

Annual Report

The Annual Report covers the institution's activities from January 1, 2022 through December 31, 2022.

Institution Name	California Miramar University
	<input type="checkbox"/> Please check, if the institution name changed.
Address	3550 Camino Del Rio North
City	San Diego
State	CA
Zip	92108
Phone	858-653-3000
Fax	858-653-6786
Email	info@calmu.edu
Website	http://www.calmu.edu

President/Chief Executive Officer

Name	Dr. Chitpasong Vazquez
Email	cvazquez@calmu.edu

Name of individual who prepared the Annual Report

Name	Stan Foster
Email	sfoster@calmu.edu

Institution

How is the institution legally established?	2005
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List the name of the legal entity that owns the institution:

Legal Owner	Percentage
Dr. Steven Warfield	42
Jean Foster	42
Dr. Lori Libs	11

If the organization a nonprofit, click the checkbox below.

Institution is a nonprofit.

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Are there any legal actions pending against the institution related to DEAC Standards? If yes, provide a brief explanation.

- YES
- NO

Explanation	
No	

Other Accreditation

Other Accreditation	Not Applicable
Other Accreditation List	Not Applicable.

Provide a link to your website where the institution shows information about student achievement.	
https://www.calmu.edu/student-consumer-information/	

Is the institution certified to participate in Title IV Federal Financial Aid programs?

- YES
- NO

If yes, identify the accreditor that serves as the institution's gatekeeper for Title IV eligibility.	
Distance Education Accrediting Commission	

Is your institution Title IV eligible?

- YES
- NO

If yes, is your institution participating in Title IV?

- YES
- NO

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Is licensure or certification required for employment in the field for graduates any of the programs offered at the institution? If so, please list those programs in the textbox below.

Not applicable.

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STATE AUTH DIST ED.

The State Authorization Form for Distance Education provides information on an institution's status to deliver distance education programs and courses within each state where students are enrolled.

Is the institution's home state a member of SARA?	NO
Is the institution a member of SARA?	NO

State	Completed State Process	Date Authorized (MM/DD/YYYY)	Use the spaces below to provide reasons for any "not applicable" or other explanations.
Alaska	Exempt		
Alabama	Not Applicable		Not enrolling from this state at this time
Arkansas	Not Applicable		Not enrolling from this state at this time
Arizona	Exempt		
California	Licensed	08/05/2022	
Colorado	Exempt		
Connecticut	Exempt		
District of Columbia	Not Applicable		Not enrolling from this state at this time
Delaware	Not Applicable		Not enrolling from this state at this time
Florida	Exempt		
Georgia	Not Applicable		Not enrolling from this state at this time
Hawaii	Exempt		
Iowa	Not Applicable		Not enrolling from this state at this time
Idaho	Exempt		
Illinois	Exempt		
Indiana	Not Applicable		Not enrolling from this state at this time
Kansas	Exempt		
Kentucky	Exempt		
Louisiana	Exempt		
Massachusetts	Exempt		
Maryland	Other		Not enrolling from this state at this time
Maine	Exempt		
Michigan	Not Applicable		Not enrolling from this state at this time
Minnesota	Not Applicable		Not enrolling from this state at this time
Missouri	Exempt		
Mississippi	Exempt		
Montana	Not Applicable		Not enrolling from this state at this time
North Carolina	Exempt		
North Dakota	Not Applicable		Not enrolling from this state at this time
Nebraska	Exempt		
New Hampshire	Exempt		
New Jersey	Exempt		

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New Mexico	Not Applicable	Not enrolling from this state at this time
Nevada	Exempt	
New York	Not Applicable	Not enrolling from this state at this time
Ohio	Exempt	
Oklahoma	Exempt	
Oregon	Not Applicable	Not enrolling from this state at this time
Pennsylvania	Not Applicable	Not enrolling from this state at this time
Rhode Island	Not Applicable	Not enrolling from this state at this time
South Carolina	Exempt	
South Dakota	Exempt	
Tennessee	Exempt	
Texas	Exempt	
Utah	Exempt	
Virginia	Exempt	
Vermont	Exempt	
Washington		
Wisconsin	Exempt	
West Virginia	Exempt	
Wyoming	Not Applicable	Not enrolling from this state at this time

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COMPLIANCE AFFIRMATION

Compliance: Information reported in the compliance affirmation section of the report should correspond with substantive change applications and information on file with DEAC. Please note that the Annual Report is not the means for notifying DEAC of a substantive change.

Substantive Changes for January 1, 2022 – December 31, 2022

Did the institution change its mission?	NO
Did the institution change its name?	NO
Did the institution change its legal status, form of control, or ownership?	NO
Did the institution change the location of the main facility or administrative site, or did the institution add an administrative site?	NO
Did the institution implement a new program?	NO
Did the institution implement a change in the method of delivery?	NO
Did the institution contract for more than 25% of educational delivery with an unaccredited organization?	NO
Did the institution implement a new degree or credential level different from the educational offerings currently included in the institution's scope of accreditation?	NO
Did the institution discontinue any programs in the last year?	NO
Did the institution implement a substantial increase in the number of clock or credit hours awarded, including changing from clock hours to credit hours?	NO
Did the institution add an in-residence program component?	NO
Did the institution apply to participate in Title IV financial aid programs?	NO
Did the institution engage in international activities?	NO

Affirmation of Compliance

Institution has formal written plans for regularly conducting student learning outcomes assessments and institution self-improvements.	<input type="text" value="YES"/>
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The institution provides information to the public on the achievement of its students.	<input type="text" value="YES"/>
Institution collects data that demonstrates that students are achieving learning outcomes that are appropriate to the institution's mission and to the rigor and depth of the degrees, diplomas, or certificates offered.	<input type="text" value="YES"/>
When specific benefits for a course or program are identified, the institution collects evidence that documents that graduates are attaining the benefits.	<input type="text" value="YES"/>
Institution has accounting procedures that reserve prepaid tuition for students due future services.	<input type="text" value="YES"/>
Institution reviews enrollment agreements—including tuition refund language—for compliance with the DEAC Standards.	<input type="text" value="YES"/>
Institution reviews all advertising literature and promotional efforts, to include any significant changes in the practices of any third party advertising, marketing or lead generation firms for compliance with DEAC Standards.	<input type="text" value="YES"/>
Institution continuously monitors all sales interactions with prospective students to ensure the ethical conduct of all recruiting personnel.	<input type="text" value="YES"/>
Institution reports to DEAC any and all lawsuits, investigations, audits, actions, or other formal inquiries by governmental bodies or legal authorities.	<input type="text" value="YES"/>
For this reporting period and to the best of our knowledge, the institution is properly licensed, authorized, exempted, or approved by all applicable state education institutional authorities (or their equivalent for non-U.S. institutions). The institution is in compliance with all applicable local, state, and federal requirements. Exemptions from state law are supported by state-issued documentation or statutory language for that state.	<input type="text" value="YES"/>
The institution's permanent physical business office is at a fixed geographic location that is appropriately licensed or authorized as required by local and state regulatory authorities.	<input type="text" value="YES"/>
Each program offered by the institution is predominantly distance education or correspondence education (51% or more).	<input type="text" value="YES"/>

By checking this box, the user affirms the accuracy of the data submitted in this report.

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Please enter financial information for the Annual Report

FINANCIAL

Please enter financial information for the 2022 Annual Report

FINANCIAL START DATE (MM/DD/YYYY) 01/01/2022

FINANCIAL END DATE (MM/DD/YYYY) 12/31/2022

WHAT IS THE INSTITUTION'S MOST RECENT FINAL CALCULATION OF ITS COMPOSITE SCORE AT FISCAL YEAR END? 2.68

PROVIDE THE PERCENTAGE OF REVENUE THE INSTITUTION RECEIVES FROM FEDERAL STUDENT AID TITLE IV PROGRAMS (75/25 CALCULATION).

31

WHICH FISCAL YEAR WAS USED TO REPORT THE MOST RECENT AVAILABLE 75/25 CALCULATION? 2022

DID THE INSTITUTION RECEIVE A DEPARTMENT OF EDUCATION PROGRAM REVIEW IN THE LAST YEAR?

NO

Provide the financial information for the most recent fiscal year

TOTAL TUITION REVENUE 2,332,632.40

NET INCOME 163,155.49

CURRENT ASSETS 649,959.76

CURRENT LIABILITIES 309,448.51

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PROGRAMS

Level	Is Title IV Participating?	Program Name	Does the program have a cohort that has completed one and a half times the program length? (Yes or No)
Associates	YES	Associate of Science in Business Administration	YES
Bachelors		Bachelor of Science in Business Administration	YES
Doctorate		Doctor of Business Administration	YES
Masters		Master of Business Administration	YES
Masters		Master of Science in Computer Information Systems	YES
Masters		Master of Science in Strategic Leadership	NO

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ENROLLMENT

This section of the Annual Report collect information on student enrollment over a three year timeframe. DEAC reviews this information to determine whether an institution experienced any significant growth or decline in enrollments and whether additional information is needed to assess the institution's administrative capacity and education infrastructure. (See also, Part II, Section XVI(C), DEAC Accreditation Handbook.) Enter a 0 if a program is still active but has no current enrollments. If a program was not in existence during a year, please leave that cell empty. An empty cell and 0 will be treated differently.

Level	Program Name	Enrollment	New Student	Last Year Enrollment	Last Year New Student	Percent increase in new enrollments from 2021 to 2022	Percent increase in overall enrollment for 2022
Associates	Associate of Science in Business Administration	27	25	6	3	733.33	350.00
Bachelors	Bachelor of Science in Business Administration	116	38	111	40	-5.00	4.50
Doctorate	Doctor of Business Administration	59	13	61	23	-43.48	-3.28
Masters	Master of Business Administration	83	52	47	26	100.00	76.60
Masters	Master of Science in Computer Information Systems	37	25	19	10	150.00	94.74
Masters	Master of Science in Strategic Leadership	0	0	0	0	0.00	0.00
Total		322	153	244	102		

ALL OTHER ENROLLMENT FOR THE YEAR 2022. (REQUIRED)

IF YOUR INSTITUTION DOES NOT HAVE ANY ENROLLMENTS OTHER THAN THOSE ALREADY ENTERED ABOVE IN PROGRAMS, ENTER A ZERO (0).

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0

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INSTITUTIONAL OUTCOMES

Institutional Totals by Credential Level

1. This report employs a cohort based model where a group of entering new students are tracked over time. For example, a four year degree program would track new students starting in 2010 that graduated six years later by 2016.

2. For those students that graduated please enter the average years it took the students to graduate.

3. Enrollments are students who remained enrolled after the 5-day minimum cancellation period and met all admissions criteria.

Program outcomes are specified knowledge, skills, or abilities a student achieved as a results of completing a program of study. Program outcomes measurements are typically divided into two broad categories: direct and indirect measures. The outcomes data requested for this section of the annual report provide a means for direct measurement and enable DEAC to assess student achievement in the context of an institution's mission. (See also, Part III, Section V, Student Achievement in the DEAC Accreditation Handbook.)

For each level, describe the length of the programs in credit hours and the credit hour type. Then enter the total number of students enrolled across programs. Enter the number of students that graduated and withdrew.

Level	Minimum Length in Credit Hours	Maximum Length in Credit Hours	Credit Hour Type	# of New Students in Year Cohort was Established	Number of Students Graduated	Number of Students Withdrawn	Number of Inactive Students	Number of Still Active Students
High School								
Non-Degree								
Associates	15	60	semester	20	16	2	2	0
Bachelors	60	120	semester	53	23	13	17	0
Masters	30	39	semester	27	17	5	5	0
First-Professional								
Doctorate	52	61	semester	2	1	1	0	0

Institutional Graduate Outcomes

In table the institution entered the number of students that graduated. For that group of students please enter graduate outcomes based on available data.

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Level	Total Number of Students Graduated	Employed or Continued Employment in Current Position	Employed or Continued Employment in a Profession Related to the Education Program	Employed or Continued Employment in a Profession Unrelated to the Education Program	Continued Education at Another Institution	Active Duty Military Service	Unemployed	Student Indicated "Not Seeking Employment"	U
High School									
Non-Degree									
Associates	16	0	3	0	0	0	0	0	1
Bachelors	23	0	17	2	0	0	0	0	1
Masters	15	0	0	0	0	0	0	0	0
First-Professional									
Doctorate	2	1	1	0	0	0	0	0	0

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Institutional Withdrawals

In table the institution entered the number of students that withdrew from the programs. For that group of students please enter reasons for withdrawal based on available data.

Level	Total Number of Students Withdrawn	Employment in a Profession Related to the Education Program	Employed in a Profession Unrelated to the Education Program	Transferred to Another Institution	Active Duty Military Service	Unable to Demonstrate Satisfactory Academic Progress	Financial Reasons	Personal Reasons	Unknown
High School									
Non-Degree									
Associates	8	0	0	4	0	2	0	1	1
Bachelors	47	1	0	17	0	17	5	1	6
Masters	15	0	0	6	0	5	0	3	1
First-Professional									
Doctorate	3	0	0	2	0	0	0	1	0

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DEGREE PROGRAM GRAD RATE

Degree program graduation rates provide data on students who have fulfilled the requirements to graduate from an entire program of study at the Associate, Bachelor, Master's, First Professional or Professional Doctorate degree level. Graduation rates are an example of a direct measurement that DEAC uses to evaluate student achievement as appropriate to an institution's mission and educational offerings. DEAC will require graduation rates to be calculated for the entire entering cohort of all new students in all levels of programs. **Optionally, for institutions that report IPEDS graduation rates, these rates may be calculated for the undergraduate sub-cohorts of students that meet the narrower first-time, full-time degree seeking status.**

1. This report employs a cohort based model where a group of entering new students are tracked over time. For example, a four year degree program would track new students starting in 2010 that graduated six years later by 2016.
2. For those students that graduated please enter the average years it took the students to graduate.
3. Enrollments are students who remained enrolled after the 5-day minimum cancellation period and met all admissions criteria.
4. Please see the definitions tabs for details on exclusions and IPEDS cohorts.

Enrollments are students who remained enrolled after the 5-day minimum cancellation period and met all admissions criteria. Exclusions categories that fall outside of the definition for enrollments include circumstances such as deployment for active duty military service, medical leave of absence, death, other approved leave of absence, or students still actively enrolled (i.e., students enrolled within the last enrollment period or who submitted course work within the last 90 days). Note - DEAC may request additional information for students reported under "exclusions."

Degree Graduation Rates

Program Name	Level	# of New Students in Year Cohort was Established	# of Students Excluded from the Original Cohort	# of Students Still Continuing in Program	# Graduating Since Cohort was Established	Average Years to Complete For Graduates	Graduation Rate Before Exclusions	Graduation Rate after Exclusions
Associate of Science in Business Administration	Associates	24	4	0	16	2	66.67%	80.00%
Bachelor of Science in Business Administration	Bachelors	53	17	0	23	23	43.40%	63.89%
Master of Business Administration	Masters	19	2	0	11	2	57.89%	64.71%
Master of Science in Computer Information Systems	Masters	13	3	0	6	2	46.15%	60.00%
Doctor of Business Administration	Doctorate	4	2	0	1	6.5	25.00%	50.00%

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IPEDS

Program Name	Level	# of First-time, Full-time, Degree Seeking Students	# of Exclusions	# of Students Graduating within 3 Years
Associate of Science in Business Administration	Associates			
Bachelor of Science in Business Administration	Bachelors			
Master of Business Administration	Masters			
Master of Science in Computer Information Systems	Masters			
Doctor of Business Administration	Doctorate			

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NONDEGREE PROGRAM COMPLETION

Non-degree program completion rates (e.g., postsecondary certificate or diploma, or a high school diploma) is a way for institutions to provide a tangible and direct measure of student achievement. Completion rates are an example of a direct measurement that DEAC uses to evaluate student achievement as appropriate to an institution's mission and educational offerings.

1. This report should employ a cohort based model where a group of entering new students are tracked over time.
2. Please enter the number of students that completed the program within 150% of normal time to completion for the program.

For example, if you have a two year program then 150% of normal time is three years. You would enter how many students completed the program within three years of their original start date. If the institution uses a different method for determining normal time for completion, provide an explanation in response to Question D in the Narrative section of the Annual Report.

3. Please also indicate the type of credential awarded, the length in credit hours, and the type of credit hours used to track progress through the program.
4. Enter the average time it takes (in months) for students to complete the program.

Enrollments are students who remained enrolled after the 5-day minimum cancellation period and met all admissions criteria. Exclusions categories that fall outside of the definition for enrollments and may include circumstances such as deployment for active duty military service, medical leave of absence, death, other approved leave of absence, or other reasons for exclusions as determined by the institution. Note - DEAC may request additional information for students reported under "exclusions."

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STUDENT SATISFACTION

Degree Program Satisfaction Survey

Question 1. Did you achieve, or will you have achieved upon completing your studies, the goals you had when you started the course or program?

Question 2. Would you recommend these studies to a friend?

Question 3. All things considered, were you satisfied with your studies at this institution?

Program Name	Total Surveyed	Responded	Yes to Question 1 #	Yes to Question 1 %	Yes to Question 2 #	Yes to Question 2 %	Yes to Question 3 #	Yes to Question 3 %
Associate of Science in Business Administration	3	3	3	100	3	100	3	100
Bachelor of Science in Business Administration	12	10	12	100	12	100	11	92
Master of Business Administration	19	18	19	100	19	100	19	100
Master of Science in Computer Information Systems	4	4	4	100	4	100	4	100
Doctor of Business Administration	1	1	1	100	1	100	1	100

None Degree Program Satisfaction Survey

Question 1. Did you achieve, or will you have achieved upon completing your studies, the goals you had when you started the course or program?

Question 2. Would you recommend these studies to a friend?

Question 3. All things considered, were you satisfied with your studies at this institution?

Program Name	Total Surveyed	Responded	Yes to Question 1 #	Yes to Question 1 %	Yes to Question 2 #	Yes to Question 2 %	Yes to Question 3 #	Yes to Question 3 %
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NARRATIVE

A. Describe any significant changes to faculty at the supervisor or management level at the institution. Provide brief descriptions of the qualifications of faculty serving in a leadership role. Describe other significant changes to faculty assignments, workload, and professional development that occurred in the prior year.

There are no significant changes at the supervisory or leadership levels at the institution. CMU has added some new adjunct faculty and was approximately 40 adjunct faculty by the end of 2022. There are no significant changes in the faculty assignment or workload in 2022. CMU did conduct FERPA and sexual harassment training for faculty in 2022. The individual faculty attended seminars, workshops, and conferences throughout the last year for professional development, but overall there are no significant changes that have occurred in 2022.

B. Explain the reasons for any significant growth or decline in enrollments at the institution. Explain in detail whether the institution made changes to staff, faculty, administrators, educational and student support services and financial and marketing strategies as needed to support the changes in student enrollment. Also, please specify the programs that incurred the most growth or decline in enrollments and the strategies the institution implemented during the prior year to respond to these changes.

CMU had a successful 2022 with increases in student enrollments for the institution. CMU has increased undergraduate enrollments in the associate and bachelor's programs. The enrollments in the master's programs which include MSCIS, and MBA had significant increases while the DBA program remained constant in 2022. The increase was based on various factors. The international enrollments increased as many international embassies across the country were reopened after Covid. With the increased enrollments, CMU hired additional faculty, and at the end of 2022, CMU had a pool of 40 Adjunct Faculty from various backgrounds to fulfill the course offerings. A new leadership team was brought forth, and Myra Smith was hired as an Admission Director to assist with enrollment management. Myra Smith was a prior regional admission director who brought expertise in enrollment management and growth. Myra also assisted with the marketing efforts and launched a social media campaign that provided awareness of the institution and attracted students to the programs. CMU focused its efforts on creating a more robust student support team by providing a student care representative for each degree level. The student care team focused on reaching out to students who are having challenges academically. The student care team will reach out to students who are missing work each week and ensure that academic progress is being made for each student toward completion. CMU promotes an all-hands-on-deck philosophy which states that all administrators at any level shall reach out to students if needed to assist with academic progress.

C. Report on any activities outside the United States, including any contractual relationship with non-US institutions or organizations.

The University signed two new compliant international recruiting agreements with Armenia and Japan. Each agency signed the DEAC Code of Ethics, completed CMU training, and passed a short exam where the exact role of a recruiter and the express limitations on recruiting activities are explained. CMU also signed an LOI agreement with the SP Jain School of Global Management located in Australia to explore the mutual benefits of working together in 2023.

D. Provide a brief summary of the institution's outcomes assessment activities during the prior year and any changes and improvements that the institution made as a result of the outcomes assessment activities.

CMU provided a revised outcomes assessment plan in 2022 during the response to the Chair's report to include strategic areas of focus for the institution and areas to measure growth and success. As part of the outcomes assessment plan, CMU tracks students' progress by identifying the success of course completion through critical courses identified as key classes to fulfill throughout each program. CMU has reviewed these critical courses throughout the year to measure against the benchmark to ensure results are being met. One of the results identified as an area for improvement was students failing the learning engagements due to non-substantive posts. CMU has provided a study hall to assist students with writing a more robust response and providing tips on drafting substantive learning engagement posts. CMU has also provided additional training for students on writing best practices. CMU also uses indirect outcomes assessment measures, including end-of-course and program surveys, alumni surveys, focus interview/group feedback, and exit interview surveys. According to the latest results, the student has provided some insight on resources that may be beneficial to assist with their course success. One of the items listed in the feedback suggests that CMU provides readily available eBooks or textbooks for resources. CMU is currently in the process of providing this option to students. CMU is currently reviewing all the outcomes assessment benchmarks for 2022 and the results to obtain feedback and suggestions that can be used to assist CMU in improving certain areas of the institution for 2023.

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E. Please provide a brief summary of plans for institutional improvement for the preceding academic year, include a description of any plans for substantive changes, adding or discontinuing educational offerings, engaging in international activities, expanding student enrollment, or implementing new education technologies.

CMU understands the sustainability and growth of the institution rely on the student demand and availability of the specific program offerings. CMU plans on adding an area of concentration in Information Technology to the University's Associate of Science in Business Administration and our Bachelor of Science in Business Administration. This is a non-substantive change. The University also plans on filing several substantive change applications for a Master of Science in Artificial Intelligence and a new MBA program with a STEM concentration in Data Analytics. These applications were filed in March of 2023. CMU sees the demand in these areas for new programs and concentrations in Information Technology (IT) and expects increased enrollments based on these additional program offerings. The IT programs allow students to participate in a STEM program that allows them to expand their skill set for more technical job placement. These IT programs will not only attract the domestic student population but will be of interest to the international student population. CMU is currently researching to provide students with new educational technology, such as providing laptops for all students and eBooks for readily available resources. CMU plans to launch these efforts by Fall 1 Session - 2023.