



CMI

College of the Marshall Islands

Accredited by the Western Association of Schools and Colleges

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COLLEGE OF THE MARSHALL ISLANDS

BOARD RESOLUTION-No: 2024 - 010

***“A RESOLUTION TO APPROVE THE EQUITABLE STUDENT SUCCESS
WAPEPE, COMMUNITY ENGAGEMENT WAPEPE, AND CLIMATE CHANGE
WAPEPE”***

WHEREAS, The Board of Regents of the College of the Marshall Islands is responsible under the CMI Act 1992 for approving “long range plans for the development of the College,”

And

WHEREAS, the Equitable Student Success Wapepe, Community Engagement Wapepe, and Climate Change Wapepe will advance the goals of the METO: Education Master Plan and the mission of the College,

And

WHEREAS, the plans were developed via a process that allowed multiple opportunities for stakeholder input,

And

WHEREAS, the plans were recommended by the College’s Executive Council

NOW, THEREFORE, BE IT RESOLVED:

That the Equitable Student Success Wapepe, Community Engagement Wapepe, and Climate Change Wapepe are hereby approved to be implemented in the period 2025-2029.

I, **Kathryn Relang**, Chair of the Board of the College of the Marshall Islands, do hereby certify that the above is a true and correct copy of a resolution adopted at the meeting of the Boards College of the Marshall Islands on September 2, 2024 at which a quorum was present and voted.

DocuSigned by:

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Kathryn Relang
Chair, Board of Regents
College of the Marshall Islands

Equitable Student Success Wapepe, 2025-2029

Introduction

This plan supports the college's mission with particular focus on *access* and on the *quality* of its educational programs. By focusing specifically on equity in student success, it aligns with ACCJC's social justice policy, which "requires member institutions to use data and evidence to inform practices to improve equity and expects that institutional policies and practices," and with CMI's own Social Justice, Diversity, and Inclusion Policy. It also aligns with two strategic areas of the RMI National Strategic Plan: 1.2 Education and Training and 1.3 Social Justice and Inclusion.

At the same time, this plan is based on a realistic appraisal of the college's current data regarding disadvantaged groups and the current limits of that data. That is to say, it recognizes both the areas in which the college's existing data needs to be improved and the areas in which improvements to services are needed for equity purposes.

The need to improve available data to understand the college's progress in equity is the reason the first objective in the plan is to improve data disaggregation practices; other aspects of data improvement are integrated into other objectives. The decision to focus on completion rates for female students is based on the data that shows that women are graduating at lower rates than men despite making up a larger percentage of the student body; activities are based on a prior study of the challenges that impact retention of first-year female students. This focus also aligns with Agenda 2030's initiative on Gender Equality and Women's Empowerment. For students with disabilities, the focus on enrollment numbers reflects the currently low number of students with known disabilities who initially enroll at the college. As the activities show, however, provision of services will impact both this number (through word of mouth and perception of whether the college welcomes students with disabilities) and retention. Improved implementation of on-the-ground programs beyond Majuro and online programs will support neighboring islands.

While many activities in this plan focus on groups that have been historically marginalized, other students are not excluded from the benefits. The curb-cut effect shows that interventions to support the most vulnerable can benefit others more broadly. The name of this effect comes from the observation that sidewalk indentations designed for wheelchair users benefit many others such as parents pushing strollers, workers pushing large loads on carts, and travelers with rolling

suitcases. In this plan, many activities identified as contributing to specific groups' needs will also be available to all students.

While these activities represent identified institutional priorities to meet the objectives, individual departments are also encouraged to keep the objectives in mind when developing their own initiatives. These activities should be viewed as a floor and not a ceiling.

Responsible Administrator: Vice President for Academic and Student Affairs

Objectives and Activities

METO Goal: Student Success and Achievement					
Objective 1: Improve data disaggregation practices					
Key Performance Indicator: Percentage of SLO, PLO, and ISLO assessments that include at least one disaggregation for equity purposes Floor: 75% Stretch Goal: 100% Early Indicators (if any): N/A					
Objective Leader: Director of Institutional Research and Assessment					
Activity	Output	Timeline	Resources	Responsible Position	Other Personnel Involved
Ensure students may identify status as first-generation and/or disabled and identify their sexual orientation as part of their application to enable data and tracking.	Appropriate questions added to the application for admission in Jenzabar SONIS	Within the first year of this plan	NA	IT Director	Data Governance Subcommittee Director of Institutional Research and Assessment to review definitions prior to implementation
Hold disaggregation-focused workshops with personnel	Increased confidence in disaggregation based on a pre-	Two workshops per year, one for faculty and one for department	\$300 per year for refreshments during	IRA Director	All heads of department, faculty, and members of the

responsible for outcomes assessment, to include the reasons for disaggregation	and post-workshop survey asking participants to rate on a Likert scale how confident they are about understanding the reasons for disaggregation and in their ability to do it	heads responsible for program review	workshops		Data Governance Subcommittee
Ensure KPIs and other key institutional data reports are disaggregated by high school type, gender, disability status, sexual orientation, and first-generation status	Disaggregated KPI, enrollment, and other reports, with discussion about these results recorded in committee minutes	Implementation will occur as data becomes available, with full reporting to be implemented by the end of the second year of the plan	NA	IRA Director	Participatory Governance Committees, especially IEC and EMC
Establish a process for reporting disaggregated data across outcomes assessments and departments, using the assessment system	Meta-assessment reports including clearly represented data on disaggregation, with discussion about these results recorded in committee minutes	The plan for this process should be in place by the end of the second year of this plan. Full implementation of the plan should be completed by the end of the third year of this plan.	TBA – there may be additional costs with Nuventive	IRA Director	Participatory Governance Committees, especially IEC
Research contextually appropriate ways	Established proxy variable or other	The appropriate designation should be	\$1,000	IRA Director	Research team to include faculty from Marshallese

of designating socioeconomic levels for disaggregation for equity purposes	approach to disaggregating data based on socioeconomic level that is meaningful in a context in which the vast majority of students are Pell eligible	determined by the fourth year of this plan and integrated into disaggregated data reports by the end of the fifth year.			Studies and other relevant personnel
Establish a cross-institutional student evaluation of faculty to be used for formative purposes only and with data to be disaggregated by students' high school type, gender, disability status, sexual orientation, and first-generation status	Clear data for faculty to improve and to assess whether the college is providing equitable instruction	Implementation of evaluation survey by 2025, with assessment of the tool in 2027 Full implementation of data reporting by 2026, with assessment of the reporting methods in 2028	TBD	Associate Dean of Instructional Quality and Innovation	Department Chairs Dean of Academic Affairs Dean WAVES Director of Institutional Research and Assessment

Objective 2: Improve program completion rates for female students

Key Performance Indicator: 150% program completion rate among female students

Floor: 15% **Stretch Goal:** 25%

Early Indicators (if any): First-Year Retention Rates, Percentage of Students Completing ENG 111 in their First Academic Year, Percentage of Students Completing Credit Level Math in their First Academic Year, Percentage of Students Completing 30 Credits in their First Academic Year, Percentage of Students Participating in Half-Semester Courses

Objective Leader: Associate Dean of Learning Support

Activity	Output	Timeline	Resources	Responsible Position	Other Personnel Involved
Include family	10% of new	Introduced by	\$500 per year	Associate	Student leaders,

information sessions in NSO	students have a family member attend in 2026; 20% in 2027; 25% in 2028; 30% in 2029	the end of the first year of this plan	for light refreshments \$2000 per year for printing resources	Dean of Equity and Engagement	Student Engagement Coordinator
Develop a bilingual Supporting Your Student one-pager for family members	Copies to be distributed at NSO family information sessions, community recruitment events, and for CMI 101 students to bring to their families	First version completed by the end of the first year, revision every other year thereafter	\$1000 per year for printing	Associate Dean of Learning Support	Associate Dean of Equity and Engagement, CMI 101 instructors
Open and operate a childcare center	A childcare center on Uliga Campus, with possible additional seats/locations depending on success of the initial center and funding availability. During construction, grants should be sought for operations.	To be opened by the second year of this plan	\$100,000 per annum operating costs in addition to collected fees, and construction costs to be covered by a granting agency.	President	Senior Leadership Team, Physical Plant Director, Childcare Manager (to be hired)
Establish a Childcare Management Certificate program using the campus center for practical training	Graduates with the ability to open and run additional childcare facilities	To be offered from the third year of this plan	NA - costs to be covered by tuition	Chair of Education	Curriculum Committee Childcare Manager

Hold trainings on sewing reusable feminine hygiene products, collaborating the women's groups to identify participants	Greater availability of reusable menstrual products, increased conversation about related issues, and transferable sewing skills for trainees	Two workshops per year, training 20 individuals each	\$7800 per training (\$1000 for materials, \$2000 for light refreshments, \$4800 for trainers)	Dean WAVES	Associate Dean WAVES, Youth Corps Director
Establish women's health gardens with bilingual interpretive signs to allow staff and students access to safe, supportive herbal remedies	Increased knowledge of and availability of supportive care for pain and discomfort	Established at Uliga Campus by the end of the first year of the project, with additional sites to be added each year	\$2500 per year	Chair of Agroforestry	Campus Nurse, Chair of Nursing and Allied Health, Chair of Marshallese Studies, Director of Physical Plant instructors of related courses, center coordinators and campus directors
Hold a family information night for each instructional department annually	A minimum of ten family members attending per department in the first year, increasing by ten each year	Annually from the first year	\$5000 per year	Associate Dean of Instructional Quality and Innovation	Department Chairs and faculty
Recruit women into existing CTE certificate programs with traditionally high completion rates	Floor goal: women make up 10% of each program Stretch goal: women make up 25% of each program	Each program should hold events similar to the Women in Maritime Week annually, include women in pictures and videos advertising the program when	Can be done within existing budgets	Dean of WAVES	Carpentry Chair, Maritime Director

		possible, and work especially to recruit young women from boot camps. Women should be included in Industry Advisory Committees from the first year of the plan.			
Establish certificates of completion combining skills traditionally associated with women (e.g. weaving, handicrafts, sewing, traditional medicine, massage, chanting) with entrepreneurial skills	Expanded opportunities for women and validation of traditional women's skills	Curriculum for first certificate developed and approved to start by Fall 2026, second certificate by Fall 2028	Curriculum development should happen within existing budgets and a budget proposed for the programs at that time.	Dean of WAVES	Associate Dean of Workforce Development, Chair of Marshallese Studies, Master Weaver
Include books on women's health and empowerment in library collection	Increased knowledge of women's health and empowerment on campus	Purchases made each year and displayed annually in March around International Women's Day	Within existing budget for collection development	Dean of Libraries	Library staff
Celebrate International Women's Day	Recognition of the value and importance of women as employees and students	Annually		Human Resources Director	
Objective 3: Ensure equitable outcomes for first-generation students					

Key Performance Indicator: 150% program completion rate among first-generation college students

Floor: within 20% of the overall number **Stretch Goal:** equal to the overall number

Early Indicators: First-Year Retention Rates, Percentage of Students Completing ENG 111 in their First Academic Year, Percentage of Students Completing Credit Level Math in their First Academic Year, Percentage of Students Completing 30 Credits in their First Academic Year, Percentage of Students Participating in Half-Semester Courses

Objective Leader: Dean of Student Success

Activity	Output	Timeline	Resources	Responsible Position	Other Personnel Involved
Establish an institutional definition of first-generation	Shared understanding of the meaning of first-generation	By the end of the first year of this plan	N/A	IRA Director	Data Governance Subcommittee
Participate in the First Scholars Network	Increased opportunities for first-generation students and networking with other campuses supporting first-generation students	Apply from spring 2025 until accepted	\$1000 per year once accepted for participation in workshops	Dean of Student Success	First-Generation Success Executive Committee to be formed with Dean of Student Success as Chair
Ensure first-generation students are identified in SONIS	Ability to track and quantify first-generation student success	Within the first year of this plan	NA	IT Director	Data Governance Subcommittee
Create opportunities for CMI staff and faculty to identify publicly as first-generation college graduates	Campus awareness of success of first-generation college	Annually and ongoing	\$1000 for printing of t-shirts, etc.	Counseling Director	First-Generation Success Executive Committee to be formed with Dean of Student Success as Chair
Participate in the	Creating a	Annually on	\$800 per year –	Dean of	First-Generation

National First-Generation College Celebration annually	strengths-based understanding of first generation students	November 8	supplement with a grant from the Center for First-Generation Success during at least one year	Student Success	Success Executive Committee to be formed with Dean of Student Success as Chair
Create a bilingual glossary of key terms related to a college education that may be unfamiliar to first-generation students, to be distributed at NSO and widely available on campus. Glossary will include English word, Marshallese word (if available), English explanation, and Marshallese explanation.	Improved understanding of the hidden curriculum	Initial version to be completed by fall 2025, with revisions and reviews to be made annually	\$1000 annually for printing	Associate Dean of Equity and Engagement	First-Generation Success Executive Committee, Translator
Include memoirs and other writing about the first-generation college experience in the library collection, to be displayed each November	Increased understanding of the first-generation experience	To be included in library acquisitions each year and displayed around November 8	Within existing budget for collection development	Dean of Libraries	Library staff
Objective 4: Implement clear pathways from the high school level through CMI programs and on to career or transfer opportunities					
Key Performance Indicator: Percentage of graduates in employment or pursuing additional education within two years					

Floor: 85% Stretch Goal: 95%

Early Indicators: Number of students participating in an internship, clinical, or practicum; percentage of students working a part-time job (including work study)

Objective Leader: Dean of Academic Affairs

Activity	Output	Timeline	Resources	Responsible Position	Other Personnel Involved
Fully implement meta-majors	Relevant publications organized by meta-major, sections of general education requirements oriented towards specific meta-majors	Catalog to be organized by meta-majors by 2025-2026 academic year Website to be organized by meta-major by fall 2025 Other publications to be organized by meta-major as they arise Pilot course sections of CMI 101 restricted to specific meta-majors in fall 2026 and expand to other course areas	N/A	Dean of Academic Affairs	Department Chairs, especially
Increase pathways to specific bachelor's degrees at other institutions	New articulation agreements that allow specific courses to transfer to designated	One new articulation agreement per year of the plan	N/A	Vice President for Academic and Student Affairs	Dean of Academic Affairs, Dean WAVES, Department Chairs especially for Liberal Arts

	majors				
Provide faculty training in pathways and advising	Faculty able to provide advising beyond registering for classes	Two workshops per year	\$1000 per year	Associate Dean of Learning Support	All faculty
Strengthen the role of Industry Advisory Committees	Clear contributions to curriculum and to connecting students/ graduates with careers	Ongoing	N/A	Vice President for Academic and Student Affairs	Dean of Academic Affairs, Dean WAVES, Department Chairs
Ensure that all work-study positions include career-related learning outcomes and that work study students are evaluated based on these outcomes	Work study positions lead to development of career-ready skills	By end of first year of plan and ongoing	N/A	Director of Financial Aid	All work study supervisors
Develop an elective internship course	Students completing a Liberal Arts AA are able to gain credit for experience in their fields	Offered starting in the 2026-2027 academic year	N/A	Chair of Liberal Arts	Liberal Arts Faculty Curriculum Committee
Establish the Bachelor of Science in Nursing program	Provide a pathway for students to become highly qualified and meet the needs of MOHHS	Offered starting in the 2027-2028 academic year Approvals in the 2026-2027 academic year	Program budget to be submitted with other program documents	Chair of Nursing and Allied Health	Department faculty

		Curriculum development in the 2025-2026 academic year			
Establish the Bachelor of Arts in Business Administration program	Provide a pathway for students to become highly qualified and meet the needs of local businesses	Offered starting in the 2028-2029 academic year Approvals in the 2027-2028 academic year Curriculum development in the 2026-2027 academic year	Program budget to be submitted with other program documents	Chair of Business Studies	Department faculty
Establish Registered Apprenticeship programs	Students who are being paid while studying	Establish one program every other year for the duration of the plan	Can be done within current budgets	Dean of WAVES	Associate Dean of Workforce Development Relevant Department Chairs
Objective 5: Improve support for students with developing English skills					
Key Performance Indicator: Course completion rates for ENG courses					
Floor: 70% Stretch Goal: 80%					
Objective Leader: Dean of Academic Affairs					
Activity	Output	Timeline	Resources	Responsible Position	Other Personnel Involved
Establish an English conversation cafe, including peer conversation partners	Increased opportunities for informal English practice and increased confidence in speech	By end of first year of plan and ongoing	Designated location on campus, \$5000 per year for faculty coordinator	Chair of Developmental Education	Selected faculty
Place embedded	Peer learning	Begin	Prioritize	Associate	Faculty for courses

peer tutors in English course sections	and stronger support for learning	implementation from start of plan, 100% target to be met after one year	federal work study for wages	Dean of Learning Support	with embedded tutors, Director of Financial Aid
Encourage faculty and other employees who are not fluent in Marshallese to audit MAR 101 and MAR 102	Improved communication	10-20 employees complete each course each year	\$2400 – cost of scheduling sections that may be under-enrolled	Chair of Marshallese Studies	Faculty teaching the courses, employees taking the courses
Train faculty systematically in the Reading Apprenticeship approach	Integration of social emotional learning related to reading and writing integrated into the curriculum	Ten faculty per academic year complete a phase 1 course, five complete a phase 2 course, and 1 completes a phase 3 course. Faculty who complete a phase 3 course should then organize at least one campus workshop per year.	\$13,000 per year	Dean of Academic Affairs	Associate Dean of Instructional Quality & Engagement, Department Chairs, Selected faculty
Set up academic literacy clubs for each degree program	Improved reading skills specific to disciplines	Establish clubs at a rate of one per year	Any costs can be accommodated in existing department budgets	Associate Dean of Instructional Quality and Innovation	Department Chairs and faculty
Include spoken word, dramatics, and similar opportunities in the annual Fall Festival of the Arts	Improved confidence in speaking and enjoyment of it	Annual	To be accommodated within existing budgets	Dean of Academic Affairs	Department Chairs and faculty
Establish an	Participant	Annual	\$1000 for	Chair of	Selected faculty

annual writing competition	numbers to grow by ten each year		prizes	Liberal Arts	and staff judges
Add fluency in Marshallese as a preferred qualification for all student-facing roles	Improved communication with students	As positions are advertised	N/A	Director of Human Resources	Heads of department that are hiring
Increase availability of digital tools for self-study of English	Increased confidence and opportunities for growth among students	Ongoing	TBD	Developmental Education Chair	All English faculty

METO Goal: Expanded Access to Learning					
Objective 1: Increase enrollment of students with disabilities					
Key Performance Indicator: Number of students with disabilities enrolled in college programs					
Floor: 50 total enrolled per academic year Stretch Goal: 100 total enrolled per academic year					
Early Indicators (if any): N/A					
Objective Leader: Associate Dean of Equity and Engagement					
Activity	Output	Timeline	Resources	Responsible Position	Other Personnel Involved
Hire a full-time student support specialist fluent in sign language to provide holistic support for Deaf students, with additional work	Meaningful support, including interpreting, for the current most common identified	By the end of the plan and ongoing.	This position should be initially funded by a grant.	Vice President for Academic and Student Affairs	Associate Dean of Learning Support to supervise the hire

study assistants	disability at CMI.				
Integrate principles of universal design into online learning	All courses to meet the requirements under the Accessibility and Usability section of the Framework for the Evaluation of Online Learning	Annual workshops on universal design in online learning Development of written guides by end of plan	\$1500 per year for workshops and printing	Learning Designer	Associate Dean of Instructional Quality and Innovation
Hold workshops on hidden disabilities for CMI employees and ASEE/BAEE/CCT/CC-SPED students	Increased knowledge of and adaptation to the needs of students whose disabilities may not have been diagnosed or disclosed	Annual	\$1000 per year	Dean of Academic Affairs	Qualified and assigned faculty within the department to lead if available
Ensure information about how to request accommodations is part of recruitment events, provided to applicants, and included in acceptance letters	Clearer understanding of access among new students and more accurate data regarding number of students with disabilities	Ongoing	N/A	Director of Enrollment and Registrar	Student Recruiter
Include Majuro Deaf	Increased	Ongoing	N/A	Student	N/A

Education Center in recruiting visits	recruitment of Deaf students			Recruiter	
Ensure wheelchair access to upper floors of all instructional and student support buildings	Access for students with disabilities	By the conclusion of this plan	TBD	Vice President for Business and Administrative Affairs	Physical Plant Director
Make a sensory room available to CMI students and employees at Uliga Campus	Space for students, especially neurodivergent students, to relax and escape from excessive stimulation	Opened by year 3	\$10,000 for renovations and materials	Physical Plant Director	Counseling Director to manage space once opened
Add fluency in sign language as a preferred qualification for all student-facing roles	Improved communication with Deaf students	As positions are advertised	N/A	Director of Human Resources	Heads of department that are hiring
Establish a process to create audiobooks for visually impaired students and other students who may need them	Preparation for visually impaired students to enroll and succeed	First year of the plan	TBD	Associate Dean of Instructional Quality and Innovation	Education faculty
Establish a forum for alignment and collaboration between CMI faculty and PSS special education teachers	Improved pathways to college for students with disabilities	Initiated in year three	TBD	Vice President for Academic and Student Affairs	Faculty, especially but not exclusively in education
Encourage employees in student-facing roles to audit ASL 101 and ASL 102	Increased direct communication with Deaf students	Ongoing	TBD	Vice President for Academic and Student Affairs	Elementary Education Faculty

Objective 2: Expand access to higher and further education in the neighboring islands and Ebeye					
Key Performance Indicator: Number of students and trainees enrolled in college, adult basic education, and non-credit educational programs and trainings at locations other than Majuro					
Floor: 100 per year on Ebeye and 100 per year on neighbor islands Stretch Goal: 200 per year on Ebeye and 200 per year on neighbor islands					
Early Indicators (if any): N/A					
Objective Leader: Vice President for Academic and Student Affairs					
Activity	Output	Timeline	Resources	Responsible Position	Other Personnel Involved
Build the Kwajalein Campus	High-quality facilities to support recruitment and retention on Ebeye	To be completed by the conclusion of this plan	\$6 million, to be sought from grants and similar funding sources	President	All of SLT
Complete a substantive change application to make at least one existing Center into a Campus	Students at an additional location able to complete full programs	2025 – develop equitable services at both existing centers 2026 – determine based on enrollment and measures of student success which center should become a full campus and establish a plan of action 2027 – complete substantive change requirements 2028 –	\$6000-\$120 00	Vice President for Academic and Student Affairs	Center Coordinators Counseling Director Dean of Student Success Associate Dean of Learning Support

		determine if it is feasible to turn the other existing center into a campus 2029 – complete substantive change for second center if feasible			
Establish new locations for ABE	Increased ABE enrollment in neighbor islands	Add one new site at least every other year, depending on community interest	TBD based on negotiations with communities	Dean of WAVES	ABE Chair
Objective 3: Establish online courses and programs that can be joined from anywhere in the Republic of the Marshall Islands					
Key Performance Indicator: Percentage of graduating students who complete one fully online (non-center-based) course Floor: 5% Stretch Goal: 25% Early Indicators (if any): Number of courses and programs approved and scheduled to be taught fully online, enrollment in fully online courses and programs, completion rates for					
Objective Leader: Associate Dean of Instructional Quality and Innovation					
Activity	Output	Timeline	Resources	Responsible Position	Other Personnel Involved
Review General Education courses to determine which can be offered as hybrid/online	At least 25% of general education courses include some	Completed by 2027	N/A	General Education Chairs	Curriculum Committee Chairs of STEM and Liberal Arts

	contact hours online				Faculty teaching general education courses
Degree programs review courses to determine which can be offered as hybrid/online	At least one degree includes 50% or more online/hybrid courses	Completed by 2028	N/A	Curriculum Committee Chair	Chairs of Liberal Arts, Education, Nursing & Allied Health, Agroforestry, Business
Complete substantive change when needed for distance education (50% or more of a program and/or 50% or more of students)	Approval to continue distance education	When needed but likely in 2028	\$1,500	Accreditation Liaison Officer	Accreditation Steering Committee
Certificate programs review courses to determine which can be offered as hybrid/online	At least two certificates include 50% or more online/hybrid courses	Completed by 2029	N/AAssociate Dean of Instructional Quality and Innovation	Curriculum Committee Chair	Dean WAVES Chair of Vocational Education Kwajalein Campus Director
Fully implement the Assessment of Online Learning in accord with the Online Learning Policy	Online components of courses assessed according to the required cycle	Full implementation in 2025 and continuing	Costs for faculty involvement to come from existing overload budgets	Learning Designer	Select faculty
Objective 4: Expand opportunities for unemployed youth and adults who did not complete their high school education					
Key Performance Indicator: Number of unemployed youth and adults without high school diplomas enrolled in ABE and informal training opportunities Floor: 500 per year Stretch Goal: 1000 per year Early Indicators (if any): N/A					

Objective Leader: Dean of WAVES					
Activity	Output	Timeline	Resources	Responsible Position	Other Personnel Involved
Continue the summer boot camp and add a second level	Unemployed youth and adults with skills highly valued by employers	From first-year of plan and ongoing	Seek funding from NTC	Dean of WAVES	Associate Dean of Workforce Development Director of Youth Corps
Fully and proactively implement Justice-Impacted Students Policy, including recruitment into ABE	Increased enrollment of currently or previously incarcerated individuals in all programs, especially ABE	From first-year of plan and ongoing	N/A	Dean of Student Success	Dean WAVES ABE Chair Counseling Director

Community Engagement Wapepe, 2025-2029

Introduction

As a Community College and the national college of the Republic of the Marshall Islands, CMI exists in large part to serve its community. To become a model educational center for the nation in accord with its vision requires community engagement. The final part of the mission, to provide intellectual resources and facilitate research specific to the needs of the nation, specifies some of the types of the community engagement that the college should engage in, as does the commitment to be a center for the study of Marshallese culture. The objective to share Marshallese culture with the local and global community aligns with both this element of the college mission and the Agenda 2030 Culture Preservation initiative.

Community engagement not only aligns with the college mission, but also with its values, especially jermal ippān doon (collaboration).

Many of the objectives and activities in this plan support and encourage community engagement activities, so for this plan to succeed will require that departments and individuals integrate community engagement into their work.

Responsible Administrator: President

Objectives and Activities

METO Goal: Expanded Access to Learning
Objective 1: Support K-12 instruction and pathways to college programs
Key Performance Indicator: Percentage of high school graduates who enter CMI in the first summer or fall after graduation Floor: 15% Stretch Goal: 25% Early Indicators (if any): N/A
Objective Leader: Vice President for Academic and Student Affairs

Activity	Output	Timeline	Resources	Responsible Position	Other Personnel Involved
Create early middle college opportunities in which completion of certain courses in high school yields credit in CMI CTE certificate programs	Clear pathways from high school CTE into college CTE	One program per year established, starting from the second year of this plan	TBD	Dean of WAVES	Department Chairs
Strengthen dual enrollment offerings by developing articulation agreements with high schools to allow students to replace high school requirements with college courses	Increased dual enrollment	Agreements with PSS to be established by the end of the first year and one agreement with a private school every year thereafter	N/A	Dean of Academic Affairs	Department Chairs
Apply to establish a TRIO Talent Search Program	Provide academic and career counseling to encourage disadvantaged K12 students to attend college	Application deadline for five-year grant is in early 2026	N/A	Vice President for Academic and Student Affairs	Grants Coordinator
Apply to establish an additional Upward Bound program on Ebeye	Provide counseling and supplementary instruction to disadvantaged K12 students	Application deadline for five-year grant is in early 2027	N/A	Vice President for Academic and Student Affairs	Grants Coordinator

Apply to establish an Upward Bound Math-Science program on Majuro in addition to the existing Upward Bound program	Provide counseling and supplementary instruction to disadvantaged K12 students	Application deadline for five-year grant is in mid-to-late 2027	N/A	Vice President for Academic and Student Affairs	Grants Coordinator
Hold fun community activities oriented towards math, technology, and science	Increased student interest in STEM subjects and lower anxiety regarding math	Twice per year starting from the first year of the program	\$2500 per year	STEM Chair	STEM faculty
METO Goal: Economic and Community Development					
Objective 1: Increase civic learning across the curriculum					
Key Performance Indicator: Programs that include civic learning and the extent to which their courses include civic learning Floor: All programs include at least one course with a civic learning SLO Stretch Goal: 25% of courses have a civic learning SLO Early Indicators (if any): N/A					
Objective Leader: Dean of Academic Affairs					
Activity	Output	Timeline	Resources	Responsible Position	Other Personnel Involved
Review General Education courses to determine which can include civic learning SLOs	At least 25% of general education courses include civic learning SLOs	Completed by 2027	N/A	General Education Chairs	Curriculum Committee Chairs of STEM and Liberal Arts Faculty teaching general education courses
Degree programs	All degree	Completed by	N/A	Curriculum	Chairs of Liberal

review courses to determine which can include civic learning SLOs	programs include at least two courses with an embedded civic learning SLO	2028		Committee Chair	Arts, Education, Nursing & Allied Health, Agroforestry, Business
Certificate programs review courses to determine which can include civic learning SLOs	All certificate programs include at least one course with an embedded civic learning SLO	Completed by 2029	N/A	Curriculum Committee Chair	Dean WAVES Chair of Vocational Education Kwajalein Campus Director
Include results of civic learning in courses as part of the Fall Festival of the Arts	The work of civic learning in classes is made visible	Annually	N/A	Dean of Academic Affairs	Department Chairs and select faculty

Objective 2: Embed service learning in co-curricular programs

Key Performance Indicator: Percentage of students who self-report participating in service learning outside of the classroom on a campus survey

Floor: 50% **Stretch Goal:** 100%

Early Indicators (if any): N/A

Objective Leader: Dean of Student Success

Activity	Output	Timeline	Resources	Responsible Position	Other Personnel Involved
Develop a method to record approved service hours on student transcripts	Recognition of student service learning beyond the classroom	2025 – method proposed 2026 – approvals (EMC/EC) 2027 - implementatio	TBD – may require additional payment to Jenzabar	Registrar and Director of Admission	EMC EC Director of IT

		n			
Add a service related outcome to student service programs	Assessment of units on service learning encourages integration of activities	Following the FACETS cycle, to be completed by 2027	N/A	Dean of Student Success	Counseling Director Associate Dean of Equity and Engagement Residence Life Coordinator Institutional Effectiveness Committee
Require all student clubs to participate in service learning	Increased participation in service learning	At least one project per semester	To be done within existing budgets	Associate Dean of Equity and Engagement	
Include a service projection New Student Orientation	Immediate involvement in service learning for new students	Starting from spring 2025	To be done within existing budgets	Associate Dean of Equity and Engagement	

Objective 3: Share Marshallese culture with the local & global community

Key Performance Indicator: Percentage of students who report that studying at CMI has strengthened their understanding of Marshallese culture

Floor: 50% **Stretch Goal:** 100%

Early Indicators (if any): N/A

Objective Leader: Chair of Marshallese Studies

Activity	Output	Timeline	Resources	Responsible Position	Other Personnel Involved
Establish an AA degree program in Marshallese Studies	Students and graduates with strengthened knowledge of Marshallese	Curriculum Development in fall 2025 Approvals and substantive	TBD	Chair of Marshallese Studies	Marshalllese Studies faculty Curriculum Committee

	culture and the ability to share the culture	change in spring 2026 To admit students no later than fall 2026			Dean of Academic Affairs Accreditation Liaison Officer
Organize canoe races	Community and college excitement about Marshallese seafaring traditions	Annual	TBD	Director of the Maritime Vocational Training Center	Auxiliary and Commercial Services (for broadcasting)
Organize events to share the work of the college Master Weaver and others in the same field with the community	Increased visibility of CMI's Master Weaver and of Marshallese weaving in general	Annual	TBD – this could managed as a fundraiser	Chair of Marshallese Studies	Master Weaver Chair of Marshallese Studies
Promote traditional crops and uses of agricultural projects	Improved understanding of traditional food ways	At least two events per year	TBD	Vice President for Land Grant	Other Land Grant staff Chair of Agroforestry
Hold field days that include traditional Marshallese sports and activities	Enjoyment of Marshallese traditions	At least two events per year	TBD	Associate Dean for Equity & Engagement	Marshallese Studies faculty
Collect, preserve, and make publicly available oral histories and stories from Marshallese elders	Preservation of oral traditions and life stories	2025 – planning 2026 and onward: collection of stories	TBD	Library Director	Faculty teaching courses in which participation in this activity is relevant
Objective 4: Achieve the Carnegie Elective Classification for Community Engagement					

Key Performance Indicator: Successful application for the classification					
Floor: Application submitted by April 3, 2028 Stretch Goal: Classification conferred by January 2029					
Early Indicators (if any): Implementation of Community Engagement Committee Recommendations					
Objective Leader: Community Engagement Coordinator					
Activity	Output	Timeline	Resources	Responsible Position	Other Personnel Involved
Establish a Community Engagement Coordinator for the college	Increased focus on community engagement and support for initiatives	2025	\$35,000 per year	President	
Community Engagement Coordinator chairs an Executive Community Engagement Committee to apply for the classification	Achievement of the classification and recognition of the college's community engagement work	2026 – review the college against the 2026 framework and make recommendations Framework Released & Applications Available: January 25, 2027 Purchase/Initiate an Application by: November 8, 2027 Application deadline: April 3, 2028 Campuses notified: December 2028 Public	\$5000	Community Engagement Coordinator	Selected committee members

		Announcement : January 2029			
Strengthen faculty and staff capacity to conduct research	Faculty and staff publish research, including community engaged research	Regular events and professional development for the life of the plan	TBD	Associate Dean of Instructional Quality and Innovation	Faculty and staff with research degrees
Create guidelines to support community engagement in research	Internal and external researchers have a stronger understanding of the importance of community engagement and how to conduct it in context	2026 - Initial versions completed 2029 – Review and revision	N/A	Chair of IRB	IRB members

METO Goal: Entrepreneurship					
Objective 1: Encourage an entrepreneurial approach to community engagement by college employees					
Key Performance Indicator: Number of employee-driven initiatives for community engagement					
Floor: 5 per year Stretch Goal: 10 per year					
Early Indicators (if any): N/A					
Objective Leader: President					
Activity	Output	Timeline	Resources	Responsible Position	Other Personnel Involved
Establish institutional systems for assessing & rewarding community engagement	Recognition for employees who take an entrepreneurial approach to community engagement	Initial recognitions to start from 2025-2026 academic year	TBD	President	Human Resources Director
Hold regular night markets	Opportunities for entrepreneurs to sell their goods	Starting in 2025	TBD	VP Land Grant	

CLIMATE CHANGE WAPEPE

METO Goal: Economic and Community Development/Sustainability of Human, Fiscal and Physical Resources

Objective 1: Inventory and monitor greenhouse gasses

Conduct an emissions' inventory baseline

The American Colleges and University Presidents Climate Commitment delineates the scope of emissions included in an inventory as Scope 1, Scope 2 and Scope 3. Scope 1 includes direct emissions from owned or controlled sources, such as natural gas combusted on campus, campus fleet, agricultural sources, and refrigerants. Scope 2 emissions include purchased electricity which is then used on campus. Scope 3 includes transportation and commuting of students, faculty, and staff, as well as an accounting of solid waste.

Key Performance Indicator: % Reduction in CMI's greenhouse gas emissions by 2029

Floor: 25% **Stretch Goal:** 75%

Early Indicators (if any):

Objective Leader: President

Activity	Output	Timeline	Resources	Responsible Position	Other Personnel Involved
Declare the college's commitment to climate change and sustainability actions	The BOR Chairperson and the President declare the college's commitment to climate change and sustainability	ASAP	N/A	President	SLT
Establish a college wide leadership structure to support inclusive governance, resourcing and oversight of the Climate Change Wapepe.	Climate Change Liaison Officer (CCLO) appointed to oversee all aspects of managing, tracking, assessing, and reporting on the Plan.	ASAP	Salary and benefits \$	President	SLT Director HR
	Committee for Climate Change Action (CCCA)	ASAP	N/A	SLT	All VPs

	established				
Calculate the direct GHG emissions associated with CMI operations (scope 1); and indirect emissions from sources that are directly linked to on-campus energy consumption, including electricity (scope 2) and emissions associated with the value chain including purchased goods and services, travel emissions	Baseline data on Scope 1, scope 2 and scope 3 greenhouse gas emission are established.	Within 1 year of CCLO appointment	Cost of software / consultant \$ (Grant?)	VP BAA CCLO	Director Physical Plant Director IT CCCA
	All KPIs are reevaluated based on the established baselines	Soon after the baseline data are established			
Publish an annual report on baseline data, KPIs and achievements.	Reports on metrics and achievements for all identified priority areas in the Climate Change Wapepe are published annually.	End of year beginning 2025		SLT	Communication s Officer Director IRA CCLO CCCA

Objective 2: Increase Climate Change awareness and action through education

Integrate concepts of climate change throughout the curriculum; develop a module for first-year experience course that addresses climate change; continue to support existing environmental programs and create a degree on climate change.

Key Performance Indicator: % of students who feel they have improved their knowledge of climate change and climate action

Floor: 75% **Stretch Goal:** 100%

Early Indicators (if any): → # courses developed, % of programs that have meaningful content related to climate change, % students enrolled/increased in established programs related to climate change

Objective Leader: VP ASA

Activity	Output	Timeline	Resources	Responsible Position	Other Personnel Involved

Introduce Climate Change in CMI 101	A module for CMI 101 that will introduce concepts of climate change and CMI's efforts towards climate neutrality is developed	Create a lesson plan and develop materials for a module (one class period) on climate change and sustainability by Spring 2025.		Chair DEVED	Dean AA Faculty teaching Climate Change Curriculum Committee
Design and develop climate-related courses and integrate climate focused curricula into programs so that all students are exposed to the fundamentals of climate science and climate action (mitigation and adaptation).	Climate Change concepts introduced into curricula in several courses across all programs	Designate courses where climate change concepts can be introduced by Spring 2025 Develop modules or lesson plans by Spring 2025 and teach the concepts by Fall 2025		Dean AA Dean WAVES	Curriculum Committee All Chairs Faculty Senate
Offer an Associate of Science degree program in Climate Change (ASCC)	All necessary resources to initiate an AS-CC degree program are provided.	Requirements for an AS degree in Climate Change will be developed by Fall 2024 All necessary processes to establish AS CC will be completed by Fall 2025 Start program by Spring 2026	2 Faculty ,1 Technician, Equipment and Lab \$200,000 (Grant?)	Chair STEM	Dean AA STEM Faculty Curriculum Committee Faculty Senate
Offer specialization in Climate Change in LA and Business Associate of Arts/Science degree programs	Both LA and Business studies will offer specializations in climate change	Depend on establishment of AS CC		Chair of LA Chair Business	Dean AA Chair STEM Curriculum Committee Faculty Senate

Strengthen the Associate of Science in Agroforestry Education for Health and Sustainable Livelihood (AS-AEHSL)	Necessary resources for the continuation of the AEHSL program are provided	Enrollment and Degrees granted in the program will each increase from 2024 baseline by 10% by 2028.	1 additional Faculty, 1 Technician, equipment, lab space	Chair Agroforestry	Dean WAVES Curriculum Committee Faculty Senate
Strengthen the Certificate of Completion in Marine Sciences (CCMS).	Necessary resources for the continuation of the CCMS program are provided	Enrollment and Certificates granted in the program will each increase from 2024 baseline by 10% by 2028.	1 additional Faculty, 1 Technician, equipment, lab space	CCMS Program Coordinator	Dean AA Chair STEM Curriculum Committee Faculty Senate
Offer trainings in renewable energy technology -RET- (Installation and repairs)	Short courses (such as regional micro-qualifications) and refresher courses on RET are available and run periodically	First course developed and available by 2025	\$100,000 Grant	Dean WAVES	Associate Dean WAVES Director Youth Corp

Objective 3: Increase awareness of energy and resource conservation, waste management, and recycling on all campuses and centers.

Key Performance Indicator: % Reduction in CMI's greenhouse gas due to energy conservation and management

Ensure the terms and conditions of the College's Energy Management and Property Protection Policy (EMPPP) are enforced

Floor: 50% Stretch Goal: 75%

Early Indicators:

Objective Leader: VPBAA

Activity	Output	Timeline	Resources	Responsible Position	Other Personnel Involved
Optimize (Uliga Campus) and provide (other campuses/ centers) recycling and composting facilities	Recycling facility at Uliga is optimized through the College's Standard Operating Procedures RF-SOP-103	Ongoing	\$5,000	Director Physical Plant	Director ACS CCLO

	Recycling and/or composting facilities are established at all campuses/centers	One campus per year starting with Arrak in 2026	\$100,000 Grant	Director Physical Plant	Director ACS CCLO
Publicize and encourage the use of the recycling facility	Increased awareness and usage of the recycling facility at Uliga	Ongoing	N/A	Communications Officer	Director Physical Plant Director ACS CCLO
Continue to emphasize decrease in paper waste through reduced printing, duplex printing, and encouraging faculty and staff to use online programs such as Moodle, Google Docs, Docusign etc. to present and process information instead of printing.	Decreased paper usage and wastage by 50% in the first year and by additional 10% very year till 2029 (Section 11.1-11.4 of EMPPP)	Ongoing	N/A	Director IT	Director ACS All Senates
Reduce electrical energy wastage through behavioral campaign to cut phantom loads	Sections 7, 8, 9, 10 and 13.1-13.2, of EMPPP are enforced	Ongoing	\$400 to print posters and campaign materials	Director Physical Plant	Director ACS CCLO All Senates
Install occupant sensors in rooms and various locations on campus to reduce lighting/air-conditioning when unoccupied	Sections 7, 8, 9, 10 and 13.1-13.2, of EMPPP are enforced	Feasibility study by Fall 2024 Completed by Fall 2025	\$2000 for feasibility \$20,000 for project	Director Physical Plant	Director ACS CCLO
Objective 4: Reduce greenhouse emissions by improving energy efficiency in transportation, Facilities & Equipment					
Key Performance Indicator: % reduction in greenhouse gasses from transportation, facilities and equipment Floor: 50% Stretch Goal: 75% Early Indicators:					

Objective Leader: VPBAA					
Activity	Output	Timeline	Resources	Responsible Position	Other Personnel Involved
Promote and incentivize alternative modes of transportation including biking, carpooling and scooter riding	Increased use of bicycles and electric scooters for commuting to work.	Campaign to encourage students, faculty, and staff who live near campus to use bicycles and electric scooters to commute to campus immediately	\$1,000	CCLO Director ACS	All Senates Marketing Department
		Reestablish the Baninnur Club, a CMI based bikers' club by Spring 2025	\$1,000	Associate Dean of Students Services	CCLO SGA
		Establish parking places, locker rooms and showers, and enhance security for bicycles and scooters by Fall 2025.	\$10,000	Director Physical Plant	Director of Safety and Security PFC Director ACS
Increase number of students, faculty, and staff using CMI buses	Bus services continued to be provided and expanded.	Gather data of commuting habits by Fall 2024	\$5,000	CCLO Director ACS	Director ACS Communication s office All Senates
	Commuting Passengers increased 25% by 2029	Expand on the route and increase the frequency of services by Spring 2025			

Establish a format for ride sharing/ carpooling by students, faculty, and staff	Ride sharing format established. Ride sharing increased by 30% from 2024 baseline by 2029	Gather data of commuting habits by Fall 2024 Use data to create ride sharing format		CCLO Director ACS	All Senates EC
Develop low-carbon travel guidelines for students, staff and faculty to follow when traveling on CMI related businesses	Low carbon travel guidelines established in line with Section 11:5 of EMPPP	Within 1 year of appointing CCLO		CCLO Director ACS	All Senates EC FABS Director
Retrofit existing buildings and design new buildings to meet a high level of environmental sustainability	College's buildings comply with Chapter 13 of The National Building Code of the RMI (especially section 1303.3 Green building codes and programs) and the College's EMPPP especially section 5	Ongoing	\$	Director Physical Plant	Plant and facilities Committee (PFC)
Purchase environmentally friendly appliances and encourage vendors and purchaser to align with CMI's climate action goals and values	The requirements to purchase environmentally friendly appliances are established in college financial policies by Fall 2025	Review policy and create awareness by Spring 2025 Enforce policy by Fall 2025		FABS Director	EC Budget Committee
Objective 5: Reduce Electric Power Consumption from the grid					
Key Performance Indicator: % reduction in greenhouse emission from electricity Floor: 25% Stretch Goal: 50%					
Objective Leader: VPBAA					
Activity	Output	Timeline	Resources	Responsible Position	Other Personnel

					Involved
Approve the College's Energy Management and Property Protection Policy	Energy Management and Property Protection Policy (EMPPP) is approved for all campuses	Approve the EMPPP for Campus by Spring 2025	\$	Director of Physical Plant CCLO	Assistant Director of Physical Plant PFC
Audit the electricity generation of the Solar PV system at Uliga Campus	Audit report available leading to establishment of a baseline value.	Audit carried out by Fall 2024 Retrofit, upgrade and maintain as needed by Spring 2025	\$	Director of Physical Plant	Assistant Director of Physical Plant PFC
Increase electricity generation at Uliga campus annually through PV solar panels upward from the current baseline	Solar PV capacity at Uliga increased by 10% annually (???)	Ongoing (may be dependent on MEC's grid capacity)	Grant	VPBAA	EC Director Physical Plant PFC
Establish PV solar panels at all campuses and centers	Solar PV installed at all campuses and centers	Start with Arrak Campus by Spring 2025	Grant	VPBAA	EC Director Physical Plant
Reduce energy consumption per square foot for cooling	Use of low powered air conditioners is consolidated in line with Section 13.2 of EMPPP	Ongoing		Director Physical Plant	PFC
Explore the possibility of installing other forms of renewable energy sources (Wind, waves, OTEC etc).	Feasibility study on alternative forms of RE initiated and completed	Initiation early 2025 Completed late 2025	Grant	VPBAA	Director Physical Plant PFC
Objective 6: Increase climate change engagement and education opportunities for CMI's Faculty, staff, students and the broader community					
Key Performance Indicator: # of yearly opportunities offered to CMI Faculty, staff, students and the broader					

community					
Floor: 10 Stretch Goal: 20					
Objective Leader: VP ASA					
Activity	Output	Timeline	Resources	Responsible Position	Other Personnel Involved
Integrate climate change into faculty, staff and students' orientation process and HR's Professional Development Plan	Climate Change included in orientation and other CMI programs	Spring 2025		VP ASA	EC CCLO All Senates
	CC is entrenched in HR's Professional Development Plan	10 Scholarships offered yearly to faculty/staff interested in CC course by 2025	\$10,000	Director HR	VP ASA Faculty/staff Senates
Offer online Climate Change Certificate for faculty and interested staff	Climate Change Certificate established	Start developing course by Spring 2025 Pass through the necessary structures by Fall 2025	\$2000	Dean AA	Chair STEM CCLO Curriculum Committee Faculty Senate
Raise awareness of Climate Crisis, Justice and sustainability.	Multiple Campus Green Events are facilitated every year.	First Green Events on World Earth Day on April 22, 2025 Sponsor and host climate action forums, workshops, webinars, etc. from Spring 2025	\$5000 first year \$2,000 per year	CCLO	All Senates CCCA members
CMI Alumni to support the Climate Change Action Wapepe	CMI Alumni embed Climate Action into their activities	ASAP	N/A	CMI Alumni Association	
Organize a	Understanding of the	Workshop	Budget TBD	Marshallese	

bwebwenato in action workshop to bring in cultural and traditional climate change adaptation	uses of traditional knowledge for climate change adaptation	organized by fall 2025		Studies Chair	
Organize the Marshall Islands Climate Change Education Summit	RMI Climate Change Education Master Plan completed	Initial meetings and preparations ongoing Host workshops and prepare the RMI Climate Change Education Master Plan	\$10,000 Grant	VP ASA	VPLG Dean AA Chair STEM Chair EE CCLO CCCA members