

## **REPORT OF THE WASC PATHWAY B VISIT TEAM**

To Presidio Graduate School

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The team evaluated the institution under the WASC Standards of Accreditation and prepared this report containing its collective evaluation for consideration and action by the institution and by the Accrediting Commission for Senior Colleges and Universities. The formal action concerning the institution's status is taken by the Commission and is described in a letter from the Commission to the institution. This report and the Commission letter are made available to the public by publication on the WASC website.

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## **SECTION I – OVERVIEW AND CONTEXT**

### **Description of the Institution and Visit**

The Presidio Graduate School (“Presidio”) is the successor institution (1993) to Presidio World College, which in turn grew out of World College West, an accredited work-study, world-study liberal arts college that had been founded in 1973. During its first five years (1993-1998), Presidio offered non-degree courses and seminars for a program known as “Later-Life Design” focused on areas perceived to contribute toward a sustainable second half of human life, touching on aspects such as purposeful work, physical well being, economic security, etc. This period ended when the Board of Directors chose to focus on sustainability-oriented degree programs. Approved for this reorganization by the California Council for Private Postsecondary and Vocational education in 1998, Presidio contracted with Vermont’s Goddard College the following year to pilot a BA-completion program in the area of sustainable, ethical enterprise design. This in turn, supported by internal marketing research, transitioned into an organization focused on graduate education for people in their 30’s and beyond seeking an MBA in sustainability conceptualized as for “people, planet and profit.”

In 2002, Presidio signed an affiliation agreement with Alliant International University to conduct its MBA program with a concentration in Sustainable Management, in doing so falling under Alliant’s WASC accreditation umbrella. The name change was completed in 2009 when the then-Presidio School of Management became the Presidio Graduate School. A Masters in Public Administration with a sustainability focus was added shortly thereafter along with a non-degree sustainability executive certificate program. Also in 2009, the Board authorized an application for accreditation by the Accrediting Council for Independent Colleges and Schools, which was approved by ACICS to run through 2012, but on reconsideration the Board in September 2010 withdrew its application with ACICS and applied to WASC as an independent entity. Having been successful in its application, Presidio is undergoing a Pathway B accreditation visit.

Presidio is very much an institution in transition. Not only have the past several years been occupied with its changing institutional status and continuously emerging identity as an institution focused on sustainability in the private, public, and non-profit sectors; it has also undertaken a new and re-focused direction with the hiring of a new President appointed in June of 2011 and coming to the institution in September 2011. In the 2012 calendar year, the institution has undergone a significant reduction in enrollment with consequent income reduction. A significant number of Board changes have taken place in large part a result of an aggressive effort on the part of the new President to seek Board members with a particular alignment with the institution's mission as well as those who may be directly or indirectly supportive of the aggressive development tasks the institution has undertaken. Throughout this period of adjustment, Presidio has experienced extensive replacement of administrative personnel and undertaken a self-conscious effort to upgrade its faculty.

At the time of the team visit, a search is underway for a new Dean, who functions as the chief academic officer—an appointment that is likely to put a significant imprint on the whole of the academic program. But perhaps foremost in the transitions currently underway is the decision to separate from Alliant and become a free-standing entity, a decision that the institution is currently both acting out and reviewing as it does so to ascertain which aspects of services provided by Alliant during this almost 10-year experience should be reviewed, endorsed, and supplanted and which retained, albeit with appropriate modifications.

The hiring of the new President took place during a time of considerable institutional turmoil in which the executive leadership of Presidio was held by a Board member serving as an acting President following the turnover of the previous President. There is no question that this was a difficult time for the institution. However, it is the team view that the vast majority of issues that surfaced during this period have been or are being dealt with by the new administration. (CFR 1.7, 1.8) The new President has a nationally distinguished background in sustainability and environmental issues and the role of sustainability content and processes in American higher education. He has taken the institution through an intense strategic planning endeavor that has sought to clarify how the institution can position itself as a unique niche organization within a field that itself is highly dynamic, fully assess its capabilities, and frame this strategic planning

endeavor to an initial two-year action frame that is tied to ambitious development goals. (As documented below, the long-term strategic plan in place when the President arrived has been supplanted by this endeavor.)

Thus, the team finds itself in an institutional context framed by transition and change across a variety of dimensions, with new and relatively new personnel holding key institutional positions. It is also a context in which the institution has expended considerable time, energy, and thought in developing the transition away from Alliant, re-framing itself with respect to its student constituencies, accepting the full mandate of WASC accreditation, and displaying a willingness to obtain expertise where needed (for example, in the hiring of a consultant to assist in the preparation of the Self Study document) to meet the demands of this review. Numerous documents available to the team focus on the desire and willingness of the institution to seek critical feedback from its constituents and stakeholders and to assure that its documentation for this review is both accurate and complete.

The education program of Presidio is conducted in a combination of face-to-face and distance education environments. Full-time students in both the MBA, MPA and dual-degree programs meet in face to face situations four days a month and conduct the remainder of their engagements either working in small groups in experiential learning situations or through distance arrangements utilizing a variety of technology-supported connection and pedagogic tools. The instructional program is conducted through a small “core” faculty (faculty with appointments of 0.5 FTE and higher) supplemented by adjunct faculty. Throughout the visit, the team has explored the possible tensions that exist between the ambitious mission of the organization and the ability of the institution to create and maintain capacity—financial, material, and personal—sufficient to fulfill its mission.

No off-campus sites or distance education programs were reviewed as part of this visit. Results of the compliance audit indicate that Presidio has supplied all of the required documentation.

### **The Institution's Self-Study Report: Quality of the Report and Evidence**

In developing its self-study, Presidio availed itself of the services of a person familiar with WASC processes who conducted extensive training sessions on the range of materials to be covered and the kinds of supporting materials to be provided. The result is a Self Study document organized according to the standards and sensitive to the full reach of a Pathway B review. The team found the Self Study document to be well-written, well-organized, and on the whole highly supported by data. Significant data were provided in numerous and ample appendices. In such a small institution, it was not surprising that the self-study process and document were accomplished primarily by central staff. However, the Interim Dean of Faculty, its chief academic officer, engaged faculty in an apparently productive manner. Throughout the Self Study document, it is clear that a conscious effort was made to touch on and frame the core values expressed in the standards, which are most evident within the academic program. In general, the institution's self-analysis aligned with the evidence provided, with the exception that some more current financial information was required by the team than was provided in the study or exhibits. Presidio staff were open and supportive in providing such information when requested.

### **Description of the Team's Review Process**

The team conducted the review in what might be regarded as a "conventional" manner. By this is meant that prior to the team conference call, assignments were made by the introductory team chair letter and framed by the agenda for the conference call. One modification to this process occurred when an assigned team member was forced to withdraw for a personal reason. Within a brief period of time, the WASC staff liaison, Richard Osborn, was able to supply a substitute member, who was fully up to the task of "catching up" to the process. All team members were able to meet the schedule of conducting the review and analyses on which the conference call and subsequent call between the chair, institution ALO, assistant chair, and staff liaison were based. The team had been structured by staff to align well with the institutional tasks for which they would be responsible, and no substantive difficulties were encountered as a result.

The WASC evaluation team concluded that at the planning and operational levels, the visit was conducted with thoroughness and with the full and complete cooperation of the institution. Where changes in schedule had to be made, they were done so quickly and efficiently. The Presidio ALO

was especially helpful in seeing that the visit was conducted in a manner such that the team could maximize its own capabilities.

## **SECTION II – TEAM ANALYSIS UNDER THE STANDARDS**

### ***Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives***

#### **Separation from Alliant**

The current separation from Alliant represents a move that has appeared to Presidio leadership to be consistent with its continually emerging status as a free standing institution. Indeed, it was in part in consultation with WASC staff that such a step was initiated and eligibility sought. The current President is in continued conversations with Alliant to explore the nature, logistics and timing of this separation.

In conducting the separation, three factors appear to be of greatest salience. The first is to employ the separation to further define Presidio's singular mission to focus on sustainability. This is a work in process that has had some effect already on the review of course content, assessment, and outcomes, focusing them more specifically on the content of Presidio's mission at the expense of distancing them in some respects from those of Alliant. The second has been the new President's review of the fiscal implications of the separation, especially with respect to the range of functions previously performed by Alliant that may continue to be performed in some respects through contract arrangements. The third is to fully specify and evaluate the implications of functionality achieved through the Alliant relationship to assure that, where positive (e.g. as in branding and marketing), Presidio is able to develop comparable functionality especially to the degree that it reflects recruitment and enrollment.

#### **Separation of Board and Institutional Leadership**

The degree of effective separation between the Board and institutional leadership has been an issue of importance for the incoming President and the senior leadership team he has recruited (or is in the process of recruiting, as is the case of a permanent Dean). Review of Board minutes since

the President's arrival indicate his direct involvement in Board recruitment and institutional development, both of which are critical for institutional success. Review of related documents and interviews also suggests a heightened awareness of the importance of both flexible strategic planning given the highly dynamic nature of the substantive and intellectual environments that define the institution. The Board appears to be fully prepared to follow the lead of institutional leadership in this regard but yet also ready to commit itself to effective support of the emergent institutional goals. This appears critical inasmuch as achieving the successes implied by the current first two years of the strategic plan will require a considerable development commitment on the part of the Board (the annual giving expectation is \$10,000), eventuating in the formation of an endowment which Presidio current lacks. The President is currently undertaking the analysis of governance policies with the charge of providing a review and subsequent strengthening of them. (CFR 1.3)

A generalized Board concern has been the "churn" of members, as a considerable number have joined the Board and others have left after only a brief tenure. The current view of the Board is that this period has passed and with the current President and those new members joining the Board, a period of greater stability is likely. Numerous members of the Board have extensive experience on other Boards.

### **Committee Engagement/ Effectiveness**

The Self Study document details an elaborate committee structure and process, especially in regard to faculty. On an initial reading, this struck the review team as somewhat out of place given the small size of Presidio. However, as we heard throughout our visit, one aspect of the current transition through which the institution is passing is to move from a highly personalistic administrative and faculty culture to one of more firmly delineated and stated role expectations. This is reflected in efforts to continue in the creation of policy expectation and its enforcement through public documents, such as specified work plans, which now exist (for the first time) for all administrative personnel. On the faculty side, the current Interim Dean has developed a committee structure characteristic of most higher education institutions in which faculty, both regular and adjunct, participate. (CFR 1.2, 1.3) This appears to have led to a regularization of committee activity and record keeping that is benefiting the whole of the academic program.

### **Small Faculty/Staff Supporting Ambitious Mission**

Review of existing documents suggest that recruitment of additional faculty is being conducted with an avid sense of the particular value added they bring to the institution's mission. The current decline in enrollment after its high point in 2010-11 has meant that faculty need to supervise fewer students, but at the same time the intensified review and focus of various programs including the experiential learning program suggest that in qualitative terms the faculty and staff are accepting perhaps an additional level of responsibility for educational quality. Throughout the review, the team was continually impressed by the "high touch" nature of the academic program and the integration of adjunct faculty into this culture.

While diversity exists within the policy structure as a goal, and while elements of diverse recruitment are evident within administration, it is less evident within faculty recruitment. The institution concedes that more needs to be done in this regard, but also points to the fact that the sustainability culture at large is itself not much characterized by diversity. Expanding its diversity awareness and reach is an institutional goal. (CFR 1.5) Academic Freedom policies are clearly stated, and institutional records contain no instances of claims against it. (CFR 1.4) Explicit Board policy maintains the institutions independence and non-alignment with any external affiliations that would compromise the institution. (CFR 1.6) Its external publications and presentations appear on all fronts to clearly present the institution's purposes to students and the larger public. (CFR 1.7)

On all dimensions that the team has been able to ascertain, the institution communicates with WASC in an open and honest manner. (CFR 1.9)

## *Standard 2: Achieving Educational Objectives Through Core Functions*

### **Teaching and Learning**

Presidio offers three graduate degree programs—the MBA, the MPA, and the Dual Degree (combined MBA/MPA)—either a 60-credit curriculum (for the MBA or MPA degree) for a 90-credit curriculum (for the Dual Degree) focusing on sustainable management practices. As noted above, the programs are delivered via a hybrid educational model combining face-to-face and distance learning. The face-to-face component consists of immersive “residencies” of either four days per month (for full-time students) or two days per month (for part-time students). The online component consists of interaction through an online learning platform called ELearn, Skype, and teleconferencing. A distinctive element of a Presidio education is student participation in team-based Experiential Learning (EL) projects, which are embedded in specific courses and which pair student teams with community-based organizations seeking assistance in developing sustainable practices, products, and/or services. (CFR 2.1)

The educational programs are staffed by 6 core faculty members (full- and part-time), for a total of 5.225 FTE, and approximately 28 adjunct faculty members. At current enrollment levels, these numbers are sufficient to support the School’s curriculum, and a recently revamped hiring process ensures that faculty are qualified for their roles. Faculty are involved with the institution in multiple ways: they participate in governance; attend meetings, retreats, and faculty development workshops; hire faculty and teaching assistants; and perform other central functions of the institution.

The three degree programs offered by Presidio are fully in keeping with the purpose and character of the institution, whose mission is to advance sustainable management practices, and are in keeping with business administration and public administration as disciplinary and professional areas. (CFR 2.2) Admission criteria include a baccalaureate degree in an appropriate undergraduate program from an accredited institution. Based on the recent review of the MBA program, admission criteria have been made more rigorous, particularly in the area of required quantitative preparation, and such factors as passion for sustainability, self-directedness, and resiliency are taken into account in the admission process, which includes review by a recently

constituted Admissions Committee to ensure academic preparation and program suitability. Program curricula and levels of student achievement necessary for graduation are clearly defined, with Program Learning Outcomes (PLOs) aligned with Course Learning Outcomes (CLOs), and thorough assessments made of the signature assignment in the MBA capstone course. (CFR 2.2b)

Led by the Curriculum Development and Innovation Committee (CDI), faculty systematically developed learning outcomes for each program at the student and program level. These outcomes drove the creation of the Institutional Learning Outcomes (ILOs). Alignment between ILOs, PLOs, CLOs, and the mission is evident. The ILOs are transparent to stakeholders in a variety of publications/media, including the website, the student handbook, the catalog, and all syllabi. Faculty clearly participated in the process of developing the PLOs, and they integrate PLOs and CLOs into their course strategies and their syllabi. Faculty members explicitly demonstrate the relationship between PLOs and CLOs to their students.

The assessment plan follows a traditional model of using curriculum mapping techniques and carefully designed rubrics. The model was detailed in the Self Study document through narratives and evidence in a “textbook” manner, and the review team was interested to determine if the model was carried out as well as it was outlined. The care and implementation turned out to exceed the explanation in the Self Study document. In fact, a commendation is shared in this report to impart how impressed the team was with the fully articulated and aligned student learning outcomes at every level—institution, program, and course. Staff, faculty, teaching assistants, and students all appear to have an excellent grasp of outcomes and expectations. (CFRs 2.3, 2.4)

The hybrid model is advantageous in its ability to involve students at multiple levels. They participate in intensive residencies, and they maintain contact with other students and faculty via the course management system and other means. Students have access to guest speakers, and many are actively involved in community events that faculty promote. One advantage of the institution’s reliance on part-time faculty is that these faculty members are typically actively engaged full or part time in their field, and they are skilled in engaging students. One disadvantage is that they may not have teaching experience, and one student noted that it is a

challenge to engage students during intensive day-long sessions even for the most experienced and charismatic educators. Presidio might consider offering greater pedagogical support to those with a need for improvement in face-to-face teaching skills. Nevertheless, the workplace experience and networking opportunities appear to outweigh any drawbacks of the faculty model. The hands-on knowledge enables faculty to hold students to expectations similar to those they may face in the workplace. The EL program also facilitates excellent opportunities for engagement. (CFR 2.5)

Syllabi are carefully reviewed and approved, and they assure that assessment is ongoing throughout the term. Assessment techniques are appropriate for adult learners, and assessment at the course level focuses on measurable deliverables such as projects with external organizations, portfolios, journals, and product prototypes. Faculty shared that they work to identify students who may need extra assistance before they experience significant academic difficulty. The teaching assistant program also supports this effort. (CFR 2.5) TAs are involved in grading, allowing for appropriate turnaround of feedback to students, and the TAs monitor online discussions and support team activity, thereby assuring student involvement.

Expectations for students are clearly embedded in the standards that faculty use to evaluate student work, beginning with the statements of SLOs in the syllabi and following through with rubrics and signature assignments. Faculty work together to develop and revise rubrics for signature assignments, which are designed to assess competencies for program learning outcomes. Additionally, review of outcomes occurs regularly in mid-semester surveys. For example, a mid-semester survey revealed that the 2009-10 capstone course required more rigor, and, in response, a signature assignment and rubric were added. The alignment of assessment to outcomes demonstrates significant improvement considering that the WASC Eligibility Review Committee requested (in Criterion 10) that Presidio “continue faculty development of the curriculum to more closely align assessment with student learning outcomes.” The institution took this and other recommendations from the eligibility review seriously; they have all been addressed, and, when appropriate, they are noted in this document.

The EL Post-Project Evaluation offers evidence of graduates' competency. The institution uses this evaluative tool as a proxy for employer satisfaction since company partners completing the survey are potential employers. The spring 2009 EL Post-Project Evaluation found that 88.9% of companies felt Presidio students were "competent" or "very competent" in their ability to work collaboratively, demonstrate project management skills, and demonstrate communication skills. Eighty percent of companies felt Presidio students were competent in their knowledge in sustainable business practices, and 70% felt students were competent in their analytical skills. Once Presidio's institutional research function is enhanced, it will be valuable to collect additional data directly from employers and graduates. Additionally, the MPA and joint MBA/MPA programs are new and will require long-term data collection. (CFR 2.6)

In 2011, Presidio transitioned its longstanding program review process, which was partnered with Alliant's, to a new independent process. The process requires a careful collection of comprehensive data collected by the CDI committee and analyzed by the Program Review Committee. This comprehensive review brings together data on student learning, curriculum modification, co-curricular activities, and operational functions. Using this new model, the MBA program was reviewed in 2011-12. Results showed the need to highlight the ethics PLO and to enhance demonstration of sustainability literacy. Additional data from academic affairs and two external reviewers revealed the need to formalize academic advising and improve career advising. Each of these recommendations has been acted upon. Additionally, in a well-organized sequence of tables, the program review evidence provided clear documentation of action items, the task force team addressing the items, the deliverables, and action to date. This evidence is one of several examples of the comprehensive nature of the review along with the attention to detail to assure clear and relevant documentation. Overall, the institution is skilled in effective use of faculty committees, inclusion of the faculty senate, and involvement of external constituents.

Presidio has developed a comprehensive program review schedule as evidenced in the Self Study document. The MPA program review is scheduled for 2013; it was determined that the review should be implemented after the program progressed to a complete program faculty and the full integration of the MPA and MBA programs. The MPA program has received assessment attention at the PLO review level, however. Given that the MPA program was new, the Interim Dean and

Program Chair determined that the PLOs required a review. The existing PLOs had been developed before there was a complete program faculty and before the MPA and MBA programs were integrated. Therefore, in the spring of 2012, they engaged faculty, and the team determined that the PLOs needed to be reduced from 14 to 8 PLOs. The action was taken, and currently PLOs for both programs are well defined and integrated, thus establishing the foundation for ongoing program reviews that depend upon clear outcomes at all levels. (CFR 2.7)

It is noted that the comprehensive program review responds well to Criterion 21 in the WASC panel review of eligibility criteria. Presidio was asked to formalize and integrate program review activities deploying planned innovative approaches to assessment.

### **Scholarship and Creative Activity**

Presidio faculty are professional practitioners in the field of sustainable management. A review of faculty qualifications and accomplishments demonstrates an appropriately high level of scholarly achievement in relevant subject fields and the education field. In response to the WASC Eligibility Review Committee recommendation associated with Criterion 14 that Presidio ensure qualifications of faculty, the institution has focused on hiring new adjunct faculty who have earned the Ph.D. and are otherwise appropriately accomplished.

Presidio faculty are not ranked, nor is there a promotion or tenure process. Instead, faculty are categorized as full-time, part-time, or adjunct according to the level of their engagement with the institution. Presidio has found other ways besides a promotion or tenure process to recognize and promote scholarship and curricular and instructional innovation, as well as linkages between the two. Faculty are annually reviewed through a formal Development and Evaluation Process, which gives faculty an opportunity to discuss curricular and delivery improvements with their Chair and the Dean, and to synthesize student surveys and course evaluations. One result of this process is a formal Faculty Development Plan, which details planned course improvements and innovations, as well as planned professional activities.

Full-time faculty, joined by available adjunct faculty, also meet several times each month to discuss curricular innovation and integration, and they share a commitment to regularly and

formally updating the curriculum to keep it relevant and fully supportive of student learning outcomes. Evidence of the effectiveness of these efforts comes from a variety of sources, including the testimony of several alumni Teaching Assistants, all of whom have had an association with Presidio for several years. Their up-close observation is that the curriculum and delivery have continually improved, suggesting that faculty efforts, led by the Interim Dean of Faculty, have yielded positive results.

Presidio aspires to transition from an institution focused primarily on education delivery to one equally committed to serving as a thought leader in the sustainability field. The institution has two new mechanisms for facilitating this transition. First, faculty research is now being funded in each of four research areas related to sustainability (renewable energy & clean technologies, agriculture & food systems, sustainable finance and impact investing, and sustainable urban development and smart cities). Second, faculty in any employment status may now be designated as “Research Faculty,” indicating their dual emphasis on research / publication and teaching / learning. (CFR 2.8, 2.9)

### **Support for Student Learning and Success**

Student success may be gauged in a number of ways, but traditional measures are student retention and graduation rates. Presidio has provided student success data disaggregated by demographic category and degree program, though the institution provided no analysis of the data and no specific plan for supporting student success. The data show that for the 2004, 2005, and 2006 MBA cohorts, the average first-year retention rate was 91.9%, with persistence slightly higher for women (94%) than for men (90%). The average four-year graduation rate for these cohorts was 81.8%, with completion slightly *lower* for women (80%) than for men (84%). For these cohorts, women and men are represented equally, and the cohorts are overwhelmingly white (76.8%). The first cohort entered the newly established MPA program only in 2009, and disaggregated data for this program are not available.

More recent data for the 2007, 2008, and 2009 cohorts, available only in the aggregate, show that average first-year retention remained high, at 90.5%. For the 2007 cohort, which is the only cohort of the three for which a four-year graduation rate is available, the graduation rate was

79.2%, representing a slight dip in comparison to the 2004-2006 cohorts' average completion rate of 81.8%. For the 2008 and 2009 cohorts, which were eligible to graduate in Spring 2010 and Spring 2011, respectively, the average graduation rate is currently 70.1%, but note that this rate is likely to increase as the four-year timeframe comes to a close. Student enrollments from Fall 2007 through Fall 2011 show that the student body continued to be overwhelmingly white (77.4%), but that the earlier gender parity has given way to a strong majority of women (53.3%).

Presidio acknowledges in the Self Study document that the existing approach to data collection and analysis is decentralized and that the institutional research function needs to be developed. The limited data in the areas of students learning and success underscore the importance of implementing a clear plan to collect and analyze relevant data as the institution moves forward. Alliant maintains all official student data in its student information system and provides Presidio with retention and graduation data, disaggregated by demographic categories and areas of study. Presidio has some institutional research capacity of its own. Through its parallel student information system, the Presidio is able to duplicate the academic and enrollment data held by Alliant. In addition, Presidio has designed surveys to track some key indicators of student success, such as student satisfaction and post-graduate employment. Although its institutional research capability is limited, the institution has taken advantage of the available data, making critical improvements in admissions standards and program requirements based on assessments of student preparation, needs, and experiences. (CFR 2.10) Current institutional planning is directed toward developing both more coverage and coherence of student information through a current review of the whole of its institutional information system and processes. A planned Institutional Review, which will holistically assess educational effectiveness across degree and co-curricular programs, will require a more developed capacity for institutional research.

As an institution with a hybrid education delivery model and a distributed campus, Presidio has developed few programs that could be described as "co-curricular" in the traditional sense of the word. The institution hosts regular community events and activities during residencies, but its primary and most formal co-curricular program is a slate of interest-based clubs, which fall under the umbrella of Career Development and Student Affairs. These sustainability-focused clubs include the Clean Technologies Club, the International Sustainability Club, the Presidio

Marketing Club, Q Sustainability, and others. Each club has an articulated mission and is accountable to Career Development and Student Affairs for an annual summary report of activities and plans, but no substantive assessments are in place for the clubs at this time. (CFR 2.11)

The requirements of Presidio's degree programs are clearly presented in all publications, and the many students the team met with evinced fluency with the curriculum and clear understanding with respect to completion of the degree. In addition, students are able to access their academic records online. In response to external consultants' recommendation that Presidio formalize academic advising, the Curriculum Development and Innovation Committee (CDI) determined that, as of Fall 2012, first semester students will now have a faculty advisor assigned to them for regular consultation regarding their educational and professional goals. Continuing advising is available for all students thereafter. The faculty intend to carefully monitor the success of this new advising program. The faculty-led Student Evaluation and Review Committee (SERC) ensures that academically at-risk students receive the advising and support they need either to succeed at Presidio or to smoothly transition out of the institution. The relationship with Alliant makes gathering and sharing student data at Presidio overly complicated, leading to some delays in identifying at-risk students, but the faculty and staff's highly individualized approach to student support is currently able to compensate for systemic weaknesses. (CFR 2.12)

Presidio relies fully on Alliant to provide many student support services, including financial aid, library and information resources, international student services, and healthcare, and relies to some extent on Alliant to provide IT support, but as will be detailed below is moving to develop an independent IT function through a subcontractor. Students who were interviewed expressed satisfaction with these arrangements, a sentiment that suggested that the complex operational relationship with Alliant is effectively mediated by staff, who minimize the impact on students of remote or, in the case of registration, duplicative systems.

Presidio offers dedicated and "high touch" student support services in three strategically selected, high-impact areas: advising, career and internship counseling, and Experiential Learning partnerships. All three areas are on an upward trajectory in terms of effectively meeting the needs

of both students and the institution as a whole, which is focused on educational and professional success in the sustainability field. (2.13)

***Standard 3: Developing and Applying Resources and Organizational Structures to Ensure Sustainability***

**Faculty and Staff**

Presidio has appropriate personnel in number and professional qualifications to support the academic programs of the institution consistent with its institutional and educational objectives. Support services are provided by a number of key personnel, including the President and Chief Executive Officer, the Chief Financial Officer, the Chief Operating Officer, the Associate Director of Development and Alumni Affairs, the Dean, the Program Chairs, the Assistant Dean of Academic Affairs, the Registrar, the Associate Dean of Student Affairs and Career Development, the Assistant Director of Experimental Learning Development, and the Student Affairs Manager. (CFR 3.1)

Presidio employs approximately 34 faculty members, 6 of whom are considered full-time or part-time employees and are known as “core faculty” and 28 of whom are adjunct faculty. Full-time faculty are defined as those faculty whose primary work affiliation is with Presidio and who are integrally involved in program design, development, and assessment. Full-time faculty are expected to be actively involved in Presidio’s governance and academic administration. Full-time faculty have a base appointment of 1.0 FTE. Part-time faculty have a base appointment of between .5 FTE and .75 FTE. In addition to teaching and governance, core faculty engage in administrative roles that fulfill their responsibilities in service to Presidio.

Faculty members are involved in all aspects of the academic program including curriculum review and development, admissions policies, program delivery review, developing and reviewing policies related to academic standards, the peer-review process, and student feedback processes. All faculty members, including adjunct faculty, are invited to faculty meetings held several times each month where topics of academic performance, standards, governance, support, and program review are discussed. (CFR 3.2)

The Faculty Recruiting, Development and Retention Committee (RDR) is responsible for making recommendations on faculty hiring policies and faculty development opportunities and policies. Members are advocates for faculty hiring and enrichment. The RDR Committee meets on a regular basis during the academic year, typically once or twice per month, with a minimum of two full-time faculty members and one part-time faculty member voting on recommendations. Term of office is two years for full-time faculty and one year for part-time members.

The Faculty Search Committee is convened as needed based on instructions from the RDR Committee. Five criteria have been established to provide standards for hiring and promotion decisions:

- Faculty must have an earned doctorate or equivalent terminal degree ;
- Candidates must demonstrate documented potential in the areas of facilitating learning, scholarship, and service, as applicable to assignments;
- They must document adequate years of experience in the areas involved in assignments;
- If appropriate, candidates must demonstrate a record of meritorious performance of the duties and obligations of an instructor;
- Their work must show a demonstrated understanding of the principles of sustainable development.

The faculty evaluation process is coordinated by the Dean and Program Chairs, and is held after each spring semester. In preparation for the meeting, all faculty are asked to complete a self-assessment and development form and to evaluate his or her roles and responsibilities over the past academic year and development activities planned for the coming year. Once completed, the form is submitted to the Dean, providing a basis for discussion in the annual faculty evaluation meeting. (CFR 3.3)

In-service training is provided to Presidio faculty to support the continued professional and personal growth of all faculty in their work. Types of in-service training provided to faculty include:

- Assessment Methods
- Virtual Teaching
- Course Management Techniques
- Pedagogy
- Academic Accommodations
- Sustainability Frameworks
- Professional Development

In-service trainings are scheduled four times during an academic year. At least one and often two full day faculty meetings per term are devoted to Faculty Development discussions. During these sessions, outside experts, peer institutions, and others are invited to join the Faculty in discussion of new learning, curriculum development, delivery innovation, and related topics. (CRF 3.4)

### **Fiscal, Physical, and Information Resources**

An independent auditing firm audits Presidio's financial statements annually. Presidio has had consistently clear, unqualified audits and has had positive net assets at the end of each fiscal year.

Presidio's financial resources are generated from tuition revenue and donations that support its mission and operations. The total donations received for fiscal years 2009, 2010, and 2011 were \$157,000, \$358,000 and \$98,000, respectively. Projected donations for the current fiscal year, as targeted in Presidio's recently launched Propel Presidio fundraising campaign, are \$1M, with commitments and pledges of over \$200,000 received as of this writing. Presidio has created a new, full-time Associate Director of Development and Alumni Affairs position to support the campaign. A fundraising strategy is being developed as part of the campaign to extend financial support beyond the Board to individual, foundation, and corporate donors. In further support of these endeavors, the President has shifted his focus from the internal reorganization of the School to generating external support and enhancing enrollment. By his view he is now "80% external."

The Presidio Institutional Academic Plan outlines strategies to support the institution's growth in uncertain times. The Plan describes the relationship between enrollment and finances, and projects three possible scenarios (Best Case, Mid-Range, and Worst Case) along with goals and action steps in each case.

Classes are held Thursday through Sunday at the classroom facilities at 835 Market Street, which it sublets from San Francisco State University. Presidio's main offices are located at the Presidio National Park, Building 36 at the corner of Lincoln Boulevard and Graham Street. In collaboration with The Hub San Francisco, the administration has created a community gathering and student union space close to 835 Market. The Hub, an organization offering incubator, educational programs, and other activities, offers student and alumni membership, which includes meeting space and support services such as wireless internet, printing, copying, scanning services privacy booths, common spaces, kitchen, café, and lounge. (CFR 3.5)

It is evident that information technology and resources are affected by the overall transition that the institution is experiencing. Data is housed in multiple repositories that are not integrated, and this situation is responsible for challenges staff face in accessing data. The institution is keenly aware of this challenge, and staff have moved aggressively to address concerns. They have recently hired one full-time IT staff member and engaged Varsity in an outsourcing relationship. Users contact the staff member as first-tier support, and he escalates issues that require deeper support.

The relationship with Alliant has resulted in duplicative functions, creating an inefficient situation. Institutional leaders are aware of this concern, which is partly intentional in order to prepare for a potential change in the relationship to Alliant as a service provider. Currently the institution maintains redundancies in order to prepare for future changes, and School leaders are investigating additional appropriate outsourcing opportunities.

One of the most positive technological resources is the internal learning management system, which includes four technologies: Presidio Network on an ELearn platform; Elluminate; conference call services; and, Google hosted email. The ELearn platform houses space for each course which offers access to assignments, resources, and forum discussions. In addition to

providing course support the platform includes general community announcements and communication mechanisms along with resources for experiential learning and student clubs and activities. The learning management system is critical for Presidio's blended hybrid residency model; students and faculty rely on this system for communicating outside of residencies although they also take advantage of office hours and phone calls. The university would benefit from additional training and development support for both students and faculty to assure they are competent to make the best use of the system. Training is available on the LMS itself, and the institution has plans to incorporate more comprehensive training into student and faculty orientations. With the addition of a dedicated IT staff person, they now have better capacity to introduce this training.

The course management system includes access to library services. Presidio holds a limited collection of materials focused on sustainability. Additionally, students and faculty have access to Alliant's library services, which provides sufficient resources beyond the specific sustainability focus. As independence from Alliant is contemplated, the institution is beginning to explore outsourcing possibilities for the library / information resources function, whether with Alliant or another partner. Training to assure student and faculty comfort with library services is integrated into orientation and will need to be updated and improved as transitions to other resources occur.

Presidio demonstrates an appreciation for currency and the ever-changing online environment by the pilot development of a non-degree Massive Online Open Course (MOOC). The institution is also having conversations with new online ventures, such as EdX, Coursera, and UNow. These activities reinforce Presidio's commitment to currency and appreciation for the need to continuously look ahead to appropriately consider new technologies and opportunities.

The WASC team noted acceptable technology resources along with a commitment to remain current in an ever-changing technology environment. Additionally, it is clear that Presidio is taking steps to better integrate systems, appropriately utilizing current outsourcing partners and considering future partners as needed. (CFR 3.6 and 3.7)

## **Organizational Structures and Decision-Making Processes**

The Chief Operating Officer (COO), working closely with the President and CEO, is responsible for the management and operations of the administrative organization. She has a significant role in developing and implementing the organization's strategic plan. Management oversight includes admissions, student affairs, career development, experiential learning, marketing and communications, alumni affairs, and events/special programs.

The Dean is Presidio's Chief Academic Officer and provides the academic leadership and administrative oversight of its academic programs and faculty. The Dean is responsible for academic planning, developing and implementing academic policies, overseeing the recruitment, evaluation, and development of all faculty, developing the in-service training schedule for faculty, developing and enhancing high-quality programs through ongoing review and assessment, and curriculum development. He also is charged with ensuring that the curriculum is in compliance with licensing and accreditation requirements and overseeing the academic budget.

The Chief Financial Officer (CFO) is appointed by the Board and is responsible for financial planning and record-keeping, as well as financial reporting to the President and the Board. The CFO prepares and monitors the annual budget as well as cash-flow projections. She completes the month-end closings and ensures that all monthly accruals are prepared accordingly. Besides preparing and distributing monthly general ledger reports, the CFO is responsible for the monthly account analysis invoices, credit card processing, bank reconciliations, payroll, and tax payments. She oversees the work of the Human Resources Manager, including new hires, employment verifications, and benefit enrollments. The CFO also has oversight of Information Technology, which supports both academic and administrative operations. (CFR 3.8)

The Presidio Board is an independent decision-making body, organized as a nonprofit public benefit corporation under the Nonprofit Public Benefit Corporation Law of the State of California, for public and charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code. The Board has formally adopted the policy of maintaining a close correlation between authority and accountability. According to the self-study, "the President and CEO can be accountable to the Board only if the President and CEO has the authority to carry out that responsibility." (CFR 3.9)

The President and CEO is responsible to the Board for implementing all policy decisions of the governing Board and for the administration of all programs and services provided by Presidio. He is responsible for the employment of such faculty and staff as are essential to the implementation of Board policies. The President oversees the administrative and fiduciary duties of Presidio. He functions as a fundraiser in collaboration with the Board and represents Presidio to community stakeholders, students, faculty, alumni, donors, corporate and philanthropic sponsors, local and state governments, and professional accrediting agencies. Under Presidio's By-Laws, the Presidio President and CEO, Chief Academic Officer, and Chief Financial Officer are appointed by the Board. All other employees are appointed by the President and Chief Executive Officer. (CFR 3.10)

Full-time faculty are expected to be actively involved in Presidio's governance and academic administration. Faculty members are engaged in the ongoing governance of Presidio through multiple structures, including serving on administrative committees. Membership implies representing the constituency of all faculty regardless of adjunct or full-time status. (CFR 3.11)

#### ***Standard 4: Creating an Organization Committed to Learning and Improvement***

##### **Strategic Thinking and Planning**

From its documentation and the team's face-to-face conversations, Presidio appears to take seriously the strategic planning process. The institution has addressed, with varying degrees of proficiency, all of the CFR's within Standard 4. The documentation provided includes two strategic plans: the first is dated 2009 and has since been abandoned, and the most recent is *Propel Presidio 2012-2021*. The current plan generally outlines the future direction of the institution over the course of a ten-year time period. This plan, as described by the President, is more of a "framework" than a formal plan. To date, it appears that the institution has begun conversations regarding strategic planning and the formalization of operations but, in many cases, need more time to assess the effectiveness of existing processes, aggregate available data, and make informed decisions based upon the data. These steps will provide direction as the new strategic plan is formalized. The institution has developed a Strategic Scorecard, which still needs to be approved by the Board.

Presidio is a mission-focused institution whose primary purpose is delivering high-quality graduate programs that focus on sustainable business practices. Within the strategic plan, three major goals are identified: (1) strengthen Presidio's educational program and quality of services for students, alumni, and partners; (2) establish a continually leading-edge graduate school for developing sustainability professionals world-wide; and (3) become a global hub for leadership and innovation to catalyze the evolution and transformation of business and public policy.

Throughout the documentation provided and the team's face-to-face conversations, there is evidence that the institution regards input from a broad range of constituencies (faculty, students, community partners, and alumni) to be important, and incorporates recommendations into decisions and processes. Further, the institution provides both academic and operational plans designed to tie into the overall strategic plan.

Presidio has provided evidence of marketplace analysis and appears to understand both strengths and deficiencies as compared to other institutions operating inside and outside of its geographic area in the same market space. This is important as the institution further develops a communication plan that emphasizes relative advantages in the marketplace. Ongoing marketplace analysis should allow the institution to remain nimble in an effort to exploit opportunities and strengthen its unique niche position. (CFR. 4.1)

### **Plan Alignments**

The administration has developed an Institutional Review Process (Self Study, p. 50) in which recommendations from independent reviews of all three academic programs combine with their Strategic Plan, Operational Plan, and Academic plan to assess whether the institutional purpose is being accomplished. Review of existing documents suggests that the President, CFO, COO, and Dean are involved in reviewing each of these areas and developing budgets to align available resources with strategic initiatives. Additionally, individual work plans for staff have been formalized to strengthen alignment with institutional priorities.

Senior managers are currently working on organizational structures to address issues associated with personnel turnover and physical and technological resource needs. Conversations indicate

that the institution understands the need to strategically integrate these components. For example, ongoing surveys of students, staff, and faculty have been used to inform physical space plans. (CFR 4.2)

### **Planning Informed by Analyzed Data and Evidence of Educational Effectiveness**

Despite the absence of a centralized institutional research function, Presidio makes the most of the data it collects from a wide range of constituents to inform planning. For example, Town Hall meetings have been held to stimulate conversation on important issues, and a Strategic Planning Steering Committee composed of faculty, staff, students, alumni and Board members developed a Stakeholder Survey designed to collect data on a broad range of issues. Additionally, other documents, such as the 2009 Strategic Plan, the Historical Context Report, the Experimental Learning Report, the EL Partner Survey, and Annual Work plans inform decision making on issues related to educational effectiveness. (CFR 4.3)

### **Marketing**

The team met with Presidio administrators to discuss their future marketing efforts. Given that revenue is currently being generated predominately by student tuition and enrollment has been declining, this was an important conversation. The institution is aware of the importance of marketing and will need to increase its efforts in this area if it is to continue to be successful. Presidio indicated that a number of traditional media options were being explored. Those the team met with discussed briefly the institution's use of radio, but also expressed concern regarding its high cost along with other traditional media forms. They indicated that nearly half of their students find Presidio through word of mouth from students, alumni and their board and community partners in the local area. They are looking to expand their access to prospective students beyond the school community. They also indicated that they had increased their usage of sponsorship at sustainability type events and at college recruiting fairs as a means of gaining visibility and name recognition. They reported that their President was an active member in these efforts. They also briefly discussed the use of targeted communications toward sustainability related firms in other parts of the country as a means of generating interest for their programs. They did not elaborate on the specifics of this communication effort other than to mention their focus on website development, search engine optimization, social media outreach and on-line

advertising programs. At our meeting it was announced that one of the two individuals responsible for marketing had resigned. Only one of the two positions will be replaced.

### **Commitment to Learning and Improvement**

The institution has clearly articulated institutional learning outcomes (IPOs) that derive from their mission. These IPOs are aligned with Program Learning Outcomes (PLO's) and Student Learning Outcomes (SLO's). Assessment of learning occurs at each level and findings are integrated into program and institutional reviews. The institution has designated Program Chairs to address the academic plan and the cycle of program review. The institution has also developed both Exit and Graduate Satisfaction surveys. A variety of standing faculty committees are cited as being responsible for reviewing, assessing and ultimately making recommendations in the area of quality assurance. These committees include the Curriculum Development and Innovation Committee, the Faculty Recruiting Development Committee, the Research and Case Development Committee, the Admissions Committee, and the Student Evaluation Review Committee. (CFR 4.4)

### **Institutional Research Capacity**

The institution is working on strengthening capacity in the area of institutional research and building a more formal structure for systematic academic planning, assessment, and improvement. Historically, this function has been decentralized with each department conducting its own research. As the organization has restructured, it has come to realize that data can be used for multiple purposes and should be readily accessible to different user groups. This realization has prompted the decision to centralize the function. In part, this decision also stems from a desire to separate from Alliant. Varsity, a company that provides IT services, has been contracted to handle the institution's IT needs. The School has outlined a transition plan that spans a one-year time horizon. The plan documents the departments affected, the function area, the current process, and the need for independent operation.

### **Leadership and Faculty Improvement**

There is significant documentation that the institution is committed to improvement. As previously noted, the institution is data and measurement focused. There are many committees composed of administration and faculty whose purpose it is to address quality and continuous improvement issues. Some examples of data being collected and used for the purposes of improvement include the Mid-Semester and End-of-Semester student surveys, the Alliant Program Review, and the work conducted by the Academic Affairs Committee whose responsibility it is for implementing the Academic Plan in alignment with the Strategic plan.

There has also been a recent effort to enhance Career Development Services. The institution has hired an Associate Dean of Career Development and Student Affairs. The purpose of this position is to more tightly connect the academic curriculum to student career aspirations. This position is designed to keep students career focused from the first day of student orientation until graduation and to expose them to as many marketplace opportunities as possible to reinforce and maximize their educational experience.

### **Teaching and Learning**

Curricula and pedagogy are continuously assessed and improved. Faculty are required to complete a Development Plan each year, and returning faculty complete an Annual Faculty Profile to assess their own performance and to assist in both review and data generation for annual and accreditation reports. They are also required to complete self-evaluations of student learning outcomes. Additionally, the institution reports regular faculty discussions involving curriculum development and delivery innovation. They use Experts in Residence (EIR) and Mentors in Residence (MIR) to contribute to the strengthening of faculty expertise. Strategies have also been developed to create a tighter connection between faculty and EL programming in an effort to strengthen EL partners' understanding of course learning goals. This is important as the EL program is an integral part of Presidio's educational brand. (CFR 4.7)

### **Stakeholder Involvement**

The Presidio Board is responsible for the overall governance of the institution and, along with the President, seeks input from all constituents and stakeholders, including faculty, staff, students, and alumni. The faculty gather for pre-semester meetings and throughout the semester address

topics that include: faculty projects, admission standards, grading policies, technology, student performance, curriculum integration, student feedback, and pedagogy. All meeting minutes are posted on the Presidio ELearn network. An Employer Survey has been developed to assess program relevance and skill set attainment of its graduates. Reports of Town Hall events indicate that all constituencies have an opportunity to weigh in and be heard on important topics associated to institutional effectiveness. Finally, Presidio's leaders are developing an MOU with its Alumni Association to strengthen this partnership and the work the Alumni Association does on behalf of Presidio graduates.

### **SECTION III – FINDINGS AND RECOMMENDATIONS**

#### **Commendations**

1. A wide range of members of the Presidio community—trustees, faculty, students, staff, and alumni—participated in the Self Study document process and WASC evaluation visit. The involvement of so many Presidians, and their sincere engagement with the institution's mission, is to be commended. The team particularly commends the ALO for providing leadership throughout the accreditation process and making the visit smooth and enjoyable.
2. The team was deeply impressed by the quality of Presidio's students, faculty, staff and alumni. Their passion, enthusiasm, excitement and commitment to their institution and its mission focus on sustainability are to be commended.
3. After a time of considerable institutional turmoil, the team finds a generalized spirit of commitment and cooperation to move the institution into its next stage of realization. This expression of purpose has been apparent throughout our interviews and in the open and candid conversations that have characterized this visit and the determination and energy apparent among the many institutional constituencies with which we have interacted.
4. Despite a fairly dramatic transition in both economic and organization structure, the President and his leadership team should be commended for putting in place administrative and

financial structures that will allow the institution to meet both future challenges and opportunities.

5. In leading up to the self-study, Presidio received advice and recommendations in a wide range of areas from a variety of external reviewers, including consultants and the WASC Eligibility Review Committee. The institution has been commendably responsive to these recommendations, taking positive and concrete steps to address areas for improvement.
6. Presidio has developed fully articulated and aligned student learning outcomes at every level—institution, program, and course. Assessment practices are thoroughly grounded in the outcomes, resulting in a transparent and purposeful environment in support of student learning.
7. The team was impressed with the institution’s commitment to enrichment programs and networking opportunities outside of the classroom setting. These activities align with the curriculum and facilitate opportunities to apply and customize learning, and are strengthened by the dedication of actively engaged alumni who enthusiastically support current and future student cohorts. The commitment of alumni speaks strongly to the value of their educational experience.
8. Curricular and co-curricular experiences are vibrant and well-coordinated, and provide students with a rich learning experience. This commendation is particularly distinctive, given the challenges of Presidio’s hybrid educational model and distributed campus.

## **Recommendations**

### **1. Need to Restructure Budgets to Accommodate Projected Reductions in Available Revenues**

The audited financial statements included in with Presidio’s Self Study reflected clean audits. However, it became apparent to the team during the course of the visit that tuition revenues during the current fiscal year are projected to fall significantly below budgeted levels and that projected enrollments for the next year may match this pattern. As a consequence, the

institution will have to take appropriate actions to realign both their revenue and expenditure budgets. Institutional leadership has indicated that such a restructuring effort is underway. Because the need for fiscal sustainability is a key standard of the accreditation process, and given the timing of this situation, we would encourage the institution to initiate the appropriate actions in a timely and effective manner.

## **2. A Formal Data Collection and Analysis Process**

The Self Study document noted that the existing decentralized approach to data collection and analysis is insufficient to fully support the needs of Presidio as an independent institution. The team concurs with this assessment and believes that the establishment of an Institutional Research function is an essential component of Presidio becoming a freestanding WASC accredited institution. Key to the establishment of an Institutional Research function is an experienced IR staff and a robust data collection and analysis process. Major components of the IR function include: identification of appropriate data sources; the creation of a taxonomy/data dictionary; identification of how Presidio's existing enterprise data systems and the data currently resident at Alliant could be used to access and array institutional data; and the creation of appropriate reports for a variety of user groups.

## **3. Creation of a Specific Timeline and Milestones for the Transition of the Presidio Graduate School to an Independent WASC Accredited Institution**

Presidio's Self Study document included a Fall 2012 Alliant/Presidio Transition Matrix. While providing a useful overview of the process, the matrix lacks a specific timeline for the transition and the supporting detail necessary to execute this process. The team recommends that specific milestones for each activity be created along with specific assignments for individual managers and departments. The creation of this document will allow institutional leadership to effectively monitor and manage this process.

## **4. A Clarified Focus on Governance Requirements**

Whereas some of the organizational governance requirements exist within Board by-laws and the faculty, staff, and student handbooks, other aspects of the operational activities of the institution are less codified or stated clearly in readily available operational policies. This

matter of developing a full coverage of codified and readily available operational policies seems an essential component of the extensive restructuring in which the institution is currently engaged and should be given a priority.

## 5. **Revisiting Strategic Planning**

Presidio has recently gone through a significant leadership transition that includes the appointment of a new President and a number of newly hired senior administrators. The administration felt it necessary to reassess its strategic position, resulting in the discontinuance of its 2009 strategic plan, and has since outlined a new plan titled *Propel Presidio: A 10-Year Strategic Plan, 2012-2021*. The plan outlines three stages that include a 2-year Strengthening Frame, a 5-year Propelling Frame, and a 10-Year Vision Frame. The team recommends that tactical strategies be developed to formalize the direction of goals with measureable outcomes articulated. Tactical strategies should be further strengthened to include sources of funding in support of each goal. This enriched document should be widely disseminated across the institution to inform direction and progress and to support a culture of continuous improvement.

## Appendix 1: Credit Hour Policies and Procedures

Institution: Presidio Graduate School

Kind of Visit: Pathway “B”

Date: November 16, 2012

<b>Material Reviewed</b>	<b>Questions/Comments</b> (Please enter findings and recommendations in the comment section of this column as appropriate.)	<b>Verified Yes/No</b>
Policy on credit hour	Does this policy adhere to WASC policy and federal regulations?	Yes
	Comments:	
Process(es)/ periodic review	Does the institution have a procedure for periodic review of credit hour assignments to ensure that they are accurate and reliable (for example, through program review, new course approval process, periodic audits)?	Yes
	Does the institution adhere to this procedure?	Yes
	Comments: Credit hours are reviewed on a course by course basis each semester by program chairs and also by central administration. Additionally, all syllabi are reviewed for compliance in an annual review process.	
Schedule of on-ground courses showing when they meet	Does this schedule show that on-ground courses meet for the prescribed number of hours?	Yes
	Comments: Course schedules and credit hours per course are found in the course catalog.	
Sample syllabi or equivalent for online and hybrid courses	What kind of courses (online or hybrid or both)? both How many syllabi were reviewed? All course syllabi were reviewed. What degree level(s)? Graduate What discipline(s)? Business and Public Policy	Yes
	Does this material show that students are doing the equivalent amount	Yes

	of work to the prescribed hours to warrant the credit awarded?	
	Comments: Syllabi contain hours required for appropriate course credit, the number of hours in residency and the number of asynchronous hours.	
Sample syllabi or equivalent for other kinds of courses that do not meet for the prescribed hours (e.g., internships, labs, clinical, independent study, accelerated)	What kinds of courses?	N/A
	How many syllabi were reviewed?	
	What degree level(s)?	
	What discipline(s)?	
	Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded?	
	Comments:	

## Appendix 2: Compliance Audit Checklist for Special Visits and Pathway B Visits

Name of Institution: Presidio Graduate School

Date of Visit: November 14-17, 2012

CFR	Documents Required	
<b>Standard 1</b>		
1.1	Mission statement	X
1.2	Educational objectives at the institutional and program levels	X
1.2.1	Public statement on student achievement (retention, graduation, student learning	X
1.3	Organization chart (X 3.8, 3.9, 3.10)	X
1.4	Academic freedom policy	X
1.5	Diversity policies and procedures; Procedures for Special Accommodations	X
1.6	-	-
1.7	Catalog (online ____, hard copy ____ ) with complete program descriptions, graduation requirements, grading policies (X 2.10.1)	X
1.7.2	Student complaint and grievance policies	X
1.7.2.1	Policy for grade appeals	X
1.7.2.2	Records of student complaints	X
1.7.3	Faculty grievance policies	X
1.7.3.1	Record of faculty grievances	X
1.7.4	Staff grievance policies	X
1.7.4.1	Record of staff grievances and complaints	X
1.7.5	Employee handbook	X
1.7.6.1	Up-to-date student transcripts with key that explains credit hours, grades, levels, etc.	X
1.7.6.2	Admissions records that match stated requirements; complete files	X
1.7.6.3	Policies and procedures to protect the integrity of grades	X
1.7.6.4	Tuition and fee schedule	X
1.7.6.5	Policies on tuition refunds	X

<b>CFR</b>	<b>Documents Required</b>	
1.7.6.6	Policy on credit hour/award of credit Processes for review of assignment of credit Review of syllabi/equivalent for all kinds of courses	X
1.8	Regular independent audits of finances (X 3.5)	X
1.9	WASC-related policies to ensure sub change policies	X
1.7- 1.9	Documents relating to investigations of the institution by any governmental entity and an update on the status of such investigation A list of pending legal actions by or against the institution, including a full explanation of the nature of the actions, parties involved, and status of the litigation	X
<b>Standard 2</b>		
2.1	List of degree programs, showing curriculum and units for each (X 1.7 )	X
2.2	Complete set of course syllabi for all courses offered	X
2.2.1	(For associate and bachelor's degrees) statement of general education requirements (X 1.7)	X
2.3	SLOs for every program	X
2.4	-	-
2.5	-	-
2.6	-	-
2.7	Program review process with clear criteria, which include assessment of program retention/graduation and achievement of learning outcomes	X
2.7.1	Regular schedule of program review (including for non-academic units)	X
2.8	Policies re faculty scholarship and creative activity	X
2.9	-	-
2.10	Data on student demographics	X
2.10.1	Data on retention and graduation, disaggregated by demographic categories and programs	X
2.10.2	Collection and analysis of grades at the course or program level, as appropriate	X
2.10.3	Policies on student evaluation of faculty	X
2.10.4	Forms for evaluation of faculty by students	X
2.11	List of student services and co-curricular activities	X

<b>CFR</b>	<b>Documents Required</b>	
2.11.1	Policies on financial aid	X
2.12	Academic calendar (X 1.7 catalog)	X
2.13	Recruitment and advertising material for the last year	X
2.13.1	Registration procedures	X
2.14	Policy on Transfer of Credit	X
<b>Standard 3</b>		
3.1	Policies on staff development	X
3.2	List of faculty with classifications, e.g., core, full-time, part-time, adjunct, tenure track, by program	X
3.3	Faculty hiring policies	X
3.3.1	Faculty evaluation policies and procedures (X 2.10)	X
3.3.2	Faculty Handbook if available	X
3.4	Faculty development policies	X
3.4.1	Faculty orientation policies and procedures	X
3.4.2	Policies on rights and responsibilities of non-full-time faculty	X
3.4.3	Statements concerning faculty role in assessment of student learning	X
3.5	Audited financial statements (X 1.8)	X
3.5.1	Appropriate financial records	X
3.5.2	Appropriate policies and procedures for handling of financial aid (X 2.11)	X
3.5.3	Campus maps	X
3.6	Inventory of technology resources for students and faculty	X
3.6.1	If online or hybrid, information on delivery method	X
3.6.2	Library data/holdings, size	X
3.7	Inventory of technology resources and services for staff	X
3.8	Organization chart (X 1.3 and 3.1)	X
3.9	Board list	X
3.9.1	Board member bios	X
3.9.2	List of Board committees	X
3.9.2.1	Minutes of Board meetings for last two years	X
3.9.2.2	Governing Board bylaws and operations manual	X

<b>CFR</b>	<b>Documents Required</b>	
3.10	CEO bio	X
3.10.1	CFO bio	X
3.10.2	Other top administrators' bios (e.g., cabinet, VPs, Provost)	X
3.10.3	Policy and procedure for the evaluation of President/CEO	X
3.11	Faculty governing body charges, bylaws and authority	X
3.11.1	Faculty organization chart (if applicable)	X
3.11.2	Minutes of last year's faculty meetings	X
<b>Standard 4</b>		
4.1	Strategic plan	X
4.1.1	Operations plan	X
4.1.2	Academic plan	X
4.2	Description of planning process	X
4.2.1	Process for review of implementation of strategic plan	X
4.3	-	-
4.4	New program approval process	X
4.4.1	Program review process (X 2.7)	X
4.5	Description of IR function and staffing	X
4.6	Process for review and analysis of key data, such as retention, graduation (X1.2)	X
4.7	-	-
4.8	-	-

Comments: All materials were provided in a very organized way.

<b>Related to Substantive Change</b>		
1	Locations of all off-campus sites and programs offered at such sites (more than 50% of program)	
1a	Number of students enrolled at such sites	
1b	Date of first offerings	

2	Names of all programs for which 50% of the program is offered through distance education	
2a	Number of students enrolled in each	
2b	Date each was first offered	
3	Names of all hybrid programs	
3a	Number of students enrolled in each	
3b	Date each was first offered	
<b>Accuracy and Availability of Records</b>		
	Policies and procedures for students, faculty and staff are stated consistently in all media	
	Policies, procedures, and information are readily available to relevant constituents	
	Records are accurate and up to date	