

**REPORT OF THE WSCUC VISITING TEAM**

**SEEKING ACCREDITATION VISIT 1**

For Institutions Seeking Candidacy or Initial Accreditation

To the California Institute of Advanced Management

November 29 – December 2, 2016

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The team evaluated the institution under the WSCUC Standards of Accreditation and prepared this report containing its collective judgment for consideration and action by the institution and by the WASC Senior College and University Commission. 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. Once an institution achieves either candidacy or initial accreditation, the team report and Commission Action Letter associated with the review that resulted in the granting of either candidacy or initial accreditation and the team reports and Commission Action Letters of any subsequent reviews will be made available to the public by publication on the WSCUC website.

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## **SECTION I. OVERVIEW AND CONTEXT**

### **A. Description of Institution and Visit**

The California Institute of Advanced Management (CIAM) is a private, nonprofit institution of higher education that occupies office suite in El Monte, California. Founded in 2011 and supported financially by a sole benefactor, CIAM aims to keep the management legacy of Peter F. Drucker alive through its single Master of Business Administration (MBA) degree program, delivered in both hybrid and online modalities. As of fall 2016, CIAM enrolled 10 students, employed 20 part-time faculty, 15 staff (12 paid; 3 volunteers), with some faculty also holding administrative roles. The mission of CIAM is “to provide a flexible, affordable, and high-quality education based on the principles and values of Peter F. Drucker, ‘the Father of Modern Management’, to enable students to immediately apply their knowledge with integrity and success.”

In 2012, CIAM received the California Bureau for Private Postsecondary Education (BPPE) licensure to offer the MBA in Executive Management and Entrepreneurship, and Accrediting Council for Independent Colleges and Schools (ACICS) accreditation was initially received in April 2015.

In November 2015, CIAM submitted its application for Eligibility to the WASC Senior College and University Commission (WSCUC) and in March 2016, CIAM was granted Eligibility for a period of five years through February 29, 2021. While CIAM was found to meet the threshold qualifications for Eligibility, the Eligibility Review Committee (ERC) made two recommendations on Eligibility Criterion 7 and 9 (see section I.C for further detail).

The Seeking Accreditation Visit 1 Report (report) was drafted by the "oversight team," which included the president and the vice president/chief academic officer (who also serves as

the accreditation liaison officer). The oversight team solicited feedback and proofreading contributions from other staff members. The team found that the report was organized around the Standards and the Criteria for Review (CFR). The team reviewed the report and the supporting documents prior to the visit, followed by a team conference call to develop a number of questions and lines of inquiry to extend the review further. While the report provided the foundation for the visit, the onsite interviews, discussions, and the review of additional materials provided the information needed to answer outstanding questions and inform the team's findings.

Various stakeholders participated in the discussions and data analyses as part of the review process. Areas that received in-depth inquiries included financial support from the sole benefactor who also serves as the board chair, marketing plans for enrollment growth, faculty qualifications, the assessment of student learning, and quality assurance processes. Discussions and data review for the aforementioned areas included the board chair, the president, the vice president, the dean, faculty, staff, and students. All stakeholders indicated widespread knowledge of the report.

Finally, CIAM appeared to embrace the review process in the context of self-assessment, reflection, and improved effectiveness. For each of the Standard narrative sections, the report included a synthesis and reflection section that included areas of strength and areas to be addressed or improved in the foreseeable future.

#### **B. The Institution's Seeking Accreditation Visit 1 Report: Alignment with the Letter of Intent and Quality and Rigor of the Review and Report**

The team found that the report mostly aligned with the Letter of Intent (letter). In its letter, CIAM addressed the two eligibility criteria that required further response: #7) come into full compliance with the WSCUC Independent Governing Board Policy, and #9) develop a plan of financial sustainability without deficits demonstrated through increased enrollment,

fundraising, and balanced financial statements; in its report, CIAM included an updated response to the issues identified in the letter. In its letter, CIAM described how it planned to prepare for the self-study process; in its report CIAM included a detailed statement on the report preparations. In its letter, CIAM identified its intended outcomes it planned to achieve as part of the review process, including an opportunity to receive feedback from external professionals and improvements in operations and the assessment of student learning; in its report, CIAM did not as clearly articulate the assessment of student learning as objectives or outcomes. Finally, in its letter, CIAM addressed changes in leadership, ownership, and governance with the expansion of its board; in its report, CIAM addressed leadership changes that included the retirement of the former president and the appointment of a new president (both in August 2016), the transition of personnel at the dean level, and the promotion of the vice president and chief academic officer.

The report was organized by the Standards and the CFRs. The team found that while the report was organized and the attachments were clearly labeled, the report narrative and supporting attachments were lacking some information and created a need to request additional documents prior to and onsite during the visit. Additional documents made available included the complete Campus Effectiveness Plan; disaggregated demographic data on students, faculty, staff, and the board; part-time adjunct resumes or curriculum vitae; the Faculty Handbook; the Enrollment Management Plan; a 3-5 year budget statement, 5-year profit/loss forecast, the updated Institutional Plan Review; and signed conflict of interest statements from the board members.

### **C. Response to Issues Raised in the Eligibility Review Committee Letter**

*Recommendation: Come into full compliance with the WSCUC Independent Governing Board Policy (EC 7, CFR 3.9).*

CIAM evidenced a restructured governing board with an increase in the board voting membership from 5 to 11 members. The chair of the board is also the sole benefactor of the institution. The board comprises seven committees: finance/audit, finance/budget, academic affairs, nominating, marketing and strategy, fundraising and development, and executive. The team found that while this recommendation was addressed, the board has yet to have time to develop its board culture, ways of work, or a complete self-evaluation.

*Recommendation: Develop a plan of financial sustainability without deficits demonstrated through increased enrollment, fundraising, and balanced financial statements (EC 9, CFR 3.4).*

The 5-year profit/loss forecast provided to the team projected total income and expenses from 2017 through 2021. While the forecast includes growing income from tuition revenue, if the enrollment projections are not met over the next five years, the potential for deficits remains. At the time of the visit, the sole benefactor provided an updated letter of continued financial support, and with this continued support the institution remains financially stable. However, a finalized enrollment management strategy and plan should clearly identify the market segments served by the institution, and the multiyear plan for enrollment should reflect those segments. The team found that while this recommendation is being addressed, CIAM is in the very early stages of diversifying its revenue sources to include greater tuition dependency.

## **SECTION II. EVALUATION OF INSTITUTIONAL COMPLIANCE WITH WSCUC'S STANDARDS**

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

*The institution defines its purposes and establishes educational objectives aligned with those purposes. The institution has a clear and explicit sense of its essential values and character, its distinctive elements, its place in both the higher education community and society, and its contribution to the public good. It functions with integrity, transparency, and autonomy.*

The team found CIAM demonstrated evidence of compliance with Standard 1 at a level sufficient for candidacy. Only the Commission is authorized to make the final determination as to whether or not an institution is in compliance with the Standards. The team found that the core principle of Standard 1 was understood at a sufficient level to support continued development. Additionally, CIAM evidenced the initial development and implementation of structures, processes, and forms that operationalize the CFRs, and understood principles or intentions held at multiple relevant organizational levels.

#### Institutional Purposes

CIAM's vision, mission, objectives, and goals are well articulated and form the basis for the curriculum design. CIAM's statements have been formally approved by the Board of Trustees and appear on the CIAM webpage and in the catalog. Throughout the visit, the team confirmed that management, administrators, faculty, staff, volunteers, current students, and alumni are all aware of CIAM's mission and are extremely motivated by its goals.

The institution offers a Master of Business Administration (MBA) in Executive Management and Entrepreneurship. The MBA curriculum supports CIAM mission and values. If CIAM plans on diversifying or increasing its offerings, the curriculum will need to be aligned with the institution's mission and values. In light of the change in presidential leadership, the

visiting team recommends a reevaluation of the target student market and an alignment of its programs offerings to meet this demographic change. (CFR 1.1)

CIAM is making a concerted effort to measure student achievement and should continue its efforts to refine its educational objectives and goals. Evidence is available from quantitative metrics and assessment results that are publically available on the CIAM Consumer Information page, as well as the School Performance Fact Sheet (SPFS) that each student must sign at the time of enrollment. However, better alignment with program learning outcomes (PLOs) and student learning outcomes (SLOs) is needed in the syllabi and catalog to ensure valid measurement of student achievement. Claims of student learning and success are somewhat limited because of the small number of current students and graduates. (CFR 1.2)

#### Integrity and Transparency

Students, faculty, and staff are made aware of the commitment to academic freedom in their respective handbooks. Additionally, student material is available for viewing on the website in the school catalog. However, there are no full-time faculty, and only part-time faculty are currently teaching all courses. As CIAM makes efforts to hire full-time faculty, the institution may need to develop academic freedom policies and practices for full-time faculty apart from part-time faculty. (CFR 1.3)

The diversity policy and procedures can be found in the various student, employee, and faculty handbooks. The visiting team noted that staff and faculty exemplified diversity in its composition. Student diversity was more difficult, and with very few students, there are cycles in which the diversity is obvious and at other times the small student population is more homogeneous. This may become far less of an issue as the student population increases; however, CIAM must intentionally develop a plan for its goal in the diversity of its students,

faculty, staff, and board. (CFR 1.4)

CIAM is a nonprofit public benefit educational corporation exclusively formed to have an educational purpose, per its bylaws. CIAM is committed to honest and open communication with all stakeholders, including students, alumni, staff, faculty, board, state, federal, and accrediting agencies. (CFR 1.5)

CIAM is affiliated with the Peter F. Drucker Academies (PDA) of Hong Kong and China, as CIAM's principal benefactor, (who is also the chair of the PDA) is dedicated to assisting Chinese workers in their study, knowledge, and practice of the Drucker principles. In meeting with the board chair, board members, and the president, the team was assured that CIAM is sufficiently independent and that the newly expanded board (11 voting members) had significant autonomy for decision making. All board members have signed conflict of interest declarations and are in compliance with board committee memberships and board requirements. The visiting team also requested and received a formal letter from the sole benefactor committing to more funds for operations, scholarships, and an eventual a new campus site. (CFR 1.5)

CIAM is accredited by ACICS and BPPE and this information is clearly displayed on its website. Recruitment information is also available on the website as well as on all published brochures which articulate clearly the degree program pace and needs. (CFR 1.6)

The written procedures for student, faculty, or staff grievances are clearly articulated in the catalog, the faculty handbook, the student handbook, and the staff handbook. Grievance policy statements, tuition refunds, and other important student information are clearly printed in the catalog. Part-time faculty training seminars provide a clear understanding of grading expectations in terms of timing and grading scales using standardized rubrics. (CFR 1.6)

CIAM has been audited by an external agency (Ready, Set, Audit, Inc.) for the past three

years. The board audit committee is responsible for review and recommendations to the entire board. The team requested and received three years of audited financial statements. The financial dependency on one major donor has raised concerns about the ongoing operational integrity and sustainability of the institution. However, the written reassurance from the sole benefactor has mitigated this issue for now. Efforts must be made to develop a stable enrollment plan and increase reliance on tuition income for operational needs apart from the sole benefactor's contributions. (CFR 1.7)

The institution also needs to develop a strategic plan and use the PIO and the IP plans to provide a cycle for the review of performance measurements that culminates in reviews by the Senior Executive Committee (SEC) for implementation and for the purpose of continuous improvement. (CFR 1.7)

Both the outgoing and newly appointed presidents have documented their commitment to transparency in all communications with WSCUC and have stipulated, in writing, their commitment to operating an institution with openness and integrity. The team found that all relevant changes have been communicated in a timely manner. (CFR 1.8)

## **Standard 2. Achieving Educational Objectives through Core Functions**

*The institution achieves its purposes and attains its educational objectives at the institutional and program level through the core functions of teaching and learning, scholarship and creative activity, and support for student learning and success. The institution demonstrates that these core functions are performed effectively by evaluating valid and reliable evidence of learning and by supporting the success of every student.*

The team found CIAM demonstrated evidence of compliance with Standard 2 at a level sufficient for candidacy. Only the Commission is authorized to make the final determination as

to whether or not an institution is in compliance with the Standards. The team found that the core principle of Standard 2 was understood at a sufficient level to support continued development. Additionally, CIAM evidenced the initial development and implementation of structures, processes, and forms that operationalize the CFRs, and understood principles or intentions held at multiple relevant organizational levels.

### Teaching and Learning

CIAM offers a single MBA program in Executive Management and Entrepreneurship that prepares students with the necessary skills and knowledge to understand, manage, and progress in business, government, or nonprofit careers at the upper level of management. The catalog provides detailed information regarding the program's requirements and learning outcomes. While the university has a sufficient number of faculty to support its educational program, currently all are part-time and the institution should consider and plan for full-time faculty member(s) as enrollment grows. Additionally, some faculty also hold administrative roles in the institution. (CFR 2.1)

Admissions and graduation requirements are clearly stated in the institution's catalog. In interviews with students, they confirmed that they receive information regarding their program of study. The MBA program has a set of program learning outcomes that are connected to the institutional learning outcomes as documented within the curriculum map, however, the curriculum map display of information provided to the team was not one typically used by institutions of higher education within the region. The MBA program is designed, using lecture and applied and experiential learning, to prepare graduates for positions within the executive management and entrepreneur fields. (CFR 2.2) CIAM does not offer undergraduate degree programs. (CFR 2.2a)

The MBA degree program (online and hybrid) has clear admissions and curriculum requirements. As part of the degree requirements, participation in the research papers, classroom collaborations, consulting efforts, and threaded discussion are clearly defined and evaluated using rubrics. Students complete 1-individual and 11-team consulting projects; the consulting projects serve as 12 course capstone assignments. Twelve MBA course learning outcomes were provided—one per course; yet additional course learning outcomes were listed on course syllabi. It was unclear to the team the relationship and clarity among the course learning outcomes, goals, and objectives as stated in the various published materials (e.g., catalog, syllabi, curriculum map, and report attachments). (CFR 2.2b)

Five program learning outcomes were consistently presented (written communication, verbal communication, consulting, leadership, and teamwork), however, they appeared to represent categories versus more developed learning outcomes incorporating levels of mastery expected for graduate level work. As with the course learning outcomes, program learning outcomes were inconsistently referred to as outcomes, or objectives, or goals. It was unclear how assignments were meant to evidence levels of mastery at the course level, or how the course learning outcomes aligned with the program learning outcomes. Standards of performance, as defined by academic course grades, are described in each course syllabus and in institutional publications. (CFR 2.3)

Although course and program learning outcomes (sometimes referred to as objectives or goals) and standards of performance are present for the MBA program, the team found little evidence of the faculty's primacy role in establishing these outcomes. Interviews with staff and faculty indicated that while program faculty are free to discuss standards of performance with the program's dean, there was minimal evidence that faculty are engaged in processes to develop

and revise assessment strategies for course and program learning outcomes beyond those presented to them by the institution. Additionally, while faculty are invited to participate in the curriculum committee or are encouraged to provide feedback to make the curriculum relevant to business industry, the process is currently more informal than formal. CIAM should plan to include faculty more in expanding formative and summative assessment strategies to directly measure student learning outcomes. The capacity exists through Moodle, rubrics, and pre- and post-tests to develop a more robust assessment process going forward. Feedback is solicited from external stakeholders as part of the consulting projects; however, how that feedback is looped back to the student learning level when the schedule allows for brief 7-week rotations remained unclear to the team. (CFR 2.4)

Instructional strategies to promote student engagement in the learning process includes the Moodle Learning Management System (LMS) to support all course offerings and the flipping of the classroom that allows for more time to be spent on active learning and hands-on learning experiences. Student feedback collected during the team interview were positive. Students reported that they are learning much, that faculty members individualize instructional efforts, and that there are ample opportunities for students to practice and apply what they have learned. Evidence pertaining to faculty feedback regarding student performance occurs through threaded discussions, research papers, and evaluations at the end of each course. (CFR 2.5)

The MBA program has defined program learning outcomes, albeit displayed more as categories than levels of mastery expected from students at the graduate level. Multiple strategies are used to collect student perspectives (indirect assessment) such as mid- and end of term course and instructor evaluations, student satisfaction and alumni surveys. Because the outcomes did not appear consistent or clear to the team, it is possible they are not clear to the students either. At

the time of the visit, it was unclear how the institutional, program, and student learning outcomes align with each across the MBA degree program—therefore making it difficult to state unequivocally that graduates are consistently achieving these outcomes. (CFR 2.6)

While CIAM conducts bi-annual review activities, the MBA program is too new (2012) to have undergone a formal program review at either the accepted norm of a 5- or 7-year mark. As the 5-year mark approaches, CIAM will want to follow best practices in program review, or review the WSCUC program review materials for its initial cycle. For now, the bi-annual review process is tracking retention and graduation rates and is conducting employer and alumni surveys. (CFR 2.7)

By its mission, CIAM is a teaching institution—meaning that student learning is its key goal. To that end, research, scholarship, and creative activities are usually focused on pedagogical improvement, a familiarity and understanding of the Drucker principles, or maintaining currency in the business subject matter. Although CIAM is a small school with no full-time faculty members, all part-time faculty members are provided with opportunities and expected to attend at least three faculty training sessions. There are also clearly defined expectations for research and scholarship in the research reward and promotion system and the faculty handbook. Expectations for student research, scholarship and creative activity are defined in the requirement of 2-5 research papers per course using the institution's electronic library, LIRN, as a resource. (CFRs 2.8)

Faculty confirmed the process for securing faculty development funding for professional conference attendance and presentations as described in the report under the faculty professional development plan. A newly designed faculty satisfaction survey was developed, and all new faculty participate in the survey instrument. As most of the part-time faculty are employed to

teach only one course a year, there was not enough information or trend data to clearly delineate how the institution promotes linkages among scholarship, teaching, assessment, student learning and service as part of faculty evaluations. (CFR 2.9)

### Student Learning and Success

Although the student population is small in number, CIAM regularly gathers and analyzes available data. These data are utilized as part of the Campus Effectiveness Plan, retention, graduation and employment rates. Disaggregation of the demographic data cannot yield statistically meaningful results and currently, data is summarized more with qualitative than quantitative methods. (CFR 2.10)

In its report, CIAM interchanged the term “extra-curricular” with co-curricular. Although there is only one degree program, and it is offered in both hybrid and online formats (thereby reducing the amount of face-to-face interaction between its students and the physical school site), CIAM could explore co-curricular activities designed to support student growth in areas such as health and well-being or community service—areas typically associated with the development of the whole student—even those students enrolled in online graduate degree programs. (CFR 2.11)

As part of the admissions process, students are oriented to the requirements of the MBA program. This includes a review of course sequencing, tuition, and time to completion. In addition, these requirements are documented within the CIAM catalog and appropriate handbooks. Students confirmed in interviews that they received clear information regarding the academic elements of their program, including which courses they will be taking during each of the 7-week terms throughout their program. (CFR 2.12)

CIAM provides students with appropriate student services, including admissions and the registrar, academic advising, library support, copier and computer access, writing composition

services, financial assistance, and career services. The team found that the CIAM staff who support these services were knowledgeable and dedicated in their roles. Students with disabilities are also supported with reasonable accommodations. Because of the size of the institution, and the number of students, besides student and faculty satisfaction surveys, these support services are monitored at the dean's level versus a more systematic evaluation process. (CFR 2.13)

The expectations for transfer students are clearly defined, and CIAM has process for evaluating the suitability of transfer credits (up to two of the twelve courses) into the program. At present, the institution has one formal articulation agreements with another institution of higher education. (CFR 2.14)

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

*The institution sustains its operations and supports the achievement of its educational objectives through investments in human, physical, fiscal, technological, and information resources and through an appropriate and effective set of organizational and decision-making structures. These key resources and organizational structures promote the achievement of institutional purposes and educational objectives and create a high-quality environment for learning.*

The team found CIAM demonstrated evidence of compliance with Standard 3 at a level sufficient for candidacy. Only the Commission is authorized to make the final determination as to whether or not an institution is in compliance with the Standards. The team found that the core principle of Standard 3 was understood at a sufficient level to support continued development. Additionally, CIAM evidenced the initial development and implementation of structures, processes, and forms that operationalize the CFRs, and understood principles or intentions held at multiple relevant organizational levels.

## Faculty and Staff

CIAM has sufficient qualified and diverse faculty and staff to support their programs and operations. It should be noted that all faculty are currently part-time, and some full-time staff also teach part-time. The majority of faculty have terminal degrees in their area of teaching, and all have advanced degrees. Demographically, the 20 faculty are diverse in terms of age and race/ethnicity, though men are over-represented compared with women. The 15 staff are likewise diverse in age and race/ethnicity, and men are likewise over-represented. As student enrollment increases, the institution would be expected to develop a prioritized plan and hire full-time faculty. Consideration of full-time faculty with release time for some administrative duties could be made to accelerate the transition. (CFR 3.1)

CIAM has a fully formed employee manual with policies and procedures in place. In light of its mission, the team found that the practice of Management by Objective (MBO), an approach championed by Peter F. Drucker, is used in the employee evaluation and review process. As at least one key staff member is a volunteer, policies and practices for volunteers of the institution, compliant with California State Law, should be put into place. (CFR 3.2)

As CIAM adds full-time faculty, policies and practices will need to be developed, both in terms of employment as well as review and decision-making/governance issues. This should include the frequency and expectations of faculty meetings, the role of faculty in the faculty review process, and the expectations and academic ranks of full-time faculty. (CFR 3.2)

The institution has provided internal professional development activities for faculty and staff. As CIAM grows, professional development planning for full-time faculty will need to be implemented. In addition, as staff take on additional roles, external development activities should

be identified and provided for both the success of the institution and for professional growth of the individual. (CFR 3.3)

#### Fiscal, Physical, and Information Resources

With the support of the sole current benefactor, CIAM is financially stable and has clean audits. The continued support of the benefactor is key to the success of the institution while it continues to grow its student enrollment. The letter of intent from the benefactor to the institution aids CIAM in understanding the future intentions of the benefactor. A clear multiyear agreement will aid the institution in planning, and also establish contingencies for fiscal solvency if the benefactor withdraws support. The institution will need to provide WSCUC with evidence of long-term financial sustainability before accreditation can be granted. (CFR 3.4)

A finalized enrollment management strategy and plan should clearly identify the market segments served by CIAM, and a multiyear plan for enrollment should be developed. Unlike many nonprofit private institutions, CIAM could afford to diversify its revenue sources to include greater tuition dependency. (CFR 3.4)

CIAM has sufficient physical and information resources for its operations, and those resources (e.g., classroom, scheduling, instructional technology, data needs) are scalable for anticipated enrollment increases over the next few years. (CFR 3.4)

The institution meets basic expectations in providing fiscal, physical, informational, and technology resources for its students and faculty. Students and faculty have access to LIRN, an electronic library and the Electronic Textbooks are reviewed and supplemented each term with updates suggested by the part-time faculty member teaching the course. Efforts are being made to improve its library capabilities and to improve space and access. (CFR 3.5)

Information and technology resources are sufficient to meet the current needs of students, but will be challenged if enrollment increases. The visiting team found that CIAM's technology redundancy plan was not adequate and recommends a data backup unit with continued real time backup into an external network storage location at another location. Additionally the instructional technology director is a volunteer and efforts might be made to move from a volunteer model to a hired employee model. (CFR 3.5)

### Organizational Structures and Decision-Making Processes

The Board of Trustees meets twice a year and are responsible for the management affairs of CIAM. The board chair is also the sole benefactor of the institution. The president and vice president oversee the educational, financial, admissions, placement, and administrative functions. The president is responsible for the operations of the organization as a whole and reports directly to the board. (CFR 3.6)

The team found that the CIAM management team is comprised of capable, but sometimes minimally qualified individuals who are committed to advancing the MBA degree program. The president recently earned an MBA from CIAM and would benefit from a presidential mentor to further develop her leadership and presidential growth and expertise. The team found the president to be passionate, efficient, and committed to moving the institution forward. (CFR 3.6)

While CIAM has a formal organizational chart, its strength is its ability to be lean and efficient with individuals responsible for multiple roles. The institution's culture is one of participative management in that it practices what it preaches in the classroom. Formal and informal spontaneous meetings occur to disseminate new information that often affects multiple individuals in the organization. Thus, information flow is accurate and timely as direct access to information occurs on a daily basis with little bureaucratic interference. The team observed that

post-presidential change has improved this area significantly. (CFR 3.7)

The team's review of the CIAM leadership qualifications indicated that all meet minimal accreditations expectations and their biographies are readily available on CIAM's webpages. The team also noted that one person currently holds both the CEO and CFO positions. While the institution's size may not financially justify separate full-time individuals hold these positions, the team recommends that CIAM explore the option that the CFO responsibilities be contracted out to a part-time CPA or other entity for better internal and operational control. (CFR 3.8)

The CIAM Board of Trustees comprises members with the diverse qualifications required to govern an institution of higher learning. It has recently expanded its board to meet the necessary standards as required by WSCUC. The team commends the board for establishing committees and developing policies that ensure its autonomy. The board should continue its implementation of the Independent Government Board Policy by the operationalization of its committee structures. (CFR 3.9)

The board should also execute its policies and procedures for the hiring and evaluation of the CEO on a timely basis. Hiring decisions must be participatory of all board members and not just one or two members. The team found that this CFR was minimally met and efforts must be made to ensure best practices by boards of trustees. Conducting a yearly retreat and board member orientations are few of the noted concerns. Finally, ensuring that the board can make decisions regardless of the financial commitment of its chair will move CIAM towards organizational stability and effective decisions making processes. (CFR 3.9)

The founding president of CIAM developed the initial MBA degree program, with feedback from the board and key staff. Going forward, a more formal faculty participation and governance process must be developed to ensure that faculty owns, assesses, and improves the

curriculum. This could include different roles and responsibilities for full-time faculty (once established) from that of part-time faculty. (CFR 3.10)

#### **Standard 4. Creating an Organization Committed to Quality Assurance, Institutional Learning, and Improvement**

*The institution engages in sustained, evidence-based, and participatory self-reflection about how effectively it is accomplishing its purposes and achieving its educational objectives. The institution considers the changing environment of higher education in envisioning its future. These activities inform both institutional planning and systematic evaluations of educational effectiveness. The results of institutional inquiry, research, and data collection are used to establish priorities, to plan, and to improve quality and effectiveness.*

The team found CIAM demonstrated evidence of compliance with Standard 4 at a level sufficient for candidacy. Only the Commission is authorized to make the final determination as to whether or not an institution is in compliance with the Standards. The team found that the core principle of Standard 4 was understood at a sufficient level to support continued development. Additionally, CIAM evidenced the initial development and implementation of structures, processes, and forms that operationalize the CFRs, and understood principles or intentions held at multiple relevant organizational levels.

#### Quality Assurance Processes

The institution delivers one degree program, a Master of Business Administration in Executive Management and Entrepreneurship, though it has considered a second degree program at the executive doctoral level in business administration. The second program has been put on hold until CIAM has been successful in enrollments for their initial degree program. Before considering the addition of a second program, CIAM should develop internal expected metrics and an approval process to review future degree offerings. (CFR 4.1)

CIAM is using feedback from students, faculty, and student performance data such as found in standardized rubrics, to currently review the curriculum. As the institution clarifies learning outcomes and objectives, it is expected that this area will become quite robust. (CFR 4.1)

Data is used to evaluate mission-driven decisions, and has led to a reevaluation of the institution's targeted student population. In addition, data are reviewed to ensure comparable student success for those fully online when compared with those in the hybrid class format. The 18 graduated student alumni are all currently employed. The institutional research capabilities are scalable for the near term anticipated enrollment growth, but a larger student body and alumni will require more robust questions being addressed in terms of student performance and institutional planning. (CFR 4.2)

#### Institutional Learning and Improvement

CIAM has an espoused culture of continuous improvement, and demonstrated a commitment to improvement based on data and evidence, assessment of teaching, learning, and the campus environment. Multiple examples were provided on curriculum and student support. A formal decision making process is not established for enacting these changes, other than staff areas of responsibility. As the institution grows, a more systematic process will need to be put into place. (CFR 4.3)

Curricula review and assessment is primarily an administrative responsibility at this point in the evolution of CIAM. Feedback is solicited from part-time faculty at quarterly training sessions and informally by the dean, but there is minimal faculty involvement outside the delivery of courses. Within courses, faculty make recommendations on readings and content revisions to the dean, and with approval implement those within the individual courses. The

course recommendations appear to operate within a framework of academic freedom published in the faculty handbook. (CFR 4.4)

A key institutional objective is the use of project-based learning as a pedagogical process. All courses are expected to revolve around a consulting project (with students in small teams, or individually in a seminal academic term). There is widespread institutional support for this pedagogy, and the part-time faculty are recruited for CIAM with this model in mind. Continued assessment of the structure of this approach by the faculty will be important. (CFR 4.4)

The institution enroll students participating in classes in a hybrid model (face-to-face and online sessions) and at least one student fully online (lecture capture is used as an asynchronous substitute for faculty lectures, and the fully online student[s] participate in synchronous group project sessions and class activities via video and/or audio). Continued assessment of the structure of this approach by the faculty will be important. Additionally, it is expected that the role of faculty in the design and improvement of curricula, pedagogy, and assessment methodology will increase substantially in the future, and could include different roles and responsibilities for full-time faculty (once established) from that of part-time faculty. (CFR 4.4)

CIAM is currently in a period of evolution in its processes for assessment of institutional effectiveness. Information is solicited from alumni and employers, and that information as well as internal performance metrics are shared and discussed at the administrative/staff level including the dean, chief academic officer, and president, as well as with the board, and with the faculty. A more formal process will be need to be developed as the institution grows. (CFR 4.5)

The institution, through a continuous improvement culture, has been very focused on strategic planning and implementation. A multi-year vision by the founding president has been in place with annual metrics and priorities. Revision has occurred regularly, but with the recent

presidential change the plan will need to reflect the discussions occurring regarding marketing and enrollment. Multiple individuals at the administrative/staff level and board level have been involved in the strategic planning process and implementation. As the institution develops full-time faculty they should be included as well. (CFR 4.6)

Finally, CIAM has taken significant steps in the past year to address foreseeable issues in the changing higher education landscape, and the team was quite impressed with several examples of such actions. The decision to seek WSCUC accreditation is reflective of where CIAM sees the direction they need to pursue in response to changes in higher education policy and accreditation in the United States. The decision to consider a second degree program, and the decision to put that aside until the current degree program matures are also examples of the institution anticipating and responding to changes. Finally, the change in the presidency of CIAM, and the review of market segments for the institution's degree program, were realistic adjustments necessary for the long-term success of the institution. (CFR 4.7)

#### **Identification of Other Changes or Issues the Institution is Facing**

While the presidential transition is relatively new (August 2016), and plans for enrollment growth in the context of the sole benefactor's financial support were explored by team during the visit, there are no other changes or issues facing the institution that have not already been addressed or planned for by CIAM.

## **SECTION III. PREPARATION FOR ACCREDITATION UNDER THE 2013 HANDBOOK OF ACCREDITATION**

### **Degrees Programs: Meaning, Quality, and Integrity of Degrees**

CIAM's mission aligns with its MBA degree offering in a clear way. The institution has a distinct student audience, one that can appreciate the legacy of Peter F. Drucker, and one that may or may not have prior learning experience with the Drucker philosophy. Learning outcomes, while needing some refinement and made consistent across all published materials, are aligned to the institution's mission and the curriculum is designed to support the learning outcomes. The institution includes surveying employers who hire CIAM graduates as data points to evaluate the meaning, quality, and integrity of the degree.

### **Educational Quality: Core Competencies, and Standards of Performance at Graduation**

CIAM has included each of WSCUC's five core competencies into its program learning outcomes, however, going forward all faculty will need to be able to play an active role in the assessment of the competencies at the course and program levels (versus administration-led). The 12 consulting projects model is unique to CIAM's curriculum (11-team; 1-individual) and being able to assess its currency and effectiveness with flexibility will serve CIAM students and future graduates well. Even with a relatively a small number of graduates to date, mechanisms are in place intuitively to maintain successful graduation rates as enrollment grows.

### **Sustainability: Preparing for the Changing Higher Education Environment**

CIAM understands the importance of increasing its dependence on student enrollment for tuition revenue. The institution has talented support staff to address the challenges of marketing and enrollment within the region and to overcome the barriers many similar institutions face. CIAM is supported by an engaged and active sole benefactor, who also serves as the board chair, and the board appears to be moving in the direction of utilizing best practices within higher

education, including the evaluation of the new president within the next year. CIAM is looking to international as well as domestic student populations to prepare for its long-term success.

#### **SECTION IV. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS**

CIAM completed the Inventory of Educational Effectiveness Indicators (IEEI) form as part of its report. As discussed under Standards 2 and 4, the institution has an assessment process that needs to be made consistent in its definitions in order to improve its direct assessment of student learning. Program and student learning outcomes are assessed using 12 consultant projects as a student's capstone work. Faculty apply rubrics to the consultant project and feedback is solicited from the consultant clients. With the preliminary infrastructure in place with bi-annual reviews, a rich understanding of regional accreditation program review and how annual assessment practices build the scaffolding for it, will be important for CIAM to embrace as it moves forward.

#### **SECTION V. FINDINGS, COMMENDATIONS AND RECOMMENDATIONS**

CIAM addressed the Core Commitments and the Standards in its report and as part of the site visit. The team found that for all four Standards, CIAM demonstrated evidence of compliance at a level sufficient for candidacy. Only the Commission is authorized to make the final determination as to whether or not an institution is in compliance with the Standards. The institution understands the principles or intentions of each Standard at a sufficient level to support continued development; the institution is in the initial development and implementation of structures, processes, and forms that operationalize the CFRs; and the institution understands the principles or intentions held at multiple relevant organizational levels. Below are the salient commendations and recommendations with areas for continued improvement noted by CFR in the recommendations.

## **Commendations**

1. The team commends the donor's financial commitment to CIAM as it works towards fulfilling its mission and purpose to provide a flexible, affordable, and high-quality education based on Peter F. Drucker's principles.
2. The team commends CIAM on its integrity, transparency, and veracity as part of the larger regional accreditation process.
3. The team commends CIAM on the shared commitment, dedication, and enthusiasm from its faculty, students, and staff—several of who are part-time or volunteers.
4. The team commends CIAM for creating an education model—one that is significantly different in its approach from its regional peers—as it responds to the changing higher education landscape.

## **Recommendations**

1. The team recommends that as CIAM moves past the recent presidential transition, it reevaluate its mission and purpose in order to better clarify and sustain the demographic and target student population it intends to serve. (CFR 1.1)
2. The team recommends that CIAM align and make consistent across the institution its student course and program learning outcomes; that these outcomes clearly state the standards of performance expected at the graduate level; and that significant faculty involvement be integrated and supported in the process of the ongoing inquiry into assessment of teaching and learning. (CFRs 2.2b, 2.3, 4.4)
3. The team recommends that as student enrollment increases, CIAM thoughtfully plan and prepare to support its full-time faculty by establishing appropriate evaluation processes and faculty development opportunities; by championing them to take collective

responsibility for establishing student learning outcomes and standards of performance; and by creating a culture where all faculty are able to freely exercise academic leadership when ensuring academic quality. (CFRs 2.4, 3.1-3.3, 3.10)

4. The team recommends that CIAM finalize its enrollment management strategy in order to move away from a single source (donor) towards a more diversified revenue model that includes tuition and other sources; align those revenue sources with its educational objectives and purpose; and be able to operate as an academic institution with appropriate autonomy. (CFRs 1.5, 3.4)
5. The team recommends that CIAM continue its implementation of the Independent Governing Board Policy by operationalizing committee roles and responsibilities; by evaluating the president; and by mirroring best practices among boards of trustees—to include appropriate oversight of institutional integrity, policies, and operations and making independent decisions. (CFR 3.9)

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## **APPENDICES**

### **Four federal compliance forms**

- Credit Hour
- Marketing and Recruitment Review
- Student Complaints Review
- Transfer Credit Review

### **Report of distance education programs**

## FEDERAL COMPLIANCE FORMS

### OVERVIEW

There are four forms that WASCUC uses to address institutional compliance with some of the federal regulations affecting institutions and accrediting agencies:

- 1 – Credit Hour and Program Length Review Form
- 2 – Marketing and Recruitment Review Form
- 3 – Student Complaints Form
- 4 – Transfer Credit Policy Form

During the visit, teams complete these four forms and add them as an appendix to the Team Report. Teams are not required to include a narrative about any of these matters in the team report but may include recommendations, as appropriate, in the Findings, Commendations, and Recommendations section of the team report.

### 1 - CREDIT HOUR AND PROGRAM LENGTH REVIEW FORM

Under federal regulations, WASCUC is required to demonstrate that it monitors the institution's credit hour policy and processes as well as the lengths of its programs.

#### Credit Hour - §602.24(f)

The accrediting agency, as part of its review of an institution for renewal of accreditation, must conduct an effective review and evaluation of the reliability and accuracy of the institution's assignment of credit hours.

(1) The accrediting agency meets this requirement if-

(i) It reviews the institution's-

(A) Policies and procedures for determining the credit hours, as defined in 34 CFR 600.2, that the institution awards for courses and programs; and

(B) The application of the institution's policies and procedures to its programs and coursework; and

(ii) Makes a reasonable determination of whether the institution's assignment of credit hours conforms to commonly accepted practice in higher education.

(2) In reviewing and evaluating an institution's policies and procedures for determining credit hour assignments, an accrediting agency may use sampling or other methods in the evaluation.

**Credit hour** is defined by the Department of Education as follows:

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than—

(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

See also WASC Senior College and University Commission's Credit Hour Policy.

#### Program Length - §602.16(a)(1)(viii)

Program length may be seen as one of several measures of quality and as a proxy measure for scope of the objectives of degrees or credentials offered. Traditionally offered degree programs are generally approximately 120 semester credit hours for a bachelor's degree, and 30 semester credit hours for a master's degree; there is greater variation at the doctoral level depending on the type of program. For programs offered in non-traditional formats, for which program length is not a relevant and/or reliable quality measure, reviewers should ensure that available information clearly defines desired program outcomes and graduation requirements, that institutions are ensuring that program outcomes are achieved, and that there is a reasonable correlation between the scope of these outcomes and requirements and those typically found in traditionally offered degrees or programs tied to program length.

# 1 - CREDIT HOUR AND PROGRAM LENGTH REVIEW FORM

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the Comments sections as appropriate.)
Policy on credit hour	Is this policy easily accessible? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	If so, where is the policy located? <b>The policy is located in the catalog.</b>
	Comments: <b>The hours in class and estimated hours spent outside the class exceed minimum federal requirements.</b>
Process(es)/ periodic review of credit hour	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)? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	If so, does the institution adhere to this procedure? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Comments:
Schedule of on-ground courses showing when they meet	Does this schedule show that on-ground courses meet for the prescribed number of hours? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Comments:
Sample syllabi or equivalent for online and hybrid courses <i>Please review at least 1 - 2 from each degree level.</i>	How many syllabi were reviewed? <b>Four syllabi were reviewed</b>
	What kind of courses (online or hybrid or both)? <b>Both Hybrid and online syllabi were reviewed.</b>
	What degree level(s)? <input type="checkbox"/> AA/AS <input type="checkbox"/> BA/BS <input checked="" type="checkbox"/> MA <input type="checkbox"/> Doctoral <b>Graduate level (MBA) syllabi were reviewed</b>
	What discipline(s)? <b>Master's in Business Administration (Strategy, Corporate Finance, Management of Information Systems, and Leadership)</b>
	Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Comments:
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) <i>Please review at least 1 - 2 from each degree level.</i>	How many syllabi were reviewed? <b>N/A</b>
	What kinds of courses? <b>N/A</b>
	What degree level(s)? <input type="checkbox"/> AA/AS <input type="checkbox"/> BA/BS <input type="checkbox"/> MA <input type="checkbox"/> Doctoral
	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? <input type="checkbox"/> YES <input type="checkbox"/> NO
	Comments:
Sample program information (catalog, website, or other program materials)	How many programs were reviewed? <b>CIAM has only one program: MBA</b>
	What kinds of programs were reviewed? <b>See Above</b>
	What degree level(s)? <input type="checkbox"/> AA/AS <input type="checkbox"/> BA/BS <input checked="" type="checkbox"/> MA <input type="checkbox"/> Doctoral
	What discipline(s)?
	Does this material show that the programs offered at the institution are of a generally acceptable length? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Comments:

Review Completed By: Matthew Liao-Troth

Date: December 2, 2016

## 2 - MARKETING AND RECRUITMENT REVIEW FORM

Under federal regulation\*, WSCUC is required to demonstrate that it monitors the institution's recruiting and admissions practices.

Material Reviewed	Questions and Comments: Please enter findings and recommendations in the comment section of this table as appropriate.
**Federal regulations	<p>Does the institution follow federal regulations on recruiting students?  <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Comments:  <b>CIAM's Employee Handbook specifically states "CIAM does not compensate an employee involved in recruitment, enrollment, admissions, student attendance, or sales of educational materials to students on the basis of a commission, commission draw, bonus, quota, or other similar methods related to the recruitment, enrollment, admissions, student attendance, or sales of educational materials to students. These regulations do not apply to the recruitment of international students residing in foreign countries who are not eligible to receive Federal financial aid."</b></p>
Degree completion and cost	<p>Does the institution provide information about the typical length of time to degree?  <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Does the institution provide information about the overall cost of the degree?  <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Comments:  <b>Information about the typical length of time to degree and the overall cost of the degree is published in the catalog and school website.</b></p>
Careers and employment	<p>Does the institution provide information about the kinds of jobs for which its graduates are qualified, as applicable? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Does the institution provide information about the employment of its graduates, as applicable?  <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p>
	<p>Comments:  <b>In its catalog, CIAM lists The Standard Occupational Classification (SOC) codes as well as Classification of Instructional Programs (CIP) codes. Placement rates are available on the website (through the consumer information webpage and the School Performance Fact Sheet).</b></p>

\*§602.16(a)(1)(vii)

\*\*Section 487 (a)(20) of the Higher Education Act (HEA) prohibits Title IV eligible institutions from providing incentive compensation to employees or third party entities for their success in securing student enrollments. Incentive compensation includes commissions, bonus payments, merit salary adjustments, and promotion decisions based solely on success in enrolling students. These regulations do not apply to the recruitment of international students residing in foreign countries who are not eligible to receive Federal financial aid.

Review Completed By: Matthew Liao-Troth

Date: December 2, 2016

### 3 - STUDENT COMPLAINTS REVIEW FORM

Under federal regulation\*, WSCUC is required to demonstrate that it monitors the institution's student complaints policies, procedures, and records.

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the comment section of this column as appropriate.)
Policy on student complaints	Does the institution have a policy or formal procedure for student complaints? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	If so, is the policy or procedure easily accessible? Is so, where? <b>The policy and procedure is in the School Catalog</b>
	Comments:
Process(es)/ procedure	Does the institution have a procedure for addressing student complaints? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	If so, please describe briefly: <b>Students can file Academic and Non-Academic Grievances. For both types of grievances, there are 4 levels of review/opportunity for resolution, with information provided to file a complaint at any time with BPPE if so desired.</b>
	If so, does the institution adhere to this procedure? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
Records	Does the institution maintain records of student complaints? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO If so, where? <b>The physical record of a grievance will be preserved in its entirety for a minimum of five (5) years following the final resolution of the Grievance and is kept with the Registrar.</b>
	Does the institution have an effective way of tracking and monitoring student complaints over time? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO If so, please describe briefly: <b>The Academic's Office will keep a digital copy of each grievance in respective folders, organized by student name and date of when the grievance was received (i.e. John Smith_August'31'2016).</b>
	Comments:

\*§602-16(1)(1)(ix)

See also WASC Senior College and University Commission's Complaints and Third Party Comment Policy.

Review Completed By: Matthew Liao-Troth

Date: December 2, 2016

#### 4 – TRANSFER CREDIT POLICY REVIEW FORM

Under federal regulations\*, WSCUC is required to demonstrate that it monitors the institution’s recruiting and admissions practices accordingly.

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the comment section of this column as appropriate.)
Transfer Credit Policy(s)	Does the institution have a policy or formal procedure for receiving transfer credit? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	If so, is the policy publically available? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO If so, where? <b>The policy is in the School Catalog</b>
	Does the policy(s) include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Comments: <b>At the minimum, transfer of credit from one institution to another involves at least three (3) considerations:</b>  <ul style="list-style-type: none"> <li>(1) <b>the educational quality of the learning experience which the student transfers;</b></li> <li>(2) <b>the comparability of the nature, content, and level of the learning experience to that offered by the receiving institution; and</b></li> <li>(3) <b>the appropriateness and applicability of the learning experience to the programs offered by the receiving institution</b></li> </ul>

\*§602.24(e): Transfer of credit policies. The accrediting agency must confirm, as part of its review for renewal of accreditation, that the institution has transfer of credit policies that--

(1) Are publicly disclosed in accordance with 668.43(a)(11); and

(2) Include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education.

See also WASC Senior College and University Commission’s Transfer of Credit Policy.

Review Completed By: Matthew Liao-Troth

Date: December 2, 2016

## Distance Education Review-Team Report Appendix

Institution: California Institute for Advanced Management  
Type of Visit: Seeking Accreditation Visit 1  
Name of reviewer/s: John Thomas, Susan Clapper, and Matthew Liao-Troth  
Date/s of review: 30 November – 2 December 2016

A completed copy of this form should be appended to the team report for all comprehensive visits to institutions that offer distance education programs<sup>1</sup> and for other visits as applicable. Teams can use the institutional report to begin their investigation, then, use the visit to confirm claims and further surface possible concerns. Teams are not required to include a narrative about this in the team report but may include recommendations, as appropriate, in the Findings and Recommendations section of the team report. (If the institution offers only online courses, the team may use this form for reference but need not submit it as the team report is expected to cover distance education in depth in the body of the report.)

**1. Programs and courses reviewed (please list)**

Master of Business Administration

**2. Background Information (number of programs offered by distance education; degree levels; FTE enrollment in distance education courses/programs; history of offering distance education; percentage growth in distance education offerings and enrollment; platform, formats, and/or delivery method)**

The institute offers one degree program, in which all classes are hybrid and there is a fully online option. The program uses Moodle, and their library resources, with the exception of a collection of materials by the president emeritus, are fully online.

The program offers rolling admission to each seven-week term. Of the 10 students enrolled the day before the 30 November 2016 term start, five were enrolled as fully online students and five were enrolled in the hybrid (seven face to face class lessons, six online class lessons) class format. Students online or in the hybrid format are enrolled in the same course section, with recorded lectures, and Skype participation in select class sessions, for the online students. Four of the fully online students were local, and could attend the face-to-face session if they so chose, and several have done so. Support is in place for the fully online students to have a comparable student experience to the hybrid enrolled students.

**3. Nature of the review (material examined and persons/committees interviewed)**

Full committee met with the Director of Organizational Development/Career Services (who is learning management system administrator), Director of IT (who oversees backend support of servers, backups, and installation of Moodle learning management system and other support software and hardware), and Librarian (who is the backup learning management system administrator), as well as the dean and other administrators of the institute.

The committee reviewed course materials, student work, discussion boards, and faculty feedback to students, for several prior courses in Moodle.

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<sup>1</sup> See Protocol for Review of Distance Education to determine whether programs are subject to this process. In general only programs that are more than 50% online require review and reporting.

## Observations and Findings

Lines of Inquiry (refer to relevant CFRs to assure comprehensive consideration)	Observations and Findings	Follow-up Required (identify the issues)
<p><i>Fit with Mission.</i> How does the institution conceive of distance learning relative to its mission, operations, and administrative structure? How are distance education offerings planned, funded, and operationalized?</p>	<p>Because of the hybrid format of the initial program conceptualization, and size of the program, the infrastructure for fully online is quite robust</p>	<p>As the enrollment scales beyond 100 total students, routinization of student support and hosting of Moodle platform should be reviewed</p>
<p><i>Connection to the Institution.</i> How are distance education students integrated into the life and culture of the institution?</p>	<p>Actively engaged in class sessions both online (through discussion boards and projects) and Skype (for class activities and guest speakers)</p>	<p>As the enrollment scales beyond 100 total students, routinization of student support and hosting of Moodle platform should be reviewed</p>
<p><i>Quality of the DE Infrastructure.</i> Are the learning platform and academic infrastructure of the site conducive to learning and interaction between faculty and students and among students? Is the technology adequately supported? Are there back-ups?</p>	<p>Yes to all three suggested lines of inquiry/questions.</p>	<p>As the enrollment scales beyond 100 total students, routinization of student support and hosting of Moodle platform should be reviewed</p>
<p><i>Student Support Services:</i> What is the institution's capacity for providing advising, counseling, library, computing services, academic support and other services appropriate to distance modality? What do data show about the effectiveness of the services?</p>	<p>One full-time and one part-time staff provide student support in advising, counseling, library, computing services, academic support and other services appropriate to distance modality.</p>	<p>As the enrollment scales beyond 100 total students, routinization of student support and hosting Moodle should be reviewed.</p> <p>Currently using LEARN online library/CSULA</p> <p>Students are directed to CSULA for public access collection as appropriate.</p> <p>Providing on site support during class sessions (possibly though shifting of work hours of support staff) could address foreseeable technology support problems.</p>
<p><i>Faculty.</i> Who teaches the courses, e.g., full-time, part-time, adjunct? Do they teach only online courses? In what ways does the institution ensure that distance learning faculty are oriented, supported, and integrated appropriately into the academic life of the institution? How are faculty involved in curriculum development and assessment of student learning? How are faculty trained and supported to teach in this modality?</p>	<p>The same faculty teach the hybrid and the online courses. These include full-time administrators who also teach, and adjunct faculty. All faculty are individually trained in the learning management system</p>	<p>As the enrollment grows and the institution employs full-time faculty, additional governance process will need to be implemented for full-time faculty review of courses</p>

<p><i>Curriculum and Delivery.</i> Who designs the distance education programs and courses? How are they approved and evaluated? Are the programs and courses comparable in content, outcomes and quality to on-ground offerings? (Submit credit hour report.)</p>	<p>A common shell is used for all classes, managed by the LMS administrator. The same course is used for hybrid and online sections. Former classes are used as a starting point and faculty make adjustments as appropriate. The dean approves courses before they go live.</p>	<p>As the enrollment grows and the institution employs full-time faculty, additional governance process will need to be implemented for full-time faculty review of courses</p>
<p><i>Retention and Graduation.</i> What data on retention and graduation are collected on students taking online courses and programs? What do these data show? What disparities are evident? Are rates comparable to on-ground programs and to other institutions' online offerings? If any concerns exist, how are these being addressed?</p>	<p>The institution has a 100% graduation rate for all students who have enrolled to date, including those who attended classes fully online and those who attending through hybrid class structure.</p>	<p>As the enrollment scales beyond 100 total students, routinization of student support should be reviewed.</p>
<p><i>Student Learning.</i> How does the institution assess student learning for online programs and courses? Is this process comparable to that used in on-ground courses? What are the results of student learning assessment? How do these compare with learning results of on-ground students, if applicable, or with other online offerings?</p>	<p>The same assessment is used for online and hybrid enrolled students. Given the small number, this is not a current concern.</p>	<p>As the enrollment scales beyond 100 total students, greater attention will be necessary here.</p>
<p><i>Contracts with Vendors.</i> Are there any arrangements with outside vendors concerning the infrastructure, delivery, development, or instruction of courses? If so, do these comport with the policy on <i>Contracts with Unaccredited Organizations</i>?</p>	<p>Not applicable. Moodle is an open source software package and the institute is running their own installation of the software.</p>	<p>As the enrollment scales beyond 100 total students, hosting of Moodle platform should be reviewed.</p>
<p><i>Quality Assurance Processes:</i> How are the institution's quality assurance processes designed or modified to cover distance education? What evidence is provided that distance education programs and courses are educationally effective?</p>	<p>The institution quality assurance processes are designed for hybrid and fully online student experience. Project learning clients express positive feedback and do not differentiate between fully online and hybrid enrolled students.</p>	<p>As the enrollment scales beyond 100 total students, greater attention will be necessary here.</p>