

Annual Report

The Annual Report covers the institution's activities from January 1, 2023 through December 31, 2023.

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	Kaleena Karl
Email	kkarl@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
SP Jain	100
	0
	0

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://44729584.fs1.hubspotusercontent-na1.net/hubfs/44729584/DEAC%202022.pdf	

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.

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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, 2023 – December 31, 2023

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?	YES
Did the institution change the location of the main facility or administrative site, or did the institution add an administrative site?	YES
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 2023 Annual Report

FINANCIAL START DATE (MM/DD/YYYY) 01/01/2023

FINANCIAL END DATE (MM/DD/YYYY) 12/31/2023

WHAT IS THE INSTITUTION'S MOST RECENT FINAL CALCULATION OF ITS COMPOSITE SCORE AT FISCAL YEAR END? 1.5

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

33.7

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 2,936,623.33

NET INCOME 158,593.40

CURRENT ASSETS 1,335,250.87

CURRENT LIABILITIES 858,065.59

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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	Y	Bachelor of Science in Business Administration	YES
Doctorate	Y	Doctor of Business Administration	YES
Masters	N	Master of Artificial Intelligence	NO
Masters	Y	Master of Business Administration	YES
Masters	N	Master of Business Administration in Data Analytics	NO
Masters	Y	Master of Science in Computer Information Systems	YES

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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 2022 to 2023	Percent increase in overall enrollment for 2017
Associates	Associate of Science in Business Administration	44	19	27	25	-24.00	62.96
Bachelors	Bachelor of Science in Business Administration	107	38	116	38	0.00	-7.76
Doctorate	Doctor of Business Administration	40	5	59	13	-61.54	-32.20
Masters	Master of Artificial Intelligence	0	0	Not Available	Not Available	Not Applicable	Not Applicable
Masters	Master of Business Administration	72	33	83	52	-36.54	-13.25
Masters	Master of Business Administration in Data Analytics	0	0	Not Available	Not Available	Not Applicable	Not Applicable
Masters	Master of Science in Computer Information Systems	45	24	37	25	-4.00	21.62
Total		308	119	320	151		

ALL OTHER ENROLLMENT FOR THE YEAR 2023. (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 Cohort Students Graduated	Number of Students Withdrawn	Number of Inactive Students	Number of Still Active Students
High School	0	0	semester	0	0	0	0	0
Non-Degree	0	0	semester	0	0	0	0	0
Associates	15	60	semester	9	6	2	1	0
Bachelors	60	120	semester	37	11	13	13	0
Masters	30	39	semester	25	13	4	4	0
First-Professional	0	0	semester	0	0	0	0	0
Doctorate	52	61	semester	17	2	11	2	2

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 Cohort 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	0	0	0	0	0	0	0	0	0
Non-Degree	0	0	0	0	0	0	0	0	0
Associates	6	0	0	0	0	0	0	0	0
Bachelors	11	0	9	0	0	0	0	0	0
Masters	13	0	1	0	0	0	0	0	0
First-Professional	0	0	0	0	0	0	0	0	0
Doctorate	2	0	0	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	0	0	0	0	0	0	0	0	0
Non-Degree	0	0	0	0	0	0	0	0	0
Associates	2	0	0	0	0	0	0	2	0
Bachelors	13	0	0	0	0	0	0	12	0
Masters	4	0	0	0	0	0	0	4	0
First-Professional	0	0	0	0	0	0	0	0	0
Doctorate	11	0	0	0	0	0	1	10	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	Median Years to Complete for Graduates	Graduation Rate Before Exclusions	Graduation Rate after Exclusions
Associate of Science in Business Administration	Associates	9	0	0	6	1	%	66.67%
Bachelor of Science in Business Administration	Bachelors	37	10	0	11	2	%	40.74%
Master of Business Administration	Masters	17	4	0	8	2	%	61.54%
Master of Science in Computer Information Systems	Masters	8	0	0	5	2	%	62.50%
Doctor of Business Administration	Doctorate	17	2	2	2	5	%	15.38%

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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	24	24	24	100	22	91.67	24	100
Bachelor of Science in Business Administration	88	88	86	97.73	86	97.73	88	100
Master of Business Administration	142	142	140	98.59	138	97.18	142	100
Master of Science in Computer Information Systems	49	49	46	93.88	46	93.88	47	95.92
Doctor of Business Administration	17	17	16	94.12	15	88.24	16	94.12

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.

The major significant change to the university faculty at the management level occurred when our associate dean, Rupali Vora, successfully completed her Ed.D. at Capella University. Dr. Vora has taken on greater responsibilities in the administration of many academic endeavors and is working with Dr. Vazquez to assist her in a variety of faculty communications and interactions. Dr. Vazquez and Dr. Vora have also worked closely with the new ownership that purchased the University on November 1, 2023, after approval from DEAC and the California Bureau of Private Postsecondary Education. Our number of adjunct faculty and the number of classes they have taught have remained consistent with prior years. The faculty has followed the university's professional development policies throughout 2023.

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.

The University's applications have stayed consistent in the ASBA, BSBA, MBA, DBA, and MSCIS programs in 2023. We have such a small student population that even a five or six-student difference in enrollment can result in a seemingly large percentage variation. The decline in MBA and DBA enrollments was due to fewer student visas being issued. In 2022, we had many MBA and DBA F1-visa students who were already in the US who transferred into our program in order to continue their studies in the US. In 2023, COVID visa restrictions were lifted by the US government. However, there was a tremendous backlog of students who were seeking appointments to secure their F1 student visas. In fact, the university experienced an increase in applications for these graduate programs. However, students were unable to secure their student visas or even their visa appointments that were necessary to begin their studies in the US. Two new programs were approved by DEAC in 2023. The programs were an MBA in Data Analytics and a Master of Science in Artificial Intelligence. No cohorts have been started in either program, and the University is awaiting approval of these programs by the Student Exchange VISA Program for F-1 Visa students and by the United States Department of Education for Title IV student grant and loan eligibility.

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

The University added several international recruiting entities in 2023. We utilized our previously reviewed DEAC training, which includes signing that they have read and acknowledged the DEAC Code of Ethics and the fact that they will not make any representations as to the evaluation or acceptance of any international or domestic student enrollments. SP Jain School of Management purchased the University in November after receiving DEAC approval. The University underwent the post-purchase visit by DEAC on April 4, 2024.

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.

California Miramar University (CMU) focuses on outcomes assessment activities to ensure the effectiveness of its programs and enhance student learning. In the prior year, 2023 CMU continued its commitment to assessing student outcomes across all programs to maintain academic quality and meet accreditation standards. Some key outcomes assessment activities conducted by CMU included direct and indirect measures. Direct Measures to include the following categories: · Course level measurements – Course Learning Outcomes specify what students can expect to achieve upon course completion. All Course Learning Outcomes are mapped to the program outcomes students will achieve upon completing the program. · Capstone Learning Assessments - The capstone course provides California Miramar University with an opportunity to measure student learning because this is where students are required to exhibit their cumulative understanding and competencies. · Academics progress through the program- California Miramar University tracks student progress by measuring and tracking course-to-course persistence rates and student graduation rates for the upcoming cohorts. Indirect Measures to include the following categories: · Course evaluations: Gathering student feedback at the end of each course to assess teaching effectiveness, course content, and learning outcomes. · Program assessments: Evaluating program-level learning outcomes to ensure alignment with industry standards and student needs. · Alumni surveys: Collecting feedback from alumni to gauge the effectiveness of CMU's programs in preparing students for their careers. ·

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Focus Groups - Focus groups provide in-depth, qualitative interviews with a few randomly selected students representing California Miramar University's target population. For program assessment, students are brought together to discuss their perceptions of how well they achieved the program's learning outcomes. As a result of these assessment activities in 2023, CMU has implemented changes and improvements to its programs and teaching methodologies. Some changes include curriculum updates to provide the latest information with updated industry trends. CMU updated teaching strategies to include the usage of AI writing and understanding to ensure students are learning with the latest learning technologies. Based on the feedback from the academics team and student surveys to provide better student support services, a designated ambassador program was launched to meet the needs of its diverse student population and improve overall student interactions. Based on the Faculty and the Academics Focus groups, a suggestion was made to create a mandatory study hall for those students who are having some academic challenges with their studies. CMU has launched a mandatory study hall, and the outcomes have been positive, with increased student course completion and retention. Overall, CMU has met all the metrics for graduation and course completion for 2023.

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 has created a strategic plan and has developed potential plans for institutional improvement for the next academic year to include the following: Curriculum Enhancements: CMU plans to review and update its curriculum to ensure alignment with industry standards and emerging trends. CMU will work toward incorporating more AI learning and creative out-of-the-box learning. Expansion of Educational Offerings: CMU will be adding new educational offerings to meet the evolving needs of students and employers. This includes launching an undergraduate Computer information systems program with an emphasis in Cyber Security. This new program will allow CMU to provide a stepping stone for students who want to enroll in the Masters in Computer Information Systems. With new program offerings, CMU has decided to pause various concentrations that are no longer in demand. CMU will stop enrolling for low enrollment concentrations such as marketing, accounting, and hospitality. International Activities: CMU aims to expand its international activities by forging partnerships with foreign universities, offering study-abroad programs, and attracting more international students. These initiatives will enhance CMU's global perspectives and cultural diversity on campus. Student Enrollment Growth: CMU has developed strategies to increase student enrollment by improving marketing efforts, recruiting tactics, and expanding outreach to prospective students. CMU has also increased its recruiting staff to assist with domestic and global recruitment efforts. Integration of Education Technologies: CMU will implement new education technologies to enhance teaching and learning experiences. CMU's new in-residence will provide a new Engagement Learning Online (ELO) platform that is state of the art for student virtual experience. The new ELO will leverage virtual reality as a simulation tool for augmented instruction and enhanced learning experience. Overall, these initiatives aim to strengthen CMU's academic programs, enrich the student experience, and position the institution for continued growth and success in the competitive higher education landscape.