



CALIFORNIA
INTERNATIONAL
BUSINESS UNIVERSITY

CALIFORNIA INTERNATIONAL BUSINESS UNIVERSITY

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www.cibu.edu

CALIFORNIA INTERNATIONAL BUSINESS UNIVERSITY

CAMPUS EFFECTIVENESS PLAN

2017

Effective Date: January 01, 2017 – December 31, 2017

550 West B Street, San Diego, CA 92101

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I. INTRODUCTION

California International Business University (CIBU) was started in San Diego in 1995 with full approval from BPPE. The idea and philosophy behind this new university was - and still is - to offer truly international and practice-oriented business programs based on the needs of the labor market, in fact a business university focusing on the graduates getting a job and a career after graduating. For this reason, it seemed like a good match to have CIBU accredited by ACICS whose main concern was exactly to ensure that graduates of their schools got jobs. ACICS demands a placement rate of at least 60% of all graduates, and CIBU has always exceeded this requirement. In 2007 CIBU applied for and received ACICS accreditation. In 2014, Niels Brock Copenhagen Business College took control over CIBU.

Niels Brock is known as a very successful international educator delivering business programs in Denmark, China, Vietnam, and on their way in more countries such as Myanmar, and with strong ties to American educational institutions.

California International Business University's mission is to ambitiously and constantly develop and offer relevant education programs where we ensure that student's obtain the right competences for the corporate world and where we optimize the possibilities of the individual student. Because the field of business constantly changes, especially given CIBU's dynamic and transnational focus, CIBU will continuously strive to improve every aspect of the institution.

The primary purpose of CIBU's Campus Effectiveness Plan ("CEP") is to critically and continuously evaluate the performance of the institution by analyzing feedback from several key indicators described in the subsequent pages. CIBU will then use those data to improve the educational program and services.

The CEP team members are President, Program Administrators, Compliance Officer, Dean of Student Affairs, Registrar, selected faculty members, and the Niels Brock Compliance Officer.

Overall, the CIBU faculty and staff believe that the CEP and its various elements will improve the institution and therefore are dedicated to its implementation.

Current Status

California International Business University (CIBU) is located at 550 West B Street, San Diego, California, phone (619) 702-9400, fax (619) 702-9476, www.cibu.edu.

California International Business University is located in downtown San Diego, California, near the city's business and financial district, near the Little Italy neighborhood. Many companies and organizations, including banks and government offices, are within a short walk of the university. Students will also find many bookshops and the city library in the area. The university is a short distance from the Horton Plaza Shopping Mall, the city's vibrant Gaslamp District, and San Diego's world famous Balboa Park, home to the San Diego Zoo and a number of museums and concert sites.

The San Diego area offers a rich and diverse variety of intellectual, cultural, and recreational activities. The Mexican city of Tijuana is only a few miles away, and Los Angeles is a drive to the north. CIBU is also strategically positioned to take advantage of the immense economic importance of the Pacific Rim and the complex global economy.

Through connections with Niels Brock and their partners, students acquire global competence, allowing them to apply their knowledge across borders and cultures in a competitive way. CIBU students who choose to study a semester or a year at Niels Brock in Copenhagen or at one of the other Niels Brock sites (i.e. China or Vietnam) as part of their degree obtain a genuine global profile. For more information about this opportunity contact the Dean of Student Affairs at CIBU.

Purpose of CEP

The primary purpose of CIBU's Campus Effectiveness Plan ("CEP") is to critically and continuously evaluate the performance of the institution by analyzing feedback from several key indicators described in the subsequent pages. CIBU will use those data to improve the educational program and services. The institution is committed to growth through quality and serving its international student body and prospective students who would be business and creative leaders. The CEP will be a year-to-year roadmap and technical document that enables precise evaluation and assessment. The undergirding philosophy is that the institution is a dynamic, learning organization.

The CEP Team reviews and evaluates the CEP, as needed. This process includes continual update of revised goals and objectives and analysis of current semester feedback received from community, students, faculty, staff and administration based on key indicators.

This formal review process is conducted by the CEP team using baseline data that are compared with past years' quantitative and qualitative data. Baseline data for student retention rates, student placement rates, level of graduate satisfaction, level of employer satisfaction, student learning outcomes, graduation rates, and student satisfaction. New data sources initiate discussions in this small college/university environment across various areas and include academic program revisions/additions and new opportunities to innovate and implement best practices from CIBU and other institutions.

II. CIBU'S MISSION, VISION, GOALS, & OBJECTIVES

A. Mission, Vision, Goals, and Objectives

Mission

At CIBU we are ambitiously and constantly dedicated to developing and offering relevant education programs that:

- Ensure the right competences for the corporate world
- Optimize the possibilities of the individual

That is CIBU's contribution to American and foreign competitiveness.

Vision

It is CIBU's ambition to be the most international and innovative business university in California – renowned for our faculty and staff to professionally optimize and facilitate the learning process of our students.

Supporting Objectives

The objectives are based on responding to the mission and other challenges. The University shall pursue the following objectives to sustain and strengthen our position as a leading international private business university:

- Having world-class education
- Having attractive educational programs, suitable for everyone
- Remain the preferred partner of the corporate world
- Being an exciting, stimulating and attractive workplace
- Running an effective institution

Goals

The goals include:

- develop an internal climate of diverse students promoting an international understanding of transnational organizations and entrepreneurship;
- provide an ongoing assessment of student learning by using key performance indicators and data to guide the improvement of academic programs;
- prepare students across all programs to effectively engage in organization assessment and problem solving specific to transnational and global organizations.

Cooperation and Linking

CIBU and Niels Brock Copenhagen Business College have joined together to create a unique educational partnership that provides a Danish-American business educational institution in San Diego. The link with Niels Brock Copenhagen Business College, the

most innovative and most international business college in Denmark, offers CIBU a truly contemporary and global foundation for practical learning. The link creates value for students and companies by combining the Scandinavian way of learning, which focuses on student involvement and independence, with American commercial thinking. Through Niels Brock Copenhagen Business College, CIBU will partner with recognized universities around the world, giving students access to an extensive variety of business programs abroad. The new international approach to education will provide the best possible learning environment a student could hope for.

Ethics

CIBU is committed to the highest ethical standards in the pursuit of the mission and vision. The policies, procedures, and standards are informed by CIBU core values set forth below. These values are honored in our daily structure and activity as members of this community. We are committed to:

- Respect- We respect the rights and dignity of others.
- Integrity - We conduct ourselves with integrity in our dealings with and on behalf of all individuals in our environment.
- Accountability - We are accountable as individuals and as members of this community for ethical conduct and for compliance with applicable laws, University policies, and directives.
- Excellence - We conscientiously strive for excellence in our work.

Purpose

CIBU's central purpose, as an institution of higher learning, is to be a business university with a true international character within an expanding world of international business educational institutions in America and abroad. The CIBU model trains students to enter into various positions in the international marketplace including, but not limited to, entry-level positions for undergraduate students, management positions for master's degree students, and senior administrative positions for graduates of the doctoral program.

B. Resources

CIBU effectively uses its *resources* to carry out its mission to achieve its goals and objectives. The institution's most valuable resources and assets are its students, its faculty, its alumni, its programs, and its relationships with people and organizations in San Diego and around the globe.

The Global Nature of CIBU Programs

CIBU academic degree programs are transnational, providing a global perspective and the appropriate skills for success and leadership in the global commerce environment. In addition to being transnational, the programs are experiential, providing practical experience in multinational teams on applied organizational challenges. Thus, CIBU programs are responsive to environmental changes and impact, providing the

understanding to evaluate and respond appropriately to an organization's changing economic, social, political, cultural and technological contexts.

CIBU students have the opportunity to benefit from our use of the Scandinavian teaching method, which focuses primarily on the student and on engaged, interactive, practical learning. This leads to authentic and fundamental development of the whole student, not just the intellect. By combining skills with knowledge, CIBU will prepare the student for academic studies as well as business life.

Faculty

The CIBU faculty supports the institutional mission by providing a unique blend of both theoretical and practical experience while possessing the ability to deliver curricula effectively to students. CIBU currently employs faculty members to deliver course content and to ensure that the curriculum is closely linked to institutional mission and objectives. Each faculty member has extensive occupational and educational background in the field in which he or she teaches. The strong qualifications of the faculty clearly are an asset for CIBU and are directly associated with the effective implementation of the mission by preparing students to succeed in the workforce.

The Global Nature of Faculty Resources

Faculty members and executive experts who serve as guest speakers include individuals who specialize or participate in entrepreneurship and international business and who can provide students with unique insight in their field of expertise.

The emphasis on quality faculty begins with the recruitment process. When seeking additional faculty members, CIBU recruits individuals who possess practical work experience and knowledge of and experience in international business and/or multinational companies and those who can demonstrate successful teaching experiences. After the hiring is approved, new faculty members are oriented by the academic staff. Syllabus construction, lecture delivery techniques, classroom activities and the use of learning teams are covered in orientation sessions.

The CIBU faculty plays the most important role of all CIBU personnel in supporting the mission. The experiences, training and perspectives of each instructor introduce students to the global marketplace and transform written theories into practical examples. As such, the faculty, as a whole, serve as the foundation to “advance the standards for evidence-based improvement of student learning and practical educational experiences through critical thinking, cultural intelligence and analytical competence in preparing graduates to excel in an entrepreneurial environment and a maturing global market.”

The Global Nature of Students

Students who attend CIBU bring unique combinations of international experience, talents, and skills, including languages, cross-cultural experience, multinational and entrepreneurial work experience, and differing cultural perspectives. The CIBU classroom is a mix of national cultures, work life experience and educational systems. The common bonds are unique histories of individual students and what brought them to CIBU is a common desire to study international business and management with career goals to become successful in the world of international commerce.

Financial Resources

The financial resources support the institutional mission by ensuring that students will be able to receive necessary and sufficient course work, instruction, and student services both to complete the degree and program curriculum requirements and to enjoy an enriching cultural experience in San Diego, California, and the United States through a student activity program of optional social and cultural experiences and events. CIBU maintains a required budget for Library services supporting the research needs of all students. A student activities function is also funded as an administrative consideration and is staffed with a Dean of Student Affairs.

Physical Plant

CIBU is conveniently located in downtown San Diego (550 West B Street, San Diego, CA 92101) close to the San Diego Bay. It is just two blocks from the Little Italy neighborhood.

CIBU operates on the 2nd floor of the building. The approximately 8,750 square feet provides plenty of space for quality instruction and student learning. The second floor is where our classrooms are located and we offer eight classrooms, his/her restrooms, a library, and two private/study rooms for instructors and students.

Our facilities include a well-stocked library with student study areas, access to research databases, and student-use computers and printers. The University also provides students with a lounge equipped with a microwave oven, vending machines and a water cooler.

The University is fully-equipped with Wi-Fi that students and faculty have access to while at school. All are equipped with multi-media and audio-visual capabilities, maximizing faculty and students' ability to present.

Administration and Staff

EXECUTIVE	ACADEMIC AFFAIRS	STUDENT AFFAIRS
RASMUS WENDT, PhD President/ Chief Executive Officer	BRIAN HAWKINS, MBA Dean, Undergraduate Programs and Short-Term Courses	BRIAN HAWKINS, MBA Dean of Student Affairs
ANNE MADSEN, MBA Chief Financial Officer	MARCUS BENNIEFIELD, DBA Dean, Graduate Programs	AMY CULLEY Registrar/Principal Designated School Official
MARCUS BENNIEFIELD, DBA Compliance Officer	OGNJEN KOVACEVIC Librarian/Information Resource Manager	
AMY CULLEY Administrative Officer		
PRASHA SINGH, B.S. Comptroller		
NICOLE WITTENBORG, M.A. Admissions and Recruitment Officer		

CIBU's administration understands the importance of cultural perspectives and manages university activities with that understanding firmly in mind.

University administration responds to student needs with a process that begins with the initial application for enrollment and continues on through orientation and all the way through graduation. CIBU is organized as a Danish-American university with staff members who are sensitive to the needs and concerns of foreign and domestic students. It is in fact a common bond of the staff and faculty. This is evidenced through the detailed explanations provided to students regarding university policies, procedures, etiquette, and one-on-one attention.

Governance

CIBU is a private, non-profit, postsecondary university in the State of California with one membership. The corporate trustees and officers are listed below.

BOARD OF TRUSTEES

ANYA ESKILDSEN
Chair of the Board

STEPHEN SMITH
Board Member

ANNE MADSEN
Board Member

BIRGITTE FABER
Board Member

FLEMMING HANSEN
Board Member

DOUGLAS WINTERS
Board Member

PETER BAEKKELUND
Board Member

HANNE LELOUP
Board Member

JOSEPH VITHAYATHIL
Board Member

Educational Activities

A mix of theory and practical application is employed in teaching the curriculum across all programs. Active participation from all students is required for in-class discussion and team assignments. A common practice in many of the classes is to introduce theories and concepts and then to ground that material in concrete applications and experiential activities. This use of both the theoretical and the practical in instruction and learning provides a more complete understanding than that obtained through traditional lectures and teacher-centered pedagogy.

The Scandinavian teaching method, focusing primarily on the student and on interactive, engaged, practical learning, is used by CIBU faculty in the teaching curriculum. This leads to authentic and fundamental development of the student as a whole person, not just an intellect. By combining skills with knowledge, CIBU prepares the student for academic studies as well as business life.

Another educational activity employed by CIBU faculty is Socratic dialogue, with faculty and students engaged in exploratory question and answer sessions and in critique. Other strategies include the use of published or faculty-developed case studies, role play activities, debates, simulations, streaming videos, movie clips, team-based learning, and semester-long student projects that involve interaction with organizations in the San Diego community.

CIBU's faculty understands that cultural perspectives are important in the presentation of material, both from faculty and student perspectives. The faculty demand active student participation and leadership in class and team assignments. The content of the teaching material is presented in both classical, theoretical frameworks as well as pragmatic, practice-oriented methodologies. Case studies are utilized as a focus of theoretical/content as well as a practical way of applying theory. Learning team activities and field study projects are encouraged and practiced across the curriculum. Teaching at CIBU includes exposure to company leaders, executives, founders, and entrepreneurs through company visitation and guest presentations.

Library and Learning Resources

Students and faculty continue to be surveyed for library needs and an asset acquisition program has been established with goals and timelines.

The objective of CIBU's collection development is to build and maintain a business and business-related collection in print and online formats to support the curriculum and research needs of CIBU students, faculty, and staff.

CIBU continues the ongoing campaign for continuous solicitation of library holdings which are relevant to the program offerings provided. CIBU will continually increase its physical holdings as recommendations are approved by the Librarian and the administration.

Database contents are reviewed periodically by the Librarian for relevance to CIBU academic programs.

A review of library software, acquisitions and systems is periodically initiated by the Librarian. Both shareware and fee-based software are part of continued review because of the changing nature of this industry.

C. Continually Achieving Goals: The Learning Organization Model

CIBU is committed to *achieving* its goals so that the institution continues to improve, and the ultimate measure of the success of achieving goals is meeting the objectives of CIBU's programs. The core philosophy of this process is the view that organizations are learning entities and living systems which adapt and grow with their environments. Adaptability, flexibility, foresight and the desire to innovate are key values at the base of this world view and this institution.

The learning organization model means that despite much needed structure and discipline there is continual change and challenge to the status quo. Clearly the accreditation process, structure, and discipline help, but the institution must use all the resources at its disposal to manage the overall system and move continually toward higher standards and creative expression for students and faculty.

Each graduate will strive for excellent interpersonal skills and demonstrate leadership qualities for a multicultural environment. Each is an "ambassador" of their country and a champion of their cultural heritage, yet even those systems and the global system are in

constant change. Graduates will need skills to make ethical business decisions and to recognize the global nature of organizational and economic activities.

CIBU is unique in that it offers an international perspective. This international perspective prepares students with the skills, perspectives, and knowledge to add value to transnational organizations. The United States is the premiere destination for international students from all over the world. The main advantage for students who enroll at CIBU is that they will be better prepared with a worldwide view of their field. No longer can students merely focus on certain geographic areas when obtaining their academic training. CIBU has recognized this and offers a more comprehensive and global curriculum to meet these new trends.

III. PROGRAM AND STUDENT CHARACTERISTICS

CIBU Program Characteristics

The CIBU curricula are grounded in international business and management theory and practice. Graduate degree programs emphasize corporate experiences from the perspectives of case studies, presentations, and visitations with executives and entrepreneurs. The design of the programs reinforces its mission for intercultural sharing of perspectives and learning among students, faculty, and visiting lecturers.

The students studying at CIBU, whether at the graduate or undergraduate level, follow a rigorous course curriculum. The academic programs are designed to provide students with the tools to be successful business leaders and entrepreneurs and exhibit strong leadership qualities needed in the greater global business community. CIBU strives to provide graduates of the Bachelor of Science, Master of Business Administration, or *Doctor of Business Administration with the critical thinking skills to analyze business concepts, use problem-solving techniques, and recommend technological solutions to meet the desired organizational objectives. Each graduate will strive for excellent interpersonal skills and demonstrate leadership qualities in a multicultural environment. Graduates will need skills to make ethical business decisions and to recognize the global nature of organizational and economic activities.

Faculty have been encouraged to embed crucial themes in their courses, including employability, cultural intelligence, and use of library resources. Clearly, the theme of employability is directly responsive to the “achievement of vocational objectives,” though the institution certainly supports the faculty’s academic freedom to interpret and embed this theme in ways they deem appropriate for their specific courses.

Niels Brock Copenhagen Business College has taken control over CIBU and has created the first Danish-American business educational institution. CIBU offers a truly contemporary and global foundation for practical learning.

Under the control of Niels Brock, CIBU will be dedicated to developing and offering relevant education programs that:

- Ensure the right competences for the corporate world
- Optimize the possibilities of the individual

That is CIBU's contribution to American and foreign competitiveness.

*CIBU is no longer enrolling students in Doctor of Business Administration program

General Program Characteristics

A. BACHELOR OF SCIENCE IN MANAGEMENT

The Bachelor of Science in Management program consist of coursework that will teach students how to align resources to improve their organization's communication,

productivity and effectiveness. Students will also get a cross section of core business functional areas that are essential to become an effective leader and manager.

The Bachelor of Science program is designed for (a) students who want a full four-year undergraduate university degree or (b) students who have already completed one to three years of college-level courses and wish to transfer credit from an acceptable institution of higher education and complete the four-year bachelor's degree at CIBU.

Occupational and General Objectives:

The bachelor's degree program is designed to introduce students to domestic and international business issues and to provide a strong grounding in general education. BS objectives for students include:

- Prepare for employment in the fields of management, marketing, human resources and international business.
- Develop an understanding of international business and globalization.
- Develop skills in the areas of cultural intelligence, active and skillful analysis of information, effective oral and written communication, teamwork, decision making, entrepreneurial management, and diversity in the business environment.
- Prepare for life and career through broad-based exposure to a range of disciplinary perspectives and skills.

B. MASTER OF BUSINESS ADMINISTRATION

The MBA program is designed to train students to understand accounting, legal and management issues in international corporations and entrepreneurship opportunities/challenges.

Occupational and General Objectives:

The MBA program is designed to train students to understand management issues in international corporations and entrepreneurship opportunities/challenges. Additional objectives of the MBA program for students are:

- Prepare for careers or career advancement by understanding classic and contemporary theories in business administration and applying those theories with key practical skills all managers need to succeed.
- Prepare to meet the demands of today's competitive global business environment by understanding and applying current management and leadership concepts and techniques.
- Demonstrate disciplined managerial skills, including emotional intelligence, observation and interpretation, planning, and implementation, while considering the impacts of technology, globalization, emerging markets, and multiculturalism on organizations.

C. DOCTOR OF BUSINESS ADMINISTRATION (no longer enrolling students)

This program is designed to provide qualifying students the opportunity to achieve a doctoral degree in the field of Business Administration. This professional doctoral degree combines relevant coursework and a research dissertation.

Occupational and General Objectives:

The DBA program provides mature insights and exposure to career role models and leaders, while it also prepares students to conduct research and publish in their field of study. The objectives of the Doctor of Business Administration program are:

- Prepare for careers in advanced positions of leadership in business, government, international institutions, and the nonprofit sector.
- Understand and apply the research skills to develop, identify, and assess key global business indices and effectively transform such data into strategies for the global economy. Such skills include ability to work across cultures, written and oral communication, and integrated/interdisciplinary thinking.

CIBU Student Characteristics

It is an important part of CIBU's mission and objectives to have a diverse and multicultural student body. CIBU believes that students will learn not only from their faculty and their program, but also from one another. The lessons that students learn in and out of the classroom about other cultures and perspectives is a key focus of the university. It is these perspectives that will help our students gain valuable insights into becoming leaders in the business community and in their communities.

As can be seen by the statistics below, CIBU continues to have a diverse student population as it relates to gender, age, and country of origin.

Gender

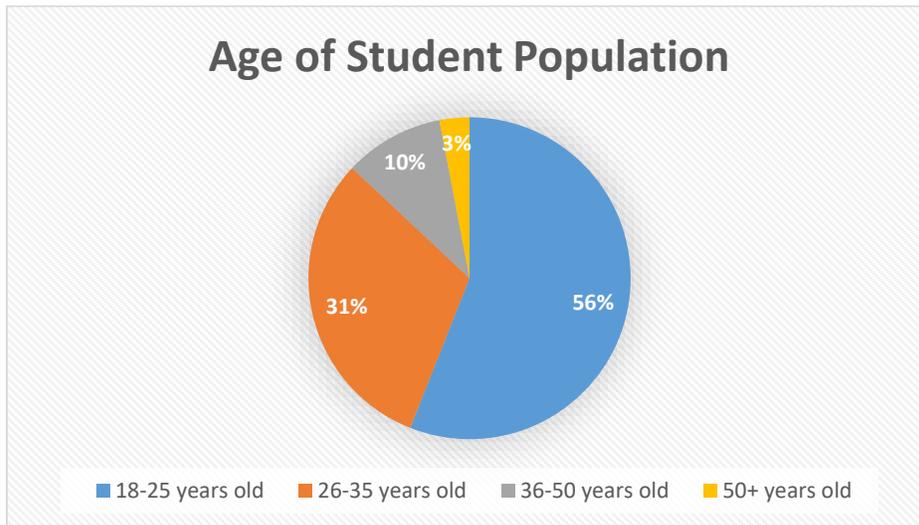
Female – 42%

Male – 58%

CIBU has a relatively even distribution of students between male and female. This is typical for CIBU because of the business programs that it offers. There has usually been a slight positive skew towards males and this may deal with the countries from which students originate.

Age

Section III – Table 1: Age of Student Population (by percentage)



CIBU has relative diversity in its demographics of age. The majority of students are 18-25 years old, which is typical of CIBU students. Many of the students attend the university after transferring or completing their baccalaureate program from another institution. There are also older students that attend CIBU after gaining experience in their field. Obviously students in the DBA program tend to skew higher in age.

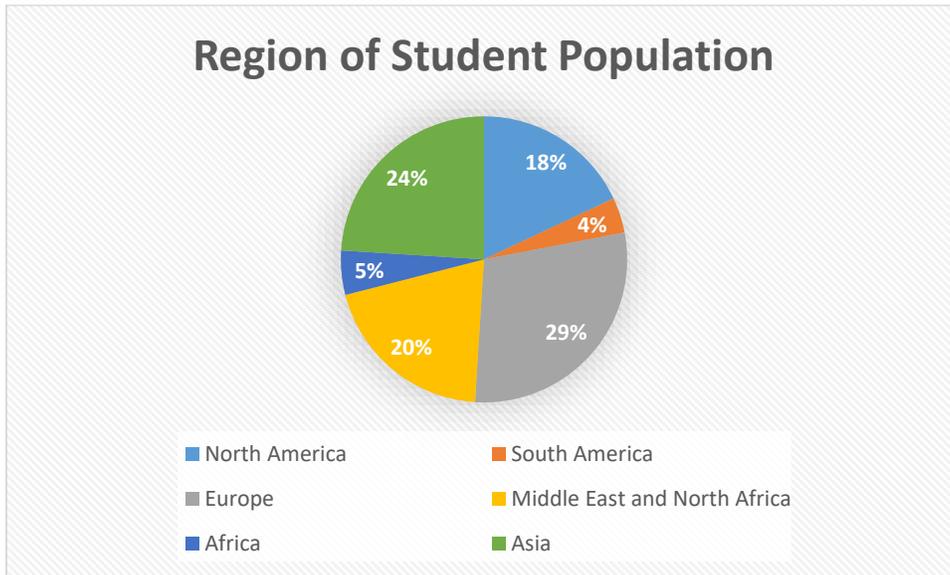
Country of Origin

One of the most exciting parts of our university is the vast diversity of culture and perspective that occurs at CIBU. Currently, there are students from 33 different countries including: Argentina, Bangladesh, Belgium, Brazil, Cameroon, China, Denmark, Egypt, France, Germany, Ghana, Hungary, Iran, Japan, Jordan, Latvia, Morocco, Nepal, Nigeria,

Oman, Pakistan, Peru, Philippines, Qatar, Russia, South Korea, Spain, Sri Lanka, Tunisia, Turkey, Ukraine, United States, and Vietnam.

Region

Section III – Table 12: Region (via Country of Origin) of Student Population (by percentage)



As can be seen by the data above, there is a diversity of cultures and regions from which our students originate. Obviously, this can result in some challenges, most evident is that many of our students are not Native English speakers. CIBU recently implemented a policy in all of its programs that students must have a certain level of English proficiency in order to be admitted into the university. Even still, these students are studying at a graduate level, and therefore we have continually offered formal and informal trainings and workshops to improve their English skills. However, as noted previously, we think this diversity is an extremely positive and attractive part of our college and we do and will continue to encourage the current and future students to embrace this diversity.

IV. RETENTION

CIBU is committed to providing a learning environment and support system that encourages students to achieve their educational goals of graduating and being hired in a position for which they were trained. Providing this learning environment and support system requires student persistence—that is, remaining enrolled and graduating. Achieving effective retention results requires the commitment of the entire college community—students, faculty, and administration.

Explanation:

A retention rate is a measurement of student persistence year over year. ACICS calculates this information through determining how many students are still enrolled following the end of a reporting year. (The reporting year for ACICS is July 1 – June 30).

Methodology:

CIBU uses the standard ACICS formula to determine its retention rates and reports this information, as required, in its November submission of the Campus Accountability Report. We utilize the stated ACICS formula to determine our rate, which is: $(A-B)/A$, where A= Currently enrolled students, returning students, and new students; and B= Withdrawals – students who are no longer enrolled at the institution

Quantitative ratios are calculable from the data supplied by the Registrar using the ACICS Retention formula.

The all-important qualitative data as to why student(s) may withdraw are also captured by administrative staff in an all-important exit interview. This data is important for the institution to capture in order to better understand the reasons why a given student may be in need of requesting withdrawal status.

Summary of Data:

Period	Retention rate
7/1/2009 – 6/30/2010	97%
7/1/2010 – 6/30/2011	98%
7/1/2011 – 6/30/2012	97%
7/1/2012 – 6/30/2013	98%
7/1/2013 – 6/30/2014	94%
7/1/2014 – 6/30/2015	88%
7/1/2015 – 6/30/2016	94%

Based on the above table, it is evident that the retention rates at CIBU have continued to be quite high. We generally relate these positive numbers due to the majority of our students being international students and these students taking their studies quite seriously.

For the most recent year, there has been a slight increase in the retention rate from 88% to 94%. The program over the last number of years has maintained a retention rate in the high-80s to low-90s. Therefore, with an average of our last three years, we have determined that our **baseline rate** for the upcoming 2016-2017 year is **92%**.

Analysis:

We generally find that our international students take very seriously the decision in their lives to come to the United States, leave the comforts of home and culture and make a new life for a period of their lives in the United States and California. The institution by its very nature attracts such serious students, and once those students receive the student visa and are properly oriented by CIBU staff about their rights and responsibilities as a foreign student, they take their study program quite seriously. CIBU staff are dedicated to caring for such students as ambassadors of their countries, and CIBU staff have made great efforts to retain students and to assist them in their choices where there is a possibility of doing so.

In reviewing historical data as well as the qualitative data collected for the most recent year, it should be noted that there is a group of students who withdrew for personal reasons. Some of these are due to accidents, medical causes, or student or family hardship. In these cases, CIBU does what it can to accommodate the students through withdrawals and re-entries at a later date. CIBU also provides support as it can to students in these difficult situations, but in some cases the best decision may be for the student to leave the program and CIBU supports students in these cases.

There are other cases of withdrawal that are academic in nature. These are cases for which CIBU specifically reviews to determine how best to resolve this issue in the future. As can be seen in the previous years' CAR (prior to 2015-2016), there was a drop in the retention rate. In reviewing these cases, many resulted due to insufficient English proficiency which led to challenges for the student, doctoral students failing to progress in their academic program (who then withdrew), or some students transferring out because their choice to enroll at CIBU was not right for them. These are activities that CIBU focused on over the past year and the retention rate for 2016 has shown improvement as a results of these efforts.

Concerning withdrawals related to insufficient English proficiency which leads to challenges for a student, CIBU has strengthened its admissions standards over the past year. Now CIBU is requiring English Language scores from a recognized English proficiency test (i.e. TOEFL) at the bachelor and master's level for those international students who are not from English-speaking countries or institutions (please note, CIBU has had this requirement for the doctoral program for years-in accordance with ACICS criteria). Previously, CIBU used other methods (like interview) to determine the English level of a student at the bachelor or master's level; however, international standardized English proficiency test like TOEFL, offer validity and reliability in assessing a student's English proficiency level (see 'Activities for Improvement' table below).

Concerning withdrawals related to doctoral students failing to progress in their academic program, CIBU has strengthened its doctoral program requirements over the past year and students who do not meet the requirements are withdrawing. Over the past year CIBU has made an effort to strengthen the doctoral program by having doctoral committee members become more involved the student's educational program. Committee members set mutually agreed upon deliverables with doctoral students. When doctoral students consistently fail to meet the mutually agreed upon deliverables they decide to withdrawal from the program. By strengthening the doctoral program requirements, we are enhancing educational quality. Although some student's may

withdraw, we believe the majority of the doctoral students benefit from the educational improvements.

Activities for Improvement:

Retention rates are reviewed during and at the juncture of each CEP cycle to see if system improvements could be identified. If there is a connection between a student withdrawal and program satisfaction, it should be understood and addressed appropriately. This is where the qualitative data that comes from the exit interview(s) is so very useful. For example, if a student were to withdraw because of dissatisfaction about a course or a program, then the staff would research why such a situation had occurred and if it could be remedied.

The institution has learned from these cases and set into action in its previous CEP the following activities.

Activity	Description	Frequency	Who	Goals	Outcome
Inclusion of English proficiency requirement	CIBU now requires English proficiency at all levels of instruction: bachelor's, master's, and doctoral	Prior to enrollment	Admissions	This will ensure that only students who have a sufficient proficiency in English will be admitted into the program, which will detract students who need too much assistance from enrolling or being enrolled.	CIBU has seen an increase in the level of the students English proficiency and this has decreased the amount of students who are unable to meet the academic rigor of the programs in English.
Entrance Counseling	PowerPoint slides will be provided to students upon enrollment and during the beginning of the program.	Upon enrollment	Student Affairs/ Admissions	Set the proper expectations through entrance counseling early for the student so that they know what is expected of them to progress through their program	There has been an increase in the retention rate by reducing withdrawals from students who would either cancel their program before enrollment due to expectations (would not be a withdrawal) or meet the expectations.

Goals:

Our goal for the 2016-2017 CAR period is to improve upon the baseline rate, yet maintain our retention rate of the previous year with a rate of **94%**. This is certainly a high rate for which we are quite proud. We know that there will always be circumstances of student's withdrawing for personal reasons, which is unavoidable. Another contributing factor is the current situation with our accreditor, ACICS, and our decision to teach-out the DBA program. We have seen that this is having an effect on our admission numbers and an effect on our current students and their desires to continue at CIBU. Our students are aware of these situations and some students have decided to withdraw as a result.

V. GRADUATION RATES

Explanation:

A graduation rate, as opposed to retention, is a measurement of student completion in the program. ACICS does not have a formal calculation for this measurement at this time; therefore, CIBU uses its own determination of a graduation rate.

Methodology:

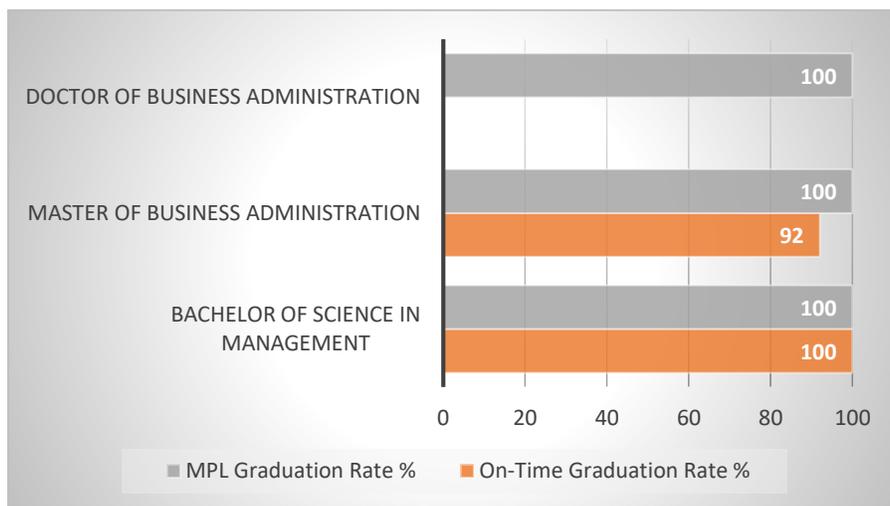
CIBU uses formulas defined by other regulators for its graduation rates. The on-time graduation rate is defined as percent of graduates who complete bachelor's degrees within 4 years and master's degrees within 2 years. Rates are calculated for 2015-16 graduates based on U.S. Department of Education formula. Graduation rate calculation is used as defined by Integrated Postsecondary Education Data System (IPEDS) (150% of normal program length as required by USDOE). Both metrics for on-time graduation rate and 150% of the normal program length (or the maximum program length [MPL]) are identified within the catalog for each program.

The data is extracted from student files and collected by the Registrar.

[CIBU is awaiting the graduation rate calculation from ACICS, which will be based on the scheduled to graduate cohort. Until that rate has been formalized and articulated to the membership, CIBU will maintain using its own formula. In addition, since there are numerous different graduation rate calculations as well as different time periods required for calculation (the California Bureau for Private Post-Secondary Education uses a calendar year period for graduation), CIBU for purposes of its Campus Effectiveness Plan will use the graduation rate that it reports to ACICS for the CAR period. However, due to the potential changes to the graduation rate, CIBU has only included the most recent data (2016 CAR) within its CEP.

Summary of Data:

Section V – Table 1: MPL Graduation Rate and On-Time Graduation Rate



Based on the above table, it is evident that the MPL (150%) graduation rates at CIBU are high in each of the three programs over the past CAR period year (all three are at 100%).

The on-time graduation rate is different in each program. The bachelor's degree and master's degree program have high on-time graduation rate with 100% and 92%, respectively. The DBA program, on the other hand, has a very low on-time graduation rate of 0%.

We are hesitant to create baseline rates based on such little data and the fact that ACICS' calculation for graduation rate will likely change for the next reporting period. Nonetheless, our **baseline** rate for MPL graduation rate is **100%**.

Analysis:

Similar to retention rate, we have relatively high graduation rates because our international students take very seriously the decision in their lives to come to the United States, leave the comforts of home, and culture and make a new life for a period of their lives in the United States and California. The institution by its very nature attracts such serious students, and once those students receive the student visa and are properly oriented by CIBU staff about their rights and responsibilities as a foreign student, they take their study program quite seriously. CIBU staff are dedicated to caring for such students as ambassadors of their countries, and CIBU staff have made great efforts to retain students and to assist them in their choices where there is a possibility of doing so.

In addition, we find that our bachelor's degree has an unusually high graduation rate because we generally accept students who are transferring approximately two years of their program. We offer all four years of the bachelor's degree program, but we typically do not have large enough interest in the first two years of the program due to a large amount of competition in the San Diego market. Therefore, students in our bachelor's degree program have already proven that they can complete college level coursework and need much less than four years to complete their coursework.

Students in our master's degree program are also typically quite motivated to complete their coursework and receive their graduate degree. These students have already proven that they can complete a postsecondary degree and our master's degree takes two years to complete and the students are very focused on meeting this accomplishment.

The DBA program has a number of challenges as it relates to on-time graduation, which as can be seen in Table 1, since we have a rate of 0%. [Note: CIBU has decided, in conjunction with a request from ACICS, to no longer enroll students in their doctoral program]. There are two major reasons that students do not complete their DBA program within the normal time of graduation. The first is that international students typically take a leave of absence during their program. The DBA program is a long-term and intensive program and we find that students typically need a break in order to return home, either for personal, family, or other reasons. Secondly, as with many other doctoral programs, we find that students sometimes have difficulty completing and defending their dissertation. This often takes more time than allotted and students have to continue to work on their dissertation in order to pass all of the requirements for the DBA program.

Activities for Improvement:

Graduation rates have just recently been required by ACICS within the CEP, so this is the first time we are formally required to include it as a CEP element. Nonetheless, there are some activities that have already been decided and implemented, which we believe will improve the graduation rates:

Activity	Description	Frequency	Who	Goals	Outcome
Student tutoring	Refer poor-performing students to participate in the campus tutoring services available by appointment only.	Every semester	Dean of Student Affairs	Students are sent e-mails and encouraged to participate in tutoring and are explained the benefits of tutoring and the expectations of what to expect as a result of successful tutoring.	Successful tutoring will lead to the maintaining of the current graduation rate. Students will have a better opportunity to graduate as a result from the increase in tutoring.
Teach-out DBA program	CIBU will no longer enroll students in the DBA program and those students who are currently enrolled will be taught-out to their conclusion.	Once	CIBU	To successfully teach-out the DBA program so that all students who are currently enrolled complete their program within or before the MPL.	DBA students have typically taken longer than the normal length to complete; therefore, teaching out this program will help the overall graduation rate.

Goals:

Since we do not yet know ACICS' new graduation rate calculation formula we cannot initiate a goal based on that formula. However, since we will also continue to use the MPL graduation rate for other regulators, then our goal would be to maintain a 100% rate.

VI. PLACEMENT

CIBU is dedicated to ensuring that students receive the competencies and skills they need in order to raise their employability and entrepreneurial spirit. Although a large majority of our students are international students, we still strive to provide career assistance to all students.

Explanation:

A placement rate is a measurement of the number of students who find employment upon graduation. ACICS calculates this information through determining how many students who graduated or completed in a reporting year were able to find employment by a determined date. (The reporting year for ACICS is July 1 – June 30 and the date that employment needs to occur is by November 1).

Methodology:

CIBU uses the standard ACICS formula to determine its placement rates and reports this information, as required, in its November submission of the Campus Accountability Report. We utilize the stated ACICS formula to determine our rate, which is:
(Graduates and Completers placed) / [(Total Completers and Graduates) – (Those Not Available for Placement due to Health, Continuing Education, Military Service, or Visa Restrictions)]

ACICS determines that a student is placed if it meets one of the following three categories:

1. Placed based upon job titles: Any graduate or completer of a program that was placed based upon job titles included in the list of job titles published by the institution for which the program prepares students. These job titles must be those published by the institution on its web site in compliance with USDOE Title IV regulations and must be identified in the Department's CIP-to-SOC Crosswalk (Standard Occupational Classification, U.S. Department of Labor) with the Classification of Instructional Programs (CIP) code of this program.
2. Placed based upon the required use of skills: Any graduate or completer of a program that was placed based upon the required use of skills learned in the student's program as a **predominant** component of the job. These skills must be those listed in the institution's published program description and a **majority** of these skills must be documented in the employer's job description as required or desired skills, duties or responsibilities.
3. Placed based upon the benefit of the training: Any graduate or completer of a program that was placed based upon the benefit of the training received from the program in maintaining a current position with supporting promotion, pay raise, or direct benefit to job related skills.

[A note about CIBU's placement calculation. As stated previously, we provide career assistance to all students regardless of their status. However, for international students much of this assistance occurs through Curricular Practical Training (CPT) [through our internship course] or Occupational Practical Training (OPT) as well as general career workshops and skill-building to raise students' employability. In discussion with ACICS, Rev. October 2017

it has been determined that for purposes of placement, institutions may not pick and choose whether to consider OPT students as placed or not. The institution would either need to determine that since all international students are eligible for OPT that those students who receive OPT, as well as those who do not, would be considered for placement; or the institution may determine that it will not consider any of its OPT students as eligible for placement. CIBU has determined that it will do the latter and do not consider any of its OPT (international) students for placement. Therefore, CIBU only considers non-visa studying students—which includes U.S. citizens, Green Card holders, and Permanent Legal Residents—as eligible for placement in its statistics.]

Placement statistics, by category, are compiled annually for the Campus Accountability Report (CAR) from an alumni survey, individual talks with students, and online social media research by the Dean of Student Affairs and verified by the Registrar and Compliance Officer.

Summary of Data:

Period	Placement rate
7/1/2009 – 6/30/2010	86%
7/1/2010 – 6/30/2011	94%
7/1/2011 – 6/30/2012	95%
7/1/2012 – 6/30/2013	100%
7/1/2013 – 6/30/2014	100%
7/1/2014 – 6/30/2015	100%
7/1/2015 – 6/30/2016	100%

Based on the above table, it is evident that the placement rates at CIBU have continued to be quite high. We do understand that these numbers are somewhat artificially high due to the small numbers of students that are typically eligible for placement during a CAR period. We typically have under 10 students who are eligible for placement in each year. As for the most recent CAR period (July 1, 2015 – June 30, 2016) we only had one student who was eligible.

For the past four years we have been able to maintain a placement rate of 100% and over the past seven years the rates have remained quite high. Therefore, we have determined that our **baseline rate** for the upcoming 2016-2017 year is **100%**.

Analysis:

CIBU believes deeply in the idea of educating students for future careers. This is why it is so important that we educate and assist all of our students in their careers and not just those that are eligible for placement. All reasonable efforts are being made and have been made to assist students in finding job and career placement, whether in short term OPT positions in the United States and/or providing the students with the skills to find longer term positions when they return to their home countries. The institution’s educational philosophy is to prepare students with skills for the short term and perspectives for the longer term, given the volatile nature of global economic and employment trends.

Our programs and efforts constitute the institution’s best practice of treating each student as a *whole person* and the CIBU classroom and institution as an interactive place for career exploration. Many students explore for the first time their entrepreneurial

concepts, with CIBU actively promoting classroom interactions with real world entrepreneurs, company founders, networking events, and startup companies and projects.

The treatment of the whole person as an educational orientation and life-long learning as a career process give life and energy to many international students who may have chosen CIBU instinctively or intuitively based on its being a high service, high standards small college/university environment.

It is a goal of the institution to listen to and stay close to each student nearing degree completion and approaching the labor market. The university maintains an active list of job/internship placement listings based on data on companies which have formerly employed or engaged CIBU students in the local San Diego area. We learn constantly from students who are interviewing what barriers they face. For example, we assist students to realistically understand employer's hesitancy to offer regular, full-time salaries to graduates who have visa restrictions (international students). This involves a two-way learning process. CIBU learns from its students, and CIBU students learn about contacts, tips, and counseling advice from CIBU. The Dean of Student Affairs plays a supportive role to the many students who wish to realize their own self-defined employment objective and also provides assistance when it is possible to place and match students to opportune listings and openings.

CIBU also reaches out to its graduates and employers (explained in upcoming sections) to determine what is most important to assist with employment. In this case, CIBU can better prepare students for the rigors of dealing with the U.S. system, where, in many cases, their acculturation may be far removed. "Hygiene factors" such as punctuality, office protocol, communication skills, and proper attire must be part of the education and often these are vital issues in the hire or fire decision. Therefore, we have found in order to supplement these skills it is best to have specific workshops and events that focus on these areas.

[Note: CIBU has a process whereby the Dean of Student Affairs works with each individual student to determine their placement status and provides this information to the Registrar and Compliance Officer, who verifies the information by way of the CAR. This process has worked due to the limited number of students in the programs and the even fewer who are eligible for placement. However, CIBU recognizes that there has been a change in the way ACICS will be confirming whether graduates are considered placed. The new process, implemented for the entire 2017 CAR period (July 1, 2016 – June 30, 2017 and submission on November 1, 2017), will require that ACICS verify every placement, each month, through its Placement Verification Program (PVP). This will require CIBU to move up its efforts of confirming placement to a monthly process. Therefore, the Dean of Student Affairs will keep continual contact with the students and once a student is placed, they will be made aware of the new ACICS process for confirming placement, which will require the student and/or the graduate to confirm their placement via e-mail.]

Activities for Improvement:

Based on the information received from students and employers as well as our high placement rates over the last several years, CIBU will continue its efforts for focus on supplemental workshops and events to assist students with their career skills and job

searches. We find that the individualized attention that students receive has been a hallmark of this effective process.

Activity	Description	Frequency	Who	Goals	Outcome
Job placement workshops	Strengthen placement assistance through career workshops.	As needed	Dean on Student Affairs or designee (librarian)	The placement workshops provide students much needed access to “hygiene” or “soft” skills, such as punctuality, professionalism, interview skills, and more.	These events have provided students with better employability. We have received positive feedback from students about these experiences.
Networking events	Allowing recruiters access to our students through presentation and networking events on and off campus	Once a semester	Dean of Student Affairs	The networking events allow students to practice the skills they are learning in their program and workshops.	The practical experience has provided students the ability and confidence to find a job. We haven’t seen any direct matches, but we find it is a positive experience.

Goals:

Our goal for the 2016-2017 CAR period is to maintain our baseline rate of **100%**. This is certainly a high rate for which we are quite proud. We would also like to continue our support for international students and provide them the skills to either obtain a job in the United States or be prepared for employment upon return to their home country.

Continuous Improvement:

As an institution, CIBU has learned over the years to encourage students seeking placement to find something that is career relevant but that may be uniquely possible only in California, i.e., small companies that need an entrepreneurial team. Approximately one third of our graduates find their own placements and assignments based on a business that captures their career ideas and passions. These usually result in high success for all concerned. We have learned that about one third need and benefit from our direct placement and connections, and about one third need extraordinary assistance.

The major lesson we have learned from our surveys and data is to listen and stay close to each student in their quest for placement while in the U.S. We are interested in career fulfillment so we counsel the “whole person” and attempt to assist the student integrating the academic degree experience with real world work. As CIBU is a learning organization, we continuously deepen our understanding of how to assist students with traditional placement and, in assisting them, to deepen their own career aspirations as future or already accomplished global business individuals.

VII. LEVEL OF GRADUATE SATISFACTION

Explanation:

Graduate satisfaction is a measure of the level for which graduates are satisfied with their education upon graduation as well as after placement.

Methodology:

For the past few years, CIBU has e-mailed graduates an alumni survey 30-60 days following graduation, which collects information about the student's current status (i.e. placement information) as well as gathers feedback about the student's experience at the university. In addition, since the graduating cohorts are usually quite small, CIBU periodically sends out the survey to all graduates as well as contacts individual graduates once they were placed to gather graduate satisfaction data. CIBU also relies on a network of contacts to collect data on the status of graduates who have left the country to search for employment in their home countries following graduation due to visa restrictions.

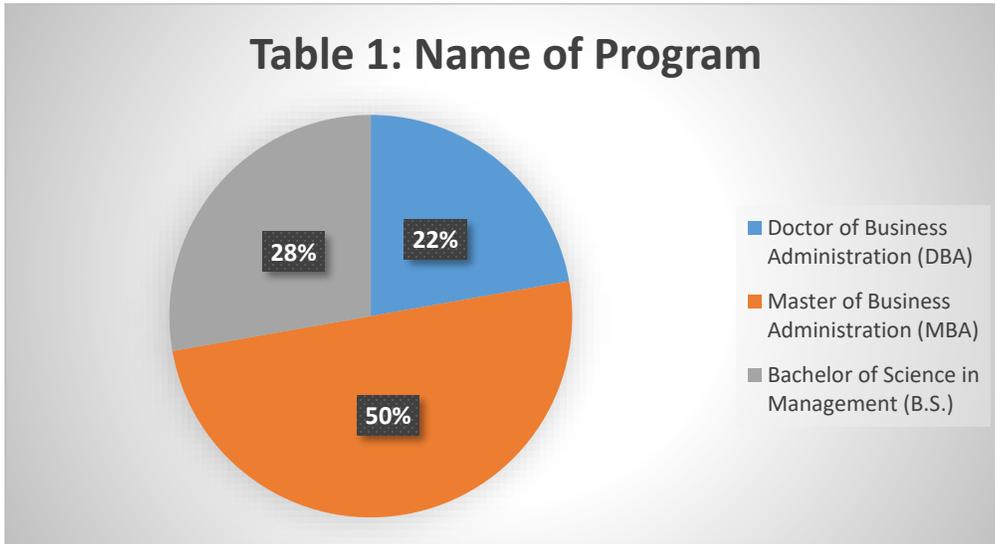
CIBU has used a survey to measure graduate satisfaction with all aspects of the administration and educational activities, student services, specific preparation for employment, and miscellaneous factors considered crucial to achieving the mission. A free-response question, "What suggestions do you have for the university to better prepare graduates from your program for employment?" as well as other free-response questions about their overall experience are included. The survey form will be completed online, using Survey Monkey.

CIBU's rationale for using the data collected is that the survey responses are appropriate and logical data sources for determining patterns calling for program improvements. CIBU found that this survey methodology provides the most user friendly and direct way to gather feedback from alumni on key points. The data reflect that the most useful information comes in the form of suggestions and qualitative data, such as comments students write on surveys and feedback from focus groups. We review these comments and feedback closely to determine whether trends are forming and problems may be identified. Usually they provide specific suggestions for improved programming, course structure, teaching, and student activities.

Summary of Data:

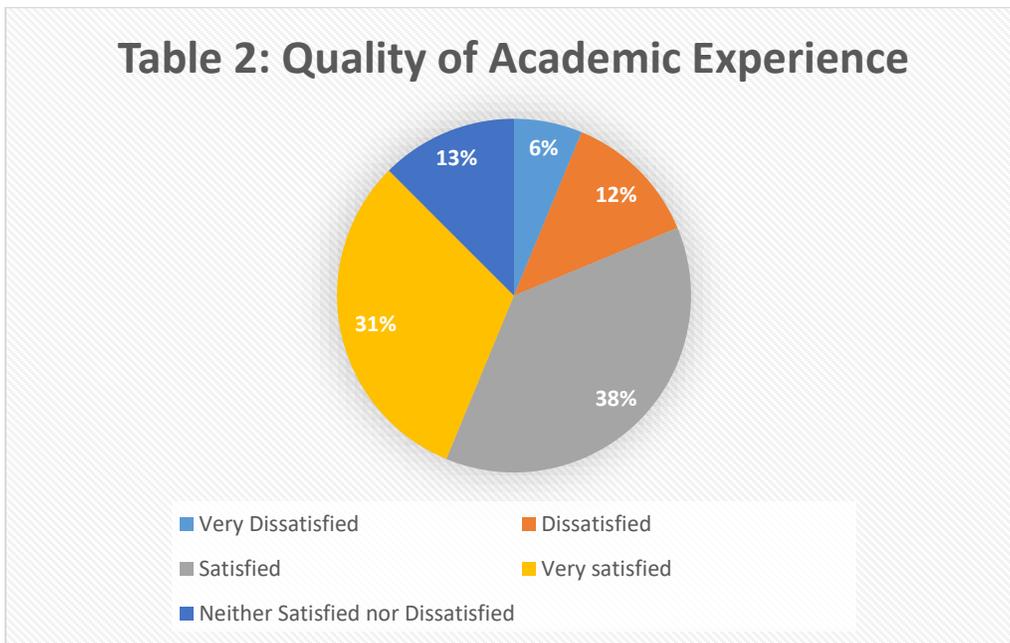
For the CEP, CIBU has focused on analyzing five key quantitative questions, which are provided below in the following tables (the first table is a summary of the programs that the graduates completed). The quantitative survey questions included five possible responses; very satisfied, satisfied, neither satisfied nor dissatisfied, dissatisfied, very dissatisfied.

Table 1: Name of Program



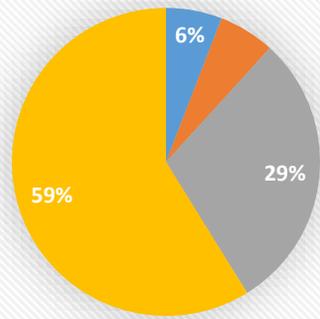
We received the most feedback from our master’s degree program, which had been under-represented in previous surveys. Therefore, we are pleased to have more feedback from our most populous program.

Table 2: Quality of Academic Experience



As can be seen by the table above, students were generally very satisfied or satisfied with their overall academic experience. The average score based on the five-point scale is **3.75**.

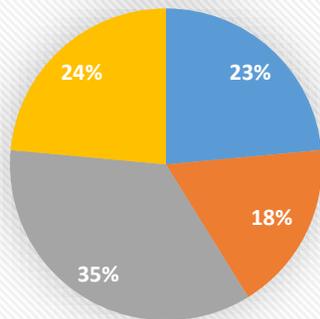
Table 3: Quality of Academic Program



■ Very Dissatisfied ■ Dissatisfied
■ Satisfied ■ Very satisfied
■ Neither Satisfied nor Dissatisfied

As can be seen by the table above, students were very satisfied with their overall program. The average score based on the five-point scale is **4.3**.

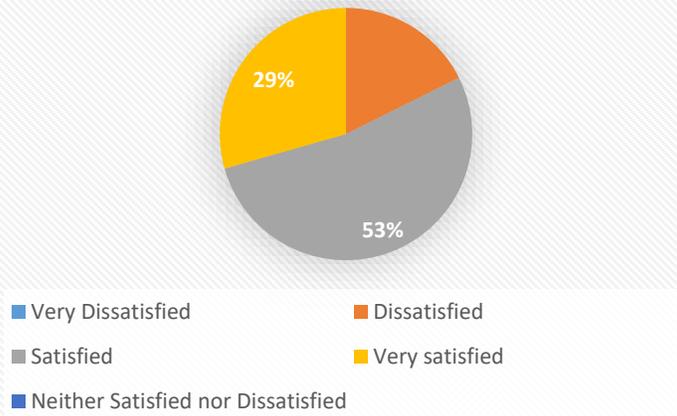
Table 4: Quality of University Services



■ Very Dissatisfied ■ Dissatisfied
■ Satisfied ■ Very satisfied
■ Neither Satisfied nor Dissatisfied

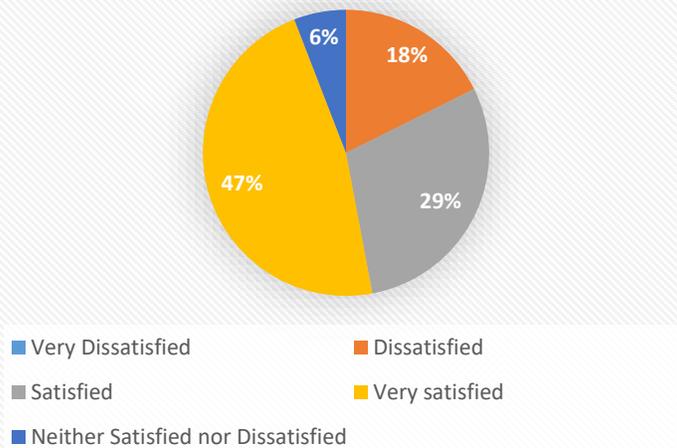
As can be seen by the table about students were generally very satisfied or satisfied with the services they received. The average score based on the four-point scale is **3.2**.

Table 5: Quality of Teaching



As can be seen by the table about students were generally very satisfied or satisfied with the quality of teaching. The average score based on the four-point scale is **3.9**.

Table 6: Quality of Overall Experience



As can be seen by the table about students were generally very satisfied or satisfied with their overall experience at CIBU. The average score based on the four-point scale is **4.1**.

Using historical data and research to develop a baseline CIBU has historically used a four-point scale to set its baseline, which was placed at 3.0. However, our CEP committee determined through feedback from students and graduates determined that it would be beneficial to add the response of “neither satisfied nor dissatisfied” to the list of responses. Therefore, CIBU now uses a five-point scale to measure this data and in order to keep the equivalent baseline for historical purposes has now set its **baseline** of an average score of **3.75**.

Analysis:

From the quantitative tables above we see that we are meeting our baseline rates and students are overall satisfied with their experience in all areas except for university services. We know that this does not give the full picture of the institution. Therefore, we also reviewed the qualitative feedback that we received from the graduates about their program, specifically as it relates to their preparation for employment. Furthermore, as a feature for our new surveys, we also prompted additional qualitative feedback by asking questions such as naming three things that graduates were *most* and *least* satisfied with the university and by asking for specific suggestions on how to improve the university to better prepare graduates for employment.

We received a lot of positive feedback from students. Two points overall stuck out for our review, which we are excited to report and note that there were multiple responses in these areas. The first is that the graduates enjoyed the different cultural perspectives that they observed and interacted with during their program. One graduate specifically noted that being employed in the international field, they found this was the best part of studying in the U.S. and at CIBU. Secondly, students were overall pleased, and made note of it, that they received personalized teaching and assistance from their instructors. As a small university, this is certainly one of our strengths and it is encouraging to receive feedback from students in this area.

There are also responses which indicated that CIBU can improve. The first general comment which came from multiple graduates is that the university should include more feedback from alumni who completed the program. Since we are an institution that mainly enrolls international students, it is quite a challenge to include our alumni in the program. As can be seen above, it is even quite a challenge to receive general feedback from our graduates. We continually reach out to graduates to return or provide feedback to help the current students, but it continues to prove a challenge. Another issue that some graduates noted is to receive more support for services while on campus. We also noticed that our question regarding student services received the lowest score on the abovementioned quantitative questions and is below our baseline rate. Specifically, graduates noted that they wanted to see more career and placement services as they were completing their program. In addition, the last few months have been challenging for our graduates as a result of issues that have occurred with our current accreditor ACICS. We have offered career placement workshops previously and as a result of the feedback we will conduct and promote more as well as continue to keep our students informed of our accreditation status.

Survey Changes:

One focus that we had from our previous CEPs and meetings was to revamp and revitalize our graduate survey process. We know that it is quite a challenge to receive feedback from our graduates and therefore we revamped our survey in the hopes of receiving more direct feedback from the graduates. There had been a few concerns about the length of the previous survey and in reviewing the data it was also determined that some of the questions and feedback were either too general or extraneous.

The new survey focuses on much more in depth questions about the actual academic experience, such as direct questions about instructor effectiveness, real-world experience in the classroom, helpfulness of faculty, classroom experience, and others. In addition, we also focused much more attention on the administration, services, materials, library, community resources experiences, and others.

Unfortunately, we have only receive one set of results from the new survey. Therefore, we have continued to evaluate the data in line with previous results. However, as we receive additional data from different cohorts, we will modify this section to include results for all of the new questions and responses.

Activities from Improvement:

Based on the quantitative and qualitative feedback that CIBU has received from its graduates, it is clear from graduates that we need to further focus on job placement and career services. In addition, we will continue the ongoing process of revamping our survey in order to get more precise and clearer feedback in this area:

Activity	Description	Frequency	Who	Goals	Outcome
Job placement and career workshops	Strengthen placement assistance through career workshops. We received feedback to focus on LinkedIn, resumes building, networking, etc.	As needed	Dean on Student Affairs or designee (librarian)	The placement workshops provide students much needed access to “soft” skills and job search skills, such as punctuality, professionalism, interview skills, and more.	These events have provided students with better employability. We have received positive feedback from students about these experiences.
Revitalize the graduate satisfaction survey process	Include more specific question on the academic experience as well as university services	Completed	Dean of Student Affairs	The new survey will provide more specific feedback about how the graduates feel of their academic experience and the services they received.	We have received additional qualitative feedback based on the new survey and once we have additional data, we can better see the trends from the new survey.

Goals:

CIBU will maintain its goal is to realize graduate satisfaction levels of **3.75** or higher in all key areas. We also have a goal to improve the amount of surveys that are returned in order to gain more feedback to improve the programs and the university. We hope that the revamped survey will continue to provide more feedback from graduates as well as more specific information in key areas to focus on any improvements that may have gone undetected previously.

VIII. LEVEL OF EMPLOYER SATISFACTION

Explanation:

Employer satisfaction is a measure of the level for which the employers who hire our graduates are satisfied with the employees from our program.

Methodology:

CIBU surveys employers of graduates 30-60 days following placement, which collects information about the employer's satisfaction with the graduate that they hired. In addition, since the graduating cohorts are usually quite small, CIBU periodically sends out the survey to all employers as well as contact individual employers once we receive data back on the alumni survey or other means. CIBU also relies on its network of contacts to collect data on the status of graduates who have left the country to search for employment in their home countries following graduation due to visa restrictions. Due to the fact that a majority of our students are international, it often takes time for us to receive information about a graduate's status, if that occurs back in their home country. We continually contact graduates and employers if we have not received responses (not only those who have recently graduated). Therefore, the data we receive does not always correlate to the specific CAR period.

CIBU has recently modified its survey on employer satisfaction to shorten the amount of questions, so as to receive more feedback. The survey has six quantitative questions and one free-response question allowing the employer to describe the quality of the graduate's skills. The quantitative questions also focus on the graduate's skills including their technical, human relations, communication, and managerial skills as well as whether they were up-to-date in the field and their overall assessment of the graduate.

CIBU's rationale for using the data collected is that the survey responses are appropriate and logical data sources for determining patterns calling for program improvements. CIBU found that this survey methodology provides the most user friendly and direct way to gather feedback from employers on key points. We have found that it has been much more beneficial to have the survey be direct and focus on the skills of the graduate.

Summary of Data:

For the CEP, CIBU has focused on analyzing the quantitative questions as well as the qualitative responses. The new quantitative survey questions included five possible responses: strongly agree, agree, somewhat agree, neither agree or disagree, or disagree.

We have most recently received six responses to our survey. However, given the limited amount of graduates we have (only one graduate was eligible for placement, and subsequently placed, in the 2016 CAR), and the fact that most of our students are international students, this is a minimally satisfactory amount of responses in this area.

The following information describes the quantitative feedback we received (there were no employers that answered—somewhat agree, neither, or disagree—on any of the surveys):

Technical Skills

Strongly Agree – 83%

Agree – 17%

Human Relations Skills

Strongly Agree – 83%

Agree – 17%

Communication Skills

Strongly Agree – 83%

Agree – 17%

Reasoning and Managerial Skills

Strongly Agree – 83%

Agree – 17%

Up-to-Date in Field

Strongly Agree – 83%

Agree – 17%

Overall Satisfaction

Strongly Agree – 83%

Agree – 17%

On a five-point scale, each of the questions received a score of 4.83. Using historical data and research to develop a baseline CIBU will set its **baseline** for these survey questions as “**Agree**,” which would be an average score of **4.0**.

Analysis:

Based on the number of responses received and the fact that there was such little variety in the responses, there is not much analysis that can be provided on the quantitative data.

However, we did receive some helpful qualitative data from the responses. Overall the feedback was positive, and as with the graduate survey, we receive multiple responses from employers that they were highly satisfied with the multicultural perspective and international view that the students received through their time in the U.S. and at CIBU. We did receive one comment for improvement, which was a lack of work experience and specifically in dealing with customers. Not surprisingly, we received this comment from one of our bachelor’s degree graduates. This is a focus we have already had in the program and mentioned previously, which is to support our students with placement workshops that will give them increased “soft” skills in the program. In addition, another facet of the program that has been successful, specifically at the master’s degree level, is the involvement of community resources. The more a student interacts with businesses whether through guest speakers, field trips, projects, or networking, the more experience a student will have going into their position.

Another facet of the employer satisfaction survey that we need to improve is gathering more feedback and more varied feedback. The plan is that the new survey will help increase the amount of feedback we receive. In addition, our new graduate survey coupled with the new employer survey will hopefully streamline the feedback process. We will need to continue our efforts and reach out to employers 30-60 following

placement as well as follow-up individually and collectively in order to receive valuable feedback from these sources.

Activities for Improvement:

Based on the quantitative and qualitative feedback that CIBU has received from employers, there will be a continued focus on providing the students with more opportunities to interact in a professional setting. In addition, we will continue the ongoing process of revitalizing our process in order to get more precise and varied feedback in this area:

Activity	Description	Frequency	Who	Goals	Outcome
Community resources	Provide opportunities for guest speakers, field trips, projects, and networking.	Continuously in each program	Faculty and Dean of Student Affairs	To provide students with access to real-world experiences in a variety of different ways.	These resources have and will provide students with better understanding of the jobs that they will soon be working in.
Revitalize the employer satisfaction survey process	Further collective and individual outreach to graduates and employers in order to receive more feedback	Ongoing	Dean of Student Affairs	The new survey and process will provide more feedback, so that we can use this valuable source to help improve our programs and university.	The new survey has already garnered important feedback and with further use we will gain further insights.

Goals:

CIBU will maintain its goal is to realize employer satisfaction levels of **4.0** (Agree) or higher in all quantitative questions. We also have a goal to improve the amount of surveys that are returned in order to gain more feedback to improve the programs and the university. We hope that the revamped survey will provide more feedback from employers as well as more specific information in key areas to focus on any improvements that may have gone undetected previously.

IX. LEVEL OF STUDENT SATISFACTION

Explanation:

Student satisfaction is a measure of the level for which current students are satisfied with their educational experience thus far.

Methodology:

Current student satisfaction is assessed at the mid-point of each semester as well as at the conclusion of the semester. The survey form measures student satisfaction with CIBU's educational activities. The quantitative focus of these surveys has been on the particular course and the instruction occurring within the course. The quantitative questions focus on the pace of the course, feedback from the instructor, and the availability of the instructor. There is also a qualitative section of this survey, which asks specific questions about the course as well as overall challenges with the educational program. These responses provide further information about the student's experience at the institution, outside of their specific course.

The form is completed online using Survey Monkey during a regular class period. The survey is administered anonymously by a member of the administrative staff, with the instructor absent from the classroom.

CIBU's rationale for using the data collected is that the survey responses are appropriate and logical data sources for assessing student satisfaction. CIBU uses a Likert-rating scale to survey students after program completion, and we use the data to evaluate student satisfaction. CIBU found that this survey methodology provides the most user friendly and direct way to gather feedback from alumni on key points.

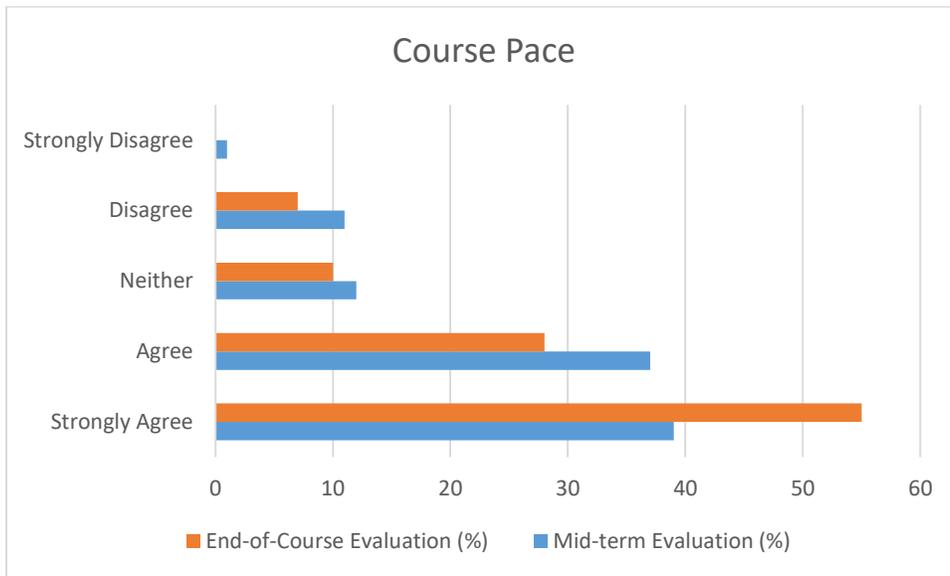
Survey Changes:

With the process for revising all surveys at the institution (as previously mentioned in the graduate and employer satisfaction survey), we have also revised the student satisfaction survey to focus on other quantitative questions besides course instruction, such as the administration, student services, and instructional resources. However, thus far we only have one semester of data for the new questions; therefore, we are comparing that new survey had not been in place for the most recent semester, so this analysis focuses on the student satisfaction survey that was already in place.

Summary of Data:

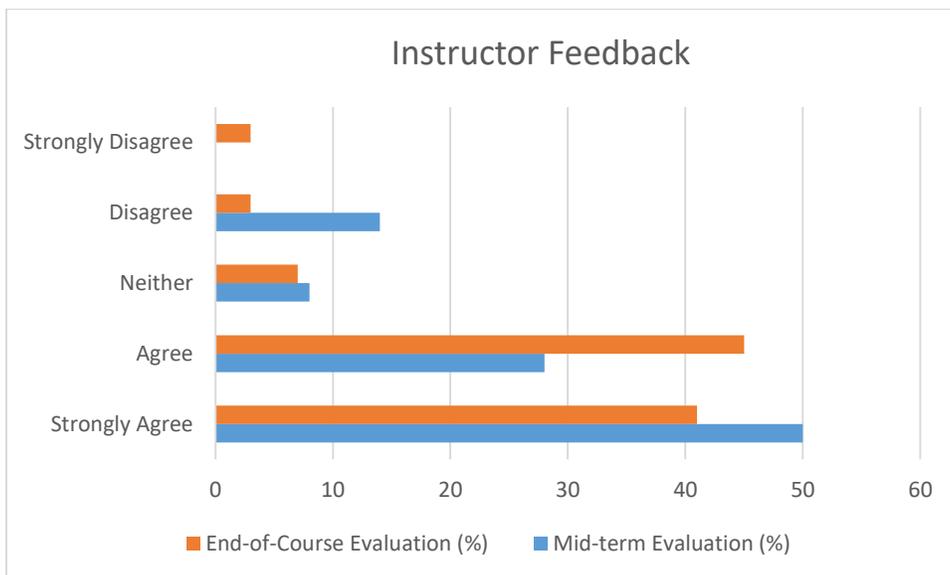
The results of the course evaluation for the most recent term (Spring 2017) are provided below. The quantitative survey questions included five possible responses: strongly agree, agree, neither agree or disagree, disagree, or strongly disagree. We included both the mid-term evaluations as well as the end-of-course evaluations to see the changes that occurred in that time frame and to determine whether our mid-semester improvement activities were successful.

Section IX – Table 1: The pace of this course allows time for my reflection and learning



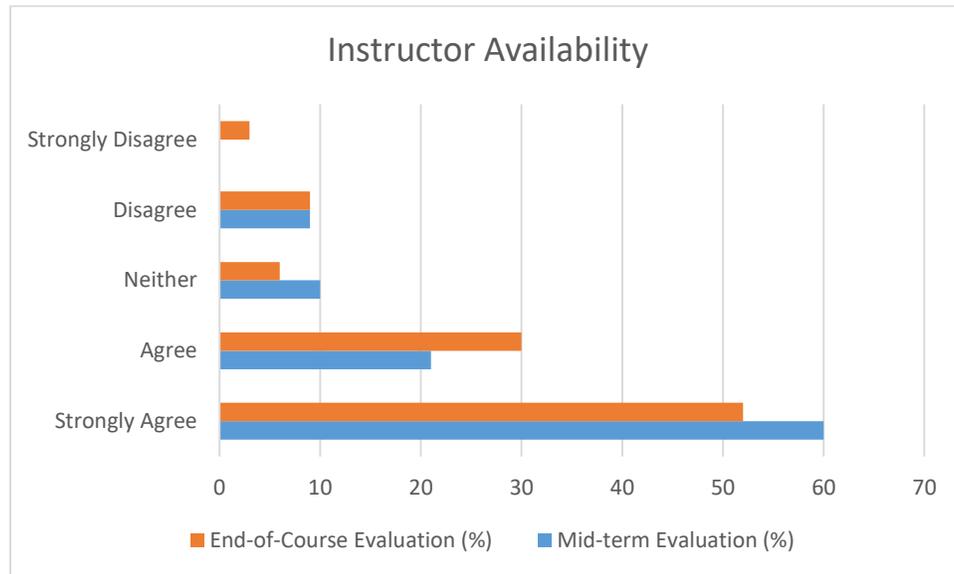
As can be seen by the table above, students generally agreed or strongly agreed that the pace of the course was amenable to them. The average score based on a five-point scale for the mid-term evaluation was **4.03** and for the end-of-course evaluation was **4.31**. In order to place these numbers in context, the Fall 2016 survey results for the mid-term evaluation was 4.25 and for the end-of-course evaluation was 4.09.

Section IX – Table 2: The instructor's comments on exams or other written work have been helpful to my understanding of the course content.



As can be seen by the table above, students generally agreed or strongly agreed that the pace of the course was amenable to them. The average score based on a five-point scale for the mid-term evaluation was **4.03** and for the end-of-course evaluation was **4.35**. In order to place these numbers in context, the Fall 2016 survey results for the mid-term evaluation was 4.14 and for the end-of-course evaluation was 4.17.

Section IX – Table 3: The instructor has been available to provide extra help (explanations, illustrations and references) when needed.



As can be seen by the table above, students generally agreed or strongly agreed that the pace of the course was amenable to them. The average score based on a five-point scale for the mid-term evaluation was **4.21** and for the end-of-course evaluation was **4.32**. In order to place these numbers in context, the Fall 2016 survey results for the mid-term evaluation was 4.31 and for the end-of-course evaluation was 4.18.

Using historical data and research to develop a **baseline** CIBU will set its **baseline** for these survey questions as “**Agree**,” which would be an average score of **4.0**.

Analysis:

From the quantitative tables above we see that we are meeting our baseline rates and students overall agree that the courses and instructors are meeting their needs. It is helpful to see the difference between the mid-term evaluations and end-of-course evaluations. Particularly, in that there have been improvements from the mid-course evaluations to the end-of-course evaluations. The previous terms there has been some reduction from the mid-course to the end-of-course evaluation and thus we are pleased that there has been an improvement for this term.

We have also reviewed the qualitative feedback provided in each set of the evaluation surveys, which as stated has been enhanced in the revised survey to include questions that prompt responses, such as naming three things you liked *most* and *least* and the challenges that you have faced in the course. Much of the qualitative answers we received from students were specific comments about faculty or courses that dealt with issues such as pacing, faculty feedback, teaching style, and instructional texts. We have

brought these issues up to the faculty members and many of the comments mirror the feedback that we received in the quantitative responses. We did notice that along with the quantitative surveys, there was a marked improvement between the mid-course evaluations and the end-of-course evaluations.

Activities for Improvement:

CIBU continuously monitors data related to student satisfaction as it is a good information to determine how students are feeling about their program. As noted above, we have focused on improving a specific aspect related to our student’s satisfaction, which is faculty availability:

Activity	Description	Frequency	Who	Goals	Outcome
Faculty availability	Discuss and support the faculty in their ability to be available with students during and outside of class hours	Once a semester	Program administrators	CIBU discussed the desire for further availability at its most recent faculty meeting. The administration will support this endeavor through its conversations with students.	There was a slight improvement in the surveys related to instructor availability and with continued discussion on these efforts we would like to see this continuously improve.

Goals:

CIBU will maintain its goal is to realize student satisfaction levels of **4.0** (Agree) or higher in the quantitative questions. We also have improved the survey instrument that we are using and have gotten more feedback outside of the student’s specific course experience. In addition, we have gotten more specific and qualitative feedback that we share with the faculty members.

X. STUDENT LEARNING OUTCOMES

Explanation:

An important criterion, perhaps the most important criterion, of the college's success in fulfilling its goals is documenting academic accomplishment—the competencies students gain through their college experience that equip them to be successful on the job. Collecting, analyzing, and using such evidence is a major part of the process of continuous improvement for the campus.

Methodology:

CIBU has historically reviewed term grade point averages (GPAs) per program as well as a quantitative review of capstone courses/projects in each program. In addition to these measurements, CIBU's partner, Niels Brock, has been using its resources in Copenhagen to evaluate and support student learning evaluation in the academic programs. These evaluations provide an external review of the programs (which is standard in the Danish educational context) and have provided helpful feedback as well as activities for improvement, which will be discussed later in the section.

The student learning outcomes section will focus on the three areas of review: 1. Grade Point Averages (GPAs); 2. Program Capstone Requirements; and 3. External Evaluation.

Grade Point Averages (GPAs)

CIBU has historically reviewed GPAs per term and per program. This has been a consistent review and has provided helpful analysis over the years. CIBU uses a standard 4.0-grading scale, which is described below:

Grading Scale		
Letter Grade	Description/Quality	Points
A	95-100 Excellent	4.0
A-	90-94	3.7
B+	87-89	3.3
B	83-86 Good	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	63-66 Poor	1.0
D-	60-62	0.7
F	Failure	0.0

CIBU uses a minimum degree program cumulative grade point average of 2.0 at the undergraduate level, and 3.0 at the graduate level, which is the required level by which students must maintain in order to be placed on academic probation and risk being dismissed for their respective program.

CIBU monitors the grades per program and per term. This provides program information and is helpful to determine whether there are any outliers in a specific term or course within the program.

Program Capstone Requirements

Capstone courses are good examples of individualized projects and/or assignments, completion of which requires the student to incorporate the range of knowledge, skills, and abilities taught during an entire sequence of study in an educational program. CIBU currently has capstone requirements in each program and is also planning to strengthen these requirements. The Capstone course for the DBA program requires students to present their findings, culminating in an oral defense presentation of their dissertation to the student's doctoral committee. All published dissertations are approved by a committee and are also reviewed by a technical editor. When doctoral dissertations are published they evidence that students successfully can: identify and work productively with an advisor/dissertation director and faculty committee; conduct productive student-faculty interactions; organize and manage doctoral-level research; organize and write the doctoral dissertation; meet dissertation requirements; schedule and successfully complete a pre-preliminary or preliminary exam; and prepare for the final oral examination, which all indicate that the student has gained and applied the theoretical knowledge in a topic of their choice.

At the bachelor's and master's degree level, students have the option to use the range of knowledge that they are gaining in the program in an internship course. This allows the student to not only receive feedback from the faculty member assigned to the course, but also from a supervisor in the field about their program content and soft skills.

CIBU will also be including an additional capstone requirement in both its bachelor's and master's degree programs, namely, a Thesis Project. CIBU believes that this requirement, in each of the programs, will help strengthen the students' ability to understand, synthesize, and apply the content they are learning in the classroom and will allow them to improve their critical thinking skills prior to employment.

External Evaluation

CIBU has agreed to have its academic programs evaluated by Niels Brock Copenhagen Business College. [Note: Niels Brock is the one and only member in CIBU's ownership; therefore, it is not a true external evaluation. However, the process has been similar in allowing individuals that do not work directly at the campus to review the learning tools and materials in order to evaluate and potentially improve the outcomes for students. This is a typical model in Danish and European education and has been borrowed for purposes of gaining additional perspective regarding the education at the university]. The external evaluation will consist of a review of the course materials as well as the products from the students. This has already begun with a review of syllabi as well as a review of exams and papers, by the Dean of Academics at Niels Brock as well as others in Copenhagen. This has been a fruitful exercise and the analysis and activities for improvement that have already been produced by this review will be discussed later in this section.

Summary of Data:

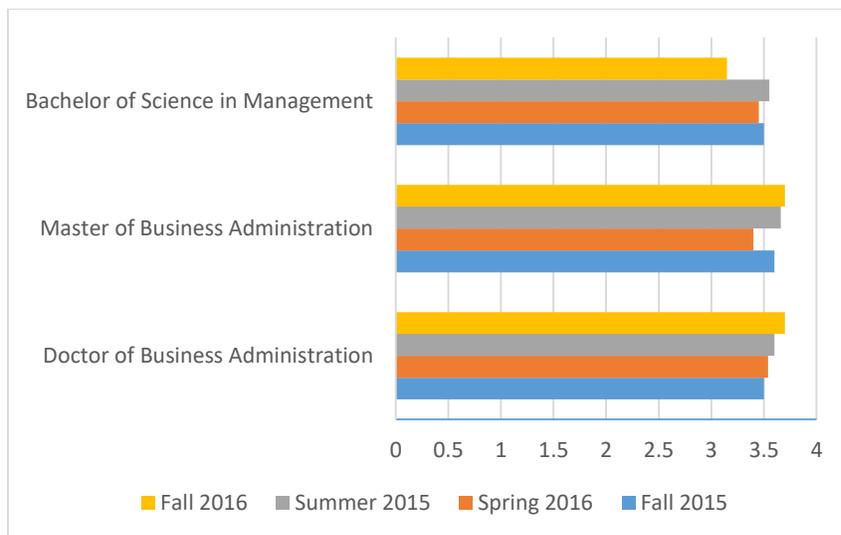
Grade Point Averages (GPAs)

As a standard practice, the university reviews individual student grades every semester to identify any possible students who may need to be on academic probation as well as any students who may need additional support (i.e. their grades have dropped significantly). CIBU, through its SAP process, has mechanisms for assisting and encouraging students who are having academic issues. From an individual student perspective, CIBU has implemented a mid-semester reporting by instructors to set an “early warning” system in place to alert the student, instructor, and administrative staff in the event that a student is struggling in a course, or has violated the institution’s attendance rules. [The early warning system is an activity that had previously been proposed through the CEP process and has now been internalized at the institution].

Outside of that review, CIBU also reviews student grades collectively each semester per program to determine any overall changes that may be occurring at the university.

The following table shows the trends of the last four semesters of grades per program:

Section X - Table 1: Grade Point Average by Semester for Degree Programs



The table includes the most recent grades at the top of each graph, Fall 2016, to those over a year ago in Fall 2015. The MBA and DBA program have remained relatively consistent in their grades over the past four terms. For each, the grades are quite high with an average generally between 3.4 and 3.7. The bachelor’s degree program has lower grades overall than the other programs with the lowest scores being most recent (3.15 in the Fall 2016 term). The historical baseline for the program has typically been 2.0 for the undergraduate students and 3.0 for the graduate students, since those are the grades that are required to continue in the program. However, the analysis will discuss these baselines further.

Program Capstone Requirements

CIBU includes a Capstone Course in its DBA program. Students must take CIBU 792: Dissertation Completion and Defense and pass the capstone course for partial fulfillment of the degree requirement for Doctor of Business Administration. It is obviously an achievement in order to get through all of the coursework in the DBA program and therefore the students who typically make it to this juncture of the program are often quite motivated to complete the dissertation portion of the program. Therefore, students have typically received high marks in this course with every student from the recent academic year receiving an 'A' in the course.

A better measurement of the capstone requirement may be the length of time for which students take to complete their dissertation. We have noticed that it often takes additional terms for students to complete their dissertation. We have processes and faculty members in place to advise and encourage students to complete this challenging task. Especially because the program is in teach-out, the plan moving forward will be to review the average and exceptional time periods for which it takes students to complete their dissertation in order to provide further support for them to complete their degree.

The bachelor's and master's degree programs have the option of an internship course, which provide real-world experiences that help the students apply the theoretical knowledge they learn in the classroom. The students have received high marks from their faculty and internship supervisor during these experiences with each student that has engaged in this option over the past academic year receiving an 'A' in their course. CIBU also reviews the qualitative notes provided for these courses as well as informal discussions that occur with the student and the internship site to determine any improvements that can be made in this process as well as in their program. Similar to the information received in the graduate and employer satisfaction surveys, CIBU has received information that the multicultural perspectives of our students has been an advantage during their internship. In addition, a challenge, particularly for a few bachelor's students, is the lack of real-world experiences. The internship sites are generally understanding of this issue, since the students are there to learn about this experience. However, further introduction to these sites by way of further involvement in community resources is certainly planned, so that students have an understanding of the expectations even prior to their internship.

Externship Evaluation

CIBU and Niels Brock have just begun the process of reviewing exams and papers (including dissertations) through this external review process. The information received thus far has been specific to courses and individual students. This feedback has been presented to the administrators, faculty, and students whose courses or programs were involved in the review as well as through a collective session with the faculty. CIBU is engaged in this process and the faculty have been supportive of receiving this feedback and finding ways to improve their course materials and instruction.

Analysis:

The analysis section of the student learning outcomes is similar for all three of the abovementioned student learning outcome measurements. CIBU, in partnership with Niels Brock, plans to improve and remodel the education at the institution. The plan

is for this to occur with support by way of workshops, visits, and ongoing communication with the resources in Copenhagen and around the world (i.e. China and Vietnam). In addition, there is a distinct focus on innovation and entrepreneurship for the programs offered at all Niels Brock locations, including CIBU, which will result in new course materials and tools as well as, possibly, new courses.

With this said, the quantitative and qualitative data indicate that CIBU has begun this process and the plan is to continue on this path over the next year and beyond. For the GPA, although it may be counterintuitive, it has been encouraging to see the grades in the bachelor’s degree program decrease. There has been a focus on challenging the students in each of the courses with new materials and the expectation is this may result in an initial decrease in grades until students have internalized the changes and incorporate these new methods in their studies. For this reason, we feel that the baselines for GPAs will need to be changed to align with the new concepts and materials being provided in the programs. Therefore, the CEP committee will keep a close review of these GPAs, and as mentioned, the expectation is that these grades may decrease in the short-term.

The capstone courses at the bachelor’s degree and master’s degree program, as stated previously, are in the process of a revision where the focus will be on including a thesis project. [Note: Niels Brock in Copenhagen offers a bachelor’s degree program that includes a “Senior Thesis” and the structure and design of the Copenhagen program will be integrated into CIBU’s bachelor program with expected implementation date of approximately September 2017. Though, obviously, it will take some time for students in this revised program to reach the Thesis requirement.]

The external evaluation will continue throughout the academic year and beyond. The initial review of examinations was the precursor for Niels Brock to send its current Dean of Academic Affairs in Copenhagen over to San Diego to facilitate a collective training with all faculty (“Teaching for Excellence”) as well as meet individually with the faculty to further explain the initiatives moving forward. This has been completed. There will be ongoing reviews, trainings, and discussion. More examinations and student projects are planned for further review and appropriate feedback will take place following this review.

Activities for Improvement:

Based on the data collected and reviewed, the external evaluation, and focus on remodeling the programs toward innovation and entrepreneurship, there are a couple of key activities that have or will be put in place in order to meet these efforts:

Activity	Description	Frequency	Who	Goals	Outcome
Align bachelor degree program with Copenhagen	CIBU is in the planning stages for changing its bachelor’s degree program to align with the program and courses offered in Copenhagen	Once (approx.. September 2017) and then ongoing maintenance	Compliance Office with all admin. team	This will streamline the evaluation process between Copenhagen and CIBU. As a result, there will also be stronger focus on entrepreneurship and innovation as well as a senior thesis.	Students will also see an advantage since they will easily be able to transfer to any campus that offers this program, such as in Denmark, China, or Vietnam.

Faculty seminars and workshops	There will be continual conversation between Copenhagen and CIBU to support faculty growth and development as well as inclusion of new concepts and materials into the classroom	Ongoing	CIBU faculty and academic leadership in CIBU and Copenhagen	The goal of these efforts is to help facilitate the remodel of the programs and focus on entrepreneurship and innovation.	The “Teaching for Excellence” workshop has occurred as was a positive discussion between the academic leadership in Copenhagen and the faculty at CIBU with a focus on strengthening course materials and classroom instruction.
Improve and remodel educational programs	Continued ‘external’ evaluation of curriculum, course materials, and student products.	Ongoing	CIBU partnering with Copenhagen	This evaluation will help to focus on particular needs at the institution to improve and remodel the curricula with a focus on entrepreneurship and innovation	The first series of evaluations informed the need for a collective and individualized faculty training and discussion. As mentioned previously, the courses within the program are also being reviewed for changes includes aligning with the Copenhagen bachelor’s degree and including thesis projects.

Goals:

The overall goal is to improve and remodel the educational programs at CIBU towards a focus on entrepreneurship and innovation. Plans are already in place and work has been accomplished to modify the course materials, tools, and program structure. The next stages in this process will require regulatory approval, such as the change in the courses offered within the bachelor’s program. The goal specifically for student learning data is to see improvement in the rigor and inclusion of these concepts in the course materials. Since this will be a change to our students, we expect to see some decrease in the GPA over the next few terms. In addition, the programs will strengthen the capstone courses by including new requirements (namely, thesis project), which will then be reviewed qualitatively and quantitatively to determine student learning outcomes in line with the new focus.

XI. EVALUATION OF THE CEP

The ACICS publication's *Institutional Effectiveness: A Guide to Implementation and Sample Campus Effectiveness Plan* was the primary resource for the initial development of the CEP, which was accomplished through a series of meetings and working sessions where all required data were compiled and assembled into the appropriate categories. As the document has matured, the format and content has changed along with the needs of the institution. CIBU's CEP was constructed over several months with the Compliance Officer at Niels Brock and at CIBU overseeing the assembly of the CEP. The CEP team is responsible for its implementation and oversight by conducting a semiannual review and updating the CEP's content to reflect current data and modifications to CIBU goals and objectives as needed.

XII. THE CAMPUS EFFECTIVENESS TEAM

The CEP team is comprised of the President, Dr. Rasmus Wendt; CIBU Compliance Officer, Dr. Marcus Benniefield; Dean of Student Affairs, Mr. Brian Hawkins; Registrar, Ms. Amy Culley; and Niels Brock Compliance Officer, Mr. Ian Harazduk; and selected faculty members.