him a second time on Tarawa, Maloelap.

During the summer, the Upward Bound program runs full time for six weeks. As in 2020, the program could not be residential because of the Arrak Campus being used as a quarantine facility. Instead, the summer program was conducted on CMI's main campus in Uliga. Classes ran from 8:30 am to 3:30 pm, Monday through Friday. Elective courses included Raspberry Pi, Achieve 3000, Art and Music, Calculus, Spanish, and Scientific Writing. The final hour of the day was dedicated to extracurricular activities and intramural sports. As part of the summer program, Upward Bound also went camping for two days at Eneko. Prior to the start of the summer session, staff and tutors underwent a two-day training on CPR and First-Aid Response with the Red Cross. The summer program closed off with the annual banquet with student achievement awards, food, drinks, and performances from Upward Bound students.

In August 2021 the recruitment of new students from the target schools (MBCA, MIHS, AHS, SDA, and COOP) took place. Fifteen new participants for the freshmen class and another three for the sophomore class were welcomed to the Upward Bound family. All 64 students who started the fall 2021 semester with Upward Bound remained with the program through the end of the year.

Navigating Student Success in the Pacific

The NSSP grant, established in 2017 to build capacity for special education in the Pacific held a special graduation ceremony on June 25 to celebrate the achievements of scholars who were able to complete their programs despite the challenges posed by COVID. Under this program, seven students completed a Certificate of Completion in Special Education, three completed a stand-alone Advanced Specialization Certificate in Deaf Education and four received the

certificate together with a Bachelor of Arts in Elementary Education (BAEE). One received a stand-alone Advanced Specialization Certificate in Severe Disabilities and thirteen received the certificate together with a BAEE. The grant also received a one-year no-cost extension to allow other students to complete their practicum courses.

Valuing Our Employees

As the national college of the Marshall Islands, CMI strives to exemplify what it means to value employee wellbeing and give recognition to employee contribution.

Ensuring Employee Wellbeing is 'Baked' into CMI Institutional Culture

Creating and maintaining an institutional culture that supports and values its employees is consistent with the values of CMI. In this regard, CMI committed to enhancing its benefits package for employees with the implementation of the Retirement Benefits Plan for employees in October 2021. The Retirement Benefits Plan provides employees with the opportunity to save for retirement, providing an additional safeguard in the event of their retirement. Commencing with an employer contribution of 3% in the first year, CMI has committed to capping its employer contribution at 10% by 2025.

Also approved in 2021 was the transportation and relocation allowance for employees posted to CMI Centers and campuses outside of their usual place of residence. This additional benefit together with the hardship allowance approved the previous year incentivizes the opportunity for qualified employees to be posted to CMI's remote centers.

These benefits build on the current benefits package which includes Life and Accidental Death and Disability Insurance that allows employees to cover their family members, Basic and Supplemental Health Insurance, Housing, Education assistance for family members and an on-campus health center accessible to employees.

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 around 21% of employees received bonuses and most employees received a commendation for their performance.

A formal review of the College's performance management system by its employee stakeholder groups is nearing completion and a final report and recommendations for improvement is expected. The formal review is a component of CMI's institutional mechanism for ensuring the performance management system remains relevant and applicable.

The 'Kijejet in Jerbal' /Employee of the Month Award Program' covering employees in the Professional, Technical and Support Staff categories commenced in July 2021. The program recognizes outstanding performance amongst employees in these categories on a monthly basis. At the end of the last calendar year, five employees selected as 'Employee of the Month' namely Danielson Tawoj, Media Centre, Mikaa Reiher, Student Services, Clender Leyrose, Physical Plant, Lisa Jeeraan, Library Services and Darren Joji, Procurement vied for the 'Employee of the Year Award'. Danielson Tawoj from the Media Center took the Employee of Year award which was presented to him by the President at the college's end of year function. The program has had a positive impact, boosting employee morale.

Appreciating employees

As with previous years, the Annual Christmas appreciation events for employees and the children of employees was well attended and greatly appreciated by employees. This was complemented with tokens of appreciation to each employee at the end of the year.

Investing in our Human Capital

• Recruitment during a Pandemic

Like most employers in the RMI, CMI continues to be faced with the challenges of recruiting new employees during this pandemic. Working with these restrictions and in collaboration with the RMI National Disaster Management Committee, CMI was able to bring in eight new employees to fill some of its critical positions. These include the Dean of Student Services, Associate Dean of Instructional Quality and Innovation and five new Instructors in Nursing, Development Education, Liberal Arts and Education.

• Employees in the JK Program

CMI continues to build on its human capital investment focused on building Marshallese capacity in the academic and professional cadre of employees.

Four new applications for scholarship were approved under the CMI JK Program. One PhD, two in the Masters' Degree program and one Bachelors' degree. Two employees, John Zedkaia and Risi Karben successfully completed their Masters' Degree in Education with the University of Hawaii and were awarded in summer 2021.

• In-house Professional Development

A strategic focus of CMI's In-house Professional Development training program is to enhance the people management skills of managers and supervisors. In this regard, a total 16 managers and supervisors successfully completed a 2-day training on 'Team Building', 8 completed a three-day training on 'HR for Non-HR Managers' and 18 completed a 1-day training on 'Coaching and Mentoring'.

Other in-house training successfully conducted in 2021 for employees include HR policy awareness for Arrak Campus staff, 'Critical Elements of Customer Service' attended by 16

employees and college-wide sessions for the launching of CMI's 401K Retirement Savings Plan. Two sessions on developing and confirming a Management Competency Framework were also held for CMI managers and professionals and faculty. Also held in 2021 was a successful 'Team Building Retreat' for the Staff Senate.

GRANTS

REIMAANLOK- RIDGE TO REEF

Award Amount	Funded By	End Date
\$197,375.00	UNDP Pacific Office Fiji	April 2021

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 higher education providers in developing coursework and testing a curriculum for an Agroforestry Certification Program at the College. With the project coming to an end, CMI has developed the Agroforestry Certificate Program and is underway to develop an Associate's Degree in Agroforestry. CMI also focused on enhancing the formulation of the GIS-based MIS, by supporting the National Spatial Analytic Facility monitoring and evaluation platform. The GIS repository has been populated with the latest data and soon to be accessible to both the public and policy makers.

NAVIGATING STUDENT SUCCESS IN THE PACIFIC

Award Amount	Funded By	End Date
\$1,249,985.00	U.S. Department of Education	May 2021

The 5-year, \$1.25 million federally funded grant from the U.S. DOE supported 26 student scholars from the Marshall Islands and other U.S. affiliated Pacific justifications- Federated States of Micronesia, Republic of Palau, American Samoa, and Guam. The purpose of the program is to build capacity within Pacific jurisdictions by preparing high quality local teachers to educate local students who are deaf, deafblind, or who have severe disabilities. A virtual graduation commenced in July 2021, students receiving either a Bachelor of Arts Degree in Elementary Education with Advanced Specialization Certificate in Severe Disabilities Education or with an Advanced Specialization Certificate in Deaf Education.

PEER TO PEER PROGRAM

Award Amount	Funded By	End Date
\$25,000.00	RMI Gov't Through Single State Agency	September 2021

The CMI Peer 2 Peer (P2P) Program is designed to change students' perceptions, behavior, and tolerance regarding the most critical health and wellness through peer to peer mentoring. Along with the prevention categories, the counseling services are providing substance abuse need assessments and offering basic treatment on motivational interviewing sessions and support groups for the CMI community. The P2P program and CMI counseling services have been actively involved with our community service providers to reduce and prevent substance abuse and misuse in the RMI.

GENDER BASED VIOLENCE OUTREACH PROGRAM

Award Amount	Funded By	End Date
\$34,836.89	International Organization for Migration	September 2021

To mitigate and respond to Gender Based Violence (GBV) within the CMI community, the program aims to increase awareness, understanding and advocate for GBV. The project has provided training for CMI Peer Educators, training for counselors, counseling sessions for GBV victims and survivors, and GBV workshops were conducted, amongst other.

FORESTRY STEWARDSHIP PROGRAM

Award Amount	Funded By	End Date
\$40,000.00	U.S. Department of Agriculture	December 2021

The Forestry Stewardship Program continues to promote the production of economically important crops like pandanus and breadfruit and has introduced more varieties of fruit trees for field trials. There are additional atolls/islands to enter and more demonstration sites and nurseries to build as the College is also in the process of expanding by putting up more distance learning centers. This project also calls for a more stable supply of quality trees for distribution, more training for stakeholders, and consistent awareness of the importance of agroforestry in the RMI.

'CLOTHING MATS OF THE MARSHALL ISLANDS: THE HISTORY, THE CULTURE AND THE WEAVERS'

Award Amount	Funded By	End Date
\$25,000.00	National Commission for UNESCO, RMI	December 2021

UNESCO awarded CMI to translate the book *Clothing Mats of the Marshall Islands: the history, the culture and the weavers* into Marshallese, providing a useful resource for schools and other students of Marshallese culture. The book showcases the history of Marshallese fine weaving, the history, cultural meaning, materials and skills of Marshallese master weavers. Aside from translation of the book, the project also launched a 'weaving circle' where master weavers are able to share their skills with their students.

ISLANDS OF OPPORTUNITY ALLIANCE- LOUIS STOKES ALLIANCES FOR MINORITY PARTICIPANTS

Award Amount	Funded By	End Date
\$22,100.00	National Science Foundation through University of Hawaii at Hilo	August 2022

The Islands of Opportunity-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 Institutions from across the Pacific. The IOA-LSAMP offers student support through internship, research opportunities, and participation in annual international conferences.

AREA HEALTH EDUCATION CENTER

Award Amount	Funded By	End Date
\$112,000.00	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	March 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 and other materials supplied by the grant allowed students and faculty access to technology that would otherwise have been unavailable.

IMPROVING QUALITY OF BASIC EDUCATION

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

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.

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.

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.

PLANNING FOR A BUSINESS INCUBATOR AT CMI

Award Amount	Funded By	End Date
\$30,000.00	U.S. Department of Agriculture	July 2023

The goal of this project is to explore the possibility of establishing a Business Incubator Café at CMI to blend food, health and wellness, and entrepreneurial activities.

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 CMI Associates Degree called Agricultural Education for Health and Sustainable Livelihoods.

LAND GRANT

2021 Accomplishment and Highlights

1. Community Demo Garden Project

This is a comprehensive, three-phase agriculture and nutrition training project that was developed last year to help boost the ongoing efforts that address the critical issue *"lack of food production and food insecurity in Micronesia."* It is commonly referred to as the *10 X 10 w/5 initiative*.

10'X10' w/5

COMMUNITY DEMO GARDEN INITIATIVE

What Is 10'X10" w/5?

It is basically a small front/back yard garden 10' in length and 10' wide with 5 varieties of easily grown and easily maintained vegetables planted inside for the purpose of consumption - brought to you by the CMI CRE Land-Grant program.

What for - Why?

The goal of this project is to promote sustainable gardening practices and the consumption of vegetables for better health and happiness in you and your families.

What are these 5 vegetables?

Okra, Kangkong, Spinach, Green Chili and Tomato

Challenge

"If you're not planting and eating breadfruits, taro, pandanus, banana and papayas, what do you plant and eat to sustain a healthy lifestyle?"

- CMI CRE Team







Direct Contact	Indirect Contact	Demonstrations	Location(s)
159	477	4	Majuro Arno (R)

2. “Organic & Seaweed Composting” PROJECT

Another ongoing successful project by way of collaboration efforts between the agriculture and aquaculture programs is a combination of compost production methods using green / brown leaves top up with a type of invasive brown seaweed rich in nitrogen and phosphorus called *Sargassum Muticum*. This is an aggressive, non-native seaweed that is currently spreading throughout the Ratak Chain causing ecological and environmental nuisance to both the reef, marine life and fishermen. The aim of this project is to teach people how to enhance and supplement the nutrient-lack atoll soil using these three materials without having to resort to commercial soil and chemical fertilizers, and to take advantage the abundance of the *Sargassum* in an attempt to control and minimize its spread while benefiting from its nutrients to improving sustainable gardening practices. During this period, these two programs were able to deliver this project to over 700 participants throughout the nation.

Organic + Seaweed PROJECT

Compost Production Methods



Direct Contact	Indirect Contact	Demonstrations	Location(s)
700	1400	16	Majuro Ebon Wotje Aelok Arno (R)

3. “My Plate” PROJECT

This is an ongoing extension project developed last year by the Expanded Food and Nutrition Education Program (EFNEP) in collaboration with the agriculture extension team to demonstrate how to properly prepare and safely cook the five types of vegetables that are grown in the 10 x 10 w/5 initiative to further motivate people to take on sustainable gardening practices, and to provide them the opportunities to actually experience the benefits of enhancing the usual Marshallese canned food with rice only dishes by actively engaging themselves in the lectures that specifically highlight the nutrition dietary guidelines that recommends what should be in your plate during each meal in order to be healthy, and by participating in the healthy cooking demonstrations and taste-samplings that bring a closure to the project.

My Plate PROJECT

My Plate - My Health - My Life



Direct Contact	Indirect Contact	Demonstrations	Location(s)
159	477	4	Majuro Arno (R)