



campus

# Institutional **Self-Evaluation Report** in Support of an Application for Reaffirmation of Accreditation

Submitted by Campus

5221 Madison Avenue, Sacramento, CA 95841

Campus.edu

December 15, 2025







Certification

To:     Accrediting Commission for Community and Junior Colleges  
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This Institutional Self-Evaluation Report is submitted to ACCJC in support of an Application for Reaffirmation of Accreditation. The Institutional Self-Evaluation Report reflects the nature and substance of this institution, as well as its best efforts to align with ACCJC Standards and policies, and was developed with appropriate participation and review by the campus community.

Signatures:

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## ● Foreword to the Institutional Self-Evaluation Report

Campus is an institution focused on developing a new model to address one of the most critical and persistent challenges facing American higher education: low completion rates at two-year colleges. Nationally, far fewer than half of the students who enroll in community colleges earn a degree within six years. The causes are complex, ranging from chronic underfunding of public institutions to the immense pressure on students balancing part-time enrollment with work and family. Many of the causes are broadly understood, and the consequences for students, communities, and the country are too profound to allow this problem to persist. Campus is an effort to address this challenge directly by merging the best of traditional higher education, human connection, accountability, and rigorous instruction, with the accessibility and scalability of a modern digital platform.

The vision for Campus grew from Chancellor Tade Oyerinde's experience as founder and CEO of Campuswire, an online learning platform widely adopted by colleges and universities. Through his work with hundreds of institutions, he repeatedly encountered the structural obstacles that hinder student completion. It became clear to him that three factors shape a student's future more than anything else: the quality of instruction, the depth of their support, and the accessibility of their academic path. Tade saw an opportunity to imagine a new model for the two-year college experience, one built from the ground up to master these three essentials at its very foundation. Campus is the realization of that vision: an institution organized around a singular focus on providing students with radical support in service of student success.

Campus emerged from this vision by integrating three core principles. First, it recognized that adjunct faculty at quality universities were an underutilized resource capable of elevating instruction in two-year education. Second, Tade knew that specialized educational technology like Campuswire could create a more accessible, high-touch, and effective learning environment. Third, Campus was inspired by the success of the City University of New York's (CUNY) ASAP initiative, which is powerful proof that when students are surrounded with wraparound support, intensive coaching, clear and structured pathways, and direct financial assistance, their persistence soars and graduation rates transform from aspiration to achievement.

Implementing such a comprehensive model required a novel financial structure. Public institutions, despite their deep commitment to students, often face funding limitations and policy constraints that prevent rapid innovation. Campus chose to leverage venture capital, from funders including Bloomberg Beta and Rethink Education, and direct funding from successful entrepreneurs to establish foundational infrastructure, hire quality faculty and develop a comprehensive student support system. Tade Oyerinde secured initial funding for Campus from a powerful group of tech and business leaders, including Sam Altman (OpenAI CEO), Jason Citron (Discord CEO), Dylan Field (Figma CEO), and Ken Chenault (Chairman of General Catalyst), who were all convinced that the costly, rigid traditional higher education system is failing many students. Chenault provided a sweeping critique of the status quo, stating, "Students are questioning the value of a college degree, and with good reason. Academia simply hasn't kept pace with expectations and aspirations, while the cost has increased to a price point beyond what is attainable or practical." He endorsed Campus as the necessary modern solution: "Campus has created a model that is rooted in the rigor and legacy of American higher education with the benefit of technology and innovation that students will require to thrive in an increasingly competitive global economy." Altman echoed this need for quality, accessible alternatives, emphasizing, "A great education—one filled with inspirational professors, fellow students you can learn from, and a cadre of

supportive advisors—is a critical (but missing) stepping stone for all too many young Americans to get to build the lives they want for themselves." Citron and Field further affirmed the mission's focus on student outcomes and affordability; Citron specifically noted, "Higher education has failed to serve too many students for far too long... I'm excited to support the Campus team as they reimagine solutions that fit students' actual learning needs and equip them to succeed while trying to eliminate debt for students," a sentiment directly mirrored by Field. All believe that the structure of Campus creates the financial agility necessary and provides a sustainable model capable of delivering transformative outcomes, and they are committed to its success.

In 2022, this vision found its ideal partner in MTI College. For over 50 years, MTI, an ACCJC accredited and Sacramento-based institution with a multi-generational legacy, was already operating on the same student-centered values that Tade envisioned for Campus. It had a long-proven record of success built on personalized support and clear career pathways, demonstrating the effectiveness of the model, but on a local scale. Partnering with Campus was an almost natural evolution. President Michael Zimmerman, whose grandfather founded MTI in 1965, saw the partnership as a way to amplify his family's mission and legacy of student-centric leadership. He recognized that Tade, Campus's leadership team and mission-aligned investors could provide the critical financial resources and technological expertise needed to build upon MTI's strong foundation and scale its impact. This infusion of support enabled the College to expand its reach, make education more affordable, and enhance its quality and outcomes. President Zimmerman's continued leadership ensures that this long-standing tradition of student-centered excellence remains at the heart of Campus.

Today, Campus delivers on its promise. It offers associate degree and vocational certificate programs taught by faculty from some of the nation's most prestigious universities and employers. Its students learn in structured terms and are supported by intensive, one-on-one mentoring, embedded tutoring, and personalized coaching. Since the acquisition, the percentage of Campus students taking on loans has dropped from 70% in 2022 to 14% as of November 30, 2025. The College's eventual goal is to drive this number to 0%, and this is within reach. To eliminate common barriers to success, students receive comprehensive resources and support such as laptops, reliable internet access, tutoring, career and transfer placement assistance, and mental health resources. These are not amenities; they are essential components of an educational model designed to maximize support, empower students to focus on their studies and complete their programs.

The results of this approach affirm the model. Students from across the country are persisting and graduating at rates significantly above national averages. Faculty report high levels of satisfaction, and students consistently credit the quality of instruction and personalized support as critical to their success.

This Institutional Self-Evaluation Report is the product of a comprehensive and reflective self-study with input from all the stakeholders who are a part of Campus, from the staff to the Board of Trustees. Participation in the self-evaluation process was sought after by the members of this institution who eagerly wanted to tell their story. The self-evaluation process affirmed many core institutional strengths: a clear, mission-driven focus on student success; a robust governance structure led by an experienced Board of Trustees; committed staff and faculty; a deeply integrated model of instructional excellence, technology, wraparound student support, with a clear vision of the future and the financial backing to make that vision a reality. The College's self-evaluation also illuminated key opportunities for growth, which it is proactively addressing through a more agile, data-informed strategic planning process. This report details the College's commitment to refining student



onboarding, enhancing support to ensure academic readiness, and using evidence to drive continuous improvement across all institutional functions. The staff, faculty and leadership of Campus are proud to present this self-evaluation as a testament to their vision, commitment, progress, and a roadmap for the College's ongoing work to expand educational equity and create lasting opportunities for its students.

## **A. Introduction: Institutional Context**

Campus, previously known as MTI College, is a private, two-year institution with a physical campus in Sacramento, California, a primary administrative office in Atlanta, Georgia, and an auxiliary administrative office in New York, New York. Established in 1965 by Arnold and Euna Zimmerman as MTI Business School, the College initially provided vocational training, most notably in grocery checking and data processing. Over the decades, Campus has grown significantly in both physical presence and digital capabilities, strategically extending its reach into distance education and diversifying its academic programs into new and emerging fields of study. This ongoing expansion reflects the College's proactive response to the changing educational needs of students, the communities it serves, and the broader labor market.

In 1993, the physical campus was relocated to its current location on Madison Avenue in Sacramento, subsequently expanding its infrastructure to approximately 40,000 square feet across three buildings. The expansion of academic programs included associate degree offerings approved in 1994; thereafter, the College was accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) in 1999. Campus (then MTI College) was an early adopter of distance education in the early 2000s with its ABA-approved Paralegal program. The COVID-19 pandemic accelerated the increase of programs delivered through distance education, and most programs transitioned to delivering all or most of their instruction digitally. Post-pandemic, all Campus programs, except for cosmetology and barbering, are delivered primarily online through synchronous class formats or a hybrid modality. Currently, Campus offers diverse programs across key areas: paralegal studies, healthcare, technology, business, cosmetology, and barbering.

In June 2022, Campus (then MTI College) underwent a significant structural transformation through its acquisition by CampusGroup, an educational technology company dedicated to enhancing the delivery of distance and hybrid learning. The partnership was designed as a strategic collaboration in which Campus leverages MTI's decades of institutional knowledge and experience serving community college students, while CampusGroup contributes its expansive reach, technological innovation, and financial resources. Together, Campus and CampusGroup advance a shared mission of providing access to high-quality and inclusive education for all learners, particularly those within an increasingly diverse and digitally-native student population.

The College primarily serves recent high school graduates and adult learners across the country. Campus student demographics have shown increasing diversity, particularly with growing Hispanic and African American student populations. In the most recent academic year, 55% of students at Campus are first-generation institution attendees.

Campus's mission emphasizes maximizing student access to a quality education, preparing them for academic, career, and life success through personalized instruction, hands-on training, and comprehensive student support services. The College's vision underscores a collective commitment among all employees to deliver

exceptional education and personalized support, equipping students with the skills and knowledge to achieve meaningful employment in their chosen fields.

Campus's Core Values, which are centered on innovation, student-centricity, relentless problem-solving, and continuous improvement, drive every aspect of institutional planning and operations. These values promote a culture of proactive engagement, creativity, and ownership among staff and faculty, fostering an environment dedicated to enhancing student success.

#### **Campus Core Values:**

- **Student experience obsessed:** We're fanatical about delivering the ultimate student experience. We believe that real education happens when experts and learners develop relationships, powered by smart technology.
- **Make history:** We joined Campus to do our life's work. There are only a handful of things that really matter, and we think the future of education—and changing millions of lives—is one of them.
- **Single issue organization:** We should all be ourselves as individuals. As an organization, we're focused on one thing, without distraction: delivering sustainable and accessible world-class education to as many students as possible.
- **Have fun in the trenches:** Changing the world is hard, but along the way, we take the time to celebrate our wins, have fun, and build real connections.
- **Owners, not renters:** We're all owners at Campus. We empower our people to make decisions, and we act like owners in every decision we make.
- **Progress over perfection:** We bias towards action and getting 1% better every day. Curiosity, embracing mistakes, and iterating quickly are essential to our success.

Higher education research on distance learners consistently highlights the importance of fostering a strong sense of belonging, as the nature of online education can sometimes contribute to isolation. Campus addresses this need through its focus on exceptional student experiences and authentic relationships, as demonstrated by its cross-functional approach to student support.

A powerful example of this commitment can be seen in the journey of a Campus graduate, Deva R., who enrolled at Campus during a period of intense personal challenge. After a serious mountain-climbing accident left him with severe injuries, Deva began his studies while simultaneously undergoing a grueling recovery that required multiple surgeries. Determined to stay on track, he completed courses at both Campus and his local community college to accelerate his graduation timeline. Teams from Admissions, Student Success, and Academic Operations collaborated closely to ensure he remained on the correct academic pathway, providing coordinated support throughout his recovery and educational journey. Today, Deva is a member of the Paralympic Climbing Team and is pursuing his bachelor's degree at Minerva University while competing internationally. He even had to miss his own Campus graduation ceremony due to a competition in Japan, an inspiring testament to his resilience and ambition.

In addition to its Core Values, Campus has defined Universal Graduate Outcomes that are program agnostic. These outcomes include effective communication, confident decision-making, strategic thinking, relentless

curiosity, professional excellence, a broad perspective on social and community issues, and integrity. In alignment with the mission, Campus integrates these essential competencies into all programs to ensure students graduate well-rounded, capable, and prepared to make meaningful contributions in their personal and professional lives.

Campus continuously evaluates and reinforces its Core Values and Universal Graduate Outcomes through systematic institutional review, assessment of student learning outcomes, and ongoing improvement processes to ensure sustained excellence and responsiveness to the evolving needs of students and the broader community. Since the last comprehensive review in 2019, Campus has initiated several notable developments:

### **Leadership and Governance**

Campus has evolved its governance leadership following its integration with CampusGroup, aligning its oversight with the College's commitment to quality, affordability, and accessibility. The Board of Trustees has transitioned to a distinguished slate of professionals specifically selected to guide the College as it scales this model, ensuring that quality instruction, comprehensive support and fiscal responsibility remain central to its expanded reach.

The newly appointed Board of Trustees comprises:

- **Dr. John Wilson (Chair)** – Former president of Morehouse College and former Director of the White House Initiative on Historically Black Colleges and Universities.
- **Dr. Arthur Levine** – President Emeritus of Teachers College, Columbia University, and Interim President of Brandeis University.
- **Dr. Eduardo Padrón** – President Emeritus of Miami Dade College and recipient of the Presidential Medal of Freedom.
- **Dr. Gail O. Mellow** – Former President of LaGuardia Community College and Executive Director of the New York Jobs CEO Council.
- **Dr. Joe May** – Chancellor Emeritus of Dallas College and former President of the Louisiana Community and Technical College System.

Ex officio members of the Board of Trustees include:

- **Tade Oyerinde** – Chancellor of Campus.
- **Michael Zimmerman** – President of Campus.

This strategic assembly of trustees equips Campus with robust governance capabilities to effectively guide institutional decision-making. Regular board meetings ensure continuous evaluation and alignment of Campus's strategic objectives, focusing on institutional effectiveness, student success, and fiscal accountability. The Board of Trustees operates independently from the Board of Directors, who hold ownership in the College and are primarily responsible for managing the College's financial reserves and fiscal strategy in alignment with Campus's mission.

### **Technological Infrastructure Enhancement**

Following the acquisition by CampusGroup, Campus has significantly upgraded its technological infrastructure to support high-quality distance education and hybrid learning environments. Campuswire, a sophisticated Learning Management System (LMS) originally developed for colleges and universities, has been adopted by



the majority of online programs, while some in-person courses currently utilize Moodle. A major priority for 2026–2027 is the phased transition of all programs to Campuswire. This approach ensures that each program receives comprehensive training and dedicated implementation support, minimizing any potential impact on the student experience.

In October 2025, Campus further expanded its capabilities by acquiring Sizzle AI, an AI learning platform founded by former Meta AI chief Jerome Pesenti. This acquisition advances Campus's technology and learning innovation strategy by integrating adaptive AI tools that personalize instruction and provide real-time insights into student progress. The Sizzle team, composed of machine learning experts, now leads Campus's engineering efforts, strengthening the College's ability to deliver individualized instruction, improve student outcomes, and support faculty in fostering deeper engagement.

As highlighted in Standard Three, additional technological enhancements include upgraded network infrastructure, expanded online student services, improved virtual tutoring and support capabilities, and more efficient administrative systems for managing remote student interactions. These investments reinforce Campus's strategic commitment to providing flexible, accessible, and engaging learning experiences, positioning the College for continued growth in an evolving educational landscape.

### **Geographic Expansion**

With the enhanced technological infrastructure and increased capacity for distance education, Campus has strategically expanded its outreach well beyond its traditional Northern California service area. Currently, Campus is authorized to enroll online distance education students in over 40 states nationwide, broadening its geographic footprint and accessibility.

This strategic expansion has focused exclusively on distance education programs, in response to the growing demand for flexible education options among diverse and geographically dispersed student populations. Campus has developed targeted distance education marketing and recruitment efforts, complemented by robust virtual support structures, including online advising, tutoring, transfer student support and career services. This expansion aligns with Campus's goals to increase educational access to a diverse student body while leveraging technological advancements to effectively serve students in an increasingly virtual higher education environment.

### **Future Development and Growth**

Since the College's acquisition by CampusGroup in 2022, Campus has secured more than \$100 million in investment capital. In alignment with the College's mission and goals, these funds have been strategically directed toward transformative educational initiatives, major infrastructure improvements, and the expansion of student support services. As part of this continued growth, Campus opened an administrative office in Atlanta, increased national headcount by 145% over two years, and added a General Manager of University Partnerships to strengthen institutional collaborations.

These advancements in governance, technology, and geographic reach provide the operational foundation for Campus to address current challenges in higher education. The combination of MTI College's history of student support with CampusGroup's technical resources has established a scalable model for delivering quality, affordable, and accessible education. With this infrastructure and refined governance in place, the College is equipped to execute its mission nationally while maintaining the personalized focus central to its operations.

## **Standard 1: Institutional Mission and Effectiveness**

*The institution has a clearly defined mission that reflects its character, values, organizational structure, and unique student population. The mission outlines the institution's explicit commitment to achievement for all students and serves as a guiding principle for institutional planning, action, evaluation, improvement, and innovation.*

### **1.1. The institution has established a clearly defined mission that appropriately reflects its character, values, structure, and unique student demographics. The institution's mission articulates its commitment to ensuring educational opportunities and successful outcomes for all students. (ER 6)**

Campus has established a clearly defined mission that reflects its innovative character, values, and commitment to serving a diverse and dynamic student population. The mission statement, "to maximize access to world-class education, preparing students for academic, career, and life success," provides the foundation for institutional planning, decision-making, and continuous improvement. It articulates the College's commitment to expanding equitable access to quality higher education and to promoting success for all students, particularly those historically underrepresented in traditional postsecondary settings.

The College's mission is further articulated and supported by its vision, "to provide exceptional education and caring support to help students become successfully employed in their field of study." This vision reinforces Campus's distinctive character as a student-centered institution committed to both academic and career outcomes. Campus's educational philosophy integrates rigorous instruction, personalized coaching, and practical application to ensure that learning leads to tangible advancement in students' professional and personal lives.

Campus is built on the conviction that students deserve equitable opportunities to pursue higher education, regardless of background, geography, or circumstance. Its programs are intentionally designed to remove traditional barriers to access by offering flexible, affordable, and high-quality learning pathways that prepare students not only for employment, but for lifelong achievement and growth. To ensure every learner has the tools needed to succeed, Campus provides Wi-Fi access, laptops, and comprehensive technical support at no cost to the majority of students. These resources are central to the College's mission of accessibility, helping to eliminate the digital divide and ensure that technology is never a barrier to student participation or success. This mission is further supported by a vision to provide exceptional education and caring support so that every student can confidently enter and excel in their chosen field of study.

Campus's core values operationalize its mission and guide institutional culture, decision-making, and evaluation. Values such as "Make History," "Student Experience Obsessed," "Owners, Not Renters," and "Progress Over Perfection" reflect a culture of innovation, accountability, and continuous improvement. These values drive Campus to consistently assess its practices and outcomes, ensuring that all students, regardless of background or circumstance, have equitable opportunities to learn, persist, and succeed.

To operationalize this commitment to persistence and ensure that no student falls through the cracks, the College employs advanced data analytics to guide its support services. For example, the Retention Forecaster is used to proactively identify students who may be at risk of withdrawing. This tool has demonstrated the ability to predict week-to-week persistence for term one and term two students in synchronous distance education programs with high accuracy (within 1-3%). The tool's 'solvability dashboard' illustrates solvable, partially

solvable, and not solvable risk factors, while also assessing risks based on demographics such as age, first-generation status, and educational history. By practically applying this data to drive cross-departmental improvements in admissions and student success, Campus ensures that its mission to support the complex needs of its diverse student body is not just an aspiration, but a measurable operational priority.

**campus** Retention Forecaster ☆ Save view 2

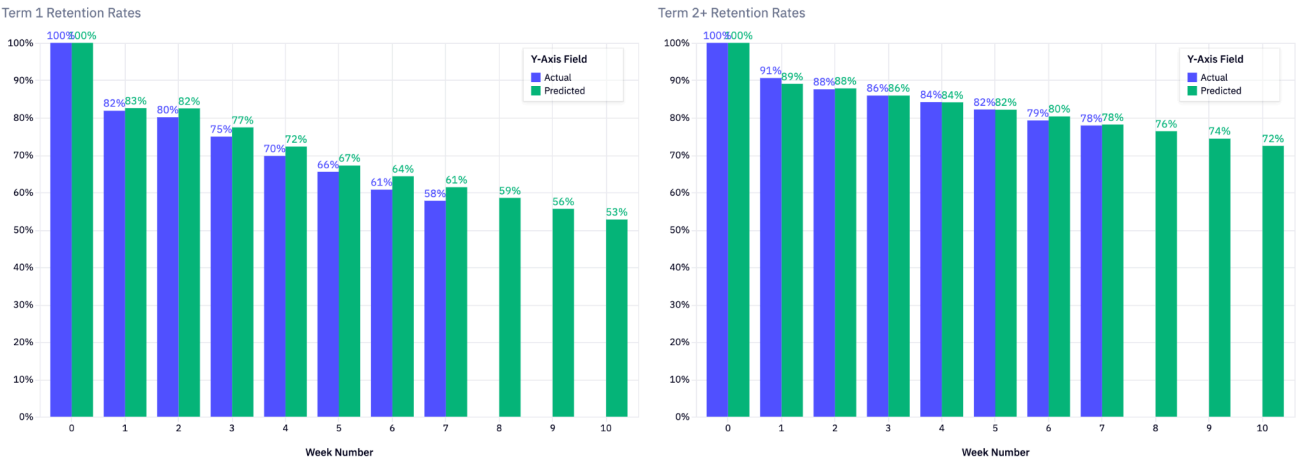
Published 3 hrs ago by Nick Fasano

This project develops a retention model to predict student retention based on academic, demographic, and behavioral data, enabling targeted interventions for at-risk students.

In-Quarter Retention Insights Solvability List Daily/Weekly Predictions

### In-Quarter Daily/Weekly Predictions and comparison with Actuals

The following charts compare the actual retention rates observed this quart with the predictions made after the first week of classes.



## Retention Forecaster

**Retention Forecaster**

Published 4 hrs ago by Nick Fasano

This project develops a retention model to predict student retention based on academic, demographic, and behavioral data, enabling targeted interventions for at-risk students.

first\_gen\_college = yes

In-Quarter Retention Insights Solvability List Daily/Weekly Predictions

### Solvability List

Filter the list of students below based on Student Impact Team members, primary risk factor, and primary risk factor solvability. This is a useful tool in identifying which risks are the most prominent in a filtered subset of students.

**Solvability Filters**

☒ Solvable  
☒ Partially Sol...  
☒ Not Solvable

**Student Filters**

Coach: All  
Onboarding Specialist: All  
Financial Aid Specialist: All

PREDICTED Term Status: All  
CURRENT Term Status: Registered

**Of the 688 students with flagged risk factors in the list below:**

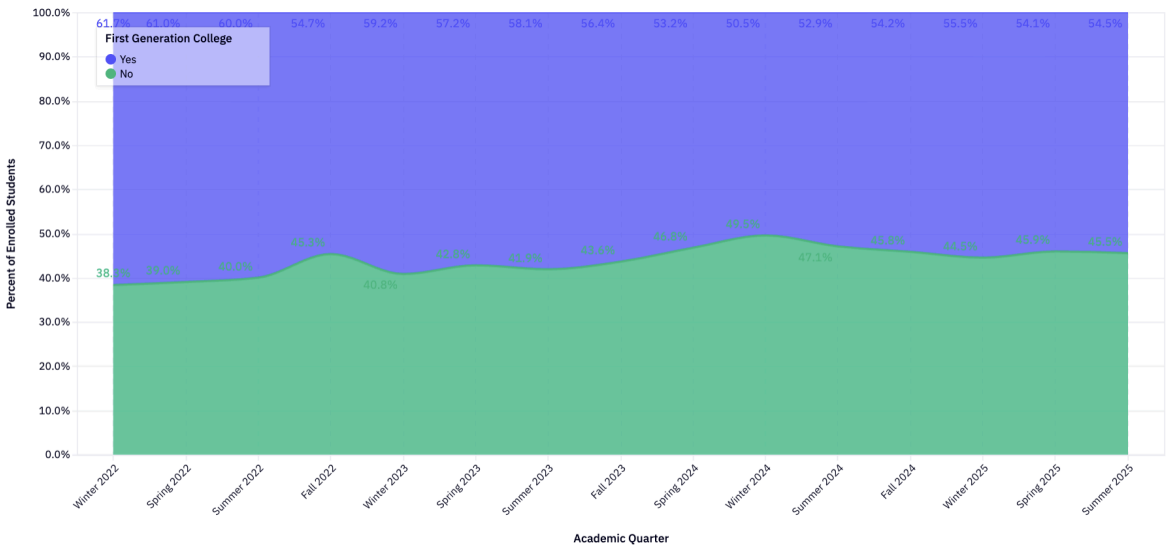
- 250(36.34%) have 'solvable' primary risks
- 272(39.53%) have 'partially solvable' primary risks
- 166(24.13%) have 'not solvable' primary risks

**The most frequently listed primary risks are:**

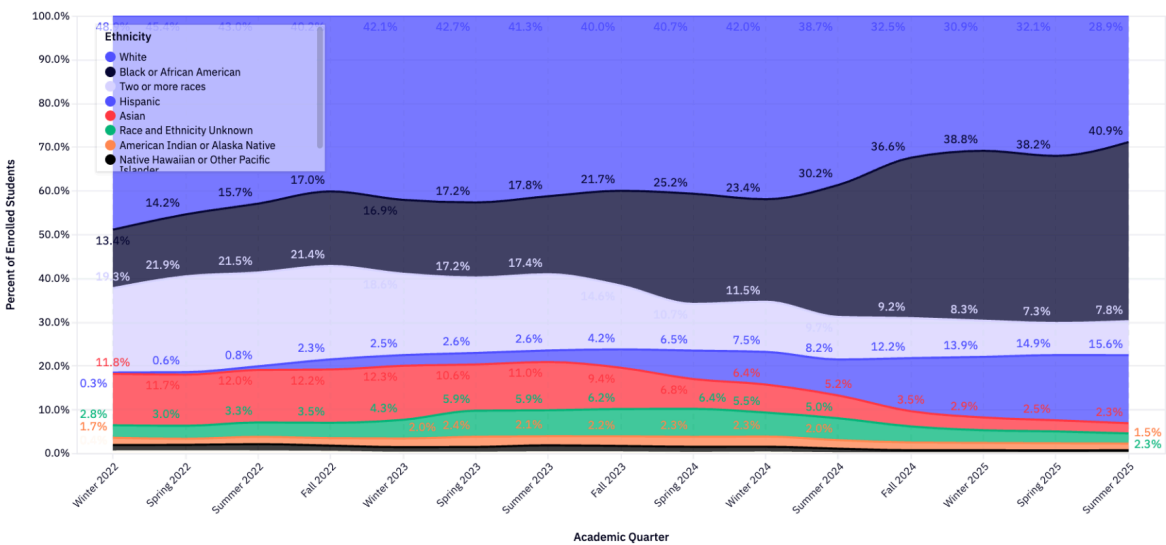
- Employment Burden and Work Conflicts - Shift Conflicts (count = 105, rate = 15.26%)
- Family Obligations and Situations - Childcare Demands (count = 58, rate = 8.43%)
- Employment Burden and Work Conflicts - Shift Conflicts (count = 58, rate = 8.43%)

Guided by these data-driven insights, the College's structure is intentionally designed to serve diverse student populations, including working adults, transfer-oriented learners, and first-generation college students. Through flexible delivery models, individualized success coaching, and partnerships that expand transfer and career pathways, Campus proactively reduces systemic barriers to higher education. This student-centered infrastructure directly supports the mission by increasing access, improving retention and completion rates, and fostering equitable outcomes across all demographic groups.

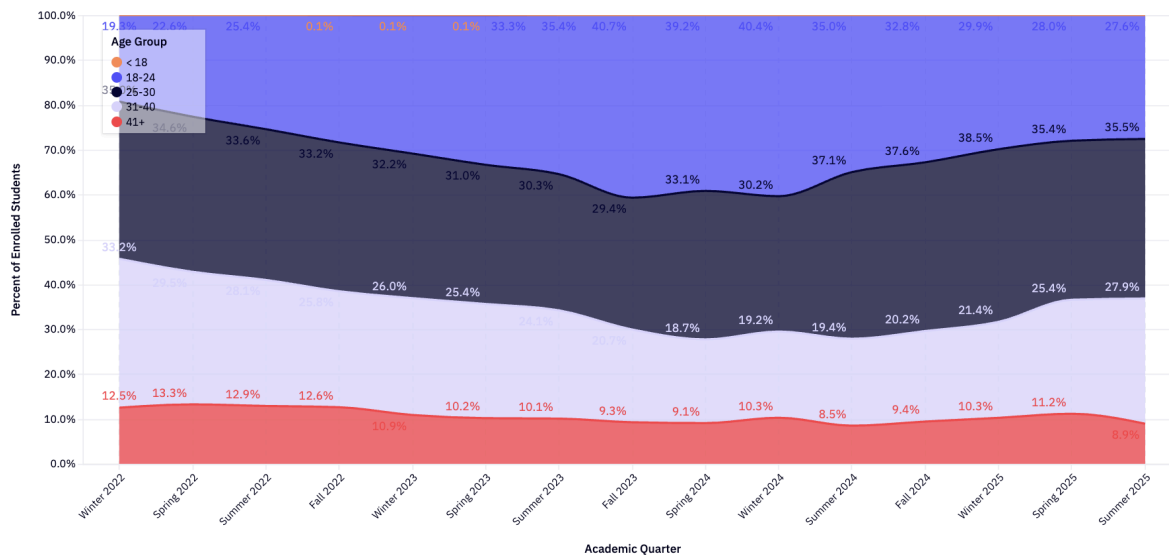
First-Generation College Breakdown



Ethnicity & Hispanic Origin Breakdown



## Age Group Breakdown



Campus's mission defines the College's purpose and demonstrates an unwavering commitment to equitable educational opportunities and outcomes for all students. The mission is broadly communicated, regularly reviewed, and deeply embedded in institutional planning and assessment processes to ensure ongoing alignment with student needs and community impact.

### 1.2. The institution establishes meaningful and ambitious goals for institutional improvement, innovation, and successful outcomes for all students.

Campus maintains a comprehensive, data driven planning system designed to ensure institutional effectiveness, mission alignment, and continuous improvement. Between 2024 and 2025, the College advanced from a department-driven Master Planning model to a fully integrated Annual Strategic Planning framework that aligns operational, academic, and student success goals across all divisions with the College's mission being front and center.

Up to and through 2024, Campus operated under the department-driven Annual Master Planning process designed to ensure compliance, accountability, and continuous improvement across all academic and administrative units. This process required departments to complete a standardized Master Planning Template to define annual goals, assess progress at mid-year and year-end, and submit comprehensive updates to inform the institutional 2024 Executive Summary. This process successfully established a culture of documentation and reflection, strengthened departmental accountability, and produced consistent reporting that guided decision-making.

However, as the College scaled its operations across the country, the limitations of a static, department-focused planning structure became clear. With a rapidly growing student population and multiple instructional delivery formats, Campus recognized the need for a more agile, cross-functional, and data-responsive system. The prior model fostered compliance and reflection but often resulted in isolated departmental goals that optimized internal processes rather than institution-wide outcomes.

In response, the Board of Trustees approved the transition to the Annual Strategic Planning Process on December 16, 2024. This shift represented an intentional evolution from procedural compliance to strategic coherence, integrating all planning, assessment, and budgeting functions around shared institutional goals.

Beginning in 2025, the Annual Strategic Planning Process replaced the Master Plan model with a centralized, outcomes-based framework that aligns all departments and functions around shared institutional priorities. Led by the Executive Leadership Team (ELT), the process integrates planning, budgeting, and assessment into a unified cycle grounded in data, equity, and collaboration. Through the establishment of Institutional Objectives and Key Results (OKRs) and Institution-Set Standards (ISSs), Campus maintains a cohesive focus on student achievement, retention, graduation, and career outcomes. Departments now align their work directly to institutional OKRs rather than developing isolated goals, fostering shared responsibility for student success.

This planning framework allows Campus to set ambitious and measurable goals that target institutional improvement and innovation. OKRs include growth in enrollment, persistence, and graduation rates; expansion and updating of degree programs in fields such as Information Technology and Paralegal Studies; and continuous enhancement of curriculum relevance through AI integration, project-based learning, and workforce alignment. Departments use live dashboards and Half-Year Reflections to analyze data, identify barriers, and collaborate on rapid interventions. By replacing static, annual reporting with ongoing evaluation and feedback, Campus has established a responsive, evidence-driven, and agile system that drives sustained improvement across all levels of the institution.

Innovation and equity are embedded in this model. Cross-departmental OKRs encourage collaboration among Admissions, Student Success, and Academic teams to improve persistence and completion. Data from student and faculty surveys, program reviews, and institutional research inform pilot initiatives, technological enhancements, curricular developments, and resource allocation. This structure supports a culture of experimentation and continuous learning consistent with Campus's Core Values. Equitable outcomes are further advanced through disaggregated data analysis, targeted interventions, and the provision of free Wi-Fi, laptops, and technical support, ensuring that all students can fully engage in their studies regardless of background or circumstance.

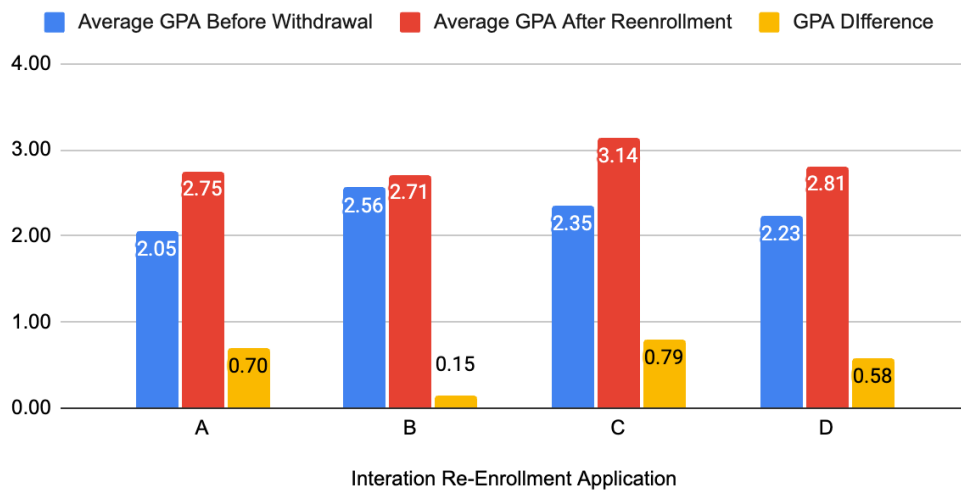
Another initiative that emerged from the transition to the Annual Strategic Planning Process, and involved cross-departmental collaboration among Academic Operations, Student Success, and Admissions, was the implementation of the Re-Enrollment Application as a requirement for students returning to Campus after a period of non-enrollment. Prior to this application, student attrition for this subgroup was 60%. After the implementation of the Re-Enrollment Application requirement, the attrition rate decreased to 48.60%.

The Re-Enrollment Application includes four short essay questions that are evaluated using the Rubric for Re-Enrollment Application. Students who have experienced any period of non-enrollment must submit the application and receive a minimum passing score in order to return to Campus.

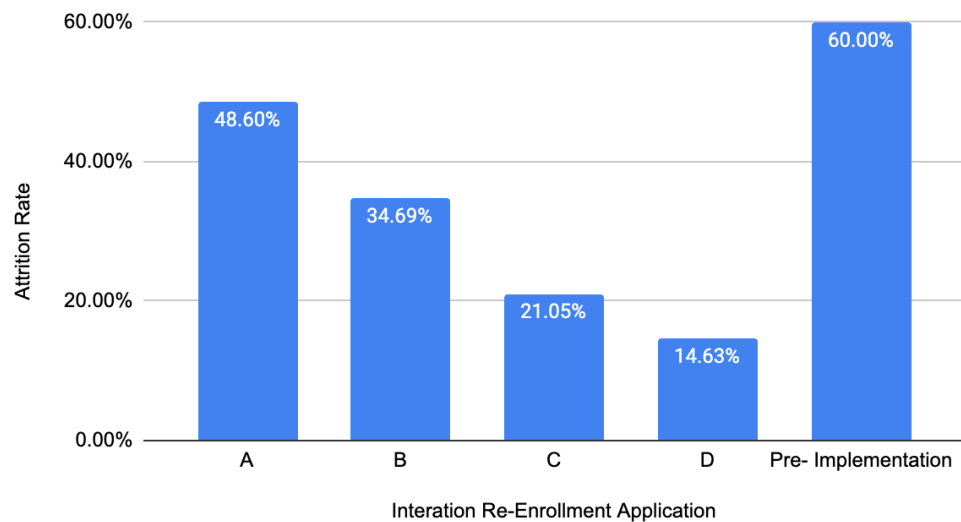
Since the implementation of this process, several iterations of the Re-Enrollment Application have been developed. Across all iterations, the average attrition rate was 29.74%. Additionally, the average GPA of students approved for re-enrollment increased by 0.56.



### Average GPA Before Withdrawal, Average GPA After Reenrollment and GPA Difference



### Attrition Rate vs. Iteration Re-Enrollment Application



The transition from the 2024 Master Planning process to the 2025 Annual Strategic Planning framework represents a major step in Campus's institutional maturity. It unites mission, data, and collaboration into a cohesive system that drives improvement, fosters innovation, and prioritizes equity. Through this evolution, Campus has strengthened its identity as a mission-driven, student-centered institution that continuously adapts to meet the needs of its learners.

**1.3. The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation. (ER 3, ER 11)**

As referenced in Standard 1.2, Campus establishes and monitors standards for student achievement through its Annual Strategic Planning Process, which aligns the College's mission with clear, measurable outcomes and provides a mid-year checkpoint for progress. Developed during 2024 and refined in 2025, this process integrates data collection, analysis, and reflection across all departments to ensure that institutional goals remain responsive to emerging challenges and student needs.

To monitor institutional performance in real time, Campus uses HEX, a centralized data and analytics platform that collects and visualizes data from Campuswire (the LMS) and other operational systems. HEX enables the College to integrate student demographic, attendance, and academic performance data across multiple systems, creating a comprehensive view of institutional trends and outcomes. These data visualizations support ongoing evaluation of student impact team processes informing planning and continuous improvement efforts across departments. These datasets are reviewed during OKR checkpoints and end of year reflections, to evaluate progress on key student success metrics and guide evidence-based planning. Additionally, throughout the academic calendar, important summaries of data reports are shared with institutional stakeholders, including academic operations, success coaching, and executive leadership, to ensure that data on melt, retention, and provisional drops inform decision-making in real time. This cyclical review process enables Campus to identify emerging enrollment and persistence trends early, implement responsive interventions, and continuously improve outcomes across terms.

Using the 2024 Master Planning Model and in response to the Student Success Team's Master Plan, Campus developed a research-based framework to strengthen retention, improve student learning, and reduce barriers to persistence. The resulting Campus College Success Framework analyzed over 600 student onboarding records alongside findings from 67 peer-reviewed studies on community college success. This internal research identified behavioral and attitudinal factors, such as academic self-efficacy, social and financial support, sense of belonging, motivation, goal-setting, and emotional regulation, as key predictors of disengagement.

This analysis also led to the creation of the Sorting Hat, which is linked to institutional data systems such as HEX and advising workflows and enables longitudinal tracking of student progress and outcomes. Responses are reviewed alongside academic indicators like GPA, attendance, and persistence, offering a disaggregated view of student needs. Governed by the Sorting Hat SOP, this system ensures consistent administration, data management, and follow-up across teams.

Together, the Campus College Success Framework and Sorting Hat system positioned Campus to better identify early indicators of risk and respond with proactive, evidence-based support. Building on this foundation, the College began applying the same data-driven approach to academic performance and persistence outcomes through the Annual Strategic Planning process.

Although the Annual Strategic Planning process is still in its early stages, it has already demonstrated its capacity to surface challenges, align cross-departmental action, and guide institutional improvement. Through this new, overarching review and planning model, the Admissions and Academic teams were able to work in tandem to address the high student melt rate identified at the start of 2025. Data analysis revealed that a

significant portion of early attrition stemmed from underpreparedness in English 125, the most common course of failure and withdrawal for new students. ENGL 125 typically had an average drop rate of 48% and a pass rate that was significantly below the average course pass rate of 77%. Recognizing that many incoming students required additional writing preparation and that early disengagement often began before the first class session, the two teams collaborated to ensure that students entering Campus were both ready for college-level work and adequately supported in developing essential writing skills. The Admissions Team revised the enrollment process to better gauge readiness and intent, while the Academic Team developed a variable version of English 125, ENGL 125-V, to provide higher levels of instructional and tutoring support to students with an identified need. Together, these actions reflected a unified, data-informed approach to improving persistence, equity, and first-term success.

In Admissions, the team updated the admissions funnel to include a short writing response, a digital readiness self-assessment, and optional GPA or test-score submissions. These additions, introduced during the June 18, 2025 All-Hands Meeting, were designed not to restrict access, but to surface levels of academic readiness and intent earlier in the process. The data collected through this updated process also enhanced the work of onboarding coaches, who guide students through Campus Academy, the College's asynchronous onboarding platform that orients students to academic expectations, technology use, and time management strategies before their first term.

In Academics, the team launched a complementary initiative to strengthen instruction and writing support. A writing readiness module was added to Summer 2025 Campus Academy, allowing early identification of students who might need additional help before or during their first term. As outlined above, this informed the creation of ENGL 125-V, which includes a foundational English curriculum, smaller class sizes, double the average number of TAs, embedded writing assistance, and expanded Tutoring Hub resources such as live labs and asynchronous draft feedback. In addition, since the majority of students who performed poorly in the Campus Academy writing readiness module were ages 41 and older, and also showed disparate results within the technology modules, the course was built upon a framework of immersive technology education.

By aligning efforts across Admissions and Academics, Campus created a unified system that identifies risk earlier, provides targeted support, and monitors impact in real time. Early results from the initiative also prompted the design of a foundational English course to precede English 125, addressing the continued need for remediation and strengthening long-term student success. Faculty received support from the Tutoring Hub, which expanded services to include live writing labs, asynchronous draft feedback, and targeted digital literacy workshops. Pilot data results from this initiative can be found in Standard 2.7.

Campus continues to hold itself accountable through this structured planning process, which ensures that quantitative and qualitative outcomes are consistently reviewed, disaggregated, and used to guide both strategic direction and operational decisions.

#### **1.4. The institution's mission directs resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services. (ER 19)**

Campus's institutional planning and budgeting processes are grounded in its mission to maximize access to quality education and prepare students for academic, career, and life success. The Annual Strategic Planning Process serves as the foundation of this integrated system, providing a structured framework through which

every team, initiative, and investment directly supports mission-aligned outcomes.

This process is intentionally built around a multi-pass budget development model that ensures annual goals are mission-aligned and data-informed. The approach emphasizes both long-term financial sustainability and strategic institutional priorities, including access, affordability, retention, and equity.

The Budget Development and Financial Planning Policy guides departments through each stage of the budgeting process in parallel with the annual planning cycle. During the first budget pass, departments submit proposals based on operational needs and anticipated contributions to Objectives and Key Results (OKRs) and Institutional Set Standards (ISS). These proposals undergo multiple layers of review by department heads, cost center leads, the Executive Leadership Team, and the Finance Office. Requested expenditures are categorized as baseline operational needs, mandatory increases, or strategic investments supporting institutional or programmatic improvement.

Campus's budgeting policy also supports real-time adaptability through off-cycle resource requests, monthly financial monitoring, and quarterly strategic reflections. Departments track performance using live dashboards and disaggregated data, while planning sessions provide a forum to elevate emerging needs to leadership. This feedback-driven cycle promotes timely adjustments, dynamic resource allocation, and continuous alignment between institutional priorities and operational realities.

The creation of Campus's Onboarding Team exemplifies how institutional planning translates strategic priorities into coordinated resource allocation and innovative support structures. In 2024, the Admissions Team's Master Planning Process identified a recurring challenge: nearly 30% of admitted students disengaged before the first day of class, often during the provisional enrollment period. Data analysis revealed that this issue stemmed from a lack of pre-start support and student readiness, particularly around expectations, confidence, and navigation of institutional systems.

To address these gaps, the team proposed the establishment of a dedicated onboarding function designed to support students from enrollment through the fourth week of instruction. The Onboarding Team Proposal outlined specific goals, such as reducing pre-start "melt" to under 15% and achieving a four-week retention benchmark of 77%. The plan also detailed performance metrics, integration with student-facing units, and data-informed interventions for at-risk students.

The proposal was approved through the institutional budget cycle and resourced with new hires and training. Staff were trained through a structured curriculum emphasizing early engagement, milestone tracking, and interdepartmental communication. The Onboarding Specialists were embedded within the Enrollment Pod structure of the Admissions Department, which includes a Team Lead, Financial Aid Specialist, and Senior Admissions Counselors who collectively provide holistic student support. A Success Coach joins each pod as students progress, ensuring continuity of care through registration and early coursework.

Standardized workflows, communication protocols, and live onboarding dashboards, which track orientation attendance, onboarding calls, and course participation, enable pods to make data-informed decisions in real time.

The results were immediate. In Fall 2024, the first term with a fully operational Onboarding Team, Campus achieved a more than 10 percentage point reduction in pre-start melt and a significant increase in early

retention. These outcomes, shared in the Onboarding Team Update circulated to all Enrollment Pods in September 2024, are now incorporated into Campus's ongoing strategic planning cycle to inform staffing, milestones, and early engagement strategies. The rate of students who did not start decreased 8.3% from the previous quarter, and the enrollment to past provisional drop increased by 7.7% from the previous quarter.

The Onboarding Team is now a permanent, embedded structure in the College's student lifecycle, reviewed annually through the same strategic planning and budgeting processes that support continuous improvement. The Onboarding Team aligns with the College's goal of providing students with wrap-around support to boost student achievement. By identifying challenges through planning, proposing solutions through structured review, and resourcing them through coordinated decision-making, Campus demonstrated how institutional systems effectively translate insight into action and advance equitable student outcomes.

The redesign of BUSN 275: Strategic Management provides a clear example of how Campus's integrated planning process connects assessment data to resource allocation and curricular improvement. The initiative originated as part of the 2024 Master Plan for the AABA, where faculty analysis determined that the existing capstone course did not sufficiently require students to synthesize knowledge across the Business Administration curriculum. To address this gap, the Program Director and Academic Operations team proposed transitioning the course from a traditional lecture format to a simulation-based model. This proposal initiated the formal planning cycle, beginning with the realignment of Course Learning Outcomes to ensure the new format satisfied Associate of Arts program requirements regarding critical reasoning and data analysis.

Leveraging the institutional budget cycle, the department submitted a resource request during the Q1 budget pass to support this curricular change. As detailed in the redesign plan, the proposal requested specific funding for a "simulation budget" to cover student licensing fees for the Markstrat platform, alongside funding for additional teaching assistant support. Because the request aligned with Institutional Set Standards regarding student engagement and career readiness, the Finance Office approved the expenditure as a strategic investment. Following approval, the project was executed according to the timeline established in the redesign plan to ensure operational accountability.

The redesigned course was implemented in Spring 2025, with efficacy measured through the institution's standard evaluation protocols. The BUSN 275 Final Survey indicated that the format change resulted in 89% of students reporting a "Positive" or "Very Positive" experience. Students made specific references to the value of real-world application in their feedback. However, the evaluation process also identified operational challenges. Qualitative data from the survey indicated that a subset of students experienced difficulties with team dynamics and the initial complexity of the simulation software.

The assessment cycle concluded with the application of these findings to future planning, as documented in the "Planned Improvements" section of the BUSN 275 Redesign Plan (see page 5). To address the reported team friction, faculty formally updated the course design to introduce two peer review checkpoints for the subsequent term. Additionally, the team allocated administrative time to develop new student-facing onboarding resources to improve digital literacy with the simulation tool. These responsive adjustments effectively closed the assessment loop, demonstrating the institution's commitment to continuous, data-driven quality improvement.

**1.5. The institution regularly communicates progress toward achieving its mission and goals with internal and external stakeholders in order to promote understanding of institutional strengths, priorities, and areas for continued improvement. (ER 19)**

Campus communicates institutional progress through a structured set of recurring updates designed to reflect its mission, scale, and structure. These communications foster transparency, shared understanding of goals, and engagement around strengths, priorities, and improvement opportunities.

One of the primary mechanisms for internal communication is the regularly scheduled All Hands Meeting, which provides staff with a comprehensive overview of institutional performance and strategic priorities. These meetings include updates on enrollment, student experience, and key initiatives such as scholarship campaigns, quality assurance measures, and technological developments. Data on admissions funnel conversion, projected enrollment targets, strategies to reduce student melt and increase student achievement are shared openly, alongside recognition of institutional challenges and successes. This approach ensures alignment across departments and reinforces each team's role in advancing the mission and institutional goals.

Faculty receive similar updates through the Faculty Town Hall, a quarterly meeting led by academic leadership. These sessions review instructional data, discuss student outcomes, and incorporate faculty feedback. Topics include faculty Net Promoter Scores (NPS), academic performance trends, and instructional tool effectiveness. The NPS, which is calculated by subtracting the percentage of detractors (ratings of 0–6) from the percentage of promoters (ratings of 9–10), serves as a measure of student satisfaction and instructional quality. Faculty Town Halls not only communicate results but also provide space to identify instructional challenges, propose refinements, and reinforce shared academic priorities.

Campus also maintains an external-facing communication channel through the Campus Quarterly, a newsletter distributed to students, staff, and faculty. While less data-driven, the newsletter promotes visibility into institutional initiatives and reinforces key priorities. It highlights new student support services, program developments, and community achievements, and features resources for mental health, transfer opportunities, and upcoming workshops. These communications strengthen student connection to the institutional mission, values, and goals.

The Board of Trustees receives regular and structured communication through quarterly meetings that include review of the Board of Trustees Dashboard. This dashboard provides visibility into enrollment, retention, academic performance, and student satisfaction, supporting informed oversight and alignment with institutional priorities.

Campus also shares its learnings with the broader higher education community. At the 2024 ACCJC Partners in Excellence Conference, Campus representatives presented "Revolutionizing Distance Learning: A Case Study from Campus," highlighting strategies for improving outcomes for adult learners through Campus Academy, course-based certifications, synchronous instruction, and real-time performance tracking. The presentation showcased how innovation, workforce relevance, and disaggregated data collectively support student success while providing a professional development opportunity for staff and faculty.

In addition, Campus maintains a public-facing Institutional Data & Outcomes Portal linked on the College's website that offers external stakeholders insight into institutional performance, including disaggregated data



on student demographics, retention, completion, and achievement. This open reporting advances accountability and public understanding of institutional outcomes. Program-specific progress is shared with external partners through Program Advisory Committee meetings, such as the Paralegal Advisory Board. These committees review program performance data and provide feedback used to inform program action plans and improvement strategies, as documented in [advisory board meeting minutes](#). Together, these communication practices ensure that all stakeholders receive timely, relevant, and transparent updates on progress toward institutional goals, reinforcing Campus's culture of accountability and continuous improvement.

Campus sustains its culture of continuous improvement through an integrated system of evaluation, reporting, and data transparency that supports the Annual Strategic Planning framework. Building on the institutional shift to outcomes-based planning, these tools ensure that performance data are systematically analyzed, shared, and used to guide decision-making across academic and operational areas. Performance monitoring is grounded in shared institutional Objectives and Key Results (OKRs) and Institution-Set Standards (ISSs), which establish clear, measurable targets for student achievement, retention, and program effectiveness. Department-level dashboards and quarterly review cycles translate these metrics into actionable insights that inform both day-to-day management and long-term strategy.

The [Academic Operations Dashboard](#) provides weekly visibility into retention, GPA, assignment submission, grading turnaround, and attendance. Data are disaggregated by instructor, program, and course section, allowing academic leaders to identify emerging trends, evaluate instructional effectiveness, and implement targeted interventions. Similarly, the [Campus Ops UPC Dashboard](#) tracks key indicators across student services, such as admissions funnel conversion, contact success rates, financial aid, onboarding progress, and enrollment melt, to identify process gaps and support cross-functional alignment. These systems are embedded in the Annual Strategic Planning cycle that includes quarterly internal reviews, mid-year and end-of-year strategic reflections, and ongoing data validation. Departments analyze performance data, document progress toward OKRs, and identify emerging challenges or resource needs. These submissions are to be synthesized into the Annual Strategic Reflection Report, reviewed by the Executive Leadership Team to evaluate institutional performance, identify improvement opportunities, and guide future resource allocation.

Through these integrated processes, Campus ensures that institutional data are not only collected and analyzed but actively used to strengthen programs, inform planning, and advance mission-aligned outcomes. The emphasis on real-time visibility, collaborative analysis, and adaptive decision-making supports a responsive and evidence-driven institutional culture.

## Standard 2: Student Success

*In alignment with its mission, the institution delivers high-quality academic and learning support programs that engage and support students through their unique educational journeys. Academic and learning support programs promote success for all students, and the institution evaluates student learning and achievement data to inform improvements and advance successful outcomes.*

### **2.1. Academic programs at all locations and in all modes of delivery are offered in fields of study consistent with the institution's mission and reflect appropriate breadth, depth, and expected learning outcomes. (ER 3, ER 9, ER 12)**

Campus's mission is to provide a world-class education by delivering quality, scalable, and affordable academic programs that empower students to achieve meaningful employment, continued education, and lifelong learning. The associate degree diploma and certificate programs are designed to reflect the demands of a dynamic workforce while remaining grounded in the needs of the students and the principles of equity, transparency, and academic integrity.

Due to the increasing concern regarding the affordability of college tuition and the opportunity that distance education provides, underserved student populations are typically drawn to distance education programs due to their greater flexibility, affordability, and accessibility, which help overcome the systemic barriers they often face in traditional, on-campus education programs. These programs cater to a diverse student population, including working adults, parents, and students in remote areas, by meeting them where they are and accommodating their unique life circumstances. However, research has shown that online learning is not always commensurate with a rigorous and engaging learning experience for the student. Campus seeks to change that dynamic by helping to open access to affordable, quality, and synchronous higher education programs to further increase opportunities for upward mobility in society and instill lifelong learning in its students.

In alignment with its mission, Campus offers a range of associate degree and diploma programs that are designed to meet student needs across varying demographics irrespective of the methods of course delivery. Programs are accessible either online, in-person, or in hybrid format as determined by the optimal balance of accessibility and capability of delivering a quality learning experience. Regardless of the modality of a program, learning outcomes and instructional quality remain consistent across offerings. Prior to its acquisition by Campus, the mission of MTI College was to prepare its students with the knowledge, skills, and confidence necessary for pursuing successful careers. That goal is still the primary focus of Campus. However, Campus has also sought to foster transfer relationships with notable institutions of higher learning to provide graduates who wish to elevate their credentials an opportunity in which to do so. Campus is not a transfer institution. Even so, Campus does provide an education that is recognized by multiple reputable institutions as being of quality and acceptable for transfer into their institution. Through these relationships, Campus further fulfills its mission of maximizing access to world-class education, and preparing students for academic, career, and life success.

Campus ensures that its academic programs are consistent with the College's mission "to prepare its students with the knowledge, skills, and confidence necessary for pursuing successful careers." Program offerings are deliberately concentrated in fields with strong labor market demand, including healthcare,

information technology, law, business, cosmetology, and barbering. For example, the California Employment Development Department projects significant growth in occupations such as medical assistants, phlebotomists, paralegals, and IT specialists, all of which align with Campus's degree and diploma programs. Recent innovations, such as the Applied AI concentration in the Associate of Arts in Business Administration, further demonstrate the College's responsiveness to workforce trends by preparing students to integrate emerging technologies into business contexts. Outcomes data confirms that these programs are successful in advancing the mission: As of the close of the 2023-2024 award year in January 2025, Campus maintained its history of high job placement rates, strong student retention, and graduation rates. Since the launch of distance education associate degree programs that support students in over 40 states, 43% of graduates have gone on to transfer to a baccalaureate degree program. As Campus's student body shifts to being primarily online and degree-seeking rather than in-person and certificate seeking, the College will need to adapt its support services to continue to have strong outcomes compared to the national averages for this demographic. Ultimately, Campus's academic portfolio remains both mission-centric and career-relevant, equipping graduates with the skills, professionalism, and adaptability required for long-term success.

All Campus programs are grounded in clearly articulated course-level and program-level learning outcomes (CLOs and PLOs) that demonstrate appropriate depth and breadth of learning. These outcomes are mapped to the Universal Graduate Outcomes, which define the core competencies expected of all graduates. Faculty collect and review student achievement data within their courses to evaluate student performance on CLOs, while program-level data, such as course completion rates and other annual student achievement metrics, are reviewed annually to assess overall program effectiveness. Course outcomes are systematically aligned to institutional graduate outcomes to ensure coherence across the curriculum. The College maintains a balance between technical and general education courses to cultivate both discipline-specific expertise and transferable skills, including communication, critical thinking, ethical reasoning, and other 21st-century competencies. The integration of applied artificial intelligence learning outcomes throughout the curriculum ensures that students are developing relevant, workforce-ready skills aligned with emerging industry needs.

Additionally, to ensure programs remain directly relevant to career preparation, the College engages industry-based program advisory boards in formal and ad hoc fashions to review the Curriculum and Course Learning Outcomes, program sequencing, and graduate outcomes in light of current workforce needs. For example, advisory boards in fields such as Paralegal Studies and Medical Assisting provide structured feedback on the applicability of program content, the adequacy of hands-on training, and the alignment of skill development with employer expectations. Meeting minutes from advisory board sessions document recommended adjustments that are incorporated into curriculum updates and program planning. In this way, assessment results, coupled with ongoing workforce advisory input, guide refinements to course content, instructional design, and program delivery, ensuring continuous improvement and equitable student achievement while maintaining strong alignment with industry standards and career pathways.

Program learning outcomes and course learning outcomes are assessed during the Academic Program Review cycle for each respective program, and data collected is disaggregated and reviewed to inform improvement. These reviews ensure that programs maintain curricula with the breadth and depth relevant to their respective industries and that program learning outcomes align with industry standards. For example, in the 2024 Master Plan for the AABA program, the department assessed course standardization across the curriculum, achieving 85% alignment with established templates and assessment rubrics. This

initiative directly strengthened instructional consistency and ensured that program learning outcomes in areas such as business communication, management, and applied analytics reflected current industry expectations.

**2.2. The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support attainment of learning outcomes and achievement of educational goals for all students. (ER 3, ER 9, ER 11, ER 14)**

Campus designs and delivers academic programs through a collaborative, faculty-driven process that is outlined in the Course Design Process Overview that centers on academic rigor, relevance to industry standards, and the equitable attainment of learning outcomes. Faculty that are selected to develop and revise courses possess deep subject matter expertise and often combine academic credentials with professional industry experience, ensuring that each course is grounded in both theory and practical applications.

The development and approval of new programs at Campus are guided by a clear set of principles which are included in the Academic Program Development and Restaging SOP that ensures every offering aligns with its mission:

- **Access & Affordability:** Programs must expand opportunity and remain financially accessible to students from all backgrounds, particularly low-income and underserved learners.
- **Academic Quality:** Curriculum is developed in collaboration with expert faculty and rigorously reviewed for learning outcome alignment, instructional integrity, and transferability where applicable.
- **Workforce Relevance:** Every program must be justified by labor market data, employer input, and career opportunity analysis, ensuring graduates are prepared for real-world roles.
- **Operational Readiness:** Programs are launched only when fully supported by faculty, technology, instructional design, and student services.
- **Regulatory Compliance:** All new academic offerings must adhere to standards set by the ACCJC, programmatic and state agencies, and the U.S. Department of Education.
- **Institutional Oversight:** Program planning is transparent and collaborative, with cross-functional input and final approval from Campus leadership and the Board of Trustees.
- **Continuous Improvement:** Programs are reviewed annually to adapt to changes in enrollment, student outcomes, employer needs, and regulatory expectations.

This framework reflects the commitment not only to compliance and academic rigor, but to creating and offering programs that are meaningful and mission-aligned. Once a new program has been approved for development by the Board of Trustees, industry practitioners and subject matter experts are consulted alongside faculty to provide insight as to which courses and subjects within courses are most relevant to the changing landscape of their respective industries. The curriculum for a new program is designed and developed in alignment with the feedback provided. Qualitative data from industry partners are collected and analyzed. This data helps to inform the development of the course descriptions, course design improvements, Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs). During the May 2025 Paralegal Advisory Board meeting, the members had a discussion around the role of AI in paralegal work. As a result of this discussion, the LA 130 AI for Legal was developed and added to the curriculum for this program.

In addition to input from industry partners, Campus incorporates experiential learning into program design to ensure students develop practical skills aligned to workforce expectations. A key example is BUSN 240, also known as The Grind. The course is designed around the Double Diamond process. It begins with students generating an idea, followed by a divergence phase where they gather market insights, including competitor analyses and customer sentiment. After this exploration, they converge on key insights that explain the underlying reasons for their observations.

At this midpoint, students focus on a human-centered need and brainstorm potential solutions. They select one idea to prototype and test with potential users, allowing them to gather feedback and refine their concept through iterative development. Students use Guy Kawasaki's 10-slide pitch deck framework to develop their final pitches, adapted to meet the competition's time requirements.

This course immerses students in real-world entrepreneurship, guiding them through the process of conceptualizing, building, and refining business ventures while applying theoretical concepts to authentic market challenges. Throughout the quarter, students receive iterative feedback from faculty and industry practitioners, culminating in a final pitch competition where teams present their ventures to high-profile leaders and external judges and compete for \$35,000 in seed money. This experience not only strengthens students' applied business competencies but also exposes them to professional expectations, elevating alignment between program learning outcomes and career preparation across business and related pathways. Throughout the course, students' progress and their final pitches are documented and broadcast as part of The Grind, a content series shared on Campus's social media channels.

Furthermore, the program directors select qualified faculty and subject matter experts who possess both experiential and academic expertise to develop the Course Learning Outcomes (CLOs) and assist in demonstrating their mapping to the PLOs. Under the direction of the Curriculum Manager, these individuals develop assigned courses and ensure that each course includes both formative and summative assessments driven by the CLOs and PLOs and that each course syllabus clearly articulates the alignment of CLOs to each respective assignment or assessment. For example, in courses such as ENGL 125: English Composition and BUSN 105: Introduction to Business, faculty teams worked collaboratively to design CLOs that directly support core PLOs related to written communication, critical thinking, and applied business analysis, ensuring that assessment strategies in both courses reinforce measurable student learning outcomes across the program. Faculty work across departments to ensure that students who take a group of courses together (e.g. the first quarter of the Business Administration program, in which new students take BUSN 105 Introduction to Business, ENGL 125 English Composition and COLL 100 Purpose Drive Life) have a cohesive experience regarding workload, timing of the introduction of new concepts and assessments. This occurred during the Quarter One Course Crosswalk in early 2024, where the first quarter courses, BUSN 105, COLL 100 and ENGL 125 were redesigned for assignment alignment and to ensure a sustainable assignment load.

Faculty work in collaboration with the Curriculum Review Committee, Program Directors, and the Vice President of Academic Operations to ensure that course content aligns with program-level learning outcomes, institutional goals, and industry or disciplinary standards. Once developed, courses undergo a formal review process to evaluate learning outcomes, instructional strategies, accessibility, and alignment with Campus's mission before final approval and launch.

Program design at Campus is also responsive to transfer and career expectations. Labor market data,

university transfer partner standards, and input from external stakeholders inform program competencies and required skill development. For example, technical and healthcare programs align with credentialing standards from entities such as the National Center for Competency Testing, the American Medical Billing Association, Amazon Web Services, CompTIA, and state licensure requirements. Through intentional design, collaborative development, and embedded support services, Campus ensures its academic programs reflect disciplinary standards and support the diverse and evolving goals of its student population.

**2.3. All degree programs include a general education framework to ensure the development of broad knowledge, skills, and competencies related to communication, quantitative reasoning, critical thinking, information literacy, civic responsibility, and the ability to engage with different viewpoints. (ER 12)**

Campus's General Education Philosophy was predicated on the idea that student learning, inquiry and understanding of the society in which they live should not be timebound, or limited to the subject matter of their chosen academic or vocational program. General education courses are embedded in all areas of study across the institution, with the intent to foster deeper and more meaningful learning that spans the areas of critical thinking, inquiry, communication, quantitative reasoning, information literacy to include ethical use of generative AI, civic engagement and personal development. The College's philosophy on general education is stated in the catalog:

Campus's General Education courses provide the opportunity for students to develop knowledge and competencies in selected fields of study that support the institution's stated mission. The General Education component is designed to provide a multi-dimensional education, promote students' lifelong learning, and to prepare students to be productive and participatory members of society. Campus graduates must possess qualities beyond the basic job skill sets. General Education courses help students develop the critical reasoning and effective communication skills necessary to understand and appreciate the world around them.

The Associate of Arts in Business Administration (AABA), Associate of Arts in Paralegal Studies (AAPS), and Associate of Science in Information Technology (ASIT) include required general education courses that align with the College's Universal Graduate Outcomes. These are published in the Catalog and on the disclosures page of the College's website. The general education curriculum is intentionally designed to cultivate the following core competencies:

- **Communication:** English Composition and Advanced Composition develop students' writing, grammar, and rhetorical reasoning skills. Presentation Skills supports oral communication and public speaking, with emphasis on audience engagement and digital fluency.
- **Critical Thinking:** Courses such as Advanced Composition and Introduction to Logic and Critical Thinking support analysis, evaluation, and the construction of sound arguments across disciplines.
- **Quantitative Reasoning:** Quantitative Reasoning is required in all degree programs and emphasizes problem-solving, data interpretation, and decision-making in applied contexts.
- **Information Literacy:** Courses such as Spreadsheets & Databases and Applied AI provide students with tools to analyze, manage, and communicate data using industry-standard software applications.
- **Civic Responsibility and Ethical Engagement:** Courses like American Government and Ethics in



Society encourage understanding of democratic processes, social responsibility, and values-based decision-making.

- **Environmental and Scientific Literacy:** Environmental Science & Ecological Living engages students with sustainability, scientific inquiry, and the interdependence of human and ecological systems.

The following examples illustrate how these general education competencies are integrated into specific programs:

- AABA students complete a comprehensive general education sequence covering communication, logic, quantitative reasoning, civic engagement, and personal development.
- AAPS students are grounded in writing, data literacy, ethics, and social science through their general education coursework.
- ASIT and Information technology diploma program students focus on scientific reasoning, information systems, ethics, and quantitative skills necessary for technical roles.
- Medical Assisting and Medical Administrative Assisting, Medical Billing and Coding, and Phlebotomy programs are all grounded in mathematics, college and career success and anatomy and physiology classes.
- Cosmetology and Barbering program students have elements of anatomy and physiology and mathematics integrated into their respective curricula.

Assessment of general education outcomes is embedded within course-level assignments and signature projects and is reviewed as part of the Academic Program Review Cycle by faculty and program directors. This process ensures continuous improvement and alignment with institutional learning goals and industry standards. Together, academic and co-curricular strategies for general education ensure that all students, regardless of program, develop the core capabilities necessary for informed, ethical, and engaged participation in a complex and evolving society.

For example, assessment within ENGL 125: English Composition demonstrates how Course Learning Outcomes (CLOs) align with Universal Graduate Outcomes (UGOs). In Assignment #8: Essay Preparation, students achieve CLOs 1, 3, and 5, which map directly to UGO 1, Effective Communication, and UGO 2, Confident Decision-Making. This intentional alignment illustrates how course-level learning activities contribute to broader institutional outcomes and supports consistent assessment across programs.

#### **2.4. The institution communicates clear, accurate, and accessible information regarding programs, services, and resources that foster success in students' unique educational journeys. (ER 20)**

Campus is committed to ensuring that all students have access to clear, accurate, and timely information about the College's academic programs, policies, resources, and support services from the time of inquiry through matriculation. This commitment is reflected through an integrated system of centralized tools, proactive communications, and personalized support that empower students to make informed decisions and successfully navigate their academic paths.

The College's primary communication platform is the College website, which houses all official and public-facing information. This includes detailed descriptions of academic programs, course offerings,

student services, institutional policies, and accreditation status. The website is designed for clarity and navigability, allowing students, families, employers, and external agencies to access relevant information efficiently. The [Disclosures Page](#) provides comprehensive consumer information in compliance with federal and state regulations, including gainful employment data, Title IX policies, student outcomes, and institutional accreditation details.

Campus maintains full compliance with federal regulations and state licensing requirements:

- The Legal and Compliance Team manages filings, disclosures, and policy updates for federal, state, and accrediting agencies including ACCJC, the California Bureau of Private Postsecondary Education (BPPE), and the U.S. Department of Education.
- The Registrar's Office manages filings, disclosures and policy updates for distance education authorization and out of state authorizations.
- The Financial Aid Office ensures adherence with Title IV and state aid guidelines through training, verification procedures, and audit compliance.

The [College Catalog](#) is published annually and updated throughout the year as needed, and is hosted on the College's website as the official source of record for academic offerings. It includes program length, prerequisites, graduation requirements, credit-hour compliance, and course descriptions in alignment with federal, state and accrediting standards. The catalog also provides admission criteria, calendars, refund policies, all student facing institutional policies and student financial responsibility disclosures.

The [Student Handbook](#) provides comprehensive and accessible guidance on academic expectations, student rights and responsibilities, conduct policies, and grievance procedures. It is reviewed annually for accuracy and accessibility.

The centralized [Policy Portal](#) ensures all academic, conduct, and administrative policies are easily searchable and up to date. Maintained by the Compliance Department, this portal supports institutional transparency and regulatory alignment.

All incoming students complete Campus Academy, an asynchronous onboarding course designed to prepare them for success by addressing academic expectations, Campuswire navigation, technology resources, and available student services. Continuous improvement is supported through feedback loops, including [student satisfaction surveys](#) and the [Retention Dashboard](#) that tracks persistence and other key metrics, which guide annual revisions. Early evidence indicates that students who complete Campus Academy are four times more likely to successfully complete their first quarter.

Student Affairs coordinates a comprehensive communication framework through Campuswire student groups and hosts key student journey events such as Convocation. Convocation is delivered in both synchronous and asynchronous formats, ensuring all students, regardless of time zone or scheduling constraints, can participate (see [Convocation One-Pager](#)). Ongoing communications throughout the quarter ensure that students are well informed. Student Affairs, Instructors, Student Success and Outcomes use posts to group feeds, emails and chat rooms to keep students in the know of events, important deadlines

and the like.

All courses are delivered through Campuswire, Campus's bespoke, integrated digital learning environment. Campuswire provides real-time access to course syllabi, assignments, schedules, and instructor communication. The platform also includes tools for degree progress monitoring and direct connection to Student Success Coaches, IT support, and wellness services. This ensures students receive timely academic and personal support. This centralized platform provides real-time visibility and enables timely interventions for academic and personal needs.

Campuswire groups are intentionally curated to provide:

- Official announcements and reminders
- Invitations to co-curricular programming
- Peer communities and identity-based groups (e.g., #firstgen-support, #student-parents)
- Leadership and governance opportunities

Campuswire Announcements Channel:

The screenshot displays the 'Campus Announcements' channel in Campuswire. On the left is a sidebar with navigation options: Home, Outreach, Notifications, DMs (with a red badge showing 1), Calendar, Search, Admin Portal, Tech Help, and a 'Classes' section with a red badge showing 5. The main content area is titled 'Campus Announcements' and includes a top bar with 'Group feed', '# Rooms', 'A+ Grades', 'Files', and 'Settings'. Below this is a 'Group feed at a glance' section with tabs for 'Pinned posts', 'Unresolved' (0), and 'Unread' (78). The feed shows several posts: a pinned post about 'Tutoring Updates at Campus!', a post about 'Campus Resources!', and two 'Weekly Wire' posts. A large message in the center of the feed states 'All questions have been resolved' with a palm tree icon and 'Enjoy the rest of your day'. On the right, an 'Events' section shows 'Today September, 18th' and 'No events today'.

Campus employs Student Success Coaches at a 1:65 ratio to provide individualized, proactive communication. Coaches support students with academic planning, satisfactory academic progress guidance, accommodations, and referrals to resources such as tutoring or mental health support. Students have the Home tab on Campuswire where they may easily connect with their assigned coach and support staff, which ensures prompt follow up and follow-through. This and other features of Campuswire help to foster a sense of belonging for students as meaningful relationships are built with coaches and other support staff.

To ensure consistency, coaches follow the Student Success Coach SOP Process Guide, which documents institutional expectations, communication templates, and policies guiding all coach-student interactions. This guide ensures compliance, prevents miscommunication, and fosters student trust.

Campus's venture capital-backed structure allows it to invest in robust student affairs resources that exceed sector norms. Guided by Chancellor Tade Oyerinde's initial vision for creating a student-centered institution, Campus allocates resources to maintain low coach-to-student ratios, provide scalable onboarding systems, and ensure round-the-clock support through Campuswire. This intentional investment in infrastructure and student-facing staff reinforces Campus's commitment to equitable success and is elaborated further in Standard Three.

Campus's layered communication strategy, including its website, the Catalog, Campuswire, Campus Academy, and the Student Success Coach framework, ensures all students have access to accurate, accessible, and equitable information. By leveraging its capital flexibility to fund student affairs at scale, the College fulfills its mission to support students with clarity, transparency, and responsiveness throughout their educational journey.

**2.5. The institution holds itself accountable for students' success by scheduling courses in a manner that ensures degree and certificate programs can be completed in the expected period of time. (ER 9)**

Campus holds itself accountable for students' timely program completion through a proactive, standardized, and modality-responsive scheduling model. Following its 2022 integration with MTI College, Campus transitioned all credit-hour programs to a unified academic calendar based on 11-week terms. This structure ensures consistency across programs, facilitates clear planning for faculty and students, and improves operational efficiency.

For distance education programs in business, information technology, legal studies, and healthcare, scheduling prioritizes both flexibility and timely progression. Courses are often offered in multiple time zones to accommodate a national student population. The largest distance education programs, such as Business Administration, currently operate in three time zones due to student demand, ensuring no student is delayed in progressing through required courses.

- Standard course blocks include:
  - 9:00 AM–1:00 PM ET
  - 6:00 PM–10:00 PM ET
  - 9:00 AM–1:00 PM PT
  - 6:00 PM–10:00 PM PT

This time zone-based model allows scaling: as enrollment grows, additional cohorts are opened in parallel blocks to maintain timely access to required courses. Students are automatically scheduled into required courses each term following grade submission, ensuring steady progress toward graduation.

Course schedules are generated using a centralized scheduling algorithm that accounts for:

- Prerequisite chains and program maps
- Student progression rates
- Faculty and TA ratios
- Projected enrollment per cohort
- Space, lab, and equipment availability (for in-person programs)

This process ensures that required courses are always offered when needed and staffed with appropriately qualified faculty and teaching assistants. Faculty-to-student ratios are maintained in line with accreditation and program requirements, while TA support is deployed strategically in large-enrollment sections to sustain engagement and timely feedback.

In addition, a Term Setup Tool supports proactive planning by predicting student course outcomes, such as pass, fail, or retake rates, based on performance trends from prior quarters. These forecasts, updated weekly, help academic leaders adjust schedules, resources, and support strategies in real time to optimize student success and course completion.

In-person programs, such as Medical Assisting and Cosmetology, require specialized scheduling tied to space, equipment, and licensure requirements. The Registrar collaborates with program chairs to assign dedicated classrooms, labs, and equipment stations. Schedules are built using day and evening templates to ensure accessibility for working adults. Certificate programs, which are shorter in length, follow standardized templates that guarantee course availability each term. This ensures that students are not held back due to limited course rotations and can graduate on time regardless of start date. For example, Cosmetology scheduling aligns with state licensure requirements, ensuring that required clock-hours are delivered on a predictable timeline.

Campus closely monitors Student SAP Suspension Rates to ensure students have a path to graduate on time. Student Success Coaches track persistence, milestone completion, and graduation pacing in collaboration with the Registrar. The dashboard provides quarter-over-quarter comparisons and in-quarter breakdowns by demographics, academic performance, and engagement metrics to identify trends and disparities in student progress. When students experience setbacks due to course failures, withdrawals, or personal leave, Success Coaches implement individualized recovery plans that prioritize credit recapture and timely program completion.

To prevent disruptions in course availability, Campus maintains a faculty pipeline that allows rapid replacement in the event of disruptions in instructor availability. This system ensures that no required course is canceled or delayed, protecting student progress. Faculty and Teaching Assistant ratios are continuously reviewed to align staffing with program growth, and time zone expansions are scaled accordingly as enrollment increases.

Scheduling practices are reinforced through the Satisfactory Academic Progress (SAP) framework, aligned with Title IV requirements. SAP is calculated at the end of each term for individual students and cohorts as a whole. As shown in this example of a student's individual tracker, SAP standard calculations are monitored each term tracking cumulative GPA, percentage of attempted versus successfully completed credits, and 150% of credits required for the program. Students who do not meet SAP standards meet with their personal Coach and have an SAP Warning Conversation which aims to help them understand not only why meeting SAP standards is imperative to their path to program completion, but most importantly how to make positive changes to meet those standards. Students that have appealed not meeting SAP standards are placed on SAP Probation and use structured recovery plans that integrate course availability with personalized coaching. Coaches further assist these students with time management and prioritization of assignments (see Example Study Plan).

While Campus proactively generates student schedules, students share accountability by reviewing their schedules and requesting corrections if conflicts or other issues arise. Guidance for reviewing and adjusting schedules is included in the [Student Handbook](#) and reinforced in Success Coach meetings.

**2.6. The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote learning and achievement for all students.**

Campus employs delivery modes and instructional methodologies intentionally designed to meet the diverse needs of its students and academic programs. Courses are offered in either synchronous online or in-person formats, with a commitment to ensuring consistency in learning outcomes, instructional quality, and student support across all modalities.

For synchronous distance education programs, Campus uses a synchronous online delivery model to foster real-time interaction between students, instructors, and teaching assistants. This format mirrors the structure of in-person classes through scheduled sessions, required participation, and small-group discussions. Each course is led by a dedicated teaching team, typically including an instructor supported by teaching assistants, who provide live instruction, hold weekly office hours, and respond promptly to student questions. This model promotes both instructional consistency and personalized support. All instructional materials, including lecture recordings, slides, assignments, and assessments, are housed in the Campuswire LMS, which serves as the single point of access for academic resources for students. While some legacy course materials are still only available on Moodle, the College intends to have all outstanding courses migrated to Campuswire by the end of the 2026-2027 academic year.

Introduction to Business (D) (Summer 2025)

Class feed

99+

# Rooms

Assignments

A+ Grades

Files

Settings

All types

↓ Date due

+

This week

Quiz 9 (Chapter 3)

Due Sep 16th 2025, 9:30 am

Paper D: Most Useful Course Topic

Due Sep 18th 2025, 8:00 pm

Project Part 6: CSR

Due Sep 18th 2025, 8:00 pm

Others

Online Discussion Topic 1 - Most ...

Due Jul 12th 2025, 12:30 am

Quiz 2 (Chapter 1)

Due Jul 14th 2025, 9:30 am

Paper A: Your Plans

Due Jul 16th 2025, 12:30 am

Paper D: Most Useful Course Topic

Available: Sep 8th 2025, 4:00 am

Due: Sep 18th 2025, 8:00 pm

% of total grade: 3.75%

MAY NOT BE TURNED IN LATE

• Post a link to your Google Doc.

• You may **NOT** use AI tools for this assignment.

INSTRUCTIONS:

Paper D: Most Useful Course Topic

Grading Rubric

100 points total

Overriding Factor : Any submission that does not meet the minimum word count receives a 0.

To ensure standardization for the AABA programs, Campus requires all instructors to use the [Standardized Curriculum Outline](#). This requires professors to use Campus templates and align across course sections on

29



course learning outcomes. This consistency ensures students are held to the same standards and achieve the same learning outcomes regardless of the class section where they are placed.

- Business, [GE 150 Syllabus](#)
- Information Technology [IT 125 Syllabus](#)

For hands-on programs such as healthcare and cosmetology or barbering, instruction is skills-based and focused on real-world application. Faculty integrate lab activities, clinical simulations, and assessments that align with credentialing and licensure requirements. These programs are delivered in structured classroom and clinic or lab environments, with careful coordination of space, equipment, and instructional time. This ensures students complete required hours and competencies without delay.

- Healthcare, [MO188A Clinical Assisting](#)
- Cosmetology and Barbering, [BR100 Syllabus](#)

Equity is a foundational principle of instructional design at Campus. Faculty are trained to incorporate Universal Design for Learning (UDL) strategies across all courses. Examples include:

- Closed-captioned recordings and transcripts
- Multiple means of representation and assessment
- Visual aids and structured rubrics
- Flexible office hours to accommodate student schedules

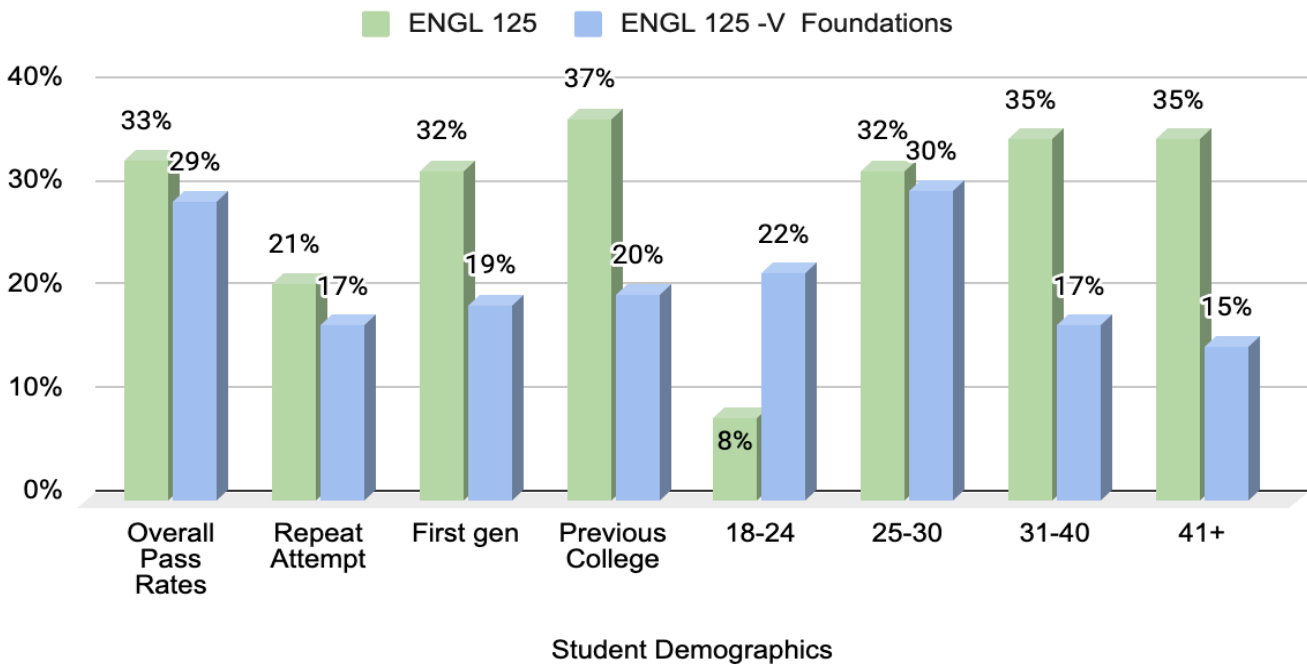
These practices ensure that all students, regardless of learning style, age, or background, have equitable access to academic content and support. Instructional methodologies are reviewed each term and are tracked on the [Faculty Health Index](#) (FHI). The FHI uses disaggregated data on attendance, assignment submission, assessment outcomes, and regular substantive interaction (RSI). It was during analysis of this data in 2024 that the College identified challenges in student onboarding and created the Onboarding Specialist (OS) role as shown in the [Onboarding Specialist Proposal](#). Each new student is assigned an OS who provides targeted support between admission and the start of the first term. The OS Team ensures students complete Campus Academy, the asynchronous onboarding course, and assist with last-minute registration, technology setup, and transition to the synchronous online environment. More information can be found in the [Onboarding Specialist Training](#) document.

Analysis of Campus Academy data revealed that older students struggled with digital literacy, particularly in Module Four, the section on technology that is used for course work, contributing to higher early drop rates (41%) and lower pass rates in ENGL 125 – English Composition, which fell 18 percentage points below benchmarks. In response, Campus launched [ENGL 125V – English Composition and Digital Literacy](#) in Summer 2025. This high-support version integrates composition with structured digital skills instruction and features smaller class sizes, increased feedback, and embedded workshops. The course preserves academic rigor while addressing equity gaps for adult learners.

The pilot data from this initiative showed notable results when comparing pass rates to those in ENGL 125 English Composition sections from the same and previous quarters. Both sections of ENGL 125-V had lower overall pass rates than ENGL 125. This trend held across all demographic groups, including students who

self-identified as first-generation, those who reported previous college attendance, those who had previously attempted but not passed ENGL 125, and students in all age ranges except 18–24. For that group, the ENGL 125-V pass rate was 14 percentage points higher than that of ENGL 125. As discussed in Standard 1.3, the initial pilot data indicated that an additional level of remediation in English Composition was needed. As a result, ENGL 095 will be required for students who score below the acceptable level in the English, Writing, and Reading sections of the admissions assessment, as well as for any student who attempts ENGL 125 and does not earn a grade of “C” or above.

## ENGL 125 and ENGL 125 -V Foundations



### Pass Rates for ENGL 125-V and ENGL 125

Campus regularly evaluates the effectiveness of its delivery modes and teaching methodologies to support equitable student achievement. Evaluation processes include:

- Annual reviews of modality outcomes to ensure instructional parity between online and in-person programs.
- Faculty reflection cycles using course surveys and outcome assessments.
- Continuous compliance checks with ACCJC’s Policy on Distance Education and on Correspondence Education, ensuring all courses meet requirements for student verification, privacy, accessibility, and regular substantive interaction.

Campus systematically evaluates the effectiveness of its delivery modes and instructional methodologies to ensure equitable student achievement. Through annual outcome reviews, faculty reflection cycles, and continuous monitoring of ACCJC compliance, the College maintains instructional parity and rigorous standards across all formats. These evaluation processes drive data-informed improvements, such as the refinement of

UDL training, the development of ENGL 125V, and the implementation of the Onboarding Specialist role. These actions demonstrate a sustained commitment to meeting diverse student needs.

**2.7. The institution designs and delivers effective services and programs that support students in their unique educational journeys, address academic and non-academic needs, and maximize their potential for success. Such services include library and learning resources, academic counseling and support, and other services the institution identifies as appropriate for its mission and student needs. (ER 15, ER 17)**

Campus is committed to supporting students through a comprehensive and integrated array of academic and non-academic services designed to meet individual needs, foster belonging, and promote equitable success across all modalities and student populations. While Campus serves both in-person and distance learners, its instructional model is intentionally designed to maximize accessibility for students whose geographic location, work schedules, or personal responsibilities restrict their ability to participate in traditional on-ground programs.

To further strengthen accessibility and maintain high engagement, Campus is actively expanding the number of programs delivered in a synchronous online format. Several legacy courses that were previously offered asynchronously are currently undergoing redesign, with the transition to synchronous delivery identified as a core institutional priority for 2026. This shift supports real-time interaction, stronger community-building, and more consistent learning outcomes across modalities.

While the synchronous online model is central to Campus's long-term vision, the College also recognizes that certain programs, such as Medical Assisting, Phlebotomy, and other fields requiring hands-on skill development, cannot be delivered entirely online. These programs will continue to include essential in-person clinical or lab components to ensure students gain the practical experience necessary to excel in internships and professional practice after graduation.

This intentional design balances accessibility, rigor, and workforce readiness, enabling Campus to extend high-quality education to students who might otherwise face barriers, while still preserving the experiential learning required in select technical and healthcare pathways.

All student support services described below are delivered equitably to both in-person and online learners, ensuring every student has high-quality, timely access to the resources required for academic and personal success.

The Student Affairs Department leads Campus's efforts to support students holistically, ensuring their academic, personal, and professional needs are met. The goal of Student Affairs is to empower students to discover and actualize their potential throughout their journey at Campus. All Student Affairs resources and programming are accessible to both in-person and online students, with delivery designed to accommodate different time zones, schedules, and learning preferences. Core services include:

- ADA Accommodations: Campus ensures all students with documented disabilities receive timely, confidential accommodations aligned with academic standards and student needs.
- TimelyCare: Provides free, 24/7 mental health and wellness support, including on-demand

counseling, scheduled therapy sessions, and health coaching.

- Student Emergency Fund: Offers financial assistance to students experiencing short-term crises, helping them remain enrolled and academically engaged.
- Tutoring Hub: Redesigned in 2024 to expand equity in academic support, the Tutoring Hub offers free live tutoring, targeted workshops, and asynchronous assignment feedback. Services are accessible remotely, promoted through onboarding and coaching, and available to both online and on-ground students. Early feedback shows increased student engagement following the redesign.
- Library and Digital Resources:
  - EBSCO Academic Databases: Thousands of journals, eBooks, and research tools across disciplines. Students access securely through Campus.edu credentials.
  - LIRN Library: Available 24/7 with live librarian support for students, faculty, and staff via Campus credentials.
  - Open-Source Course Materials: All required textbooks are provided digitally at no cost, eliminating financial barriers and supporting Campus's low-cost model (see GE 110 Syllabus).
  - ChatGPT Access for Applied AI Students: Provides secure access to AI tools for generating study guides, clarifying complex concepts, and supporting independent learning. Access is guided by the Generative AI Use Policy, which trains students in ethical use.

This holistic wrap-around support model, delivered collaboratively by Student Affairs and Student Success is integral to retention and persistence to graduation. A graduate from the inaugural Associate of Arts in Business Administration cohort, Josephine L., credits the support of her Student Success Coach and her use of TimelyCare with enabling her to balance multiple responsibilities outside the classroom. Josephine, a Dreamer and first-generation college student, found Campus's institutional grant funding essential in making her education affordable after previously dropping out of a pre-medicine program due to cost. She thrived academically, served as a Student Ambassador, completed a marketing internship that led to full-time employment at Campus, and is now pursuing a Bachelor of Business Administration at Penn State University while co-leading La Vie Model Management.

Each student, whether in-person or online, is assigned a dedicated Success Coach who provides individualized, equity-focused support. Coaches meet with students one-on-one via video to ensure universal access, with in-person meetings available for on-ground learners. Coaching emphasizes helping students define their “why,” build motivation, and create sustainable academic and personal plans. Coaching strategies include:

- Proactive outreach informed by high risk indicators such as Last Date of Attendance tracking (LDA report shown in screenshot below), attendance trends, and missed assignments.
- Holistic guidance on academics, professional development, and personal challenges.
- Referrals to tutoring, ADA services, technology, and wellness resources.
- Standardized practices guided by the Student Success Coach SOP, ensuring consistency across modalities.

In 2024, Campus created the Onboarding Specialist (OS) role to address persistence challenges among students. Each new student is assigned an OS who ensures completion of Campus Academy, supports

registration and technology setup, and provides encouragement before the first term begins. Early persistence data show improved outcomes for first-generation and historically underrepresented students supported by OSs.

Beyond core services, Student Affairs enhances the student experience through shared co-curricular programming that is designed for both in-person and online students. Workshops and events are delivered synchronously with captioning and interactive features, then recorded for asynchronous access. All events,

This dashboard analyzes student retention. It provides quarter-over-quarter comparisons and in-quarter breakdowns by demographics, academic performance, and engagement metrics.

Main Page Retention Forecastor Summary Tables Melt/Provisional Drop Report LDA Outreach Returning Students Outreach SAP Breakdowns Quarter Retention by AC, OS, and SC

### LDA Outreach (Coaches)

Use this tracker to monitor student attendance and coach outreach during the first two weeks of classes.

**Explanation of metrics:**

- "MCD?" tracks whether the day is a Missed Class Day. If MCD = 'Yes', then the student was absent for all of their scheduled classes.
- "Att." (Attendance) tracks the percentage of scheduled classes that a student attended. If attendance is equal to 0%, then MCD = 'Yes' and they missed the entire day of class.
- "Calls" and "Messages" displays the amount of outreach to that student. Outreach for missed classes **yesterday PM** is expected and counted for today. Outreach for classes **today AM** is expected and counted for today.
- "Responsive" indicates whether the student responded same day to the outreach.

**Date Filter Instructions:**

- The date selector to the right defaults to Today's date, no need to change it
- Lists for Schedules B and C will show the date **1 day** before what's in the date selector
- List for Schedule C will show the **same date** as what's in the date selector.
- This is done so that you can easily call students concerning **yesterday's** PM classes, and students concerning **today's** AM classes.

LDA Outreach Date Select

Today

LDA Outreach Coach

Aja Bauer

CONTACT THIS LIST FIRST

B: PM EST - Check this list for students to call about classes **last night (EST)**.

CONTACT THIS LIST SECOND

C: PM PST - Check this list for students to call about classes **last night (PST)**.

CONTACT THIS LIST THIRD

A: AM EST - Check this list for students to call about classes **this morning**.

date	Student	Coach	MCD?	Att.	Calls	Messages	Respor
No data							

0 rows

date	Student	Coach	MCD?	Att.	Calls	Messages	Respor
No data							

0 rows

date	Student	Coach	MCD?	Att.	Calls	Messages	Respo
No data							

0 rows

### Daily Outreach Summary (Team Leads)

- Outreach rates increase when a coach calls or messages their student when they miss class. For PM student schedules, the call is expected the following day. For AM student schedules, it is expected the same day.

Date	Coach	# Previous Day PM Outreach	# Previous Day PM Response Rate	# Current Day AM Outreach	# Current Day AM Response Rate
2025-10-19	Aja Bauer	null	null	null	null
2025-10-16	Aja Bauer	28.6%	50.0%	0.0%	null
2025-10-09	Aja Bauer	10.0%	100.0%	0.0%	null
2025-10-06	Aja Bauer	null	null	100.0%	null
2025-10-17	Aja Bauer	50.0%	75.0%	null	0.0%
2025-10-18	Aja Bauer	null	null	null	null
2025-10-12	Aja Bauer	null	null	null	null
2025-10-14	Aja Bauer	91.7%	27.3%	null	50.0%
2025-10-08	Aja Bauer	9.1%	0.0%	33.3%	0.0%
2025-10-11	Aja Bauer	null	null	null	null
2025-10-13	Aja Bauer	null	null	0.0%	null
2025-10-07	Aja Bauer	12.5%	100.0%	33.3%	100.0%

14 rows

Powered by

whether academic enrichment sessions, leadership workshops, or community-building activities, are equally available to distance learners and in-person students. Signature co-curricular initiatives include:

- CAN Scholarship Program:** Providing targeted financial support to promote persistence.
- Small Business Clinic:** Assisting students with formulating start-up business ideas and plans.
- Personal Finance Series:** Instilling personal financial responsibility through budgeting and goal setting.

Student Affairs also maintains open office hours, ensuring all students can access leadership directly to share concerns, ideas, or feedback.

**2.8. The institution fosters a sense of belonging and community with its students by providing multiple opportunities for engagement with the institution, programs, and peers. Such opportunities reflect the varied needs of the student population and effectively support students' unique educational journeys. (ER 15)**

Campus fosters a vibrant and inclusive sense of community through a range of academic, co-curricular, and social engagement strategies that reflect the diverse identities, interests, and needs of its student population. These efforts are designed to ensure that all students, regardless of modality, location, or background, feel seen, supported, and connected. In addition to all of the areas previously discussed, the College provides the following additional engagement opportunities.

To facilitate leadership, community building, and identity-affirming spaces, Campus supports a variety of student-led organizations. Through Student Affairs, students may apply to develop their own clubs on Campuswire. The specific student-developed clubs currently available include:

- Caffeinated Chasers Between the Enchanted Covers (Book Club)
- Campus Debate Club
- Innovation Collective
- Art Club
- Pen & Paper Guild (Writing Club)
- Anime Club
- Kingdom Connections (Bible Study Club)
- Campus Gamers Club
- Parent Support Club
- Pride Society

Furthermore, Campus students in the Cosmetology and Barbering programs have the opportunity to join the following clubs:

- Be Nice or Else Club – Focuses on community service projects supporting people experiencing homelessness and those who are ill.
- Community Events Club – Provides services for local fashion shows and pageants.
- Phase Two – An honors academic pathway that allows students to gain salon experience and work with a larger number of clients.
- Green Club – Promotes recycling and environmental awareness.

Campus builds a sense of student belonging directly into the design of its instructional model, blending the scalability of online and hybrid learning with high-touch, personalized academic support. Courses are delivered synchronously and include structured small-group discussion sections, led by qualified Teaching Assistants (TAs), which serve as the cornerstone of peer connection and engagement. These sections enable students to build community, deepen their understanding of course material, and receive tailored academic support. TAs are carefully selected based on academic qualifications and content expertise and function as assistant instructors. Their contributions are tightly integrated into course delivery and aligned with institutional expectations for quality, responsiveness, and equity.

Faculty and instructional teams actively foster connection during live class sessions through active learning strategies such as breakout rooms, polling, group projects, interactive lectures, and collaborative assessments. These design elements promote student engagement and foster a shared sense of investment in learning outcomes. The goal is not just content delivery, but community development within and beyond the classroom. Faculty and TAs also conduct weekly check-ins to monitor academic progress and flag student concerns as outlined in the [Instructor and TA Collaboration Guideline](#). These insights are coordinated with the Success Coach team, which tracks individual assignment completion, class participation, and broader student engagement. Success Coaches proactively reach out to students to provide reminders, encouragement, and connections to resources, ensuring that students receive consistent support both inside and outside the classroom.

Student voice is embedded into the learning environment through [midterm](#) and [end-of-term](#) course feedback surveys that assess instructional quality, classroom experience, and perceived support. Academic leadership reviews this data each term and uses it to refine teaching strategies, adjust course structure, and guide professional development for instructors and TAs. Students and faculty are also encouraged to nominate one another for formal recognition, creating a culture of appreciation, excellence, and human connection. Campus's Student Affairs division plays a critical role in cultivating belonging through intentional co-curricular programming and peer engagement opportunities. Campus Clubs and student-led organizations facilitate leadership, community building, and identity-affirming spaces across diverse interests and backgrounds. Key initiatives include:

- Open Houses and Convocation, designed to introduce students to institutional values, support systems, and community norms.
- Peer Mentor Program, which matches new students with experienced peers for onboarding and social support.
- Campus Student Council, which engages student leaders in participatory governance and event planning, including Spirit Week and community meetups.
- Campus Clubs and Identity-Based Groups, hosted on Campuswire and focused on shared interests (e.g., #moms-for-moms, #chefs-corner, #musical-theater), giving students opportunities to connect informally around common experiences.

Student Affairs also curates a co-curricular calendar of workshops on topics such as executive functioning, financial literacy, entrepreneurship, and goal setting. These events are delivered live, recorded for asynchronous access, and formatted to be inclusive for all learners. This department also manages the planning and execution of the bi-annual commencement ceremonies which are also live-streamed to encourage a sense of community and belonging for current students.

Success Coaches reinforce the sense of belonging by providing personalized, relationship-based support throughout the student journey. Coaches build rapport with students, track their academic progress, offer encouragement, and connect them to resources, including events, clubs, and leadership opportunities. They play a pivotal role in identifying students who may be disengaged or isolated and in re-engaging them with the broader Campus community.

The strong sense of belonging that was fostered for Campus graduate, Gregory C., helped him to overcome personal adversity and push on when many students would have chosen to withdraw. Gregory developed strong relationships with his Student Success Coach, faculty, and TAs and has said he has found a mentor network for life in these individuals. When he dealt with extreme personal tragedies, he took these experiences and used them to become an informal peer mentor organically and supported several classmates as they navigated personal issues. Gregory worked for Campus as a student, and balanced the primary caregiver responsibilities for his ailing grandmother. After graduation he began his education with University of Pennsylvania to pursue his Bachelor of Interdisciplinary Studies. He also works for Campus in Academic Operations and plans to pursue graduate study.

Through this multi-layered and evolving network of engagement, including instruction, co-curricular learning, peer mentorship, identity groups, and personalized support, Campus ensures that every student has access to meaningful community, institutional connection, and the opportunity to thrive in a supportive learning environment.

**2.9. The institution conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of achievement for all students. (ER 11, ER 14)**

Campus conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs, implementing continuous improvements that advance equitable student achievement. The College follows a structured cycle of assessment, reflection, and planning that integrates learning outcome data, student feedback, and achievement metrics into institutional and departmental goal setting. This ensures alignment between Campus's mission, student success, and continuous improvement.

Student learning is organized around three outcome levels: Course-Level Outcomes (CLOs), defining what students should know and do at course completion; Program-Level Outcomes (PLOs), identifying competencies expected at program completion; and Universal Graduate Outcomes (UGOs), which apply institution-wide and encompass communication, critical thinking, ethical reasoning, and civic responsibility.

Assessment begins at the course level. Instructors evaluate CLOs each term through direct methods such as exams, simulations, and performance-based rubrics. As noted in Standard 2.8, midterm and end-of-term student surveys complement these assessments, offering insights into instructional effectiveness and student experience. Faculty analyze results collaboratively to identify strengths, address learning gaps, and adjust instruction or assessment design.

Program-level evaluation occurs on a four-year cycle. Faculty document results in a Program Assessment Matrix that records PLOs under review, aligned CLOs, evaluation tools, student performance data, benchmark targets (typically 80% achievement), and comparative data from prior cycles. Complementing this long-cycle review, real-time instructional dashboards monitor key indicators such as course success rates and disaggregated student performance data. Quarterly Academic Team meetings use these dashboards to identify equity gaps and trends. Each department develops an annual Master Plan that sets goals informed by assessment data and student feedback.



In addition to long-cycle program reviews, Campus employs real-time instructional dashboards that monitor key indicators such as course success rates, disaggregated student performance data, and pacing metrics. As shown in this example [dashboard from summer 2025](#), these dashboards are systematically reviewed during quarterly Academic Team Meetings to identify equity gaps, engagement trends, and areas requiring improvement. Up through 2024 and to further support the success of each course, each academic department developed a [Master Plan](#) outlining strategic annual goals informed by student outcome data and feedback survey analyses. In 2025, the College switched to an Annual Strategic Planning Process that is described in Standard 1.2.

Quarterly institutional reviews examine enrollment rates, assessment pass rates, melt and provisional drop data, Campus Academy completion rates, survey results, and grade distributions. Findings are compiled into annual reports that inform institutional priorities, guide resource planning, and appear in dashboards available to individuals across the continuum of stakeholders.

Student Affairs, Success Coaching, and Student Outcomes programs follow parallel planning and assessment processes. Departments define learning support outcomes and monitor performance metrics such as utilization rates, TimelyCare-linked retention outcomes, and satisfaction survey data. Recent service-level improvements include refining Campuswire navigation based on feedback, tailoring co-curricular offerings to student demand, and increasing proactive coaching based on early disengagement flags.

Since transitioning from MTI College to Campus, student goals have evolved from primarily local, workforce-driven programs to degree-focused academic pathways with an option to transfer upon completion. Currently, about 50% of Campus Scholar students plan to transfer to four-year institutions; 51% are first-time college students, and 45% are first-generation. In response, the [admissions academic assessment was redesigned](#) to better reflect this student population, now including measures of reading comprehension, quantitative and logical reasoning, self-management, and non-graded indicators such as technology confidence and resilience.

This realignment of admission criteria with the current student profile highlights the College's broader commitment to data-informed improvement. By continuously evaluating the effectiveness of its academic and support programs through rigorous assessment cycles, Campus ensures that its operations remain agile and mission-aligned. Ultimately, this systematic culture of inquiry drives the ongoing enhancement of the student experience and supports achievement across all pathways.

## Standard 3: Infrastructure and Resources

*The institution supports its educational services and operational functions with effective infrastructure, qualified personnel, and stable finances. The institution organizes its staffing and allocates its physical, technological, and financial resources to improve its overall effectiveness and promote success for all students. The institution actively monitors and assesses resource capacity to inform improvements to infrastructure and ensure long-term health and stability.*

- 3.1. The institution employs qualified faculty, staff, administrators, and other personnel to support and sustain educational services and improve student success. The institution maintains appropriate policies and regularly assesses its employment practices to promote and improve mission fulfillment. (ER 8, ER 14)**

Campus employs qualified faculty, staff, administrators, and personnel who continuously deliver and improve the quality of its educational offering. The Board of Trustees, as defined in the Board of Trustees Governance Policy, maintains oversight of personnel and faculty-related policies, including those governing role appointments, promotions, dismissals, and non-discrimination judgments. Under the Institutional Governance Policy, the Executive Leadership Team (ELT) and Department Heads (DHs) periodically collaborate to assess organizational needs and oversee institutional operations, ensuring that staffing, academic quality, and fiscal planning remain coordinated and mission-driven.

To determine staffing needs for both faculty and staff, Department Heads and the ELT regularly analyze enrollment trends, course demand, and program development, and plan for new programs and classes up to one year in advance. Proposals are then reviewed by the Finance team to confirm resource capacity and alignment with institutional goals, and a recommendation is shared with the ELT for sign-off. This process ensures that all staffing decisions, whether for new, replacement, or reclassified positions, are grounded in institutional data and support mission fulfillment. Throughout the year, Human Resources and Finance monitor key staffing indicators such as time-to-hire, FTE ratios, and vacancy impacts to ensure that the workforce remains responsive to enrollment patterns and operational priorities.

For faculty, Campus ensures that they meet clearly defined qualifications aligned with their teaching roles, initially verified through the recruitment process and then periodically validated through audits by Course Coordinators. The College maintains a highly rigorous, multi-stage recruitment and evaluation process that includes the submission of faculty portfolios containing academic transcripts, CVs, sample syllabi, and structured screening responses. Finalists participate in panel interviews and live teaching demonstrations evaluated against standardized rubrics to assess subject matter expertise and pedagogical effectiveness. Campus maintains faculty credential documentation centrally and conducts audits to verify compliance with accrediting and regulatory requirements.

To reinforce Campus's Teaching Philosophy, faculty participate in pre-term orientation and course-specific training facilitated by the Curriculum Manager and Course Coordinators. These sessions emphasize instructional consistency, active student engagement, and pedagogical excellence across all programs. Through this structured preparation, instructors gain the tools and support necessary to deliver dynamic, interactive, and student-centered learning experiences in the synchronous online environment. Faculty are trained to

leverage the Campuswire platform effectively, integrating discussion, interaction, collaboration, and real-time feedback, while maintaining consistent academic standards and instructional quality across courses and terms.

To ensure faculty have clear access to institutional expectations, all policies related to teaching, compliance, and academic conduct are centralized within the [Policy Portal](#) and include direct links to supporting documents and resources. This centralized resource houses current policies and procedures ensuring that faculty have continuous access to guidance on academic operations, instructional integrity, and regulatory compliance. Campus recognizes that excellence in academic delivery depends not only on qualified faculty but also on the effectiveness and expertise of its administrative and operational teams.

All non-faculty recruitment follows the College's [Hiring Guide](#), which provides Hiring Managers and Recruiters with a structured framework to define, prepare, and execute a thoughtful and equitable hiring process. This guide ensures that every position is clearly articulated before posting, aligned with institutional goals and state-specific employment requirements, and supported by a consistent and fair candidate experience. The College utilizes [Ashby](#), a centralized hiring platform that manages recruitment, documentation, and compliance throughout each stage of the process. Ashby maintains an auditable record from job posting to final selection, ensuring alignment with internal policies and external regulatory requirements. Through this platform, Human Resources tracks applicant demographics, candidate evaluations, and hiring timelines, strengthening transparency, accountability, and data-driven decision-making in workforce planning.

Training for staff and administrators centers on compliance, institutional systems, and service excellence. Upon hire, all employees complete required modules on FERPA, Title IX, and internal institutional policies. They also receive access to the [Policy Portal](#) where policies are accessible at any time to ensure consistent understanding and application of these values. The People Team, alongside the ELT, hosts [monthly live onboarding sessions](#) introducing new staff to institutional processes, communication norms, and operational systems. Campus's employee development framework is built around five core competencies that define what excellence looks like across the organization. These competencies establish shared standards for how Campus hires, evaluates, and grows its people. They are also the foundation for performance reviews and leadership development.

Campus's core competencies that allow the College to maintain an impactful, mission-driven, and fun culture are:

- **Go-Getters** – Intrinsically motivated individuals who bring relentless energy, take ownership, and persist through challenges.
- **Builders** – Thoughtful problem-solvers who focus on scalable systems, long-term solutions, and continuous improvement.
- **Pros** – Mature professionals who demonstrate integrity, accountability, and a growth mindset.
- **Banterers** – Team members who foster positivity, adaptability, and connection through humor and openness.
- **Good Humans** – Mission-driven colleagues who lead with empathy, kindness, and a strong sense of community.

Together, these competencies guide how Campus identifies talent, supports employee growth, and sustains a high-performing, mission-aligned culture.

**3.2. The institution supports its employees with professional learning opportunities aligned with the mission and institutional goals. These opportunities are regularly evaluated for overall effectiveness in promoting success for all students and in meeting institutional and employee needs.**

Campus provides unique professional learning opportunities tailored to the diverse roles of its full-time employees, full-time and part-time faculty, and teaching assistants. The College invests in employee growth as a means of strengthening its learning community and advancing its mission. Professional learning opportunities are intentionally designed to align with institutional goals, foster innovation, and promote student success. These initiatives are regularly assessed for effectiveness in meeting both organizational and individual development needs and expectations.

As detailed in Section 3.1, professional learning for instructional staff, both full-time and part-time, is coordinated by the Academic Operations team, which continuously provides ongoing development opportunities beyond initial orientation training. Campus recognizes the importance of supporting all faculty throughout each term with targeted sessions designed to strengthen instructional presence and engagement in online learning environments.

For example, the Developing Your Online Teaching Presence workshop by Dan Goldsmith provided practical strategies for enhancing online communication, visual presentation, and engagement techniques. The session included guidance on lighting, slide design, and camera interaction to help instructors create dynamic, student-centered virtual classrooms.

Workshops are regularly developed in response to faculty feedback. For instance, faculty expressed a strong interest in better understanding the rapidly evolving landscape of artificial intelligence and how tools such as ChatGPT could be effectively integrated into classroom instruction. In response, Campus introduced a Generative AI Workshop in Summer 2025 focused on enhancing digital instruction and exploring practical strategies for incorporating AI tools into teaching and learning. This responsive professional learning model ensures that faculty development remains aligned with emerging instructional practices and institutional goals.

Ongoing professional learning opportunities extend beyond instructional staff to include all employees and are designed to promote continuous growth, innovation, and alignment with institutional values. In Summer 2025, Campus launched an introductory Vibecoding 101 workshop to explore the emerging trend of artificial intelligence-assisted coding. These sessions fostered a shared institutional understanding of cultural and technological shifts influencing both teaching and workplace engagement, reinforcing a unified institutional culture of innovation.

Campus also supports ongoing professional learning through opportunities for external engagement. Employees are encouraged to participate in professional conferences hosted by organizations such as ACE, ACCJC, AACRAO, and CAPPS. Staff are required to submit requests outlining the rationale and anticipated benefits for managerial and fiscal review. Following participation, employees provide debriefs and share key takeaways internally to promote cross-institutional learning and ensure alignment with institutional objectives.

By integrating feedback-driven internal workshops with external professional development, Campus ensures its employee training remains relevant and effective. This systematic approach to professional learning fosters a culture of continuous improvement that directly supports institutional goals and student success.

### **3.3. The institution evaluates its employees regularly, using clear criteria that align with professional responsibilities and reflect the institution's mission and goals.**

Following the August 2022 acquisition of MTI College, the College has experienced significant organizational transformation, including the onboarding of remote employees across multiple states, the expansion of physical presence to Atlanta, GA, and the shift toward hybrid instructional and administrative operations. These developments prompted a comprehensive revision of employee evaluation systems to ensure continued alignment with institutional mission and values, regulatory standards, and growing operational complexity.

To ensure the success of the College and its students, all employees, faculty, staff, administrators, and instructional support personnel, are evaluated periodically using clearly defined criteria tailored to their respective roles and responsibilities, grounded in professional responsibilities, institutional values, and the institutional mission. Evaluations are used formatively and summatively to promote accountability, foster employee development, and support institutional effectiveness.

Faculty evaluations are managed by the Academic Operations team along with Instructors. The teams follow a structured, rubric-based process that includes classroom observation, analysis of instructional materials, and student survey feedback. Peer evaluation criteria focus on instructional quality, preparedness, engagement, communication effectiveness, and equity-minded practices. All new instructors are evaluated during their first teaching term; returning faculty undergo review at least annually.

Teaching Assistants are evaluated by their instructors using the TA Evaluation Form, which emphasizes their roles in student engagement, content facilitation, communication clarity, and familiarity with instructional technologies and policies to facilitate student success. Evaluation results may also inform instructional assignments, professional development plans, and leadership opportunities for faculty and staff. This growth-focused framework reinforces the College's mission by aligning individual performance with broader educational, operational, and student outcomes.

Staff and administrator performance reviews are conducted annually in accordance with the 2024–25 Annual Performance Reviews Guide, which outlines eligibility, timelines, rating criteria, and the leadership calibration process to ensure fairness and consistency across departments. The annual cycle evaluates employees across three key dimensions, Self Competency Assessment, Performance & Outcomes, and Feedback, and is facilitated through structured Google Forms for self, peer, and manager input.

After all reviews are submitted, Executive Leadership Team (ELT) members conduct calibration sessions to ensure equity in ratings and recognition across departments. The process concludes with individual performance conversations and any applicable compensation adjustments, typically finalized by the end of March.

Campus uses this evaluation framework to celebrate achievements, identify growth opportunities, and inform advancement decisions. When performance concerns arise, supervisors partner with employees to implement targeted improvement plans, guided by the College's Performance Improvement Plan (PIP) SOP and PIP Evaluation Template to maintain transparency, timeliness, and equity.

**3.4. The institution develops, maintains, and enhances its educational services and operational functions through the effective use of fiscal resources. Financial resources support and sustain the mission and promote achievement of success for all students. (ER 18)**

Campus ensures that fiscal resources are managed, protected, and allocated in direct alignment with its long-term mission to expand access to quality education and advance affordability, persistence, and life success outcomes for all students. Budget development is the first step in the Annual Strategic Planning process to ensure that all allocations are both data-informed and mission-driven. Budget planning is anchored in the Annual Strategic Planning Process that requires each department to submit annual goals and resource requests aligned with institutional priorities. All funding requests must clearly articulate how requested resources contribute to meaningful and measurable outcomes such as increased student retention, affordability, or access. The Executive Leadership Team (ELT) then reviews these proposals and incorporates approved plans into a consolidated annual budget reflecting the College's long-term goals.

Campus's Budget Development and Financial Planning Policy is structured to ensure alignment with strategic goals, enrollment projections, and programmatic needs. Further, Campus's multi-pass budget model fosters iterative refinement, data-informed prioritization, and formal review by the Board of Trustees to support the institutional mission and sustainability.

Campus has historically demonstrated its commitment to initiatives that support equity among its student and employee bases through strategic investments in comprehensive student support services and technology-enabled resources. For example, the Student Success Master Plan – 2024 directed funding toward enhanced outreach and coaching initiatives, utilizing predictive analytics to identify and support students at risk of attrition. Additional institutional investments for select populations include:

- TimelyCare, providing accessible mental health and well-being services (available to all students)
- ChatGPT, offering on-demand academic assistance and learning support (available to all employees and students enrolled in AI-adjacent courses)
- Student Emergency Funds, addressing unforeseen financial and personal hardships that may impede student success (available to all students)

The ELT prioritizes proposals during the budgeting process that align student demand, market demand for jobs, and the availability of resources to allow for profitable and sustainable degree offerings. For example, the Executive Summary of Institutional Effectiveness – 2024 included equity gap data that directly informed the allocation of additional support resources to programs with the widest student performance ranges and greatest opportunity for improvement.

Financial planning is also tightly coupled with institutional effectiveness and program reviews. Departments analyze prior quarter and prior year performance data and articulate how requested resources will address identified gaps or expand successful practices. Strategic investment decisions are influenced by outcome metrics, course success rates, and operational dashboards. Existing investments are reviewed periodically and eliminated if there are no measurable, positive outcomes.

Campus strategically funds initiatives to strengthen instruction and support infrastructure:

- **Academic Programs:** Investments in new AABA concentrations (e.g., Applied AI) align with labor market demand.
- **Technology:** Campuswire, Grammarly, and ChatGPT upgrades and the acquisition of Sizzle enhance instructional quality and engagement.
- **Faculty Hiring:** Determined through instructional load analysis and prioritized in the Academic Operations Master Plan.
- **Facilities and IT:** Ongoing investments in laptops, Wi-Fi hotspots and Wi-Fi service, and cybersecurity protection ensure operational effectiveness.

All technology proposals undergo a shared governance review, involving the Chief Financial Officer, the Vice President of Academic Operations, the Head of IT, and, when appropriate, the Chancellor. IT collaborates with academic leadership by maintaining close relationships with Program Directors, to ensure instructional needs are identified and met. Dashboards tracking student hotspot and device distribution, software usage, and engagement metrics inform resource allocation and ongoing IT planning. These tools support data-informed planning and continuous improvement across all institutional areas.

Campus adheres to sound fiscal practices to ensure long-term solvency:

- Annual balanced budgets aligned with enrollment and mission priorities
- Multi-year forecasting updated daily to model various fiscal scenarios and react to real-time data
- A Board-communicated reserve practice ensuring at least 12 months of operating liquidity
- Independent audits confirming financial compliance with no major findings

Fiscal risk is proactively mitigated through scenario planning, enrollment forecasting by program and modality, monthly expense reviews with team leads, and bi-quarterly reviews that track key risk indicators across the entire organization.

**3.5. The institution's mission and goals are the foundation for financial planning. Financial information is disseminated to support effective planning and decision-making and provide opportunities for stakeholders to participate in the development of plans and budgets.**

Campus's financial planning model is grounded in its institutional mission to maximize access to quality education and promote equity, affordability, and student success. The Annual Strategic Planning review, which informs the financial planning model, includes an analysis of student learning and achievement data, goal setting and planning, and resource requests (staff, equipment, technology, etc.) needed to make improvements. This process ensures that Campus's financial management activities and its long-term strategic planning goals are unified, iterative, and outcomes-driven, aligning resources with institutional mission and priorities through a collaborative, data-informed approach.

At the core of financial planning is a multi-pass budgeting process as highlighted in the Budget Development and Financial Planning Policy. The process begins in the fourth quarter of every year and extends to the end of December, after which, the Board of Trustees reviews the upcoming year's annual Budget. Through this process, Campus defines the following year's Objectives and Key Results (OKRs), Key Performance Indicators

(KPIs), and Institutional Set Standards (ISS). It is worth noting that outcomes from the Master Planning Process directly inform the annual Budget process, and Department Heads and Program Directors are expected to present plans and investment opportunities that aid the organization in meeting its long-term goals.

Campus fosters robust stakeholder involvement throughout its financial planning process. Faculty, staff, and classified professionals are encouraged to contribute to the process through:

- **Month-end Financial Reporting Reviews:** Departments engage in monthly expense reviews, using year-to-date reporting and real-time dashboard data to understand performance vs. forecasts and adjust forward looking performance accordingly.
- **Annual Budget Meetings:** Each team lead is provided the opportunity to share their vision for the year ahead and present a revenue and expense plan, which are then reviewed and opined on based on institutional goals and ROI metrics. Clear feedback is always provided and an iterative negotiations process is expected throughout all Budgeting activities.

Departments also received individualized feedback on their annual Master Plan submissions, including the rationale for funding decisions. Ultimately, master plan feedback became memorialized in the annual budgeting process. Beginning in 2025, the Master Planning Process was updated to the Annual Strategic Planning Process, which is discussed further in Standard 1.2.

The Finance Team monitors budget performance daily and adjusts projections monthly. When significant variances arise, reallocation decisions are presented to the ELT and communicated to departments through direct updates, planning meetings, or internal reports. This agile reallocation mechanism ensures that Campus remains responsive to changing conditions while maintaining alignment with strategic goals.

### **3.6. The institution ensures the integrity and responsible use of its financial resources and regularly evaluates its fiscal outcomes and financial management practices to promote institutional mission fulfillment.**

Campus ensures the integrity, responsible use, and continuous evaluation of its financial resources through robust internal controls, regular audits, data-informed oversight, and mission-driven accountability. Financial management practices are structured to protect institutional assets, maintain compliance with federal and state regulations, and support strategic decision-making and sustainability that advances the College's mission.

Campus employs a multi-layered system of financial safeguards:

- **Segregation of Duties:** Core budgeting, reconciliation, and disbursement responsibilities are distributed across different personnel to prevent conflicts of interest and reduce risk.
- **Expense Approval Workflows:** All expenses are managed through Campus's integrated finance systems, primarily Ramp and Quickbooks, which embeds supervisor and leadership sign-off before funds are released.
- **Monthly Reconciliations:** The Finance Team performs monthly reviews of all accounts to verify spending, flag anomalies, and confirm compliance.
- **Monthly Reviews with Department Heads:** As noted in Standard 3.5, expenses are reviewed on a



monthly basis with the departments to ensure accuracy and accountability in spending.

- **Annual Independent Audits:** Campus undergoes comprehensive third-party financial audits, including Title IV compliance. External audits are integral to the College's ability to continue to be Title IV eligible, maintain state distance education authorizations and remain compliant with external oversight agencies.
- **Internal Spot Checks:** Legal and Finance Teams conduct periodic reviews focused on procurement, reconciliation, and grant compliance to reinforce controls and ensure compliance.

These measures ensure that financial practices reflect institutional integrity, regulatory compliance, and public accountability.

Campus reviews financial outcomes regularly to ensure alignment with budget expectations and strategic priorities:

- **Monthly, Quarterly, and Annual Reports:** The Finance team generates reports on budget-to-actual performance, which are reviewed by the CFO and shared with the Executive Leadership Team when appropriate.
- **Board Review and Oversight:** Financial data, such as revenue trends, reserve status, and cost projections, are presented to the Board of Trustees.
- **Variance Reports and Risk Monitoring:** Frequent variance analysis helps identify risks early and allows for real-time course correction.

Campus actively monitors whether financial investments yield intended institutional outcomes through dashboards and trackers that monitor KPIs such as cost per acquisition, persistence rates, and graduation rates. Outcome evaluations occur monthly through OKR reviews and are integrated into annual budget planning. High impact investments such as coaching, technology platforms, and peer mentoring are evaluated using usage and outcome data to inform future allocations.

Campus continuously assesses fiscal risk through daily enrollment forecasting by program and modality. Scenario modeling is used to evaluate the impact of Title IV policy changes, economic fluctuations, or state funding shifts. The college maintains a 12-month reserve policy, which ensures operational continuity in the event of revenue disruption.

Audit outcomes, stakeholder feedback, and performance data inform ongoing refinement of financial practices:

- **Audit Outcomes (continual):** Ongoing improvements to internal processes following annual audit reviews
- **Planning Template Revision (2024):** Revised to include new prompts linking past expenditures to measurable outcomes, based on departmental feedback
- **Emergency Fund Policy (2025):** Adjusted from 2024 to better address funding needs of students and ensure consistent operations

These continuous improvement practices ensure that Campus not only maintains fiscal integrity but uses its financial resources in service of measurable mission fulfillment.

(\$Millions)	1Q25	2Q25	3Q25	4Q25	1Q26	2Q26	3Q26	4Q26	1Q27	2Q27	3Q27	4Q27
<b>Online Program P&amp;L</b>												
Degree Seeking	2.35	2.61	3.49	5.32	7.43	10.58	14.49	19.16	23.73	28.56	36.21	47.19
A la Carte Classes	-	-	-	-	0.17	0.54	1.34	2.41	4.02	5.78	7.33	8.88
Total Online Revenue	2.35	2.61	3.49	5.32	7.59	11.12	15.83	21.57	27.75	34.34	43.54	56.07
COGS	2.00	2.64	3.08	4.25	5.18	6.36	7.64	9.17	11.11	13.34	16.37	20.28
<b>Gross Profit</b>	<b>0.35</b>	<b>(0.03)</b>	<b>0.41</b>	<b>1.07</b>	<b>2.41</b>	<b>4.76</b>	<b>8.19</b>	<b>12.39</b>	<b>16.64</b>	<b>21.00</b>	<b>27.17</b>	<b>35.79</b>
Customer Acquisition	1.77	2.11	2.73	3.76	3.68	4.08	4.78	5.67	6.19	7.52	10.27	12.32
Operating Expenses	0.82	1.09	1.27	1.34	1.42	1.60	1.79	1.66	1.67	2.19	3.48	3.20
<b>Online EBITDA</b>	<b>(2.24)</b>	<b>(3.23)</b>	<b>(3.59)</b>	<b>(4.03)</b>	<b>(2.69)</b>	<b>(0.91)</b>	<b>1.62</b>	<b>5.06</b>	<b>8.78</b>	<b>11.29</b>	<b>13.43</b>	<b>20.27</b>
<b>Total Company P&amp;L</b>												
Revenue	4.01	3.82	4.72	6.82	9.25	13.16	18.02	23.92	30.29	36.89	46.11	58.66
COGS	2.00	2.64	3.08	4.25	5.18	6.36	7.64	9.17	11.11	13.34	16.37	20.28
<b>Gross Profit</b>	<b>0.35</b>	<b>(0.03)</b>	<b>0.41</b>	<b>1.07</b>	<b>2.41</b>	<b>4.76</b>	<b>8.19</b>	<b>12.39</b>	<b>16.64</b>	<b>21.00</b>	<b>27.17</b>	<b>35.79</b>
Customer Acquisition	1.77	2.11	2.73	3.76	3.68	4.08	4.78	5.67	6.19	7.52	10.27	12.32
Corp Support ex. Engineering	3.75	4.71	5.32	4.84	5.05	4.54	5.15	5.07	5.68	6.58	7.86	8.82
Engineering	0.53	0.83	1.10	1.59	2.03	1.86	1.97	2.09	2.47	3.07	3.82	4.74
Operating Expenses	0.82	1.09	1.27	1.34	1.42	1.60	1.79	1.66	1.67	2.19	3.48	3.20
<b>EBITDA ex-Stock Compensation</b>	<b>(6.65)</b>	<b>(9.40)</b>	<b>(10.57)</b>	<b>(10.70)</b>	<b>(9.98)</b>	<b>(7.21)</b>	<b>(5.29)</b>	<b>(1.74)</b>	<b>1.13</b>	<b>2.13</b>	<b>2.24</b>	<b>7.25</b>
<i>Cash Quarterly (Burn) / Build</i>	<i>(7.56)</i>	<i>(9.28)</i>	<i>(11.82)</i>	<i>(11.68)</i>	<i>(8.14)</i>	<i>(5.80)</i>	<i>(4.36)</i>	<i>(2.06)</i>	<i>0.65</i>	<i>1.37</i>	<i>1.46</i>	<i>5.08</i>

### 3.7. The institution ensures financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities and future obligations to ensure sustained fiscal stability. (ER 18)

The College ensures financial solvency through proactive fiscal management, daily cash flow monitoring, and long-range financial planning that incorporates future obligations and strategic priorities. These practices are designed to protect the College's operational continuity and sustainability, support mission-aligned investments, and maintain the flexibility to respond to enrollment or policy changes.

Audit results and financial reports are disclosed transparently to the Board and relevant stakeholders and are systematically utilized to inform institutional planning, strengthen operational processes, and guide the allocation of resources. These practices ensure alignment with the College's mission and the advancement of equitable and positive student outcomes. Audit findings have consistently affirmed Campus's financial stability, with no material risks identified, and stakeholders continue to demonstrate strong confidence in the resource allocation processes, which place student success at the center of decision-making.

Through these formal processes, Campus ensures that it possesses sufficient short-term and long-term resources to support the attainment of its strategic goals. Through integrated planning and resource allocation processes, Campus exceeds the baseline requirements for mission fulfillment and student achievement, ensuring that resources are intentionally aligned to sustain institutional effectiveness and promote success for all students.

Campus maintains established financial controls to monitor liquidity and ensure that recurring obligations are met in a timely and predictable manner. Financial processes incorporate appropriate checks and approvals, and regular reconciliations support accuracy and accountability. These practices provide assurance that short-term commitments are consistently fulfilled and that resources are managed in a sustainable manner to support institutional stability.

Campus follows established practices to maintain sufficient reserves that provide protection against

unexpected disruptions. Reserve levels are regularly reviewed and communicated to institutional leadership and the Board of Directors. In addition to these reserves, the College has access to lines of credit and investor resources that can be leveraged if needed, further strengthening its ability to respond to unforeseen circumstances. Together, these practices ensure a financial buffer that enables Campus to manage revenue fluctuations while sustaining core services and mission-critical operations.

Annual budget development is conducted in coordination with multi-year financial forecasting. The College maintains a rolling five-year forecast that models revenue, expenses, enrollment trends, staffing needs, and infrastructure investments. These forecasts are updated each year and used to shape annual budget targets and investment priorities. Short-term plans are evaluated not only for immediate feasibility, but also for their implications on long-range fiscal health.

Future obligations, such as system upgrades, lease renewals, benefits cost increases, and staffing expansion, are factored into financial forecasts and capital planning. For example, long-term agreements related to office space, projected growth in online programs, and system migrations such as the Anthology cloud transition are all staged into multi-year budgets to manage cost, scalability, and implementation timelines.

Scenario planning is used to model potential risks, including enrollment declines, inflation, or changes in federal financial aid policy. These scenarios inform contingency strategies and enable early intervention if financial conditions shift. Adjustments may include deferring non-essential spending, revising section schedules, or reallocating funds to protect high-impact student services such as academic coaching and financial aid advising.

The College also evaluates the fiscal sustainability of academic programs and delivery models through quarterly enrollment forecasting and instructional cost analysis. Program-level viability is assessed using performance metrics such as cost per acquisition, retention by modality, and instructional load efficiency. These findings are used during budget planning to prioritize scalable, high-demand programs and guide investment in instructional infrastructure.

For the avoidance of doubt, Campus maintains a Teach-Out Policy that clearly outlines the process for discontinuing programs that no longer provide value to students and ensures that all currently enrolled students are given a clear and supported pathway to complete their program at Campus.

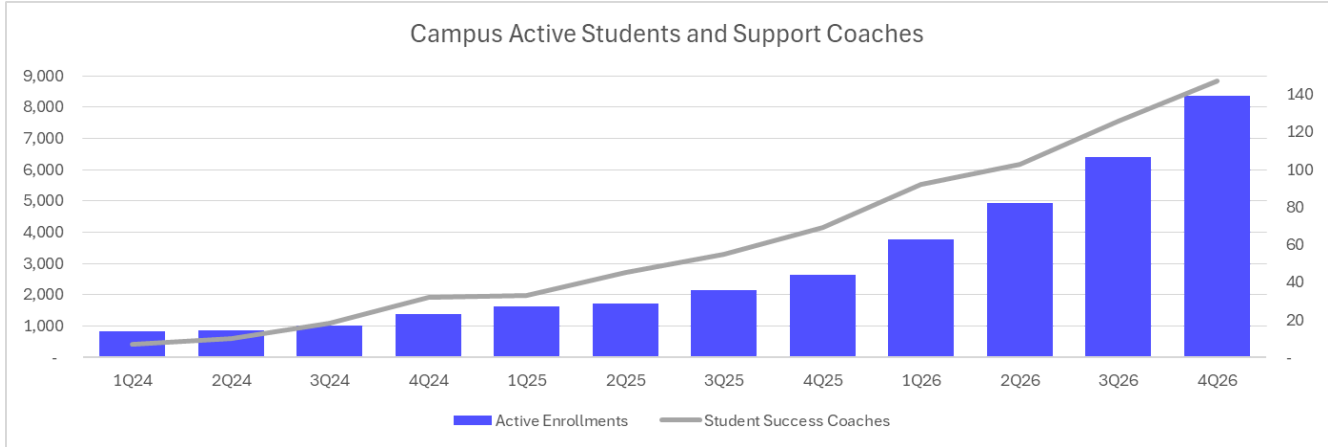
In addition to formally discontinuing programs when appropriate, Campus proactively redesigns existing programs to ensure they remain academically rigorous, engaging, and aligned with student needs. Following the COVID-19 pandemic, the AAPS program experienced a downward enrollment trend, prompting a comprehensive review to identify a more student-centric and market-responsive solution. Historically, AAPS students did not begin core discipline-specific coursework, including paralegal classes, until their second year after completing general education requirements.

The revised curriculum introduces these high-interest, career-relevant courses earlier in the program sequence, strengthening both engagement and clarity of purpose. This restructuring ensures that students connect with content aligned to their academic and professional goals much sooner, supporting persistence and motivation.

As part of this redesign, previously asynchronous courses are also being transitioned into a synchronous online format to enhance real-time interaction, deepen instructor presence, foster peer-to-peer connection, and

cultivate a stronger sense of belonging. These changes reflect Campus’s commitment to continuous improvement and to offering programs that are responsive to student expectations and evolving labor-market demands.

This collaborative and comprehensive planning framework allows Campus to optimize student enrollment and retention in alignment with available resources and institutional capacity to scale. Enrollment projections are a central component of planning and directly inform target student-to-staff ratios, ensuring that staffing levels remain appropriate to support high-quality student experiences. Campus’s strong financial position further reinforces this commitment by allowing it to maintain lower student-to-staff ratios than would otherwise be possible, thereby enhancing individualized support, promoting student engagement, and contributing to improved retention and success outcomes. Looking forward, this integrated framework positions Campus to respond proactively to future enrollment trends, demographic shifts, and evolving student needs, ensuring the sustainability of mission fulfillment and continued student success. Below is a depiction of the relationship between student count and support staff, a testament to Campus’s unique ability to meet students’ needs.



Campus’s financial strategies reflect a commitment to both short-term operational reliability and long-term resilience. Through continuous forecasting, risk modeling, and integration of future obligations into the planning process, the College maintains fiscal solvency and positions itself for sustained mission fulfillment.

All of the above has resulted in an acceptable composite score of 1.8 for FY24, meeting the US Department of Education’s fiscal responsibility standards.

**3.8. The institution constructs and maintains physical resources to support and sustain educational services and operational functions. The institution ensures safe and effective physical resources at all locations where it offers instruction, student services, and/or learning supports.**

Campus maintains a physical presence across three locations: Sacramento, Atlanta, and New York City. These facilities form the physical foundation for instructional delivery, student engagement, and institutional leadership. Operations are integrated across all three sites, with faculty, staff, and leadership strategically distributed to meet the specific roles of each location. Presence and engagement vary by function and need, yet collectively contribute to institutional effectiveness, strategic planning, and educational support.

- **Sacramento:** Primary location for in-person instruction
- **Atlanta:** Primary location for student admissions, advising, onboarding, and academic support
- **New York City:** Primary location for corporate leadership, product and engineering

The Sacramento location, known as Campus Sacramento, is the College's primary site for in-person instruction. It houses classrooms, administrative offices, and student services. Operating under a long-term lease through 2027, the College retains direct responsibility for maintenance, utility oversight, and compliance. Health and safety operations are guided by the College's Campus Health and Safety Manual, which aligns with local fire, building, and occupancy regulations.

Facilities oversight is jointly managed by administrative staff and contracted vendors to ensure a safe, compliant, and accessible environment. Facilities personnel conduct regular walkthroughs to monitor conditions and coordinate with vendors for specialized repairs, which range from routine plumbing services to major capital improvements such as the roof repair completed by Dyer Construction.

Comprehensive facility support is sustained through a range of contracted services. Janitorial services provide daily cleaning and sanitation of instructional and administrative spaces, while landscaping services maintain the safety and appearance of the grounds. HVAC maintenance ensures indoor air quality through regular inspection and servicing, and fire sprinkler and extinguisher compliance is verified through documented inspections to ensure adherence to fire codes. Elevator maintenance agreements uphold accessibility and mechanical safety, and security services provide access control and general onsite safety oversight.

Despite the rapid growth of remote and hybrid instruction at the College, Campus Sacramento remains an actively used, integral physical resource and continues to receive targeted investment to ensure it meets instructional and compliance needs.

The College's Atlanta location functions as a regional center for virtual student advising, onboarding, and academic support. The office operates under a long-term lease through 2031, and includes full-service amenities such as HVAC, janitorial, and security, which are provided by the landlord. The office, which encompasses the entire 2nd floor of Tower 100 in the Buckhead neighborhood of Atlanta, has functional zones for admissions, virtual advising, and student engagement, and provides significant closed-door space for sensitive conversations.

Facilities oversight is coordinated through the Office Manager, who conducts regular facility walkthroughs and ensures coordination with vendors for any necessary repairs or support.

The New York City location serves as the College's executive and operational headquarters, housing many senior leadership, academic operations, finance, engineering, marketing, and compliance personnel. The office operates under a sublease agreement through 2027 and includes responsibility for utilities, janitorial services, and a pro rata share of operating costs. This site functions as the central node for institutional planning and oversight, as well as the administrative hub for systemwide decision-making.

Campus leadership takes culture and information transparency seriously, as evidenced by the NYC Office Guide, which outlines operational procedures and policies specific to this site. The office floorplan details layout and space utilization to ensure efficient coordination among all departments.

All facilities are maintained in compliance with applicable health, safety, and accessibility requirements. Each site conducts regular walkthroughs and safety checks, and engages local service providers to ensure that all physical environments remain safe, functional, and aligned with the College's operational and accreditation obligations.

**3.9. The institution implements, enhances, and secures its technology resources to support and sustain educational services and operational functions. The institution clearly communicates requirements for the safe and appropriate use of technology to students and employees and employs effective protocols for network and data security.**

Campus is a technology-forward institution, and its technology systems are routinely assessed for performance, accessibility, data security, and alignment with institutional priorities. The College deploys a suite of integrated platforms to support instruction, student services, and administrative operations. Core systems include Campuswire as the primary learning management system and internal communication tool, Anthology as the student information system, Salesforce for student recruitment management, Zoom for meetings, and Google Workspace for collaboration and email. Additional tools such as Notion and ChatGPT further enhance productivity, collaboration, and innovation across departments.

To improve system availability and strengthen disaster recovery capabilities, the College migrated its Anthology systems from on-premises infrastructure to an Anthology-managed cloud environment in October. This transition involved decommissioning physical servers at the Sacramento office and transferring all associated systems to the cloud, resulting in centralized management, enhanced security, and improved operational resilience. The migration supports consistent maintenance practices, tighter integration with vendor security protocols, and reduced institutional risk exposure.

Technology onboarding at Campus ensures that all students, staff and faculty receive secure, appropriate access to institutional systems and clearly understand their responsibilities. Upon signing their offer letters, students are presented with the opportunity to receive institution-issued laptops and Wi-Fi hotspots, which they retain upon graduation. Students who exit prior to completion are requested to return the equipment in good working condition. All institution-issued devices and software systems are password protected to safeguard student data and uphold institutional information security protocols.

Students are required to acknowledge the Student Technology Agreement, included in the Enrollment Agreement (see page 13), which outlines the Acceptable Use Policy, user access terms, and related security obligations. As a benefit of being a student at Campus, individuals may also receive access to productivity and academic tools, such as Grammarly, EBSCO, Microsoft 365, Google Workspace, and Campuswire, to enhance their experience and allow for developmental opportunities that will extend beyond their time in class.

Onboarding protocols for employees and contractors are governed by the College's Human Resource Security Policy, which applies to all individuals granted access to production systems and networks. Upon initial system access and at each subsequent login to an institution-issued device, employees are required to acknowledge institutional security policies, the Code of Conduct, and any applicable confidentiality agreements through an automated notice. Background screening is conducted for all personnel with privileged access, as specified in the Access Control Policy. Collectively, these procedures ensure that all individuals with system access are appropriately vetted and fully informed of their security responsibilities from the outset of their engagement.

Technology provisioning for employees is fully automated through Okta, a cloud-based identity and access management platform that securely connects users to institutional applications and systems. Okta provides centralized authentication, single sign-on (SSO), and automated account provisioning to ensure employees have appropriate access based on their roles. Accounts are immediately deactivated upon termination, and the system facilitates secure deprovisioning so that all devices are disassociated from user accounts and wiped in accordance with the Asset Management Policy. These measures ensure proper control of institutional assets, strengthen cybersecurity, and minimize the risk of data exposure during employee transitions.

Campus follows a comprehensive security architecture designed to ensure the confidentiality, integrity, and availability of institutional and student data. The system operates in accordance with the College's established security policies, which include access management protocols that enforce the principle of least privilege, which grants users only the access necessary to perform their specific job functions. Core safeguards include enterprise-level antivirus and firewall protection, encrypted automated backups, and real-time monitoring to detect vulnerabilities or unauthorized activity.

To sustain a strong culture of security awareness, all employees complete annual cybersecurity training and receive ongoing updates regarding current threats and best practices. The College also conducts phishing simulations through the vendor Ninjio, with recent simulation results showing 98% pass rate in employee responsiveness to phishing attempts. These real-world exercises help reinforce awareness and reduce institutional risk.

In the event of a security breach, the College activates its Incident Response Plan, which outlines a structured process for investigation, containment, and breach notification in alignment with regulatory expectations. Violations of security policies are addressed through a formal disciplinary process, which may result in suspension of access or termination of employment or contracts.

All policies referenced are available in the College's Security Policies Folder and are reviewed annually to ensure alignment with evolving cybersecurity standards and accreditation requirements.

Campus provides live technical support between the hours of 9:00 AM and 12:00 AM Eastern, Monday–Friday (excluding holidays). Students, Faculty, and Staff are able to reach our technology support team through live chat, phone, and email. Additionally, students can pre-schedule a one-on-one meeting with a member of our technology support staff at a time that is most convenient for them. Outside the regular hours of operation, all users can search through online technical support articles and interact with automated chatbots for answers to our most frequently asked questions. Technology support at the College has an average response time of eight minutes across all requests, with a 63% first-response resolution rate and a 93% satisfaction rating among all users.

**3.10. The institution has appropriate strategies for risk management and has policies and procedures in place to implement contingency plans in the event of financial, environmental, or technological emergencies and other unforeseen circumstances.**

Campus demonstrates a strong institutional commitment to proactive risk management and emergency

preparedness, ensuring that strategic, financial, technological, and operational resilience are maintained in support of its mission. The College's planning infrastructure includes policies, protocols, and review processes that enable it to respond effectively to financial, environmental, and technological disruptions.

Financial stability is maintained through a comprehensive, multi-pronged strategy that includes reserve policies, real-time financial monitoring, long-term forecasting, and independent external audits. The College has established a reserve practice equivalent to twelve months of core operating expenditures, providing a financial buffer that supports emergency response and operational continuity.

Risk management related to environmental and physical infrastructure is tailored to each physical location, ensuring that safety protocols and emergency procedures address regional risks and regulatory requirements.

At Campus Sacramento, the College follows the Campus Health and Safety Manual, which outlines protocols for fire, flood, severe weather, power outages, and building emergencies. The manual includes detailed evacuation and earthquake response procedures specific to this location, along with facility checklists and emergency response plans developed in coordination with local safety agencies. Facilities personnel conduct regular inspections to ensure compliance with local fire and building codes. For example, as of September 2025, all fire extinguishers on location have been serviced and remain on schedule for annual inspection and a subsequent fire sprinkler service and inspection is scheduled.

The Atlanta office follows the Building Emergency Procedures Guide, which outlines response actions for severe weather events common to the region, including hurricanes, tornadoes, and flooding. The guide also includes protocols for power outages, fire safety, and building evacuations. Coordination with local emergency management services ensures that procedures remain current and reflect regional safety standards.

At the New York City office, the College adheres to the Building's Emergency Plan, which addresses high-rise evacuation procedures, fire safety, severe weather preparedness, and coordination with local first responders. Due to the unique nature of multi-tenant facilities in New York City, the plan emphasizes building-specific protocols and communication chains established with property management and municipal emergency services.

Cybersecurity and digital resilience are governed by the College's established security policies, including the Access Control Policy, Operations Security Policy, and Incident Response Plan. Together, these policies define institutional standards for data protection, system security, and incident management. All policies are centrally housed in the Compliance Hub and reviewed annually to ensure compliance with evolving cybersecurity and accreditation standards.

Critical digital infrastructure, including student information systems and cloud-based platforms, is backed up according to industry-standard 3-2-1 protocols, ensuring redundancy across multiple locations and continuity of service. Staff devices are tracked and refreshed on a triannual cycle, while students receive institution-issued laptops and Wi-Fi hotspots through a needs-based distribution model to ensure equitable access to technology.

All student data is stored on Microsoft-based virtual servers hosted on a single Microsoft Hyper-V-enabled



physical server. This primary server is replicated to a secondary local server on a bimonthly schedule, during which the alternate server is taken offline to preserve a static, deployment-ready snapshot. Nightly backups are performed to a local Linux-based network-attached storage device with a 30-day retention period. Offsite backups are maintained via Cyberfortress, a secure data recovery and backup center located in Flagstaff, Arizona. These backups include digitized student records, financial aid documentation, Anthology SIS data, and curriculum files. Cyberfortress retention policies specify that database images are stored daily for 30 days, with the first image of each month retained for 90 days, while files, records, and curriculum backups are retained daily for 14 days.

Institution-wide, the primary infrastructure platform is Google Cloud, which provides point-in-time recovery and multi-site redundancy to maintain operational continuity even in the event of multi-datacenter failure. To further strengthen technological resilience, the College completed its migration of Anthology systems from local servers to a fully cloud-hosted environment, enhancing continuity planning and reducing reliance on physical infrastructure.

## Standard 4: Governance and Decision-Making

*The institution engages in clear and effective governance practices that support the achievement of its mission. Governance roles and responsibilities are delineated in widely distributed policies, and institutional decision-making processes provide opportunities for meaningful participation by relevant stakeholders.*

### 4.1. The institution upholds an explicit commitment to principles of academic freedom, academic integrity, and freedom of inquiry. (ER 13)

Campus affirms its institutional commitment to academic freedom, academic integrity, and freedom of inquiry through clearly defined policies and integrated academic expectations that apply to faculty, staff, and students. The College's Academic Freedom Policy outlines the rights and responsibilities of instructional personnel. It defines academic freedom as “the right of faculty members to teach, research, and publish their findings, provided they adhere to ethical, professional, and institutional standards,” and affirms that “faculty and students can engage in intellectual inquiry, research, and open discourse.” The policy further protects students by stating that “faculty members will respect the student’s right to differ in opinion in any classroom discussion of controversial issues pertinent to the course being taught without penalty, retaliation, or reflection in grading.” This provision reinforces the College's position that inquiry, debate, and critical engagement are expected features of the learning environment and protected as part of academic participation. Faculty are also expected to distinguish personal views from institutional policy and to model balanced, respectful engagement with differing perspectives.

The College's Academic Integrity Policy complements this by defining and upholding the ethical standards that sustain an environment of free and fair inquiry. The policy outlines expectations for all members of the academic community, including students, and defines violations such as cheating, plagiarism, and falsification. It includes specific language around unauthorized use of materials, and provides a clear, two-level process for addressing violations. The policy ensures that faculty and institutional leaders apply consequences consistently while respecting due process and academic fairness. This framework preserves the integrity of inquiry and research by ensuring that intellectual exploration is conducted responsibly.

The commitment to freedom of inquiry is also reinforced through the College's Universal Graduate Outcomes, which articulate the qualities Campus seeks to instill in every student, regardless of program. One of these outcomes, “Relentless Curiosity,” is defined as the ability to “pursue new knowledge and insights with vigor, constantly seeking ways to improve, question, and innovate.” This expectation supports a culture that encourages exploration, self-direction, and the pursuit of ideas beyond the immediate requirements of a course or credential.

Together, these policies and expectations reflect a coherent institutional position: inquiry is not only permitted but encouraged and protected. The right to explore new ideas, engage in open academic dialogue, and pursue original research is upheld as both a faculty responsibility and a student right. By safeguarding the conditions that support open inquiry and maintaining high standards of academic integrity, Campus ensures that academic freedom and freedom of inquiry are embedded in the College's mission, academic philosophy, and educational practice.

The College communicates its commitment to academic freedom and freedom of inquiry to both faculty and

students through multiple official channels. These expectations are introduced to faculty as part of their onboarding and are included in the [Faculty Handbook](#). The handbook contains a dedicated section titled “Academic Freedom at Campus,” that outlines protections and responsibilities for instructional staff. It states that faculty “will be protected from censorship, restraint, or dismissal as a result of discussions, studies, investigations, presentations, or interpretations of the facts and ideas within their assigned curriculum.” The policy also affirms that faculty have “the right and responsibility to determine methods of instruction, planning, and presentation of course materials and equitable methods of student assessment,” while being expected to follow approved curriculum and institutional standards.

Students receive similar guidance through the [Student Handbook](#), which is reviewed as part of their initial onboarding and shared on all course syllabi templates. The handbook outlines behavioral expectations, including academic honesty. It states that “academic honesty is central to a productive learning environment and is held to the highest standards at Campus.” Students are expected to produce original work, credit sources appropriately, and avoid using generative AI tools unless explicitly permitted. The policy describes behaviors such as plagiarism, cheating, and fabrication, and notes that violations may result in consequences up to and including dismissal from the institution.

[Course syllabi](#) reinforce these expectations by including a detailed statement on plagiarism and academic integrity consistent with the Student Handbook. The statement explains that presenting another’s work as one’s own, including through unauthorized use of generative AI tools, constitutes academic misconduct and may result in disciplinary action up to and including expulsion. Students are referred to the Student Handbook for additional guidance on academic honesty. In addition, the [College's Catalog](#) reiterates Campus’s commitment to academic integrity, academic freedom, and freedom of inquiry.

Campus has clearly defined procedures for addressing allegations related to academic dishonesty, academic freedom, and freedom of inquiry. These procedures apply to both students and employees and are designed to ensure a fair, consistent, and educational approach to resolution. For students, the [Student Code of Conduct](#) outlines the expectations and consequences associated with violations of institutional values, including academic integrity. It also addresses conduct that interferes with academic discourse or disrespects others’ right to participate in the learning environment. When a potential violation is reported, the College follows a multi-step process that includes informal resolution when possible, formal investigation by the Code of Conduct Committee, and opportunities for the student to respond. Depending on the nature of the case, the process may involve a hearing and a review by a panel composed of faculty and staff. Sanctions are determined based on the severity of the violation and may range from a warning to permanent dismissal.

For faculty or staff, concerns related to violations of academic freedom, student rights, or institutional policies are addressed through the [Student Complaint and Grievance Policy](#). Students who believe a faculty or staff member has violated institutional principles may raise the issue informally or submit a formal grievance if informal resolution is not possible. The grievance process includes a structured review, optional hearing, and a final decision by a grievance panel composed of a faculty member, a staff member, and a student. If a student believes that the outcome was affected by bias, procedural error, or new evidence, an appeal may be submitted and reviewed by a separate panel.

Through clearly written policies, structured communication, and consistent procedures for resolution, Campus demonstrates an explicit and sustained commitment to academic freedom, academic integrity, and freedom of

inquiry. These principles are embedded in the College's culture and operations and are communicated to both faculty and students in ways that are accessible, actionable, and aligned with institutional values.

**4.2. Roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the institution. The institution's structure for decision-making provides opportunities for stakeholder participation and ensures the consideration of relevant perspectives.**

Campus operates under a clearly defined bicameral governance structure that supports institutional decision-making and ensures stakeholder input across all levels of the organization. At the corporate level, the Board of Directors of CampusGroup, Inc. serves as the fiduciary governing body responsible for Campus's financial oversight and long-term fiscal strategy. This includes monitoring fiscal health, leading investment and fundraising efforts, and providing strategic guidance to meet institutional goals. All members of the board represent shareholders. The bylaws of CampusGroup, Inc. provide that the board is granted full authority to “manage the business and affairs of the corporation” and to exercise “all corporate powers” under its jurisdiction. The board consists of:

- **Tade Oyerinde** – Founder and Chancellor of Campus.
- **Kenneth Chenault** – Former CEO of American Express; currently serves on the boards of Airbnb, Berkshire Hathaway and the Harvard Corporation.
- **Karin Klein** – Founding Partner at Bloomberg Ventures.
- **Jason Citron** – Co-founder of Discord.

Campus, Inc., a wholly owned subsidiary of CampusGroup, Inc. and first level owner of Campus, maintains a majority independent Board of Trustees that holds ultimate responsibility for institutional oversight. This board governs college policies, personnel, admissions, accreditation, financial stability, academic standards, and overall institutional welfare. The bylaws of Campus, Inc. authorize the Board of Trustees to oversee “all College policies, College personnel, students, admissions, education and training, accreditation, financial stability and general school welfare, and academic standards,” and to exercise “ultimate institutional authority over all academic and College functions.” Article 4, Section 7 of the bylaws further requires that the Chair of the Board be an independent trustee. The Board's membership is composed of nationally recognized leaders in higher education, ensuring strong, mission-aligned governance informed by deep sector expertise.

**Current Board of Trustees:**

- **Dr. John Wilson (Chair)** – Former president of Morehouse College and former Director of the White House Initiative on Historically Black Colleges and Universities.
- **Dr. Arthur Levine** – President Emeritus of Teachers College, Columbia University, and Interim President of Brandeis University.
- **Dr. Eduardo Padrón** – President Emeritus of Miami Dade College and recipient of the Presidential Medal of Freedom.
- **Dr. Gail O. Mellow** – Former President of LaGuardia Community College and Executive Director of the New York Jobs CEO Council.
- **Dr. Joe May** – Chancellor Emeritus of Dallas College and former President of the Louisiana Community and Technical College System.

Ex officio members of the Board of Trustees include:

- **Tade Oyerinde** – Chancellor of Campus.
- **Michael Zimmerman** – President of Campus.

This structure ensures that authority and responsibility for decision-making are clearly defined at both the corporate and institutional levels. Each board carries out its designated role in alignment with Campus's mission and priorities.

Beneath the board level, Campus has developed a formal and inclusive structure to guide internal decision-making and ensure broad participation across the institution. This framework defines how proposals are initiated, reviewed, and implemented, and identifies the roles played by faculty, staff, students, administrators, and leadership teams. These procedures are outlined in the [Institutional Governance Policy](#), which is publicly available on the [Campus Policy Portal](#) and serves as the institutional reference for how decisions are made and who is involved at each stage. The policy defines a collaborative governance structure that engages the Board of Trustees, Board of Directors, executive leadership, department heads, faculty, staff, and students. The Board of Trustees holds final authority over all academic and student affairs, while the Board of Directors is responsible for financial and strategic guidance. Both boards receive recommendations that move through a structured internal process before final decisions are made.

The Executive Leadership Team (ELT), which includes the Chancellor, President, Chief Financial Officer, Chief Legal Officer, Vice President of Academic Operations, Vice President of Business Development, Vice President of Growth and Marketing, and Vice President of Operations, reviews major proposals and ensures alignment with the College's mission, strategic goals, accreditation standards, and budget capacity. The ELT also approves actions within its authority and refers others to the appropriate board.

The Department Heads (DH) group is responsible for coordinating policy and operational implementation across departments. These leaders represent academic and administrative units and ensure that faculty, staff, and student perspectives are included in decision-making. The DH group functions as a critical communication and coordination body within the institution. Participation is further supported through several standing committees:

- **Curriculum Committee** – reviews and approves new and revised academic programs and courses.
- **Faculty Review Committee** – evaluates and selects instructional personnel.
- **Tuition Committee** – recommends adjustments to tuition rates.
- **Policy Committee** – oversees the review and approval of institutional policies.
- **Campus Grant Committee** – oversees the review and approval of institutional student grants.

These committees are composed of full-time faculty and staff as appropriate to their scope and purpose. The policy explicitly defines committee membership, scope of authority, and decision-making responsibilities.

Faculty, staff, and students engage in institutional decision-making through the formal governance structures outlined above. In addition to these defined roles, Campus offers informal avenues that strengthen participation and inform institutional decisions. Faculty and students received tailored quarterly surveys to provide feedback on academic quality, institutional priorities, and emerging initiatives. Responses from the groups are reviewed by department heads and executive leadership and are regularly incorporated into

planning discussions and formal proposals. These mechanisms ensure that governance at Campus remains inclusive, transparent, and responsive to the needs of its academic community. For example, the Senior Director of Academic Operations noticed an opportunity to streamline the re-enrollment flow for students looking to return to Campus and drafted a revised process that was reviewed for approval by the Academic and Admissions Departments, and, ultimately, approved by the Policy Committee. The new process was piloted for AABA students in the Fall 2024 Term before being rolled out at large.

Through its bicameral governance model, defined decision-making structures, and inclusive participation processes, Campus ensures that institutional decisions are well-informed, transparent, and aligned with its mission. The combination of documented procedures and active stakeholder engagement enables Campus to maintain clarity in roles and responsibilities while fostering broad participation in shaping the direction of the institution. The College's decision-making structures are used consistently and effectively. Institutional decision-making practices support a climate of collaboration and innovation that advances the mission and prioritizes equitable student outcomes.

**4.3. The institution's decision-making structures are used consistently and effectively. Institutional decision-making practices support a climate of collaboration and innovation that advances the mission and promotes successful outcomes for all students.**

Campus's decision-making structures are intentionally designed to ensure that institutional decisions are inclusive, mission-aligned, and grounded in evidence. These structures support collaboration across academic and administrative functions, with clear roles for policy development, financial oversight, and curriculum governance. Committees and leadership teams operate within a framework that emphasizes shared responsibility, transparency, and continuous improvement. Whether the topic is program design, tuition structure, or student policy, decisions are made through established processes that involve appropriate stakeholders and result in actions that advance institutional goals and support equitable student outcomes.

The Curriculum Committee's redesign of the Information Technology – Cloud Administration Associate of Applied Science program into a revised Associate of Science in Information Technology illustrates how Campus applies its decision-making structures to academic innovation and mission alignment. The updated program includes coursework focused on current technologies, industry-relevant skills, and emerging trends in the IT field. This redesign went beyond minor adjustments, introducing updates to the program's curriculum, degree structure, and delivery format to better reflect current industry expectations and student transfer goals. The committee reviewed the prior year's IT Program Review, evaluated student demand, transfer outcomes, workforce needs, and instructional quality. As a result, the new program reduces credit load from 113.75 to 93 credits, updates cloud and cybersecurity content, and improves course sequencing.

One of the most significant changes was the replacement of embedded certification exams with a voucher-based support system. This shift preserved academic rigor while improving affordability and flexibility for students. Other decisions, such as updated faculty hiring criteria, technology tool integration, and a phased course rollout, demonstrate that innovation at Campus is the product of intentional, collaborative planning. The program proposal outlined stakeholder responsibilities, a detailed timeline, and expected benefits for both students and the institution. This reflects a disciplined and transparent approach to decision-making.

The Policy Committee provides another example of how Campus implements its governance processes consistently and inclusively. Formed under the Policy Development and Compliance Policy and as documented in the committee's meeting minutes, the group includes representatives from compliance, academics,

operations, and student services and meets regularly to review, revise, and recommend policies that directly impact students. Its work on the Student Complaint and Grievance Policy illustrates this process in action. Initial feedback from committee members identified the need for a more clearly defined elevation path, a revised grievance form, and clarification around the scope of formal versus informal complaints. In response, the committee revised the draft, reassigned follow-up tasks, and reconvened to finalize a version that aligned with Department of Education reporting standards. They updated all timelines to reflect business days, introduced a new grievance tracking procedure, and ensured cross-departmental implementation. This process shows how Campus uses its decision-making systems to address concerns transparently, revise policies through iteration, and arrive at solutions that are compliant and student-centered.

The Tuition Committee reflects the same principles of cross-functional participation and mission alignment. The committee includes leaders from finance, legal, compliance, and academics, and evaluates tuition proposals through a lens of regulatory compliance, affordability, and operational impact. In preparing the tuition structure for the 2024–25 academic year, the committee’s meeting minutes reflect that it analyzed updates to Pell Grant funding, assessed potential gaps in student aid coverage, and recommended a credit-based tuition model that offered greater clarity and predictability for students. The committee assigned follow-up responsibilities for updating enrollment agreements, communicating changes, and preparing documentation for Board approval. Their process ensured that a significant financial decision with broad institutional impact was made in a way that prioritized access, transparency, and student success.

Campus also demonstrates a clear commitment to evaluating and improving its decision-making practices. This effort is largely driven by the Policy Committee, which serves as the institutional hub for governance review. Beyond its role in specific policy formulation, the committee monitors the broader processes by which decisions are made. Under the Policy Development and Compliance Policy, the committee ensures that all institutional policies undergo formal review at least once every three years. Through this evaluative function and its position as a connector across departments, the Policy Committee helps Campus maintain a decision-making framework that is consistent and continuously improving.

Campus’s decision-making structures are consistent, participatory, and intentionally designed to advance the College’s mission. Institutional practices ensure that decisions are shaped by appropriate stakeholders, grounded in evidence, and refined through ongoing evaluation. Whether focused on academic innovation, operational policy, or financial planning, these processes lead to decisions that are student-centered, forward-looking, and mission-aligned. Campus not only holds itself accountable for making sound decisions but also for continually reviewing and improving the processes by which those decisions are made.

#### **4.4. Acting through policy, the governing board takes responsibility for the overall quality and stability of the institution, and regularly monitors progress towards its goals and fiscal health. (ER 7)**

Campus has established clear and formal policies that define the Board of Trustees’ responsibility for ensuring academic quality and advancing equitable student outcomes. These responsibilities are rooted in the bylaws for Campus, Inc., which assign the Board direct oversight over key academic areas. Article III, Section 1 states that the Board is responsible “for all College policies, College personnel, students, admissions, education and training, accreditation, financial stability and general school welfare, and academic standards.” In particular, the Board is charged with approving policies that “contribute to the best possible environment for students to learn and develop their abilities” and that “contribute to the best possible environment for the faculty to teach, pursue their scholarship, and perform public service.” This language affirms that the Board’s role includes both ensuring educational rigor and fostering conditions for student achievement.

The Board of Trustees Governance Policy further defines the mechanisms through which these responsibilities are carried out. The policy states that the Board must “exercise ultimate institutional authority over all academic and College functions,” including approving major academic program changes, reviewing standards related to faculty appointment and performance, and monitoring progress on enrollment growth targets. These actions are explicitly tied to institutional outcomes, as the policy directs the Board to set growth parameters “predicated on the Board’s review and satisfaction with Board-approved quality outcomes.” The Board is also responsible for ensuring that Campus remains in compliance with all standards of the Accrediting Commission for Community and Junior Colleges, including those related to student learning, assessment, and achievement gaps.

Campus's Institutional Governance Structure Policy reinforces this framework by identifying the Board of Trustees as “the ultimate authority on academic and student affairs policy.” It explains that the Board reviews academic proposals, monitors student success data, and ensures alignment between institutional initiatives and student achievement goals. The policy specifically notes that the Board focuses on maintaining academic excellence and supporting equitable outcomes for students. In doing so, the Board plays a central role in advancing Campus's mission to serve a diverse student population through high-quality, student-centered education.

Together, these policies establish a system of governance in which the Board of Trustees is explicitly accountable for the quality of academic programs, the effectiveness of learning environments, and the equitable achievement of outcomes across student groups. This commitment is not abstract but embedded in Board responsibilities, oversight practices, and approval processes that shape the academic direction of the institution.

Building on this foundation of policy and responsibility, the Board of Trustees reviews student learning and achievement data as a standing component of its regular work. This review is anchored by the Board of Trustees Quarterly Report dashboard, a recurring report that presents consistent metrics related to student retention, persistence, graduation projections, and satisfaction. The dashboard provides a structured, comparative view of student outcomes over time and serves as the foundation for Board review and discussion during each quarterly meeting.

At the February 27, 2024, meeting, the Board used the dashboard to examine a full suite of student success indicators, including student Net Promoter Score (NPS), faculty Net Promoter Score, persistence by cohort, and online graduation rate projections. The slides presented to the Board expanded on these figures with direct student and faculty feedback. Student NPS, for example, was reported at 75, with written feedback such as, “Campus is the only college program I’ve experienced that works with me when I have a problem.” Faculty responses were also reviewed, highlighting areas of praise and concern, including feedback such as, “It’s rewarding, and as a job, we have a lot of support - which is why it’s a high score. It’s not a 10 because we are still working with some limitations.” Persistence and graduation rates were shown by cohort and by term, with comparisons to institutional goals that helped frame the Board’s discussion.

These metrics were not reviewed passively. The meeting minutes reflect a detailed conversation about how Campus could act on the data. The Board inquired about how student drop rates are tracked and proposed additional methods for understanding and supporting student retention. Suggestions included building five-year student vision plans, implementing tools to help students communicate challenges, and exploring



guest speakers and partnerships with research centers. The minutes note that “The Board was very supportive of using AI and other technologies wherever possible to improve the student experience but also to identify, research, and track different approaches to operations so leadership can better understand what is and is not working and continue to iterate and make data-driven decisions.”

The October 29, 2024, meeting continued this pattern of engagement. The dashboard and accompanying slide deck presented updated data on student and faculty Net Promoter Scores, persistence trends, and projected graduation rates. The Board also formally approved an updated set of Universal Graduate Outcomes, refining institution-wide learning expectations to include areas such as “Effective Communication,” “Strategic Thinking,” and “Broadened Perspective.” Meeting minutes reflect that the Board planned to continue examining and discussing how outcomes are defined and measured over time.

At the February 10, 2025, meeting, the Chancellor presented the latest KPI dashboard, including Term 1 retention trends, enrollment activity, and acquisition costs. The Board affirmed the importance of tracking these metrics closely, especially as Campus grows. Minutes from the meeting note that “retention and completion rates continue to be key priorities,” and that the Board emphasized maintaining quality at scale. Together, these meetings demonstrate that the Board of Trustees consistently reviews student learning and achievement data and actively engages in discussions that shape institutional strategies for improving academic quality and equitable outcomes. The dashboard provides a reliable framework for longitudinal tracking, and Board conversations routinely connect outcome data with operational and strategic decisions.

This same level of oversight extends to the College's financial health. Campus maintains clear and formal policies that define the Board of Trustees' responsibility for ensuring the financial stability of the institution. The bylaws for Campus, Inc. assign the Board direct authority over institutional financial decisions, particularly in connection to how resources are used to advance Campus's mission. Article III, Section 1 states that the Board is responsible for “financial stability and general school welfare,” as well as “to oversee budgets and audits.” Trustees also have authority to “authorize the execution of contracts and other instruments” necessary to implement approved plans and ensure that spending decisions are purposeful, prudent, and aligned with institutional goals, as further detailed in the Board of Trustees Governance Policy. The policy reinforces that the Board is accountable for long-term fiscal planning and for ensuring that expenditures reflect the College's mission, values, and sustainability. Campus's Institutional Governance Policy reinforces this framework by identifying the Board as the body that “reviews and approves strategic and financial planning documents.” Taken together, these policies provide a clear and comprehensive outline of the Board of Trustees' role in maintaining fiscal oversight and ensuring that resource allocation supports the College's educational mission.

This structure is supported by the Board of Directors of CampusGroup, Inc., the corporate entity that holds fiduciary responsibility for Campus's broader financial platform. While the Board of Trustees directs how funds are used to serve students and fulfill institutional goals, the Board of Directors manages financial reserves, oversees corporate-level compliance, and supports capital strategy. The bylaws for CampusGroup, Inc. state that “the business and affairs of the corporation shall be managed and all corporate powers shall be exercised by or under the direction of the Board of Directors.” This includes determining who may authorize payments and financial instruments issued in the corporation's name, and receiving reports on the financial condition of the organization from the Chief Executive Officer. Through this role, the Board of Directors ensures the strength and flexibility of the financial infrastructure that enables the Board of Trustees to govern in service of Campus's mission.

The Board of Trustees' ongoing review of institutional health includes not only academic outcomes but also key financial indicators. As noted in the [Board of Trustees Quarterly Report](#) dashboard, financial data such as annual recurring revenue, gross margin, student acquisition cost, and average class size are presented alongside student success metrics. These indicators are reviewed during each quarterly meeting and serve as a foundation for the Board's fiscal oversight and strategic planning.

At the [June 18, 2024](#), meeting, the Board reviewed a financial update that included the year-end audit results, a fundraising strategy for 2024, and a summary of financial performance. These materials were presented as part of the meeting agenda and supported the Board's discussion of institutional readiness and financial positioning.

During the [October 29, 2024](#), meeting, the Chancellor's KPI report included detailed fiscal metrics, such as annual recurring revenue, online program gross margin, and average class size. The slide deck accompanying the meeting outlined tuition model revisions and cost comparisons. These materials informed the Board's discussion of institutional efficiency and pricing strategy, and reflected its ongoing engagement with the financial model.

The [February 10, 2025](#), meeting further demonstrated regular fiscal oversight. The Chancellor presented updated financial projections in the KPI dashboard, including student acquisition cost, gross margin analysis, and enrollment-linked revenue modeling. The Board reviewed these materials and voted to approve a tuition adjustment for the 2025–26 academic year, based on the financial data presented. These discussions linked revenue decisions to long-term fiscal stability.

At the [March 14, 2023](#), meeting, the Board reviewed early-stage financial modeling during a discussion on institutional sustainability. The minutes include references to projected gross margin, enrollment targets, and program design cost implications. These discussions were focused on improving operational efficiency and progressing toward breakeven as Campus expanded its offerings.

Together, these meetings show that the Board of Trustees regularly reviews and acts upon financial information that reflects the stability and performance of the institution. Whether approving tuition changes, reviewing audit results, or monitoring key financial indicators, the Board consistently engages with the fiscal data needed to fulfill its oversight responsibilities.

Campus applies a structured approach to policy review and evaluation that includes both institutional and board-level practices. The [Policy Development and Compliance Policy](#) establishes that all institutional policies must undergo formal review at least once every three years. While this policy applies broadly across academic and operational areas, the Board of Trustees participates in this process through its oversight of institutional governance and its role in reviewing and approving key policies brought forward by the Policy Committee.

In addition, the Board of Trustees has formalized its commitment to regular self-assessment by developing a structured [self-evaluation framework](#) designed to ensure its governance practices remain effective. A central purpose of this evaluation is to assess how well the Board understands and fulfills its core responsibilities for academic and fiscal oversight. The framework is structured around key themes of effective governance, prompting trustees to reflect on the Board's collective performance in areas such as monitoring student achievement data, ensuring fiscal stability, and maintaining the relevance of its own policies. The evaluation is

designed to yield recommendations for strengthening Board operations and identifying where policy revisions may be necessary, ensuring the process serves as a key mechanism for continuous improvement in its oversight of institutional quality and stability.

**4.5. The governing board selects and evaluates the institution’s chief executive officer (CEO). The governing board gives the CEO full authority to implement board policies and ensure effective operations and fulfillment of the institutional mission.**

The selection of the College's Chief Executive Officer, referred to as the Chancellor, is carried out by the Board of Trustees of Campus, Inc., in coordination with the Board of Directors of CampusGroup, Inc., the sole shareholder of Campus, Inc. The bylaws of Campus, Inc. specify that the Chancellor is appointed by the Board of Trustees, with the approval of the shareholders of CampusGroup, Inc., and may only be removed through a recommendation of the Board of Trustees, also subject to shareholder approval. This structure provides a defined process through which the Board of Trustees identifies and appoints the College's executive leader, with the shareholder serving in an approval role to ensure alignment at the corporate level.

Once appointed, the Chancellor is granted the authority needed to lead the College and carry out the responsibilities set by the Board. The delegation of authority from the Board of Trustees to the Chancellor is clearly defined in the bylaws. The Chancellor is designated as the Chief Executive Officer of the College and is granted broad responsibility for implementing board policies and managing day-to-day operations. Article IV, Section 5 states that the Chancellor “shall, subject to the oversight of the Board, establish administrative and corporate policies and procedures for the corporation.” This provision authorizes the Chancellor to lead institutional operations in alignment with the strategic direction set by the Board. The same section also gives the Chancellor the authority to delegate powers as appropriate to support institutional effectiveness. The Chancellor “shall have the authority to delegate powers as the chancellor deems appropriate to the president, or to other employees or agents of the corporation.” This ensures flexibility in organizational management and allows the Chancellor to build and oversee an administrative structure that supports the College's mission.

To ensure continued alignment between leadership and institutional priorities, the Board of Trustees also conducts regular evaluations of the Chancellor’s performance. This responsibility lies solely with the Board and is intended to assess leadership effectiveness, alignment with strategic goals, and the Chancellor’s execution of board policies. In 2023, the Board completed a performance review of the Chancellor through a collaborative process among Trustees. Feedback was collected and synthesized into a written assessment that was formally shared with the Chancellor. The evaluation addressed key areas including leadership and vision, academic excellence, financial management, board relations, institutional governance, and external partnerships. The report noted that “under Mr. Oyerinde’s leadership, our institution has experienced significant progress across various domains in 2023,” and included constructive input for continued improvement, such as expanding stakeholder communication and refining strategies for student retention and academic outcomes.

To formalize and standardize this process, the Board has since adopted a structured Chancellor Evaluation Framework. The framework identifies the Chancellor’s performance evaluation as a primary responsibility of the Board and includes clear objectives such as assessing how well the College is fulfilling its purpose and strategic goals, how effectively the Chancellor is implementing Board decisions, and whether communication and oversight structures are functioning effectively. The framework allows for multiple methods of evaluation, including structured discussion, surveys, and individual interviews. The process concludes with written

feedback and documented recommendations for the Chancellor. The framework also includes a detailed rubric covering institutional effectiveness, leadership, academic quality, financial stewardship, and communication with the Board. Trustees assess the Chancellor's performance on each of these criteria using specific indicators such as adherence to the College's mission, implementation of Board policies, transparency in financial matters, and presentation of key performance data. The first review conducted under this system was completed in Fall 2025.

This governance structure provides a clear and consistent approach to executive leadership at Campus. The Board of Trustees sets expectations for regular reporting from the Chancellor, defines the scope of delegated authority through policy, and ensures that delegation is exercised in practice through structured oversight and formal evaluation. These practices ensure that the Chancellor is both empowered to lead and accountable to the Board in advancing the College's mission.

**4.6. The governing board functions effectively as a collective entity to promote the institution's values and mission and fulfill its fiduciary responsibilities. The governing board demonstrates an ability to self-govern in adherence to its bylaws and expectations for best practices in board governance. (ER 7)**

As the body charged with institutional governance, the Board of Trustees is responsible for overseeing all academic, operational, and financial matters in direct support of the College's mission. The Board of Trustees works as a unified body to support the mission of the College and carry out its fiduciary responsibilities. Its expectations are clearly stated in both the bylaws of Campus, Inc. and the Board of Trustees Governance Policy, which affirm that the Board holds ultimate institutional authority over all academic and institutional matters and is charged to determine and periodically review the mission and purposes of the College. Trustees are expected to come prepared to meetings, participate meaningfully, and uphold the mission through informed decision-making. The Board is responsible for setting institutional policies, monitoring finances and accreditation, and regularly reviewing the College's purpose and direction. These responsibilities reflect a clear, shared commitment to advancing the College's goals.

Independence from undue influence is built into the Board's structure and expectations. The bylaws require that a majority of Trustees be independent, including the Chair, and the Board of Trustees Ethics Policy clarifies that these independent Trustees must not be employed by or have ownership in the College and must avoid any financial or personal interest that could interfere with their duties. They are required to act solely in the best interest of the College and the students it serves.

Once the Board reaches a decision, all members are expected to support it. The Ethics Policy states that the Board must speak with one voice, and individual Trustees do not have authority outside the Board as a whole. The Code of Conduct further reinforces this expectation by stating that Trustees may not represent the College without authorization. These provisions make clear that Board members are expected to respect and uphold collective decisions.

The College also has procedures in place to address conduct that does not align with board policies. The Board of Trustees Conflict of Interest Policy requires Trustees to disclose any actual or potential conflicts, recuse themselves from discussion and voting when necessary, and follow formal procedures for investigation and resolution. If a Trustee fails to disclose a conflict, the Board is expected to take disciplinary or corrective action.

The Ethics Policy also includes a Code of Conduct that outlines expectations related to confidentiality, use of resources, relationships with staff, and other core areas of board responsibility.

The Board of Trustees regularly engages in reflective practices that support its effectiveness and ongoing development. In addition to structured governance activities, the Board frequently uses executive sessions and policy deliberations as opportunities for informal evaluation and growth. For example, the closed session held on November 8, 2023 provided space for private board dialogue and consideration of governance priorities in the absence of executive leadership. After the February 10, 2025, meeting, Trustees engaged in a robust email exchange regarding governance items. That discussion prompted consultation with legal counsel, clarification of the Board's responsibilities, and ultimately informed revisions to the Bylaws, which were formally adopted at the May 7, 2025, meeting. These examples reflect a consistent pattern of self-reflection and a commitment to strengthening board governance.

The Board of Trustees regularly engages in reflective practices to strengthen its effectiveness. This commitment was recently demonstrated through the development of the Board's official self-evaluation framework. The draft framework was presented and discussed during the Board's August 4, 2025, meeting, where Trustees collectively engaged in discussion to refine the instrument. Board members provided substantive feedback, recommending that the framework be revised to include more qualitative and satisfaction-based questions to ensure a more meaningful assessment. The Board ratified the revised framework at its November 24, 2025, meeting, after which the evaluation will be formally conducted. This deliberative process of creating, reviewing, and refining its own assessment tool is a clear example of the Board's ability to self-govern and its proactive commitment to enhancing its collective effectiveness.

Together, these policies, practices, and recent actions demonstrate that the Board of Trustees functions as an engaged and accountable governing body that both understands and fulfills its responsibilities. The Board operates with a shared commitment to the mission, acts independently in the College's best interest, and maintains a culture of collective responsibility. Clear expectations, documented procedures, and a proactive approach to governance ensure that the Board is equipped to address challenges, support institutional progress, and continuously strengthen its own effectiveness through evaluation and development.

● **B. Required Documentation**

**Standard 1: Mission and Institutional Effectiveness**

Required Item	Documentation
i. Documentation of institution's authority to operate as a postsecondary educational institution and award degrees (e.g., degree-granting approval statement, authorization to operate, articles of incorporation) (ER 1)	<ul style="list-style-type: none"> <li>● <a href="#"><u>BPPE Approval to Operate Certificate</u></a></li> <li>● <a href="#"><u>U.S. Department of Education Program Participation Agreement</u></a></li> <li>● <a href="#"><u>Articles of Incorporation</u></a></li> </ul>
ii. Procedures/practices for periodic review of mission/mission-related statements, including provisions for revision (if/when revisions are needed) that allow for participation of institutional stakeholders, as appropriate for the character and context of the institution	<ul style="list-style-type: none"> <li>● <a href="#"><u>Institutional Governance Policy</u></a></li> <li>● <a href="#"><u>Board of Trustees Governance Policy</u></a></li> <li>● <a href="#"><u>Strategic Planning Process</u></a></li> <li>● <a href="#"><u>Campus, Inc. Bylaws (Art. III.f) — Trustees review of mission</u></a></li> <li>● <a href="#"><u>Board Approval of Mission Statement, June 18, 2024</u></a></li> <li>● <a href="#"><u>Board Review of Mission Statement, November 24, 2025</u></a></li> </ul>
iii. Documentation of the governing board's approval of the institutional mission (ER 6)	<ul style="list-style-type: none"> <li>● <a href="#"><u>Campus, Inc. Bylaws</u></a></li> <li>● <a href="#"><u>Board Approval of Mission Statement, June 18, 2024</u></a></li> <li>● <a href="#"><u>Institutional Mission Statement (campus.edu)</u></a></li> </ul>
iv. Procedures/practices for setting institutional goals, including provisions for the inclusion of input from relevant institutional stakeholders, as appropriate for the character and context of the institution	<ul style="list-style-type: none"> <li>● <a href="#"><u>Institutional Strategic Planning</u></a></li> <li>● <a href="#"><u>Campus Annual Reflection Report</u></a></li> <li>● <a href="#"><u>Budget Development and Financial Planning Policy</u></a></li> <li>● <a href="#"><u>Institutional Goals and KPIs to Board of Trustees February 10, 2025</u></a></li> <li>● <a href="#"><u>Campus, Inc. Bylaws (Art. III)</u></a></li> </ul>
v. Documentation that the institution has established standards and goals for student achievement (i.e., institution-set standards), including but not limited to standards and goals for successful course completion, certificate completion, degree completion, transfer rates, job placement rates, and licensure examination pass rates, at the institutional and program levels (ER 2, ER 11)	<ul style="list-style-type: none"> <li>● <a href="#"><u>Institution-Set Standards Report</u></a></li> <li>● <a href="#"><u>Board Minutes Approving new Strategic Planning Process</u></a></li> <li>● <a href="#"><u>Universal Graduate Outcomes</u></a></li> <li>● <a href="#"><u>Board of Trustees Approval of the Universal Outcomes</u></a></li> <li>● <a href="#"><u>Annual Strategic Planning Process (FKA Master Planning) 2025</u></a></li> <li>● <a href="#"><u>Executive Team Summary of Master Planning Process 2024</u></a></li> </ul>

## Standard 2: Student Success

Required Item	Documentation
<p>i. Documentation that the institution's practices for awarding credit reflect generally accepted norms in higher education, including:</p> <ul style="list-style-type: none"> <li>• Commonly accepted minimum program lengths for certificates, associate degrees, and baccalaureate degrees</li> <li>• Written policies for determining credit hours that are consistently applied to all courses, programs, and modalities</li> <li>• Adherence to the Department of Education's standards for clock-to-credit hour conversions, if applicable (ER 10)</li> <li>• Methodology to reasonably equate the direct assessment program to credit or clock hours, if applicable</li> </ul> <p>(See Commission <u><a href="#">Policy on Competency Based Education</a></u> and <u><a href="#">Policy on Credit Hour, Clock Hour, and Academic Year</a></u>)</p>	<ul style="list-style-type: none"> <li>• <u><a href="#">Credit Hour Policy</a></u></li> <li>• <u><a href="#">Program and Course Development Policy</a></u></li> <li>• <u><a href="#">Curriculum Review Committee Handbook</a></u></li> <li>• <u><a href="#">Catalog Excerpts Listing Degree Length</a></u></li> </ul>
<p>ii. Documentation that the institution's transfer of credit policies include the following:</p> <ul style="list-style-type: none"> <li>• Any established criteria the institution uses regarding the transfer of credit earned at another institution</li> <li>• Any types of institutions or sources from which the institution will not accept credits</li> <li>• A list of institutions with which the institution has established an articulation agreement</li> <li>• Written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning</li> </ul> <p>See <u><a href="#">Policy on Transfer of Credit</a></u></p>	<ul style="list-style-type: none"> <li>• <u><a href="#">Transfer of Credit &amp; Credit for Prior Learning Policy</a></u></li> <li>• <u><a href="#">Articulation Agreement List</a></u></li> </ul>
<p>iii. Documentation of the institution's advertising and recruitment policies, demonstrating alignment with the <u><a href="#">Policy on Institutional Advertising and Student Recruitment</a></u> (ER 16)</p>	<ul style="list-style-type: none"> <li>• <u><a href="#">Marketing &amp; Advertising Policy</a></u></li> <li>• <u><a href="#">Recruitment and Admissions Policy</a></u></li> <li>• <u><a href="#">Marketing, Legal, and Compliance Content Review Procedures</a></u></li> <li>• <u><a href="#">Website Terms of Use</a></u></li> </ul>

Required Item	Documentation
iv. Documentation of clear policies and procedures for handling student complaints, including: <ul style="list-style-type: none"> <li>● Evidence that these policies/procedures are accessible to students in the catalog and online;</li> <li>● Evidence that institution provides contact information for filing complaints with associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Student Complaint &amp; Grievance Policy</a> <ul style="list-style-type: none"> <li>○ <a href="#">Screenshot of view in Public Policy Portal</a></li> <li>○ <a href="#">Screenshot of view in Catalog</a></li> </ul> </li> <li>● <a href="#">Student Appeals Policy</a> <ul style="list-style-type: none"> <li>○ <a href="#">Screenshot of view in Public Policy Portal</a></li> <li>○ <a href="#">Screenshot of view in Catalog</a></li> </ul> </li> <li>● <a href="#">External Contact List (ACCJC, BPPE, DOE)</a></li> </ul>
v. Verification that the institution maintains files of formal student complaints received throughout the current accreditation cycle (i.e., since the last site visit), demonstrating: <ul style="list-style-type: none"> <li>● Accurate and consistent implementation of complaint policies and procedures</li> <li>● No issues indicative of noncompliance with Standards</li> </ul>	No link required; to be verified by the team during in-person site visit
vi. Verification that student records are stored permanently, securely, and confidentially, with provision for secure backup	No link required; to be verified by the team during in-person site visit
vii. Documentation of the institution's policies and/or practices for the release of student records	<ul style="list-style-type: none"> <li>● <a href="#">FERPA Policy</a></li> <li>● <a href="#">Records Retention and Release Policy</a></li> </ul>
viii. Documentation that the institution's policies and procedures for program discontinuance provide enrolled students with opportunities for timely completion in the event of program elimination	<ul style="list-style-type: none"> <li>● <a href="#">Teach-Out Policy</a></li> </ul>
<b>FOR TITLE IV PARTICIPANTS:</b>	
ix. Documentation of institution's implementation of the required components of the Title IV Program, including: <ul style="list-style-type: none"> <li>● Findings from any audits and program/other review activities by the U.S. Department of Education (ED)</li> <li>● Evidence of timely corrective action taken in response to any Title IV audits or program reviews</li> </ul> <p>See <a href="#">Policy on Institutional Compliance with Title IV</a></p>	<ul style="list-style-type: none"> <li>● <a href="#">2024 Title IV Compliance Audit</a></li> <li>● <a href="#">Corrective Action Evidence</a></li> </ul>



Required Item	Documentation
<b>FOR INSTITUTIONS WITH DISTANCE EDUCATION AND/OR CORRESPONDENCE EDUCATION:</b>	
<p>x. Documentation of institution's:</p> <ul style="list-style-type: none"> <li>• Procedures for verifying that the student who registers in a course offered via distance education or correspondence education is the same person who participates in the course and receives academic credit</li> <li>• Policies and/or procedures for notifying students of any charges associated with verification of student identity (if applicable)</li> <li>• Policies regarding protection of student privacy</li> </ul> <p>See <u>Policy on Distance Education and on Correspondence Education</u></p>	<ul style="list-style-type: none"> <li>• <u>Distance Education Policy</u></li> <li>• <u>Student Identification Verification</u></li> <li>• <u>Privacy Policy</u></li> <li>• <u>Tuition and Fees Policy</u></li> </ul>
<b>REQUIRED ONLY IF APPLICABLE</b>	
xi. Documentation demonstrating how the institution distinguishes its pre-collegiate curriculum from its college-level curriculum	N/A
xii. Documentation of policies and/or procedures for awarding credit for prior learning and/or competency-based credit	<ul style="list-style-type: none"> <li>• <u>Transfer of Credit &amp; Credit for Prior Learning Policy</u></li> </ul>
xiii. Documentation of agreements with other external parties regarding the provision of student and/or learning support services	N/A
xiv. Policies and/or other documentation related to institutional expectations of conformity with any specific worldviews or beliefs	N/A

### Standard 3: Infrastructure and Resources

Checklist Item	Documentation																																																																																																												
i. Written policies and procedures for human resources, including hiring procedures	<ul style="list-style-type: none"><li>● <a href="#">Code of Conduct</a></li><li>● <a href="#">Hiring Procedures Guide</a></li></ul>																																																																																																												
ii. Employee handbooks or similar documents that communicate expectations to employees	<ul style="list-style-type: none"><li>● <a href="#">Employee Handbook</a></li><li>● <a href="#">Faculty Handbook</a></li></ul>																																																																																																												
iii. Annual financial audit reports - 3 prior years (include auxiliary organizations, if applicable) (ER 5)	<ul style="list-style-type: none"><li>● <a href="#">Audited Financial Statements 2022</a></li><li>● <a href="#">Audited Financial Statements 2023</a></li><li>● <a href="#">Audited Financial Statements 2024</a></li></ul>																																																																																																												
iv. Practices for resource allocation and budget development (including budget allocation model for multi-college districts/systems)	<ul style="list-style-type: none"><li>● <a href="#">Budget Development and Financial Planning Policy</a></li></ul>																																																																																																												
v. Policies guiding fiscal management (e.g., related to reserves, budget development)	<ul style="list-style-type: none"><li>● <a href="#">Fiscal Management &amp; Reserve Policy</a></li></ul>																																																																																																												
vi. Policies, procedures, or agreements (e.g., AUAs) related to appropriate use of technology systems	<ul style="list-style-type: none"><li>● <a href="#">Information Security Policy (AUP)</a></li><li>● <a href="#">Combined Security Policies</a></li></ul>																																																																																																												
FOR TITLE IV PARTICIPANTS:																																																																																																													
vii. Documentation that the institution’s student loan default rates are within the acceptable range defined by ED, or – if rates fall outside the acceptable range - documentation of corrective efforts underway to address the issue	<table><tr><th colspan="6">Cohort Fiscal Year: 2022</th></tr><tr><td>HYR OFFICIAL</td><td>ACTUAL</td><td>0</td><td>486</td><td>0</td><td>08/02/2025</td></tr><tr><td>HYR DRAFT</td><td>ACTUAL</td><td>0</td><td>486</td><td>0</td><td>01/25/2025</td></tr><tr><th colspan="6">Cohort Fiscal Year: 2021</th></tr><tr><td>HYR OFFICIAL</td><td>ACTUAL</td><td>0</td><td>431</td><td>0</td><td>08/03/2024</td></tr><tr><td>HYR DRAFT</td><td>ACTUAL</td><td>0</td><td>423</td><td>0</td><td>01/27/2024</td></tr><tr><th colspan="6">Cohort Fiscal Year: 2020</th></tr><tr><td>HYR OFFICIAL</td><td>ACTUAL</td><td>0</td><td>469</td><td>0</td><td>08/05/2023</td></tr><tr><td>HYR DRAFT</td><td>ACTUAL</td><td>0</td><td>472</td><td>0</td><td>01/28/2023</td></tr><tr><th colspan="6">Cohort Fiscal Year: 2019</th></tr><tr><td>HYR OFFICIAL</td><td>ACTUAL</td><td>3</td><td>430</td><td>0.8</td><td>09/20/2022</td></tr><tr><td>HYR DRAFT</td><td>ACTUAL</td><td>4</td><td>429</td><td>0.9</td><td>01/26/2022</td></tr><tr><th colspan="6">Cohort Fiscal Year: 2018</th></tr><tr><td>HYR OFFICIAL</td><td>ACTUAL</td><td>33</td><td>429</td><td>7.6</td><td>08/07/2021</td></tr><tr><td>HYR DRAFT</td><td>ACTUAL</td><td>33</td><td>429</td><td>7.6</td><td>01/30/2021</td></tr><tr><th colspan="6">Cohort Fiscal Year: 2017</th></tr><tr><td>HYR OFFICIAL</td><td>ACTUAL</td><td>54</td><td>466</td><td>11.5</td><td>08/08/2020</td></tr><tr><td>HYR DRAFT</td><td>ACTUAL</td><td>54</td><td>466</td><td>11.5</td><td>01/26/2020</td></tr></table>	Cohort Fiscal Year: 2022						HYR OFFICIAL	ACTUAL	0	486	0	08/02/2025	HYR DRAFT	ACTUAL	0	486	0	01/25/2025	Cohort Fiscal Year: 2021						HYR OFFICIAL	ACTUAL	0	431	0	08/03/2024	HYR DRAFT	ACTUAL	0	423	0	01/27/2024	Cohort Fiscal Year: 2020						HYR OFFICIAL	ACTUAL	0	469	0	08/05/2023	HYR DRAFT	ACTUAL	0	472	0	01/28/2023	Cohort Fiscal Year: 2019						HYR OFFICIAL	ACTUAL	3	430	0.8	09/20/2022	HYR DRAFT	ACTUAL	4	429	0.9	01/26/2022	Cohort Fiscal Year: 2018						HYR OFFICIAL	ACTUAL	33	429	7.6	08/07/2021	HYR DRAFT	ACTUAL	33	429	7.6	01/30/2021	Cohort Fiscal Year: 2017						HYR OFFICIAL	ACTUAL	54	466	11.5	08/08/2020	HYR DRAFT	ACTUAL	54	466	11.5	01/26/2020
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REQUIRED ONLY IF APPLICABLE																																																																																																													
viii. Documentation of any agreements that fall under ACCJC’s <a href="#">Policy on Contractual Relationships with Non-accredited Organizations</a>	N/A																																																																																																												
ix. Written code of professional ethics for all personnel including consequences for violations	<ul style="list-style-type: none"><li>● <a href="#">Code of Conduct</a></li></ul>																																																																																																												

## Standard 4: Governance and Decision-Making

Checklist Item	Documentation
i. Governing board policies/procedures for selecting and regularly evaluating its chief executive officer	<ul style="list-style-type: none"> <li>• <a href="#">Chancellor Evaluation Framework</a></li> <li>• <a href="#">Campus, Inc. Bylaws</a>, Art. IV, Sec. 5 – Board appoints the Chancellor</li> </ul>
ii. Documentation or certification that the institution’s CEO does not serve as the chair of the governing board (ER 4)	<ul style="list-style-type: none"> <li>• <a href="#">Campus, Inc. Bylaws</a>, Art. IV, Sec. 7 — Board Chair must be an independent Trustee.</li> </ul>
iii. Governing board policies/procedures/bylaws related to Board Ethics	<ul style="list-style-type: none"> <li>• <a href="#">Campus, Inc. Bylaws</a>, Art. VI, VII, VIII — Conflict of Interest, Non-Discrimination, Indemnification.</li> <li>• <a href="#">Board Ethics Policy</a></li> </ul>
iv. Governing board policies/procedures/bylaws related to conflict of interest	<ul style="list-style-type: none"> <li>• <a href="#">Campus, Inc. Bylaws</a>, Art. VI — Conflict of Interest Requirements</li> <li>• <a href="#">Conflict of Interest Policy &amp; Disclosure Form</a></li> </ul>

## Other Federal Regulations and Related Commission Policies

Checklist Item	Documentation
<p>i. Documentation of the institution’s appropriate and timely effort to solicit third party comment in advance of the Focused Site Visit and – if applicable - cooperate with the review team in any necessary follow-up</p> <p><i>See <a href="#">Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions</a>, Section D</i></p>	<ul style="list-style-type: none"> <li>• <a href="#">Third Party Comment Notice</a></li> <li>• <a href="#">Website Screenshot (12/10/25)</a></li> </ul>
<p>ii. Documentation that the institution provides accurate information for the public concerning its accredited status with ACCJC on its institutional website, no more than one page (one click) away from the home page</p> <p><i>See <a href="#">Policy on Representation of Accredited Status</a></i></p>	<ul style="list-style-type: none"> <li>• <a href="#">Campus Accreditation Webpage</a></li> </ul>

## C. Appendix 1: Verification of Catalog Requirements (ER 20)

\*Catalog locations are as of the December 3, 2025 Catalog Revision.

REQUIRED ELEMENT	CATALOG LOCATION*
<b>General Information</b>	
Official Name, Address(es), Telephone Number(s), and Website Address of the Institution	1
Educational Mission	4
Representation of accredited status with ACCJC, and with programmatic accreditors, if any	10
Course, Program, and Degree Offerings	94-146
Student Learning Outcomes of Programs and Degrees	94-146
Academic Calendar and Program Length	11-13
Academic Freedom Statement	73-75
Available Student Financial Aid	26-29
Available Learning Resources	89
Names and Degrees of Administrators and Faculty	Administration (6-7) Faculty (89-94)
Names of Governing Board Members	7-9
<b>Requirements</b>	
Admissions	31-34
Student Tuition, Fees, and Other Financial Obligations	13-26
Degrees, Certificates, Graduation and Transfer	86
<b>Major Policies and Procedures Affecting Students</b>	
Academic Regulations, including Academic Honesty	37-88
Nondiscrimination	48-49
Acceptance and Transfer of Credits	81-86
Transcripts	87-88
Grievance and Complaint Procedures	164-168
Sexual Harassment	48-49
Refund of Fees	44-45
<b>Locations or Publications Where Other Policies May be Found</b>	
<ul style="list-style-type: none"> <li><a href="#">Institutional Policy Portal</a></li> <li><a href="#">Disclosures</a></li> <li><a href="#">Miscellaneous Employee Policies</a></li> </ul>	

## D. Appendix 2: Organizational Structure

- Organizational Chart