



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

Submitted by

MTI College
5221 Madison Avenue
Sacramento, CA 95841

to

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

August 2, 2019

Certification

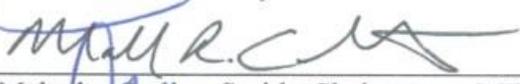
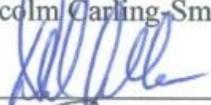
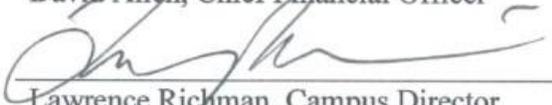
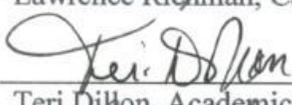
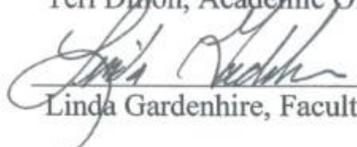
To: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

From: Michael Zimmerman
MTI College
5221 Madison Avenue
Sacramento, CA 95841

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

 Michael Zimmerman, President	8-1-19 Date
 Malcolm Carling-Smith, Chairperson, MTI Board of Trustees	8/1/19 Date
 David Allen, Chief Financial Officer	8/1/19 Date
 Lawrence Richman, Campus Director	8/1/19 Date
 Teri Dillon, Academic Officer	8/1/19 Date
 Linda Gardenhire, Faculty	8-2-19 Date

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A. Introduction

College History

A Brief History of MTI College Founded by Arnold and Euna Zimmerman

After serving 24 years in the United States Air Force, Arnold Zimmerman wished to settle his family in Sacramento and retire from active duty. In 1965, Arnold and his wife, Euna, purchased the rights to open a franchise school operation called MTI Business School. The school was opened in 1,600 square feet of rented space at 2100 Capitol Avenue in Sacramento, California, on November 10, 1965. MTI was an acronym for Market Training Institute, which related to the most popular program at the time: Grocery Checking.

After just a few years of operation, success was such that the school had expanded from providing a grocery checking program to providing computer programming, secretarial, and data processing-related programs. Of additional importance is the fact that all ties were removed in 1968 from the franchisor, MTI Business Schools of Hollywood, California. The founder, Harold Haase, allowed the franchise operators the right to the name MTI Business School without any further financial obligations. Student enrollment was large enough to support the building of new facilities at 2731 Capitol Avenue, just seven blocks from the existing facility. The availability of the Basic Eligibility Opportunity Grant created the impetus for MTI becoming accredited by the Accrediting Commission for Independent Colleges and Schools (ACICS) in 1975. The primary program offerings at that time were data processing and secretarial.

Growth in enrollments and program offerings in the early 1990s facilitated the need for a new, more modern facility. A four-acre site was purchased ten miles away, in the suburbs of Sacramento. Construction was completed in 1993, and MTI moved to its existing location on Madison Avenue. Over the past 26 years, two additional buildings have been built, and numerous improvements have been implemented. Total building space available in the three buildings is approximately 40,000 square feet.

In 1994, MTI received approval from ACICS and the California Bureau for Private Postsecondary Vocational Education (BPPVE) to offer Associate Degree programs. The first degree programs offered were the Associate of Applied Science in Legal Assisting and the Associate of Applied Science in Computer Science. This was a significant change in the course of the college and eventually led the institution to seek ACCJC/WASC accreditation. On June 21, 1999, MTI was granted candidacy status by the ACCJC followed by initial accreditation on January 8, 2002.

MTI experienced enormous growth in enrollments caused by the technology boom during the period from 1997 to 2001. This surge in enrollments was short lived as the interest in technology careers faded as fast as it emerged. MTI was faced with declining enrollments and sought out new program options. To offset the declining enrollments, MTI's healthcare offerings were expanded to include medical assisting in 2003 and phlebotomy in 2008. Cosmetology was added in 2006. Cosmetology is a unique program in that it utilizes curriculum and skill sets developed

by John Paul Mitchell Systems through its advanced education division. Currently, MTI College offers programs in five key areas: paralegal studies, healthcare, technology, business, and barbering and cosmetology. The current enrollment is approximately 800 students.

With the continued introduction of federal and state regulations impacting student loan defaults, consumer disclosures and student success, MTI has evolved from a more open admissions policy 30 years ago to having a selective admissions policy today. As stated in its mission and vision statements, MTI College is focused on its students' success in a concentrated effort to ensure a successful future for the College.

Summary of Major Developments

- **Change in Presidency**

For many years, MTI has benefited from the long-term stability of its leadership and governing boards. However, due to the passage of time, changes to board leadership and composition have occurred. John Zimmerman retired as MTI's president and chief executive officer in 2017. His son, Michael Zimmerman, had been serving as the director of operations and was promoted to president beginning September 1, 2017. To ensure a smooth transition and to retain his wealth of institutional knowledge, John Zimmerman serves as a non-voting advisor to the board of trustees. The executive leadership and governing bodies of MTI are committed to ensuring the ongoing success of the institution by securing suitable leadership across the campus that will guide MTI into the future without losing sight of its founding principles.

- **Facility Upgrades**

In 2015, the president and executive committee approved a comprehensive remodel of the Paul Mitchell building ([III.B.02.Ev.1](#)). This project created additional instructional space and set up a more effective office layout for student support staff. The availability of additional facilities was instrumental in setting up the implementation of the Barbering program in 2018 ([IV.B.03.Ev.1](#)). Also, in 2018, the executive committee, under the supervision of the president, approved the construction of a new medical lab in the main building. This new lab would allow for an expanded clinical instruction environment, instruction on the use of ADA-compliant patient beds and laboratory inventory management practices that are in use with major local healthcare systems ([III.B.02.Ev.2](#))([III.B.02.Ev.3](#)).

- **Retention Committee**

A retention committee was created to generate strategies to improve retention. The retention committee meets every week to discuss student attendance and progress. The committee consists of the deans, admissions director, student success advisor, president, chief financial officer and campus director. The purpose of the meeting is to monitor potentially at-risk students and assure that support is being provided to assist them in overcoming obstacles in their path to their success. Focus is placed on each student's academic progress and attendance, and input from the deans, instructors and other staff who are familiar with the student is reviewed. Student lists that are reviewed by the retention committee demonstrate that the committee reviews student activity and the

support that is being provided, and identifies further action items where appropriate ([I.B.01.Ev.6](#)). Several times a term, the student success advisor asks instructors for feedback on first term students as the committee is especially interested in making sure that new students are receiving the support they need.

In addition to addressing all students who may need assistance, the retention committee meeting has proven to be an effective tool in identifying and addressing the needs of students who are struggling during their first term at MTI. If it is determined that a new student has the potential to be successful despite currently struggling, the dean, student success advisor or future professional advisor works with the student and monitors his or her progress. Open labs and instructor tutoring are often assigned so that the student can catch up and get the help he or she needs. If it is determined that MTI is not a good match for the student, the student's enrollment is cancelled, any financial aid that has been disbursed is returned in full, and any outstanding balances are forgiven. The decision to discontinue a student must be made within the first six weeks of attendance, except where there are extenuating circumstances ([II.C.03.Ev.2](#)).

- **Professionalism Grade**

The professionalism grade offers students a means to demonstrate to prospective employers that they possess the attitudes and behaviors valued in the workplace and this is outlined in the grading policy ([I.A.03.Ev.7](#)). The planning and implementation of the professionalism grade were driven by the executive committee and academic team ([II.C.01.Ev.6](#)). The chief financial officer, director of education, network administrator, and developers from CampusNexus worked together over several months to create a customized module that allows faculty and staff to enter, track, and report on student professionalism. In addition to a student's academic grades and GPA, grade reports and transcripts include the student's professionalism grades and a professionalism GPA ([I.A.03.Ev.8](#)).

- **Online GE Courses**

MTI is expanding its online/distance education offerings and now has three online GE course options. The online classes are designed to provide students with a quality learning experience. In the online GE courses, lectures are recorded and students answer several discussion questions throughout the lecture as part of a check for understanding as well as participation ([II.A.01.Ev.10](#)). Instructor and student communication are frequent, and the classes provide students with a flexible alternative to traditional on-campus classes. MTI plans on continuing to increase its online course offerings while maintaining on-campus offerings.

Student Enrollment Data

The following table shows the total enrollment for the College, based on the July 1 through June 30 award year for the time period 2013 through 2018. As illustrated below, attendance in the day program is significantly higher than the night program. In addition, the student body, overall, is predominantly female.

Total Enrollment by award year	2013-14			2014-15			2015-16			2016-17			2017-18		
	Night	Day	Total												
Male	117	96	213	100	106	206	81	92	173	76	74	150	81	72	153
Female	218	369	587	215	317	532	201	295	496	191	320	511	227	324	551
Not Specified													3	4	7
Total	335	465	800	315	423	738	282	387	669	267	394	661	311	400	711

Source: Master Student Summary 2013-2018

Enrollment by Program

The following table shows the total enrollment for the College, based on the July 1 - June 30 award year for the time period 2013 through 2018. Enrollment in the 2017-18 award year increased after several years of decline. The Cosmetology program has seen a substantial increase in enrollments. The Medical Assisting with Phlebotomy program has also had high enrollments while the Paralegal Year Two, and Accounting Technician programs have had a substantial decrease in enrollments. The Medical Billing and Coding Professional program has increased enrollments as there is an externship available for billing students in that program that is not included in the Medical Billing and Coding Specialist program. Some programs are not being offered at this time, due to low enrollments, which include Salon Management, and IT Application Developer.

Enrollment by Program	2013-14					2014-15					2015-16					2016-17					2017-2018						
	Male		Female		Total	Male		Female		Total	Male		Female		Total	Male		Female		Unspec.		Total					
	N	D	N	D		N	D	N	D		N	D	N	D		N	D	N	D	N	D						
Administrative Office Professional	1	3	3	6	13		4	5	5	14			8	5	13	1				1			1				
Business Office Assistant				3	3		2			2			2	3	5	1	2			3	1	1	1	3			
Computer Technician			1		1	1	3			4					4	4	1			5	4	8	1	13			
Cosmetology			30	77	107		3	24	70	97		9	22	56	87	5	5	51	98	159	5	6	69	115	1	1	197
Cosmetology and Barbering													2	7	9		1	3	7	11	1	1	3	1		6	
Cosmetology w/ advanced makeup	1		4	5	10	1	1	9	28	39		3	20	26	49												
IT- Application Developer	16		1		17			1		1																	
IT - Network Administrator	14				14	5				5						1				1	3					3	
IT- Technology Systems Administrator	3				3	11				11							1	1		2	2	1	1			4	
Legal Administrative Assistant		2	15	7	24	3	4	7	6	20		1	8	11	20	2		6	1	9			2	2		4	
Legal Receptionist/ Document Administrator				2	2				1	1				1	1												
Medical Assistant	2	12	15	47	76	4	7	20	73	104	2	7	21	54	84	2	4	12	45	63	1	5	13	39		2	60
Medical Assistant w/Phlebotomy	2	7	22	90	121	3	6	22	46	77	6	9	33	63	111	6	9	31	67	113	7	11	44	82			144
Medical Billing and Coding Professional									1	1	2	2	7	11	22		2	14	38	54	3	3	15	13	1		35
Medical Billing and Coding Specialist		5	22	38	65	2	1	22	29	54	1	5	16	12	34			8	3	11			5	4		9	
Medical Office Assistant		2	3	15	20			2	12	14	1	3	4	12	20		4	2	9	15				5		5	
Medical Office Assistant w/Phlebotomy		1		6	7		1		3	4				1	1				1	1							
Phlebotomy	2	7	3	24	36				2	2		2		7	9		4		5	9				4		4	
Special -Advanced Makeup																			13	13		1		29		30	
Special - Barbering																2		2	2	6			4			4	
Special-Tech							1	1		2		1	1	1	3		1			1							
Special Advancing																		1		1		1				1	
Technical Support Specialist	10	22	4	0	36	8	24	2	3	37	6	20	1	1	28	7	15			22	6	4	1	3	0	0	14
Total	117	96	218	369	800	100	106	215	317	738	81	92	201	295	669	76	74	191	320	661	81	72	227	324	3	4	711

Source: Master Student Summary 2013-2018
N=Night Student, D= Day Student

Labor Market Data

The following table shows the expected top ten fastest growing occupations that require postsecondary education in the Sacramento Region between 2016 and 2026, according to the California Employment Development Department. These include medical assistants, phlebotomists, and cosmetologists. MTI College's diploma offerings in medical and cosmetology align very closely with these categories.

Top Occupations Requiring Postsecondary Certificate in Greater Sacramento Metropolitan Area. This includes Sacramento, El Dorado, Placer and Yolo Counties							
Standard Occupational Classification	Occupational Title	2016 Estimated Employment	2026 Estimated Employment	Percentage Change	Projected Annual Change	Median Hourly Rate	Median Annual Rate
31-9011	Massage Therapists	1,540	2,070	34.40%	3.40%	\$17.84	\$37,092
31-9092	Medical Assistants	5,400	7,160	32.60%	3.30%	\$17.33	\$36,043
31-9097	Phlebotomists	450	590	31.10%	3.10%	\$21.72	\$45,197
39-5092	Manicurists and Pedicurists	2,480	3,100	25%	2.50%	\$12.30	\$25,849
39-5012	Hairdressers, Hairstylists and Cosmetologists	2,690	3,360	24.90%	2.50%	\$12.43	\$25,849
49-9021	Heating, Air Conditioning and Refrigeration Mechanics and Installers	2,240	2,770	23.70%	2.40%	\$23.59	\$49,070
49-3011	Aircraft Mechanics and Service Technicians	460	560	21.70%	2.20%	\$33.81	\$70,325
29-2055	Surgical Technicians	770	930	20.80%	2.10%	\$30.72	\$63,903
29-2071	Medical Records and Health Information Technologies	1,830	2,210	20.80%	2.10%	\$24.15	\$50,215
31-2014	Nursing Assistants	4,890	5,780	18.20%	1.80%	\$17.15	\$35,662

Source: California Employment Development Department
<https://www.labormarketinfo.edd.ca.gov/data/employment-projections.html>

The following table shows the expected top ten fastest growing occupations that require an associate degree in the Sacramento Region between 2016 and 2026, according to the California Employment Development Department. These include paralegals, and web developers. MTI offers associate degrees in business, IT, and paralegal studies, so it is well positioned to prepare students for occupations that are expected to have growth over the next ten years.

Fastest Growing Occupations Requiring Associate Degree in the Greater Sacramento Metropolitan Area. This includes Sacramento, El Dorado, Placer and Yolo Counties							
Standard Occupational Classification	Occupational Title	2016 Estimated Employment	2026 Estimated Employment	Percentage Change	Projected Annual Change	Median Hourly Rate	Median Annual Rate
31-2021	Physical Therapist Assistants	400	550	37.50%	3.80%	\$31.77	\$66,089
29-1126	Respiratory Therapists	810	1,050	29.60%	3.00%	\$44.84	\$93,271
29-2032	Diagnostic Medical Sonographers	440	570	29.50%	3.00%	\$50.86	\$105,791
29-2056	Veterinary Technologists and Technicians	1,190	1,450	21.80%	2.20%	\$13.73	\$28,555
29-2012	Medical and Clinical Laboratory Technicians	1,250	1,520	21.80%	2.20%	unavailable	unavailable
29-2034	Radiologic Technologies	1,030	1,230	19.40%	1.90%	\$45.01	\$93,606
25-2011	Preschool Teachers, Except Special Ed.	3,050	3,610	18.40%	1.80%	\$13.92	\$28,951
23-2011	Paralegals and Legal Assistants	1,680	1,960	16.70%	1.70%	\$26.39	\$54,896
15-1134	Web Developers	790	900	13.90%	1.40%	unavailable	unavailable
29-2021	Dental Hygienists	1,870	2,130	13.90%	1.40%	\$47.90	\$99,628

Source: California Employment Development Department
<https://www.labormarketinfo.edd.ca.gov/data/employment-projections.html>

Demographic Data

The vast majority of MTI College students live in the greater Sacramento Metropolitan Area. This includes Sacramento, El Dorado, Placer, and Yolo Counties. There are also a number of students who reside in the other counties near Sacramento: Amador, San Joaquin, and Sutter. The following table shows demographic information about these primary communities served by MTI College.

Demographic Data for the Communities Served by MTI College

Estimated Demographic Data 2017	Sacramento County		Amador County		El Dorado County		San Joaquin County		Sutter Country		Yolo County	
	Est	%	Est	%	Est	%	Est	%	Est	%	Est	%
Total population	1,495,400	1,495,400	37,306	37,306	185,015	185,015	724,153	724,153	95,583	95,583	212,605	212,605
SEX												
Male	730,680	48.9%	20,005	53.6%	92,304	49.9%	360,247	49.7%	47,613	49.8%	103,617	48.7%
Female	764,720	51.1%	17,301	46.4%	92,711	50.1%	363,906	50.3%	47,970	50.2%	108,988	51.3%
AGE												
Under 18 years	361,889	24.2%	5,731	15.4%	38,163	20.6%	200,364	27.7%	25,120	26.3%	45,711	21.5%
18 to 19 years	95,385	2.3%	2,010	2.5%	11,584	2.3%	55,053	2.9%	6,605	2.5%	19,977	5.7%
20 to 24 years	102,160	6.8%	1,694	4.5%	10,032	5.4%	52,081	7.2%	6,318	6.6%	30,479	14.3%
25 to 34 years	229,832	15.4%	3,436	9.2%	18,324	9.9%	99,215	13.7%	13,012	13.6%	28,893	13.6%
35 to 44 years	195,153	13.1%	4,055	10.9%	20,477	11.1%	93,186	12.9%	11,803	12.3%	24,900	11.7%
45 to 54 years	196,714	13.2%	5,430	14.6%	27,571	14.9%	92,299	12.7%	11,919	12.5%	23,820	11.2%
55 to 59 years	95,491	6.4%	3,065	8.2%	16,433	8.9%	42,383	5.9%	5,815	6.1%	11,638	5.5%
60 to 64 years	84,276	5.6%	3,402	9.1%	14,989	8.1%	37,236	5.1%	5,262	5.5%	10,504	4.9%
65 years and over	194,729	13.0%	9,565	25.6%	34,950	18.9%	86,538	12.0%	13,957	14.6%	24,477	11.5%
Median age (years)	35.9	(X)	50.6	(X)	45.5	(X)	33.9	(X)	35.7	(X)	30.9	(X)
RACE												
White	877,495	58.7%	32,453	87.0%	161,881	87.5%	404,806	55.9%	67,211	70.3%	142,841	67.2%
Hispanic or Latino (of any race)	340,656	22.8%	4,943	13.2%	23,279	12.6%	295,606	40.8%	28,910	30.2%	66,787	31.4%
Black or African American	147,425	9.9%	796	2.1%	1,789	1.0%	50,433	7.0%	1,970	2.1%	5,301	2.5%
American Indian and Alaska Native	10,384	0.7%	295	0.8%	1,347	0.7%	4,304	0.6%	904	0.9%	1,333	0.6%
Asian	229,441	15.3%	582	1.6%	7,864	4.3%	109,359	15.1%	14,565	15.2%	29,138	13.7%
Native Hawaiian and Other Pacific Islander	16,019	1.1%	84	0.2%	333	0.2%	4,233	0.6%	539	0.6%	911	0.4%
Two or more races	105,395	7.00%	1,730	4.6%	6,775	3.7%	70,482	9.7%	6,209	6.5%	13,244	6.2%

source: <http://factfinder.census.gov>
(2017 estimate)

Demographic Data for MTI College's Students

The following tables show the disaggregation of some of the demographic information for MTI students. The data is self-reported by students and drawn from the annual student survey results for the years 2013 through 2018. Reporting is strictly voluntary and is done anonymously in conjunction with the annual student survey. Over the years reported, between 45 and 52 percent of MTI College's students are between the ages of 18 and 25 while approximately 68 percent are between the ages of 18 and 30.

Student Age	2013		2014		2015		2016		2017		2018	
	#	%	#	%	#	%	#	%	#	%	#	%
17 or under	2	0.40%	3	0.71%	1	0.25%	3	0.85%	2	0.79%	2	0.68%
18-20	107	20.50%	62	14.82%	72	17.96%	67	19.09%	39	15.42%	58	19.73%
21-25	165	31.50%	127	29.95%	127	31.67%	108	30.77%	80	31.62%	95	32.31%
26-30	89	17%	74	17.45%	74	18.45%	65	18.52%	52	20.55%	48	16.33%
31-35	46	8.80%	53	12.50%	48	11.97%	38	10.83%	35	13.83%	35	11.90%
36-40	30	5.70%	33	7.78%	20	4.99%	22	6.27%	18	7.11%	26	8.84%
41-45	31	5.90%	28	6.60%	25	6.23%	25	7.12%	11	4.35%	8	2.72%
46-50	17	3.30%	17	4.01%	14	3.49%	11	3.13%	10	3.95%	13	4.42%
51 and older	21	4%	17	4.01%	14	3.49%	7	1.99%	6	2.37%	5	1.70%
No answer	15	2.90%	10	2.36%	6	1.50%	5	1.42%	0	0.00%	4	1.36%

Source: 2013-2018 Annual Student Surveys

The following table shows the different student ethnicities of MTI College's students from 2013 through 2018. As the table shows, the college has a diverse population. There has been an increase in the percentage of Hispanic, and African American students and a steady decrease in the percentage of white students.

Student Ethnicity	2013		2014		2015		2016		2017		2018	
	#	%	#	%	#	%	#	%	#	%	#	%
American Indian & Alaska Native	15	2.90%	6	1.42%	11	2.74%	7	1.99%	6	2.37%	8	2.72%
Asian American	36	6.90%	48	11.32%	43	10.72%	46	13.11%	25	9.88%	29	9.86%
Black or African American	36	6.90%	33	7.78%	22	5.49%	23	6.55%	19	7.51%	30	10.20%
Hispanic or Latino	109	20.80%	86	20.28%	60	14.96%	69	19.66%	61	24.11%	76	25.85%
Native Hawaiian or Pacific Islander	6	1.10%	10	2.36%	13	3.24%	7	1.99%	7	2.77%	8	2.72%
White	241	46.10%	161	42.69%	189	47.13%	148	42.17%	101	39.92%	106	36.05%
Multiracial	46	8.80%	5.42%	5.42%	39	9.73%	30	8.55%	17	6.72%	23	7.82%
No answer	34	6.50%	37	8.73%	24	5.99%	21	5.98%	17	6.72%	14	4.76%

Source: 2013-2018 Annual Student Surveys

Socio-economic Data

Socio-economic Data for the Communities Served by MTI College

The following table shows some of the socio-economic data regarding the primary communities served by MTI College. The table shows that household income is higher in Placer and El Dorado counties and lowest in Sutter County. Sacramento, Amador, San Joaquin and Yolo income levels are similar.

Household Income	Sacramento		Amador		El Dorado		Placer		San Joaquin		Sutter		Yolo	
	Est.	%	Est.	%	Est.	%	Est.	%	Est.	%	Est.	%	Est.	%
Total households	532,050	532,050	14,185	14,185	68,084	68,084	138,564	138,564	223,808	223,808	32,188	32,188	72,845	72,845
Less than \$10,000	31,242	5.9%	606	4.3%	2,762	4.1%	5,786	4.2%	12,972	5.8%	1,702	5.3%	5,783	7.9%
\$10,000 to \$14,999	28,488	5.4%	627	4.4%	2,711	4.0%	4,874	3.5%	12,469	5.6%	1,864	5.8%	4,146	5.7%
\$15,000 to \$24,999	48,126	9.0%	1,625	11.5%	5,664	8.3%	8,947	6.5%	22,844	10.2%	3,333	10.4%	6,853	9.4%
\$25,000 to \$34,999	48,100	9.0%	1,522	10.7%	5,076	7.5%	9,358	6.8%	20,963	9.4%	3,494	10.9%	5,380	7.4%
\$35,000 to \$49,999	67,098	12.6%	1,677	11.8%	7,116	10.5%	13,211	9.5%	28,028	12.5%	4,582	14.2%	7,981	11.0%
\$50,000 to \$74,999	95,187	17.9%	2,836	20.0%	10,757	15.8%	22,549	16.3%	40,801	18.2%	5,975	18.6%	12,327	16.9%
\$75,000 to \$99,999	67,912	12.8%	1,980	14.0%	8,314	12.2%	18,278	13.2%	27,923	12.5%	4,011	12.5%	8,104	11.1%
\$100,000 to \$149,999	80,129	15.1%	2,092	14.7%	12,194	17.9%	27,227	19.6%	33,278	14.9%	4,507	14.0%	10,602	14.6%
\$150,000 to \$199,999	36,326	6.8%	516	3.6%	6,085	8.9%	14,248	10.3%	13,516	6.0%	1,599	5.0%	5,627	7.7%
\$200,000 or more	29,442	5.5%	704	5.0%	7,405	10.9%	14,086	10.2%	11,014	4.9%	1,121	3.5%	6,042	8.3%
Median household income (dollars)	60,239	(X)	60,636	(X)	74,885	(X)	80,488	(X)	57,813	(X)	54,347	(X)	61,621	(X)
Mean household income (dollars)	80,705	(X)	75,677	(X)	99,817	(X)	104,490	(X)	76,851	(X)	72,302	(X)	86,723	(X)

source: <http://factfinder.census.gov>
(2017 estimate)

Home ownership and household size are also socio-economic indicators. The following table shows that Sacramento, San Joaquin, Sutter and Yolo have home ownership percentages between about 52 and 57 while Amador, El Dorado and Placer have home ownership percentages between 70 and 77.

With a few exceptions, one- person households have a higher percentage of renters and two- person households have the highest percentage of home ownership.

	Sacramento		Amador		El Dorado		Placer		San Joaquin		Sutter		Yolo	
Occupied housing units (Estimates)	Percent owner-occupied housing units	Percent renter-occupied housing units	Percent owner-occupied housing units	Percent renter-occupied housing units	Percent owner-occupied housing units	Percent renter-occupied housing units	Percent owner-occupied housing units	Percent renter-occupied housing units	Percent owner-occupied housing units	Percent renter-occupied housing units	Percent owner-occupied housing units	Percent renter-occupied housing units	Percent owner-occupied housing units	Percent renter-occupied housing units
Population	295,276 (55.5%)	236,774 (44.5%)	10,921 (77%)	3,264 (23%)	51,948 (76.3%)	16,136 (23.7%)	98,153 (70.8%)	40,411 (29.2%)	124,734 (55.7%)	99,074 (44.3%)	18,357 (57%)	13,831 (43%)	37,809 (51.9%)	35,036 (48.1%)
Household Size														
1-person household	22.4%	31.5%	27.2%	35.8%	20.5%	33.5%	20.7%	32.8%	17.7%	23.5%	22.2%	21.6%	21.2%	26.7%
2-person household	34.6%	27.2%	44.8%	28.2%	43.6%	28.0%	39.4%	29.5%	32.2%	22.0%	35.1%	24.3%	34.5%	28.8%
3-person household	16.2%	15.9%	11.2%	12.4%	15.0%	16.4%	15.0%	15.4%	16.6%	17.4%	15.1%	18.4%	17.5%	17.7%
4-or-more-person household	26.9%	25.3%	16.8%	23.6%	20.9%	22.0%	24.9%	22.4%	33.4%	37.1%	27.6%	35.8%	26.8%	26.9%

source: <http://factfinder.census.gov>
(2017 estimate)

Another socio-economic indicator is education levels and the following table details the estimated education levels in the primary communities served by MTI College. The table below shows that more females than males between the ages of 18 and 24 have pursued at least some college. In some counties, like Amador, Placer and San Joaquin, there is a wide gap between the percentage of males and females who have gone to college. Yolo county has the most people in this age group who have attended college.

By the time they are 25, the percentage of people who have gone to college, in some capacity, has increased to a range of about 49 to about 76 percent. The data shows that the gap between males and females has also decreased, although females in almost every category have a higher college attendance rate than males.

The table also shows that the poverty rate for people with at least an associate degree declines significantly.

Education Levels (Estimates)	Sacramento		Amador		El Dorado		Placer		San Joaquin		Sutter		Yolo	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Population 18 to 24 years														
Less than high school graduate	14.8%	10.6%	26.5%	16.4%	11.6%	9.9%	12.6%	7.1%	19.5%	13.0%	21.1%	18.6%	6.4%	3.6%
High school graduate (includes equivalency)	34.0%	29.0%	42.8%	36.7%	41.9%	40.8%	36.8%	24.7%	36.2%	30.7%	31.7%	30.7%	25.4%	24.2%
Some college or associate degree	44.7%	51.2%	30.7%	46.8%	38.3%	40.7%	44.0%	57.1%	39.8%	50.4%	43.6%	44.8%	55.2%	60.4%
Bachelor's degree or higher	6.4%	9.2%	0.0%	0.0%	8.2%	8.6%	6.6%	11.1%	4.6%	5.9%	3.7%	5.9%	13.0%	11.8%
>High School	51.1%	60.4%	30.7%	46.8%	46.5%	49.3%	50.6%	68.2%	44.4%	56.3%	47.3%	50.7%	68.2%	72.2%
Population 25 years and over														
Less than 9th grade	6.4%	6.8%	3.2%	2.7%	2.2%	2.5%	2.1%	2.2%	11.7%	11.3%	12.3%	12.2%	7.0%	7.5%
9th to 12th grade, no diploma	7.0%	5.8%	10.2%	4.0%	5.6%	4.0%	3.7%	3.1%	10.7%	9.4%	10.1%	8.2%	7.5%	5.7%
High school graduate (includes equivalency)	23.5%	21.6%	27.9%	26.1%	20.5%	22.4%	19.2%	18.9%	28.5%	26.3%	26.2%	23.7%	19.1%	18.7%
Some college, no degree	24.4%	25.4%	29.3%	31.0%	26.5%	28.1%	25.4%	27.7%	22.9%	24.4%	23.5%	26.7%	19.8%	20.4%
Associate degree	8.9%	10.5%	9.4%	11.7%	10.0%	11.5%	10.2%	12.4%	8.7%	9.9%	10.7%	11.4%	5.9%	7.3%
Bachelor's degree	19.8%	19.7%	13.5%	16.4%	22.7%	20.0%	26.0%	24.1%	11.7%	12.9%	11.5%	12.5%	20.3%	21.1%
Graduate or prof. degree	10.0%	10.3%	6.6%	8.1%	12.4%	11.5%	13.4%	11.6%	5.8%	5.8%	5.8%	5.3%	20.4%	19.3%
>High School	63.1%	65.8%	58.8%	67.2%	71.6%	73.8%	75%	75.8%	49.1%	53%	51.5%	55.9%	66.4%	68.1%
Poverty rate for the population 25 years and over for whom poverty status is determined by educational attainment level.														
Less than high school graduate	25.0%	30.8%	13.9%	15.2%	28.0%	15.7%	17.4%	19.7%	20.9%	28.7%	19.2%	24.7%	19.6%	24.2%
High school graduate (includes equivalency)	16.2%	19.3%	11.0%	13.0%	10.3%	14.0%	11.1%	10.5%	14.0%	16.6%	15.9%	17.7%	14.1%	15.4%
Some college or associate' degree	11.2%	13.5%	4.9%	9.9%	7.8%	9.7%	7.1%	8.2%	8.1%	12.4%	7.1%	10.4%	9.8%	13.3%
Bachelor's degree or higher	5.4%	5.6%	5.9%	4.3%	4.2%	4.0%	3.6%	4.7%	5.8%	6.0%	4.1%	4.7%	5.5%	6.0%

source: <http://factfinder.census.gov> (2017 estimate)

Socio-economic Data for MTI College's Students

One method to measure the socio-economic status of students is to use financial aid application data. A student's Expected Family Contribution (EFC) is the number generated from a student's Free Application for Federal Student Aid (FAFSA) and provides a number that the Department of Education considers appropriate for a student (and or family), to contribute toward college costs. Generally, a lower EFC means a student has fewer financial resources (income and/or assets) and therefore more "financial need".

An analysis of MTI College's report of Fiscal Operations and Application to Participate (FISAP) as well as financial aid reports generated from the college's Student Information System shows the following data for the 2017-2018 award year:

Auto Zero EFC*	351
Total Pell eligible students (EFC between 0 and 5273)	795
Total non-Pell eligible (EFC between 5274 and 9999)	324

*Auto Zero EFC refers to a simplified needs analysis calculation allowed by the Department of Education whereby a student can automatically qualify for a zero EFC based on certain criteria. The criteria are different for a dependent student versus an independent student, however generally a student whose family receives designated means-tested Federal benefit programs (SSI, Food Stamps, TANF, etc.) meets the initial threshold of eligibility.

The Department of Education has a series of questions to determine if a student must include parental information on their FAFSA or not. If a student must include parental information the student is considered "dependent," if not the student is considered "independent." The determination is based on the answer to these questions. If any are answered "yes" the student is considered "independent."

According to the 2017-18 award year data, 58.7 percent of students are listed as independent. Approximately 34 percent of the "independent" students qualify as "Auto Zero EFC" while approximately 29 percent of "dependent" students qualify as "Auto Zero EFC."

Dependent Undergraduate	
	W/O Baccalaureate/ 1st Prof. Degree
<i>Students with an Automatic Zero EFC</i>	86
Taxable and Untaxed Income	
\$0 - \$2,999	2
\$3,000 - \$5,999	1
\$6,000 - \$8,999	3
\$9,000 - \$11,999	1
\$12,000 - \$14,999	2
\$15,000 - \$17,999	3
\$18,000 - \$23,999	4
\$24,000 - \$29,999	19
\$30,000 - \$35,999	20
\$36,000 - \$41,999	19
\$42,000 - \$47,999	17
\$48,000 - \$53,999	23
\$54,000 - \$59,999	13
\$60,000 and over	106
TOTAL	319

Independent Undergraduate		
	W/O Baccalaureate/ 1st Prof. Degree	W/ Baccalaureate/ 1st Prof. Degree
<i>Students with an Automatic Zero EFC</i>	265	2
Taxable and Untaxed Income		
\$0 - \$999	66	1
\$1,000 - \$1,999	13	0
\$2,000 - \$2,999	4	0
\$3,000 - \$3,999	7	0
\$4,000 - \$4,999	6	0
\$5,000 - \$5,999	14	0
\$6,000 - \$7,999	11	2
\$8,000 - \$9,999	26	2
\$10,000 - \$11,999	20	1
\$12,000 - \$13,999	13	0
\$14,000 - \$15,999	28	0
\$16,000 - \$17,999	14	2
\$18,000 - \$19,999	15	0
\$20,000 and over	270	13
TOTAL	772	23

The following table shows that the majority of MTI College’s students have between two to four people in their household.

Number of People in Household (Student Data)	2013		2014		2015		2016		2017		2018	
	#	%	#	%	#	%	#	%	#	%	#	%
1	40	7.60%	45	10.61%	30	7.48%	25	7.12%	17	6.72%	16	5.44%
2	126	24.10%	93	21.93%	78	19.45%	81	23.08%	41	16.21%	53	18.03%
3	131	26%	86	20.28%	106	26.43%	86	24.50%	56	22.13%	74	25.17%
4	120	22.90%	95	22.41%	94	23.44%	71	20.23%	56	22.13%	63	21.43%
5	55	10.50%	62	14.62%	52	12.97%	43	12.25%	43	17%	44	14.97%
6	33	6.30%	27	6.37%	25	6.23%	24	6.84%	25	9.88%	21	7.14%
7	11	2.10%	10	2.36%	8	2%	11	3.13%	8	3.16%	11	3.74%
8	3	0.60%	2	0.47%	3	0.75%	6	1.71%	4	1.58%	4	1.36%
9	2	0.40%	1	0.24%	2	0.50%	3	0.85%	2	0.79%	2	0.68%
10 or more	2	0.40%	3	0.71%	3	0.75%	1	0.20%	1	0.40%	6	2.04%

Source: 2013-2018 Annual Student Surveys

The following table shows that between 60 and 70 percent of MTI College’s students have attended another college and about eight to ten percent of students have received at least an associate degree at another institution.

Students’ Prior Educational Experience	2013		2014		2015		2016		2017		2018	
	#	%	#	%	#	%	#	%	#	%	#	%
Entered MTI directly after high school (i.e. within six months of graduation)	42	8.10%	26	6.19%	29	5.87%	28	8.16%	16	6.50%	20	6.90%
Entered MTI more than six months after high school; no other college experience.	115	22.30%	84	20.00%	82	20.92%	71	20.70%	55	22.36%	61	21.03%
Attended another college prior to MTI; no degree earned.	272	52.70%	223	53.19%	207	52.81%	194	56.56%	137	55.69%	152	52.41%
Obtained professional certification at another institution.	42	8.10%	38	9.05%	41	10.46%	24	7.00%	17	6.91%	33	11.38%
Obtained Associate, Bachelor or other degree prior to entering MTI.	45	8.70%	49	11.67%	39	9.95%	26	7.58%	21	8.54%	24	8.28%

Source: 2013-2018 Annual Student Surveys

The following table shows that there has been an increase in MTI College students who are employed while they are in school. More than half of students are working, and that percentage has increased from 45.2 in 2013 to 63.94 in 2018.

Student Employment Status	2013		2014		2015		2016		2017		2018	
	#	%	#	%	#	%	#	%	#	%	#	%
Employed Part-Time	130	24.90%	103	24.29%	104	25.94%	100	28.49%	73	28.85%	79	26.87%
Employed Full-Time	106	20.30%	97	22.88%	106	26.43%	104	29.63%	71	28.06%	109	37.07%
Total Employed		45.2%		47.17%		52.37%		58.12%		56.91%		63.94%
Caring for my family/home full-time	51	9.80%	37	8.73%	33	8.23%	36	10.26%	22	8.70%	18	6.12%
Unemployed, seeking employment	164	31.40%	141	33.25%	106	26.43%	68	19.37%	50	19.76%	52	17.69%
Unemployed, not seeking employment	72	13.80%	46	10.85%	52	12.97%	43	12.25%	37	14.62%	36	12.24%

Source: 2013-2018 Annual Student Surveys

Sites

MTI College is a single-campus institution consisting of three buildings and is located at 5221 Madison Avenue, Sacramento, California 95841.

Specialized or Programmatic Accreditation

Accreditation

MTI College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, 10 Commercial Blvd, Ste. 204, Novato, CA 94949, (415) 506-0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. Additional information about accreditation, including the filing of complaints against member institutions, can be found at www.accjc.org.

The MTI Paralegal Studies program is approved by the American Bar Association. Standing Committee on Paralegals, 321 N. Clark Street, 19th Floor, Chicago, IL 60654-7598.

Approvals

- Approved for Veterans
- U.S. Workforce Innovation and Opportunity Act
- Approved by the U.S. Department of Education for Student Financial Aid Participation
- Approved by the California Student Aid Commission for Cal Grant participation

MTI Memberships, Affiliations

- National Association of Student Financial Aid Administrators
- California Association of Student Financial Aid Administrators
- California Association of Private Postsecondary Schools
- NCCT (National Center for Competency Testing)
- NFPA (National Federation of Paralegal Associations)
- SVPA (Sacramento Valley Paralegal Association)
- Microsoft Imagine Academy
- NICCS (National Initiative for Cybersecurity Careers and Studies)
- SLSA (Sacramento Legal Secretaries Association)
- AAfPE (American Association for Paralegal Education)
- Paul Mitchell Advanced Education Partner
- American Medical Billers Association
- CompTIA Authorized Academy

[\(I.C.13.Ev.1\)](#)

B. Presentation of Student Achievement Data and Institution-set Standards

The College recognizes the importance of institution-set student achievement standards and the impact they have on institutional effectiveness and continuous improvement. Department chairs and managers effectively use what they learn from the student achievement data to identify potential obstacles and make changes that will improve student success. Progress is monitored throughout the year at the department level by the department chairs and managers and at the institutional level by the executive committee. At the end of the year, student achievement data is compiled and reported in the Student Achievement Summary. The summary, which includes actual performance as compared to targets, is used by the executive committee to identify potential areas of improvement and inform goal setting at the institution level. The summary is shared with department chairs and the rest of the academic team who use it to inform program review ([I.B.03.Ev.1](#)) and future planning. It is also included in the annual *Executive Summary of MTI's Executive Summary of Institutional Effectiveness in Program Review, Planning and Student Learning Outcomes* ([I.B.03.Ev.2](#)) which is distributed to the MTI College Board of Trustees, Executive Committee and made available to faculty and staff. MTI employees may also access the executive summary, which includes the Student Achievement Summary, on the MTI College e-learning website.

In working on the ISER for the upcoming WASC re-accreditation and the information requested in the 2019 WASC annual report, the College realized that, while “aspirational” goals have been set for several years, there had not been “floor” goals set. Historical data had been the basis of how the aspirational goals had been determined each year. The implementation of “floor” goals

will be useful because they are clear indicators of when further action needs to be taken to improve student outcomes. The College decided to start with the 2017-18 year’s data to set the “floor” goals, and there was a meeting with the managers in order to determine what "floor" goals for the different categories should be. Moving forward, the College will be using both the floor goals and aspirational goals as it analyzes the progress with the different student achievement categories.

Annual Job Placement

The adjusted placement rate is a major indicator of student success at MTI College, and the overall placement rate has consistently been 90% and above for many years. This rate represents the percentage of graduates actively looking for work and who are placed in jobs, or secure employment on their own, in or related to their field of study. Additionally, students express a high rate of satisfaction when interacting with this department. The Career Services department has added an action item to its current master plan to “achieve graduate placement goals” and continues to work to improve placement rates, especially the unadjusted rates. To reach these goals, the department has initiated several strategies.

Members of the Career Services department make presentations to students in the College Success (B112) and Career Preparation (B122B) classes to promote the value of certification, encourage students to register for career services assistance, and to answer any questions students may have regarding their job searches.

In order to increase student participation in the resources provided by the Career Services department and to encourage more students to activate with career services so that students have a better opportunity to find jobs in their field of study, career services initiated activating the student’s placement assistance during the Career Prep B (B122B) course in 2017. All students are now required to attend a career services presentation, turn in their activation paperwork, and meet with a career services counselor as part of the course curriculum. If students are eligible for placement assistance at that time, their files are activated. If they are not yet eligible, a career services counselor follows up with them at a later date. The Career Service master plan documents the goals and accomplishments and is a useful tool to evaluate the effectiveness of the department ([II.C.01.Ev.15](#)).

Final Placement Rates as of 01/16/2019.

	Goal (Floor) Unadjusted	Goal (Aspirational) Unadjusted	Unadjusted ACTUAL	Goal (Floor) Adjusted	Goal (Aspirational) Adjusted	Adjusted ACTUAL	# Placed	# Waivers	#Active/Not Active*	Total Graduates
MTI	65%	70%	65%	90%	95%	89%	186	77	21	284
PM	65%	70%	85%	90%	95%	98%	72	11	1	84
Combined	65%	70%	70%	90%	95%	91%	258	88	22	368

Goals set by Executive Committee. Active and Not Active statuses are not considered waivers but are part of the total number of graduates reported by Career Services.

Annual Job Placement – Longitudinal Data

	2017-18 Unadj.	2017-18 Adjusted	2016-17 Unadj	2016-17 Adjusted	2015-16 Unadj	2015-16 Adjusted	2014-15 Unadj	2014-15 Adjusted	2013-14 Unadj	2013-14 Adjusted	Multi- Year Average Unadj	Multi- Year Average Adjusted
MTI	65%	89%	62.96%	94.00%	70%	97%	65%	89%	84%	88%	69.32%	91.4%
PM	85%	98%	73.80%	98.40%	86%	98%	72%	99%	89%	97%	81.16%	98.08%
Combined	70%	91%	65.19%	95.00%	74%	97%	66%	91%	85%	89.50%	72.04%	92.7%

Placement rates by program are also high overall. A few shorter diploma programs have lower placement rates. These are programs that students typically have not originally enrolled in but, due to their inability to complete the longer program, they may have the opportunity to receive a diploma in a shorter program. The numbers of students in these programs are relatively low, as seen in the Business Office Assistant program where there were only two people enrolled in 2017-18. The adjusted averages over the last 5 years for these programs are all between 80 and 100 percent.

Job Placement by Program

Program/Department AY July 1 – June 30	Placement (Unadjusted)				Placement (Adjusted)			
	2017-18 (Floor) Goal	2017-18 (Aspira- tional) Goal	2017-18 ACTUAL	Student #’s	2017-18 (Floor) Goal	2017-18 (Aspira- tional) Goal	2017-18 ACTUAL	Student #’s
ITNA – Degree (Year 1)								
ITNA – Degree (Year 2)	80%	85%	88%	16 18	95%	100%	94%	16 17
ITNA – Diploma	80%	85%	50%	1 2	95%	100%	100%	1 1
IT Systems Administrator + Technical Support Specialist	80%	85%	-	-	95%	100%	-	-
Computer Technician	50%	60%	63%	12 19	85%	90%	92%	12 13
Paralegal Studies (Year 1)								
Paralegal Studies (Year 2)	78%	80%	80%	17 21	90%	98%	100%	17 17
Legal Administrative Assistant	50%	65%	61%	8 13	75%	98%	100%	8 8
Legal Receptionist/Document Admin.	90%	98%	-	-	90%	99%	-	-
Business Administration (Year 1)								
Business Administration (Year 2)	70%	75%	71%	5 7	80%	90%	83%	5 6
Administrative Office Professional	35%	50%	37%	3 8	75%	85%	75%	3 4
Business Office Assistant	25%	40%	25%	1 4	50%	75%	50%	1 2
Accounting Technician	65%	75%	66%	4 6	85%	95%	80%	4 5

Accounting Assistant	80%	90%	0	0 1	85%	95%	0	0 0
Medical Office Assistant	35%	60%	33%	5 15	50%	85%	83%	5 6
Medical Office Assistant w/ Phlebotomy	40%	60%	0	0 1	50%	85%	-	-
Medical Assistant	66%	75%	71%	50 77	80%	90%	89%	50 56
Medical Assistant w Phlebotomy	70%	80%	74%	41 54	85%	90%	93%	41 43
Medical Billing & Coding Specialist	50%	75%	33%	3 9	80%	90%	100%	3 3
Medical Billing & Coding Professional	70%	75%	78%	18 23	75%	90%	90%	18 20
Cosmetology	70%	85%	86%	53 62	85%	95%	98%	53 54
Cosmetology w/Advanced Makeup	70%	85%	66%	4 6	85%	95%	100%	4 4
Barbering	70%	85%	93%	15 16	85%	95%	100%	15 15

Note: Goals set by Department Chairs

Placement by Program Longitudinal Data

Program/ Department AY July 1 – June 30	Placement (Un- adjusted)	Placement (Adjusted)	Multi- Year Average Unadj	Multi- Year Average Adjusted								
	2017-18	2017-18	2016-17	2016-17	2015-16	2015-16	2014-15	2014-15	2013-14	2013-14		
ITNA – Degree (Y.1)												
ITNA – Degree (Y. 2)	88%	94%	78%	100%	79%	100%	75%	96%	97%	100%	83.4%	98.4%
IT - Application dev					80%	100%	78%	88%			79%	94%
ITNA – Diploma	50%	100%	100%	100%	90%	90%	55%	100%	100%	100%	79%	98%
IT Systems Administrator +	-	-	0%	0%	100%	100%					-	-
Technical Support Specialist	63%	92%	33%	78%	48%	81%	38%	82%	86%	94%	53.6%	85.4%
Computer Technician	50%	60%	40%	100%	60%	100%	17%	33%	-	-	41.75%	
Paralegal Studies (Y.1)												
Paralegal Studies (Y.2)	80%	100%	81%	100%	91%	100%	87%	94%	91%	95%	86%	97.8%
Legal Administrative Assistant	61%	100%	41%	83%	29%	100%	42%	100%	81%	81%	50.8%	92.8%
Legal Receptionist/Do cument Admin.	-	-	---	---	100%	100%	100%	100%	-	-	100%	100%

Business Administration (Year 1)												
Business Administration (Year 2)	71%	83%	55%	83%	88%	100%	100%	100%	100%	100%	82.8%	93.2%
Administrative Office Professional	37%	75%	73%	91%	29%	100%	55%	86%	100%	100%	58.8%	90.4%
Business Office Assistant	25%	50%	25%	100%	50%	100%	67%	100%	50%	50%	43.4%	80%
Accounting Technician	66%	80%	61%	100%	74%	100%	79%	91%	100%	100%	76%	94.2%
Accounting Assistant	-	-	100%	100%	67%	100%	67%	67%	100%	100%	78%	91.75%
Medical Office Assistant	33%	83%	15%	75%	29%	100%	32%	75%	71%	77%	36%	82%
Medical Office Assistant w Phlebotomy	-	-	-	-	100%	100%	57%	100%	100%	100%	85.67%	100%
Medical Assistant	71%	89%	75%	100%	69%	97%	60%	82%	63%	69%	67.6%	87.4%
Medical Assistant w Phlebotomy	74%	93%	76%	95%	88%	97%	72%	93%	81%	83%	78.2%	92.2%
Medical Billing & Coding Specialist	33%	100%	56%	90%	66%	91%	69%	91%	87%	89%	62.2%	92.2%
Medical Billing & Coding Professional	78%	90%	85%	85%	--	--	-	-	-	-	81.5%	87.5%
Cosmetology	86%	98%	70%	100%	84%	98%	72%	99%	89%	97%	80.2%	98.4%
Cosmetology w/Advanced Makeup	66%	100%	76%	95%	89%	97%	-	-	-	-	77%	97.33%
Cosmetology w/Barbering			100%	100%	-	-	-	-	-	-	-	-
Barbering	93%	100%	N/A	N/A	-	-	-	-	-	-	-	-

Student Loan Cohort Default Rates

The default rates have been within the acceptable range since the College established its 2009 default management plan. Progress is monitored on a weekly basis as part of the executive committee meeting.

Year	Goal (Floor)	Goal (Aspirational)	3-Year Official Default Rate ACTUAL
2015	13%	9%	11.3%

Goal set by Executive Committee.

Student Loan Cohort Default Rates Longitudinal Data

Year	3-Year Official Default Rate
2015	11.30%
2014	4.40%
2013	5.60%
2012	5.70%
2011	8.80%
Multi-Year Average	7.16%

Annual Student Retention

Student retention is one of the primary indicators used to evaluate MTI College's success with its mission. Retention is monitored very closely at the course-, program- and institutional-levels, and is updated as part of the student achievement summary that is distributed to the executive committee and department chairs each year. The institutional retention rate goals have been consistently met and the multi-year average rates for the school have shown consistency in the retention numbers.

Retention Rate	Total Cohort (unduplicated headcount)	Drops/ Completions prior to 8/1/2018	Retention Rate (Floor) Goal	Retention Rate (Aspirational) Goal	Retention Rate ACTUAL
Institutional (combined)	541	134	70%	80%	75%
MTI	404	86	75%	85%	79%
PM	137	48	65%	75%	65%

*Note: The method used to calculate student retention was adopted in 2017 and applies to 2016 and beyond. Because of the difference in approach, this and future retention rates cannot be compared to past rates. Modeling off of the method prescribed by the U.S. Department of Education, the following retention rate represents the percentage of students with enrollment any time between **August 1, 2017 and October 31, 2017** (Fall 2017 Cohort), who were still enrolled or who had completed their program as of **August 1, 2018**.*

Annual Student Retention Longitudinal Data

Retention Rate	Retention Rate	Retention Rate	Retention Rate	Retention Rate	Retention Rate	Multi-Year Average
	2017-18	2016-17	2015-16	2014-15	2013-14	
Institutional (combined)	75%	80%	70.50%	70.20%	71.40%	73.42%
MTI	79%	83%	70.60%	70.90%	71.60%	75.02%
PM	65%	70%	70.10%	66.70%	70.80%	68.52%

Note: Effective 2014, the retention calculation includes phlebotomy certificates but not “generic” certificates such as special programs. Effective 2017, the retention calculation does not include ‘special – barbering’ or ‘special – advanced makeup’. Goals set by Executive Committee.

Student retention is a continual focus, and much has been done to improve retention percentages across the campus.

As noted on committee meeting agendas ([I.A.02.Ev.2](#)), student retention is a standing discussion item each week, and each month the executive committee reviews a snapshot of retention for cohorts on a rolling 6-month, 1-year, 2-year and 3-year basis ([I.A.02.Ev.3](#)). It is also a goal, with related action items, on the executive master plan ([I.A.02.Ev.5](#)).

The College created and hired two new positions to further support student retention efforts: a full-time student success advisor (SSA) ([I.A.03.Ev.10](#)) and a part-time community outreach developer (COD) ([I.A.03.Ev.11](#)). The student success advisor works collaboratively with staff and faculty to proactively identify and reach out to students who may need additional support. Among the SSA’s duties are contacting students who are absent and escalating attendance issues to the dean; running attendance reports and monitoring attendance for students who are at risk; assisting students in finding tutoring; and advising them on a variety of issues such as satisfactory academic progress, attendance, and behavior. The community outreach developer is responsible for establishing and maintaining employer relationships, coordinating externship sites, and facilitating community outreach. One of the primary focuses of the COD is to secure externship sites that best meet MTI’s training requirements and the needs of its students. The position has been instrumental in launching a new externship program for medical billing and coding students, adding additional phlebotomy externship sites, and reestablishing relationships with existing externship sites that had gone dormant.

A retention committee was created to generate strategies to improve retention. The retention committee meets every week to discuss student attendance and progress. The committee consists of the deans, admissions director, student success advisor, president, chief financial officer and campus director. The purpose of the meeting is to monitor potentially at-risk students and assure that support is being provided to assist them in overcoming obstacles to their success. Focus is placed on each student’s academic progress and attendance, and input from the deans, instructors and other staff who are familiar with the student is reviewed. The student spreadsheet that is reviewed by the retention committee illustrates that the committee reviews student activity, evaluates the support being provided to students, and identifies further action items where appropriate ([I.B.01.Ev.6](#)).

Knowing that good attendance helps keep students on track, and decreases the risk of students dropping, the College created a professionalism grade ([I.A.03.Ev.7](#)). A major component of the professionalism grade is attendance, and one of the goals of the professionalism grade is to keep students' focus on attending class which will help them succeed in their programs.

A challenge to the College has been the retention of students in the two-year degree programs. Many times, a student will enroll in a two-year degree program and then only finish a one-year diploma program. The College would like to improve the retention of students in the degree programs and this is a focus of the Quality Focus Essay (QFE) described in this ISER.

MTI Program-level Student Retention Rate

Program	Retention (Floor) Goal	Retention (Aspirational) Goal	Retention ACTUAL	Transfer Out Rate	Drop/Class Comp Rate
AA Business Administration 1*	35%	50%	33%	29%	38%
AA Business Administration 2 *	65%	80%	50%	21%	29%
AA Paralegal Studies 1 *	35%	50%	38%	25%	38%
AA Paralegal Studies 2 *	80%	90%	86%	7%	7%
AAS IT - Network Administration 1 *	45%	50%	48%	29%	24%
AAS IT - Network Administration 2 *	85%	90%	85%	15%	0%
Accounting Assistant **	85%	95%	100%	0%	0%
Accounting Technician *	65%	80%	64%	9%	27%
Administrative Office Professional **	80%	90%	80%	0%	20%
Business Office Assistant **	85%	95%	100%	0%	0%
Computer Technician **	75%	85%	83%	0%	17%
IT Systems Administrator *	65%	70%	50%	50%	0%
IT Network Administrator *	65%	70%	50%	0%	50%
Legal Administrative Assistant **	85%	90%	92%	0%	8%
Legal Receptionist/Document Administrator**	85%	90%	100%	0%	0%
Medical Assistant **	65%	85%	77%	13%	9%
Medical Assistant w/ Phlebotomy *	55%	70%	42%	40%	18%
Medical Billing and Coding Professional *	55%	70%	63%	26%	11%
Medical Billing and Coding Specialist **	65%	85%	89%	0%	11%
Medical Office Assistant **	85%	95%	86%	0%	14%
Medical Office Assistant with Phlebotomy **	85%	95%	100%	0%	0%
Phlebotomy *	85%	95%	100%	0%	0%
Technical Support Specialist **	85%	90%	88%	6%	6%
Cosmetology *	70%	80%	58%	6%	36%
Cosmetology and Barbering *	70%	80%	83%	17%	0%
Cosmetology w/Advanced Makeup **	70%	80%	67%	33%	0%
Barbering (New) *	70%	80%	--	--	--

* Population consists of students who enroll or transfer into these programs; students do not drop down to these programs

** Population consists of students who enroll or transfer into the program, and students who drop down to the program

Program-level Student Retention Rate Longitudinal Data

Program	Retention 2017-18	Retention 2016-17	Retention 2015-16	Retention 2014-15	Retention 2013-14	Multi- Year Average
AA Business Administration 1 *	33%	27%	57.10%	29.40%	50%	39.3%
AA Business Administration 2 *	50%	69%	80.00%	100.00%	100%	79.8%
AA Paralegal Studies 1 *	38%	33%	43.80%	44.40%	46.70%	41.18%
AA Paralegal Studies 2 *	86%	94%	86.60%	84.80%	91.90%	88.66%
AAS IT - Network Administration Year 1 *	48%	31%	49.10%	43.80%	54.50%	45.28%
AAS IT - Network Administration Year 2 *	85%	87%	95.00%	96.60%	97.10%	92.14%
Accounting Assistant **	100%	100%	82.60%	100.00%	50%	86.52%
Accounting Technician *	64%	71%	75.00%	80.00%	64.70%	70.94%
Administrative Office Professional **	80%	80%	70.00%	83.30%	33.30%	69.32%
Business Office Assistant **	100%	75%	100.00%	100.00%	100%	95%
Computer Technician **	83%	83%	71.40%	100.00%	100%	87.48%
IT Systems Administrator *	50%		100%	66.70%	--	72.23%
IT Network Administrator *	50%	100%		81.80%	73.30%	76.28%
Legal Administrative Assistant **	92%	81%	87.50%	85.70%	75.80%	84.44%
Legal Office Specialist **	100%		100.00%	100.00%		100%
Medical Assistant **	77%	79%	55.40%	81.30%	72.50%	73.04%
Medical Assistant w/ Phlebotomy *	42%	44%	76.90%	59.70%	54.50%	55.42%
Medical Billing and Coding Professional *	63%	58%	N/A	N/A	N/A	60.5%
Medical Billing and Coding Specialist **	89%	88%	71.10%	76.40%	71.20%	79.14%
Medical Office Assistant **	86%	95%	100.00%	100.00%	100%	96.12%
Medical Office Assistant with Phlebotomy **	100%	100%	100.00%	100.00%	100%	100%
Phlebotomy *	100%	-	-	-	-	-
Technical Support Specialist **	88%	89%	81.80%	-	-	86.27%
Cosmetology *	58%					-
Cosmetology day		64%	76%	71.60%	79.80%	72.85%
Cosmetology night		37%	33%	56.30%	79.10%	51.35%
Cosmetology and Barbering *	83%					-
Cosmetology w/Advanced Makeup **	67%					-
Barbering (New) *	--					-

First-Term Completion Rate

The first-term completion rate was below the floor goal this year although the multi-year average is within the range of the institution-set goals. This percentage includes provisional drops. The provisional student policy allows students, during the first six weeks of attending school (the “provisional period”), to adjust to the demands of a college environment, to assess if the program rigor meets their expectations, and to ensure that their life circumstance and outside responsibilities will allow for them to be successful at MTI College. The provisional period also allows the College to ensure that students have the necessary ability to benefit, have the needed support system to be successful, have the academic support needed (in the form of tutoring or lab periods) to ensure their academic success, and have the drive and determination to graduate. During the provisional period, students who appear to need additional assistance are offered support in order to improve their chances of success. Students who do not continue on beyond the provisional period are considered provisional drops and are relieved of any tuition responsibility to the College ([I.A.03.Ev.9](#)).

Reducing the number of drops and provisional drops are goals of the college. This is a focus of the retention committee, student success advisor, as well as all departments on campus.

The following table summarizes the percentage of students who successfully completed their first term and continued in their programs. The percentages are based on unduplicated headcount of students with expected start dates within the July 1 to June 30 award year.

Award Year	Unduplicated Headcount	Drops	Provisional Drops	Completion Rate (Floor) Goal	Completion Rate (Aspirational) Goal	Completion Rate ACTUAL
2017-18	663	11	72	90%	95%	87%

First Term Completion Rate Longitudinal Data

Award Year	Completion Rate ACTUAL
2017-18	87%
2016-17	89%
2015-16	92%
2014-15	93%
2013 -14	93%
Multi- Year Average	90.8%

Annual Course Completion Rate –

The adjusted successful course completion rate is within the range set by the institution-set standard.

The figures below represent the rate of successful course completion for all students who attended classes in the years noted. Course completion rates are based on the number of students who complete their class with a grade of C- or better.

Year	Successful Course Completion Adjusted (Floor) Goal	Successful Course Completion Adjusted (Aspirational) Goal	Successful Course Completion Adjusted ACTUAL
2017-18	85%	90%	91%
2016-17	N/A	90%	91%
2015-16	N/A	90%	90%
Multi- Year Average			90.67

Note: We began using “floor” goals with the 2017-18 data.

Source: *CampusNexus*

Diplomas and Degrees Awarded

There has been a significant decrease in degrees awarded over time. As mentioned previously, this is a major focus of the College, and the Quality Focus Essay (QFE) will be a useful tool for the College to organize strategies to improve the number of students who successfully complete the degree programs that they enroll in.

Year	Number of Diplomas Awarded (Floor) Goal	Number of Diplomas Award (Aspirational) Goal	Number of Diplomas Awarded ACTUAL	Number of Degrees Awarded (Floor) Goal	Number of Degrees Awarded (Aspirational) Goal	Number of Degrees Awarded ACTUAL
2017-18	298	307	335	36	48	46
2016-17	N/A	313	340	N/A	62	65
2015-16	N/A	324	320	N/A	87	85
2014-15*	N/A	N/A	428	N/A	N/A	82
2013-14*	N/A	N/A	389	N/A	N/A	121
Multi- Year Average			362.4			79.5

Goals set by Executive Committee,

Notes: We began using “floor” goals with the 2017-18 data.

*The College was using percentages instead of actual numbers for this goal until 2015-16.

The following table shows the number of students who had multiple statuses in the 2017-18 academic year. It shows that many students transferred to another program. Many of these were degree program students who were transferring to a diploma program as well as medical assisting students who had originally included phlebotomy in their program and decided to remove that portion of their program. The College, through the focus of the retention committee, executive committee, and the Quality Focus Essay, will investigate reasons for these transfers and develop strategies to help students complete the programs they enrolled in whenever possible.

Transfer Activity - (Students w/ multiple statuses including at least one TOPROG = transfer out)

	AA Business Administration 1	AA Business Administration 2	AA Paralegal Studies 1	AA Paralegal Studies 2	AAS IT - Network Administration Year 1	AAS IT - Network Administration Year 2	Accounting Assistant	Accounting Technician	Administrative Office Professional	Business Office Assistant	Computer Technician	Cosmetology	Cosmetology and Barbering	Cosmetology w/Advanced Makeup	Information Technology Systems Administrator +	Legal Administrative Assistant	Legal Office Specialist	Medical Assistant	Medical Assistant w/ Phlebotomy	Medical Billing and Coding Professional	Medical Billing and Coding Specialist	Medical Office Assistant	Medical Office Assistant with Phlebotomy	Technical Support Specialist	Grand Total
ATT																		1							1
COMPLETE				1	1							1						1	1	1	1	1			8
FIN YR1	1				1																				2
GRAD							1	1	5	5	1	3	6			8	1	39	4		8	12	1	9	104
PMCOMP													1												1
TOPROG	6	3	8	2	12	4		1				8	2	1	1			13	54	10				1	126
Grand Total	7	3	8	3	14	4	1	2	5	5	1	12	9	1	1	8	1	54	59	11	9	13	1	10	242
Transfer Out Rate	86%	100%	100%	67%	86%	100%	0%	50%	0%	0%	0%	67%	22%	100%	100%	0%	0%	24%	92%	91%	0%	0%	0%	10%	52%
Retention Rate *	100%	--	--	0%	50%	--	100%	100%	100%	100%	100%	75%	100%	--	--	100%	100%	98%	80%	0%	89%	92%	100%	100%	93%

Persistence Tracking

The rolling student retention rate is used to track retention activity and identify trends on a rolling six-month and one-year basis. The data also provides insight into student persistence toward program completion. The calculation, which uses data stored in CampusNexus, measures retention for groups of students based on their expected start dates.

The yearly and multi-year data shows that the retention data is within the institution set standards. However, as mentioned before, several efforts are in place to improve retention including the retention committee, the student success advisor job duties, and the Quality Focus Essay strategies.

	MTI (Floor) Goals	PM (Floor) Goals	MTI (Aspirational) Goals	PM (Aspirational) Goals	MTI ACTUAL 2017-18	PM ACTUAL 2017-18	MTI ACTUAL 2016-17	PM ACTUAL 2016-17	MTI ACTUAL 2015-16	PM ACTUAL 2015-16	MTI ACTUAL 2014-15	PM ACTUAL 2014-15
6-month	85%	85%	90%	90%	82.5%	86.8%	88.2%	89.9%	94.9%	88.5%	87.2%	88.5%
1-year	78%	78%	85%	85%	76.7%	77.7%	82.1%	84.8%	87.9%	78.5%	85.9%	82.5%
2-year	70%	65%	80%	75%	70.1%	64.9%	66.7%	66.9%	74.2%	68.1%	70.6%	74.1%
3-year	65%	60%	75%	70%	65%	71.1%	72%	67.8%	68.8%	72.1%	74.7%	70.7%

Goals set by Executive Committee

	MTI Multi-Year Average	PM Multi-Year Average
6-month	88.20%	88.43%
1-year	83.15%	80.88%
2-year	70.40%	68.5%
3-year	70.13%	70.43%

	6 Month				1-Year				2-Year				3-Year			
	2016 - 2017		2017 - 2018		2016 - 2017		2017 - 2018		2016 - 2017		2017 - 2018		2016 - 2017		2017 - 2018	
	MTI	PM														
July	86.4%	94.9%	81.2%	86.2%	81.9%	85.6%	76.0%	74.1%	66.0%	69.0%	70.1%	65.4%	71.1%	65.0%	65.0%	71.7%
August	89.9%	88.7%	82.7%	83.1%	82.3%	83.9%	75.5%	72.8%	68.3%	69.8%	70.5%	63.6%	69.5%	65.9%	64.8%	72.5%
September	86.2%	88.3%	85.4%	85.1%	80.3%	82.2%	77.7%	74.4%	66.6%	70.5%	69.7%	63.8%	69.4%	64.6%	65.3%	73.4%
October	83.2%	91.3%	87.1%	87.1%	79.3%	85.2%	77.8%	78.9%	67.5%	72.4%	68.8%	59.6%	68.3%	63.7%	65.6%	72.9%
November	85.1%	87.8%	87.0%	83.1%	80.6%	83.9%	79.6%	77.8%	67.1%	71.5%	68.6%	57.6%	67.9%	64.6%	65.3%	71.4%
December	82.5%	86.8%	84.8%	82.7%	78.9%	79.6%	78.4%	73.2%	67.2%	70.1%	68.5%	57.6%	67.4%	64.2%	65.4%	71.4%
January	81.6%	83.3%	84.2%	93.1%	78.0%	79.6%	78.5%	78.6%	68.7%	69.2%	66.7%	54.6%	68.3%	64.1%	66.9%	69.5%
February	84.6%	85.9%	86.9%	92.1%	80.9%	80.3%	80.6%	77.7%	68.3%	69.2%	66.3%	53.3%	67.7%	64.2%	66.9%	69.5%
March	81.9%	81.6%	85.6%	89.9%	78.9%	77.4%	78.3%	79.5%	69.8%	69.2%	66.4%	55.5%	65.5%	65.5%	68.5%	69.5%
April	83.3%	87.5%	87.0%	92.9%	77.1%	77.0%	80.6%	77.4%	71.8%	70.5%	64.1%	56.1%	64.9%	70.5%	71.1%	69.7%
May	87.6%	86.0%	89.9%	89.4%	79.9%	76.6%	81.3%	74.3%	70.7%	65.8%	65.8%	56.4%	63.6%	72.1%	69.7%	67.9%
June	88.2%	89.9%	82.5%	86.8%	82.1%	84.8%	76.7%	77.7%	66.7%	66.9%	70.1%	64.9%	72.0%	67.8%	65.0%	71.1%
Average	85%	88%	85%	88%	80%	81%	78%	76%	68%	70%	68%	59%	68%	66%	67%	71%

Annual Graduation Rate

Modeling off of the method prescribed by the U.S. Department of Education, the following graduation rates represent the percentage of students who started college between September 1, 2015 and August 31, 2016 (2015 cohort) and graduated as of August 31, 2018, within 150 percent of the time it normally takes to complete their program as published in the college catalog. The graduation rates over the last three years are within the range of the goals set by the institution. Improving student retention will improve the graduation rate which is the primary goal of the College's efforts in this area as described earlier.

	2015 Cohort (less LDA after 8/31/2018)	LDA within 150%	Graduates/Com pleters within 150%	Graduation Rate (Floor) Goals	Graduation Rate (Aspirational) Goals	Graduation Rate ACTUAL
Institutional Rate	571	496	352	68%	75%	71%
Male	144	124	88	N/A	N/A	71%
Female	425	370	262	N/A	N/A	71%
Not Specified	2	2	2	N/A	N/A	100%

Note: The method used to calculate student graduation was adopted in 2017 and applies to 2016 and beyond. Because of the difference in approach, this and future graduation rates cannot be compared to past rates.

**LDA = Last Date of Attendance*

Annual Graduation Rate Longitudinal Data

Cohort Year	Institutional Rate Graduation Rate ACTUAL
2015 Cohort (less LDA after 8/31/2018)	71%
2014 Cohort (less LDA after 8/31/2017)	68%
2013 Cohort (less LDA after 8/31/2016)	62.6%
Multi- Year Average	67.2%

Source: NEW in 2017 - It was agreed to use the IPED calculation, applied to the full population (versus limiting to first-time-full-time)

Notes: Institution-level student graduation rate goals are set by Executive Committee. The graduation calculation includes phlebotomy certificates, but not "generic" certificates such as special programs. Effective 2017, the graduation calculation does not include 'special - barbering' or 'special - advanced makeup'.

Graduation/Completion Rate within 150% by Discipline

Discipline	Grand Total	Graduation Rate (Floor) Goal	Graduation Rate (Aspirational) Goal	Graduation Rate 2017-18 ACTUAL	Graduation Rate 2016-17 ACTUAL
Medical	188	70%	75%	72%	68%
Legal	74	70%	75%	72%	66%
Technology	81	70%	75%	75%	68%
Business	35	68%	75%	63%	68%
Cosmetology	118	67%	72%	68%	71%
Total	496				

Goals set by Executive Committee

Medical = Medical Assistant; Medical Assistant w/ Phlebotomy; Medical Billing and Coding Professional; Medical Billing and Coding Specialist; Medical Office Assistant; Medical Office Assistant with Phlebotomy

Legal = AA Paralegal Studies I; AA Paralegal Studies II; Legal Administrative Assistant; Legal Receptionist/Document Administrator

Technology = AAS IT - Network Administration Year 1; AAS IT - Network Administration Year 2; Computer Technician; Information Technology - Application Developer; IT-Network Administrator; Technical Support Specialist

Business = AA Business Administration 1; AA Business Administration 2; Accounting Assistant; Accounting Technician; Administrative Office Professional; Business Office Assistant

Cosmetology = Cosmetology

Graduation/Completion Rate within 150% by Program

Program	FY1 Comp (Floor) Goal	FY1 Comp (Aspirational) Goal	FY1 Comp 2017-18 ACTUAL	FY1 Comp 2016-17 ACTUAL	Degree Comp (Floor) Goal	Degree Comp (Aspirational) Goal	Degree Comp 2017-18 ACTUAL	Degree Comp 2016-17 ACTUAL	Diploma Comp (Floor) Goal	Diploma Comp (Aspirational) Goal	Diploma Comp 2017-18 ACTUAL	Diploma Comp 2016-17 ACTUAL
AA Business Administration 1	25%	45%	22%	39%								
AA Business Administration 2					80%	90%	83%	91%				
AA Paralegal Studies 1	25%	45%	35%	35%								
AA Paralegal Studies 2					80%	95%	100%	85%				
AAS IT - Network Administration Year 1	45%	55%	50%	46%								
AAS IT - Network Administration Year 2					85%	95%	95%	92%				
Accounting Assistant									70%	85%	--	80%
Accounting Technician									70%	85%	71%	79%
Administrative Office Professional									70%	80%	70%	75%
Business Office Assistant									90%	100%	100%	100%
Computer Technician									70%	85%	83%	60%
Cosmetology									70%	80%	71%	67%
Cosmetology and Barbering									70%	80%	100%	-
Cosmetology w/Advanced Makeup									70%	80%	48%	72%
IT-Network Administrator									70%	80%	75%	80%
Legal Administrative Assistant									60%	75%	64%	69%
Legal Receptionist/Document Administrator									95%	100%	0%	100%
Medical Assistant									75%	90%	89%	63%
Medical Assistant w/ Phlebotomy									50%	70%	47%	59%
Medical Billing and Coding Professional									70%	85%	73%	100%
Medical Billing and Coding Specialist									80%	95%	100%	78%
Medical Office Assistant									80%	95%	90%	100%
Medical Office Assistant w/ Phlebotomy									80%	95%	--	100%
Phlebotomy									85%	95%	100%	-
Technical Support Specialist									80%	95%	86%	90%

Goals set by department chairs

2017-18 Certification/Licensure Pass Rates

Certification and licensure assist students in finding good jobs and they are a focus of the IT, Medical, Barbering, and Cosmetology programs. Programs with required licensure have high participation and pass rates. These are the Phlebotomy, Cosmetology and Barbering programs. Students are motivated to complete those exams because they know that getting a job in those fields of study depends on the licensure.

Students in IT, Medical Assisting and Medical Billing programs are encouraged to take the relevant certification tests for their programs. They are prepared for the tests in their programs and the cost of their tests are covered by the school.

Lower than expected participation and pass rates for medical and IT certifications led to the creation of test preparation courses that were incorporated into the curriculum. Department master plans ([I.B.03.Ev.3](#)) ([I.B.03.Ev.4](#)) and supporting documentation demonstrate how student achievement data informed plans for improvement in the medical and technology programs. Resulting from efforts by department chairs and faculty, course syllabi show that the Technical Support Services ([I.B.03.Ev.5](#)), Information Technology Network Administration ([I.B.03.Ev.6](#)), Medical Billing and Coding ([I.B.03.Ev.7](#)), and Medical Assistant ([I.B.03.Ev.8](#)) programs now include courses that focus on helping students learn how to effectively prepare for certification exams with emphasis being placed on question comprehension and effective test taking strategies.

Certification Name	2017-18 Pass Rate (Floor) GOAL	2017-18 Pass Rate (Aspirational) GOAL	2017-18 Pass Rate ACTUAL	2017-18 Participation Rate (Floor) GOAL	2017-18 Participation Rate (Aspirational) GOAL	2017-18 Participation Rate ACTUAL	# Stds Attempt	# Stds Eligible	# Stds Pass
Compitia A+ Technician	70%	75%	67%	65%	80%	76%	39	51	26
Compitia Network +	65%	70%	71%	20%	30%	21%	7	34	5
Compitia Security +	55%	60%	50%	30%	50%	35%	12	34	6
Microsoft (MCP)	70%	75%	50%	30%	50%	35%	12	34	6
Microsoft (MCSA)	20%	25%	25%	30%	50%	35%	12	34	3
Phlebotomy (CPTI)	80%	95%	89%	75%	95%	53%	36	68	32
Medical Assistant (NCCT/NCMA)	80%	95%	88%	75%	95%	**	104	70	92
California Certified Medical Assistant (CCMA)	75%	90%	-	N/A	N/A	--	--	--	--
Certified Coding Assistant (CCA)	50%	80%	-	N/A	N/A	--	--	--	--
Certified Medical Reimbursement Specialist (CMRS)	80%	95%	93%	75%	95%	45%	14	31	13
Cosmetology	90%	95%	90%	95%	98%	94%	81	86	73
Barbering	90%	95%	78%	95%	98%	45%	9	20	7

Goals set by Department Chairs.

Notes: Pass rate = # Stds Pass/# Stds Attempt], Participation rate: # Stds Attempt/# Stds Eligible [New for 2018]

MA (NCCT) [New for 2018: Eligible = students who complete MO190; prior to current year, reporting included students from past years who took the exam]

PH – [New for 2018]: Eligible = students who complete the phlebotomy externship

(July 1, 2017 to June 30, 2018)

Certification/Licensure Pass Rates Longitudinal Data

Certification Name	2017-18 Pass Rate ACTUAL	2016-17 Pass Rate Actual	2015-16 Pass Rate Actual	2014-15 Pass Rate Actual	2013-14 Pass Rate Actual	Multi-Year Average
Comptia A+ Technician	67%	83%	45%	79%	90.00%	72.8%
Comptia Network +	71%	63%	-	-	-	67%
Comptia Security +	50%	67%	50%	-	-	55.67%
Microsoft (MCP)	50%	86%	-	-	-	68%
Microsoft (MCSA)	25%	18%	18%	-	-	20.33%
Phlebotomy (CPTI)	89%	96%	100%	95%	98.50%	95.7%
Medical Assistant (NCCT)	88%	91%	100%	60%	-	84.75%
California Certified Medical Assistant (CCMA)	-	100%	75%	94%	98%	91.75%
Certified Coding Assistant (CCA)	-	-	-	-	100%	-
Certified Medical Reimbursement Specialist (CMRS)	93%	86%	100%	100%	100%	95.8%
Cosmetology	90%	91%	99%	93%	91.26%	92.85%
Barbering	78%	-	-	-	-	-

C. Organization of the Self-Evaluation Process

The self-evaluation process began in January of 2018. In order to ensure broad participation and that assignments were completed in a timely and accurate manner, the decision was made that the steering committee members would oversee the data gathering, meetings related to the standards and writing the standard draft to which they were the chair. The following is the structure of the steering committee:

Carol Castle (Co-Chair, Standard I)
 Teri Dillon, Academic Officer/ALO/Department Chair (Chair, Standard I, II)
 David Allen, Chief Financial Officer (Chair, Standard III)
 Malcolm Carling-Smith, Board of Trustees Chairperson (Co-Chair, Standard III)
 Michael Zimmerman, President (Chair, Standard IV)
 Lawrence Richman, Campus Director (Chair, QFE)

The process involved broad participation throughout the institution in that, as the process unfolded, there were many discussions by numerous stakeholders about the standards, processes, policies, and areas to improve. These occurred during department meetings, management meetings, meetings with individuals and at institution-wide town hall meetings. These

discussions were also a part of the continual cycle of evaluation that the College has in place through its master planning, assessment, and program review processes.

The standard drafts were given to the academic officer to edit and then select faculty and staff reviewed the ISER and provided feedback.

The following timeline was used to organize the ISER production.

ISER Production Timeline	
January 4, 2018	<p>Planning Meeting #1 – ISER Committee Formed Assignment: Review Manual for Self-Evaluation and Accreditation Standards Up next: Work on assessment matrix Examples of evidence include survey data, program review findings, master planning updates, assessment results, retention numbers, placement numbers, etc. Want to illustrate how student learning & student achievement data are used in the decision-making and planning.</p>
February 6, 2018 (initial assessment)	<p>Planning Meeting #2 – ISER Committee Review progress on assessment matrix Up next: Brainstorm as a group: 1) examples and evidence; 2) areas for improvement</p>
March 29, 2018 (planning) (Deadline)	<p>Planning Meeting #3 – ISER Committee Completed assessment matrix with list of improvements needed (Standard Chairs)</p> <ul style="list-style-type: none"> • How well do we match up to the standards? • Are there any areas we are deficient or not addressing? • What evidence are we missing or need to improve? <p>Up next: As a group, identify list of action items, prioritize and set deadlines to address needed improvements.</p>
March 22, 2018 (QFE)	<p>Identify two or three “projects” focused on improving student learning and student achievement over multi-year period for Quality Focus Essay (QFE) [ref. pg. 21 of Manual for Institutional Self-Evaluation] Up next: Begin establishing plan(s) including responsible parties, timeline, anticipated outcomes</p>
June 19, 2018	Gohar Momjian will be coming for ISER training.
April – November 2018 (improvement)	Work is done to address actions identified above. Involve staff, faculty, and students as appropriate. Standard chair will be responsible for documenting and gathering data/evidence. (e.g. planning, evaluation of progress, how we use what we learn to make further improvement, etc.)
August 24, 2018	Town Hall Meeting
November 27, 2018 (Deadline)	<p>Planning Meeting #4 – ISER Committee Updated assessment matrix including evidence of improvements made. List of examples/evidence to include in ISER. (Standard Chairs) Up next:</p> <ul style="list-style-type: none"> • How well do we match up to the standards? By this time, we want to be able to answer Yes to all (even though some efforts might still be “in progress”) • What evidence are we still working on? Set deadlines for completion • Review how to write to the standards, how to reference/link to evidence, etc. • Training on how link to evidence within document (Ask John Alcorcha)
December 7, 2018	Town Hall Meeting
January 31, 2019 (Deadline)	<p>Standard X.a – submit to Teri Dillon (Standard Chairs) Supporting evidence is cleaned, organized and stored on network (Standard Chairs)</p>
February 28, 2019 (Deadline)	<p>Standard X.b – submit to Teri Dillon (Standard Chairs) Supporting evidence is cleaned, organized and stored on network (Standard Chairs)</p>
March 29, 2019 (Deadline)	<p>Standard X.c & d – submit to Teri Dillon (Standard Chairs) Supporting evidence is cleaned, organized and stored on network (Standard Chairs)</p>

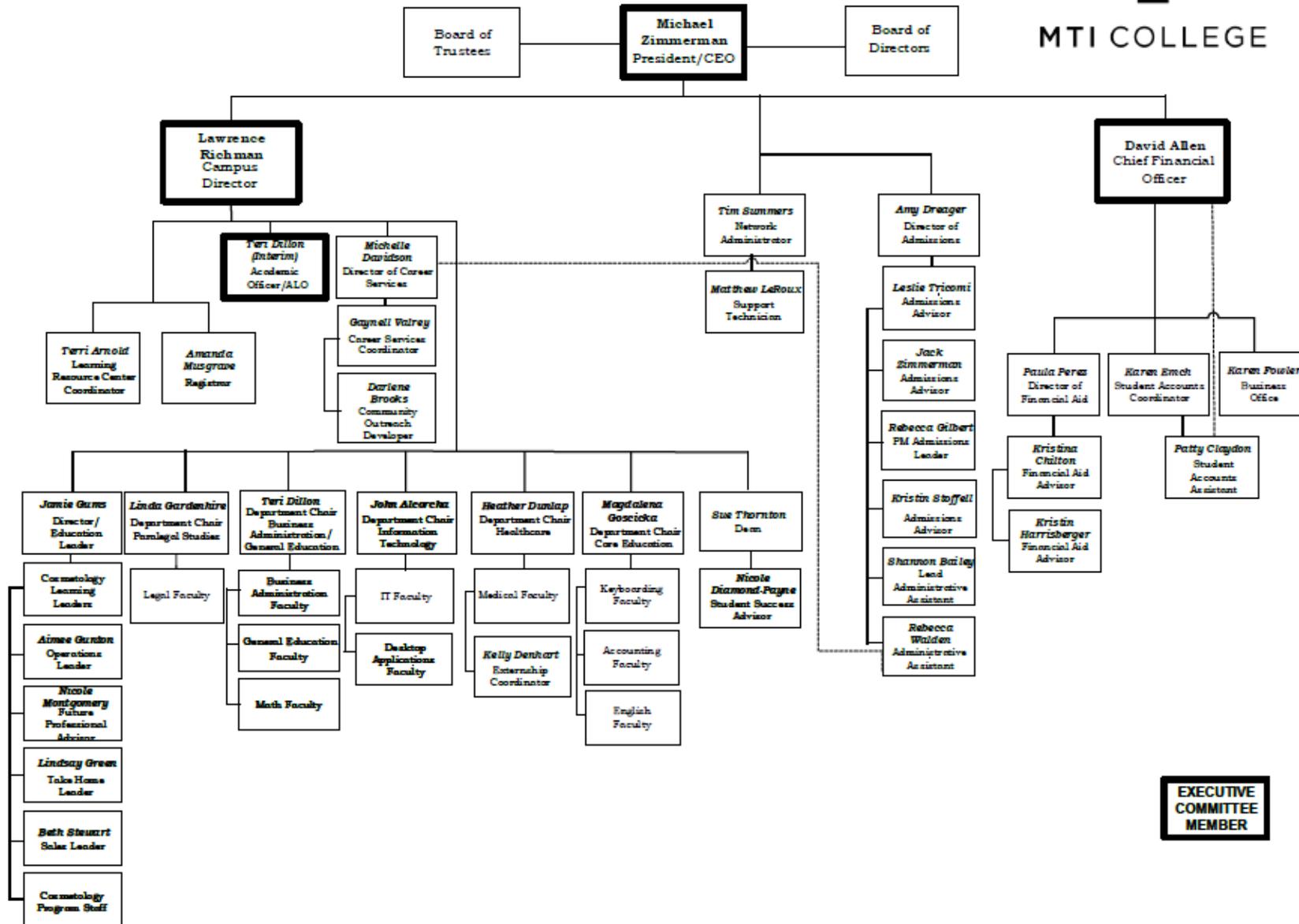
ISER Production Timeline	
April 30, 2019	Quality Focus Essay (Lawrence Richman)
April, May, June	Compile all sections into one report, edit for singular voice, format, edit for consistency (Teri Dillon) As sections are completed, they will be passed back to standard chair for review and to make updates to reflect current accomplishments, etc. Also during this time, chairs should solicit volunteers to serve as readers.
	Demographic Information – due to Michael Zimmerman(for introduction)
June 15, 2019 (Deadline)	Due to Teri Dillon <ul style="list-style-type: none"> • Introduction - History of institution and major developments that MTI has undergone since last comprehensive review, including student enrollment data, summary data on the service area in terms of labor market, demographic and socio-economic data, and specialized or programmatic accreditation held. (Michael Zimmerman) • Student Achievement Data and Institution-set Standards (tables) (Teri Dillon) • Organization of Self-Study Process (Teri Dillon) • Organizational Information (Teri Dillon) • Certification of Continued Compliance with Eligibility Requirements (Michael Zimmerman) Certification of Continued Compliance with Commission Policies
June 30, 2019 (Deadline)	Finalize/format student achievement charts (Teri Dillon) Evidence Finalized (Standard Chairs)
July 15, 2019	Review of Final Draft (report & evidence) – ISER Committee
August 1, 2019	Review of Final Draft (report & evidence) – Board of Trustees
Mid-August 2019	Submit ISER & evidence to ACCJC (Teri Dillon)
Mid-August – end September	Planning for Site Visit (ISER Committee)
September 1, 2019	Post Solicitation of Third-Party Comment on MTI website
Early/Mid-September	Town Hall
October 7-10, 2019	Visit

Organizational Information

Oversight of the College's employees is spread among several members of the executive management team. The president oversees the admissions and technical services departments, the chief financial officer oversees the Financial Aid and Business Services departments, and the campus director oversees the Career Services department, the Learning Resource Center, and the Paul Mitchell program, as well as the Academic Branch, which includes the seven academic departments: Paralegal Studies, Healthcare, Information Technology, Business Administration, General Education, Core Education, and Barbering and Cosmetology.

Each academic department, which includes faculty and curriculum specialists, is supervised by a department chair who is an experienced faculty member and academic administrator. The full-time faculty consists of twenty-three well-qualified instructors who play a critical role in supporting the quality, academic integrity, and rigor of MTI's academic programs. There is also a significant number of adjunct instructors. A full-time externship coordinator is also employed to help increase the number of medical externship sites and maintain positive working relationships with site supervisors and preceptors.

Organization Chart



**EXECUTIVE
COMMITTEE
MEMBER**

Certification of Continued Compliance with Eligibility Requirements

Eligibility Requirement 1: Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

MTI College is a private two-year junior college that is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges (WASC), an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. ([Articles of Incorporation](#)) ([2014 WASC Reaccreditation Letter](#))

Eligibility Requirement 2: Operational Status

The institution is operational, with students actively pursuing its degree programs.

MTI College offers programs that are attractive to its students and responsive to the needs of the local employment community. These specialized technical, legal, business, healthcare, barbering and cosmetology programs are designed to prepare students for successful careers in a short period of time, and where applicable, prepare students for industry certification and licensure that are valued by employers as indicators of professional and technical competence.

The following table details the number of degrees and diplomas awarded over the last five years.

Year	Number of Diplomas Awarded (Floor) Goal	Number of Diplomas Award (Aspirational) Goal	Number of Diplomas Awarded ACTUAL	Number of Degrees Awarded (Floor) Goal	Number of Degrees Awarded (Aspirational) Goal	Number of Degrees Awarded ACTUAL
2017-18	298	307	335	36	48	46
2016-17	N/A	313	340	N/A	62	65
2015-16	N/A	324	320	N/A	87	85
2014-15	N/A	N/A	428	N/A	N/A	82
2013-14	N/A	N/A	389	N/A	N/A	121
Multi- Year Average			362.4			79.5

In the 2017/2018 award year, MTI awarded 46 degrees and 335 diplomas. The number of degrees awarded has declined over the last few years while the number of diplomas has remained relatively stable. Many students who initially enroll in a degree program end up earning a diploma instead of the degree. This is an area of focus for the College and is the prime component of the QFE.

As noted in the student achievement data, placement rates are generally over 90 percent and retention rates are over 70 percent. MTI's student default rate continues to remain low, which indicates that students are completing their programs, successfully obtaining employment, and paying off their loans. The draft 3-Year Official Draft Default Rate, released in 2015 was 11.3 percent ([I.A.02.Ev.1](#)).

Eligibility Requirement 3: Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

(Note: This information is also in Standards II.A.01, II.A.12 and II.A.13)

The College offers a two-year Associate of Applied Science degree in Information Technology – Network Administration, and two-year Associate in Arts degree options in Business Administration and Paralegal Studies.

All three of the two-year degree programs at MTI have over 90 quarter units. The Business Administration degree program has a total of 90.25 quarter units; the Paralegal degree program has 110.5 quarter units and the ITNA degree program has 114 quarter units. The college catalog lists the number of credits required for each diploma and degree program ([II.A.01.Ev.1](#)).

Program-level student learning outcomes (SLOs) summarize the knowledge and skills students are expected to be able to demonstrate upon completion of their programs. Universal outcomes are MTI's institutional-level outcomes. They represent the knowledge and skills that apply to all students, regardless of their major. Universal outcomes are threaded throughout each program and appear interspersed with the course-level SLOs ([II.A.01.Ev.2](#)). Course-level SLOs inform students about what they can expect to know and be able to do upon completion of the course. Together, the SLOs from each of the courses in a degree program support student achievement of the program, universal and general education SLOs.

MTI's Paralegal Studies degree program is one of a select group of paralegal programs approved by the American Bar Association. The first year of the program is comprised of broad-based general education courses in five areas of study, an introduction to legal terminology and procedures, and a technology course using the Microsoft Office Suite products. The focus of the first year is to prepare students for entry-level employment in various legal administrative capacities. Courses in the second year of the program emphasize legal writing and analysis, the civil litigation process, and major areas of substantive and procedural law. During the second year, students take more than 40 quarter units (more than 500 hours of instruction) in paralegal and legal-specific instruction.

The Business Administration degree program helps students develop general administrative skills as well as a diversified background in business management principles. The first year of the program prepares students for employment in entry-level positions in office administration. It

also provides the foundation for a chosen emphasis that will enhance the student's skills in business administration. Upon completion of the first year, students possess a solid foundation in the Microsoft Office Suite products and in business communications. The second year introduces the specific business administrative courses that make up the core of the degree. Students who complete the Business Administration degree program will be prepared to apply concepts in management, marketing, human resources, and finance. Throughout the two-year program, students take 24 units of upper-level business classes (240 hours of instruction) in addition to their first-year interdisciplinary core and general education courses.

The Information Technology - Network Administration (ITNA) degree program is designed to prepare students for careers in system administration. During the first year, students become proficient utilizing desktop operating systems and various office applications commonly used in today's market. Students also focus on fundamental networking concepts as well as developing skills necessary for troubleshooting and supporting hardware and software related issues. During the second year, students focus on developing skills to effectively plan, implement, maintain, and support systems in a wide range of computing environments using Microsoft Windows Server. Students develop an understanding of the design, implementation, and administration of LANs utilizing Microsoft technologies. Students are introduced to the Microsoft Windows Server operating system including experience with Windows PowerShell and virtualization with Hyper-V. Classes use Microsoft and CompTIA approved curriculum that is designed to help students prepare for the CompTIA Security+ and Network+ certifications and the rigorous Microsoft Certified Solutions Associate (MCSA) exams. Students in the ITNA degree program dedicate more than 75 percent of their clock hours during the second year (500 hours, 40.5 quarter units) exclusively to ITNA curriculum ([II.A.13.Ev.1](#)).

Each degree program has program-level outcomes that are introduced, developed, and mastered throughout the program as students are given the opportunity to apply the skills they have learned, and increase their understanding of the theories and practices in the program and these are illustrated in the matrices that were developed for the Outcomes and Assessment Map ([II.A.13.Ev.2](#)).

MTI's general education (GE) curricula are designed to provide students with the opportunity to develop knowledge and competencies in major areas of study that are relevant to students' future careers and to MTI's mission. As such, the College selected humanities over fine arts because it is better suited to the institution's mission of preparing degree students for employment in the fields of business, law, and technology. MTI's GE courses are divided into the following categories: Communications, Computation, Humanities, Social Science, and Natural Science. The courses include the following:

- Communications
GE201 English Composition

- Computation
GE261 Statistics

- Humanities
GE251 Contemporary American History
- Social Science
GE230 Fundamentals of Economics
GE232 Ethics in Society
GE234 American Government
- Natural Science
GE240 Environmental Science
([II.A.12.Ev.1](#))

All three of the degree programs (ITNA, Paralegal and Business) take the following GE courses:

- GE201 English Composition
- GE261 Statistics
- GE251 Contemporary American History
- GE232 Ethics in Society
- GE240 Environmental Science

In addition to these five GE courses, the Paralegal Studies degree program includes an American Government (GE234) course and the Business Administration degree program includes a Fundamentals of Economics (GE230) course as part of those programs' GE course requirements.

With the exception of the Paralegal Studies Year One program, GE courses are typically taken in the second year of a degree program. The first year of a degree program typically focuses on strengthening students' basic writing, computational, analytical, and technology skills. Creating a strong foundation during the first year helps prepare students to be successful in the second year, which focuses on advanced courses in their field of study. Further, because GE courses are rigorous, require strong writing skills, and include a research component, students benefit greatly from developing a strong academic skillset prior to beginning their second year.

Eligibility Requirement 4: Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer

The stability of the president has been a significant factor in facilitating MTI's success over the life of MTI College. Throughout its fifty-four years of operation, the College has had only three presidents; the first was MTI's founder, Arnold Zimmerman, the second was his son, John Zimmerman, and the third is his grandson, Michael Zimmerman, who has held the position since September 1, 2017. The president is an active participant on the board of trustees and the board

of directors and participates in the daily operation of the College. Through effective and ethical leadership, and clear communication of the institution's values and goals, the president empowers staff and faculty to carry out the overall vision and direction of the College ([President Job Description](#)).

Michael Zimmerman, who earned a degree in Business Administration from the University of California, Santa Barbara, has been with MTI College since 2009 and served several roles during that time. Before being promoted to president of the College, Michael Zimmerman, had been serving as the director of operations. His promotion to the role of president was approved by the MTI College Board of Trustees on December 9, 2016 ([BOT Minutes 12-9-2016](#)) and notification of the change was announced in September of 2017, when he officially became the MTI College President ([Notification of MTI College President Change](#)). In addition to his responsibilities at MTI, he has served on the board of directors for the California Association of Private Postsecondary Schools and as vice chair of the Golden Sierra Workforce Development Board.

Eligibility Requirement 5: Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

MTI practices effective oversight and management of its financial activities as demonstrated by its history of institutional and financial audits resulting in very few or no significant audit findings. Year-end financial statements are prepared by MTI's accounting firm as part of a comprehensive annual audit that includes a physical inventory of files and a thorough review of financial statements. The purpose of the audit is to assess the institution's accounting practices and obtain reasonable assurance that the financial statements are accurate and reliable. In addition to the year-end financial audit, a concurrent audit of the institution's financial aid activities is performed to ensure compliance with the federal Higher Education Act. Results of both audits are provided to the U.S. Department of Education and the board of directors. ([2018 MTI Compliance Report](#)) ([2018 Signed Corrective Action Plan](#)) ([Three-Year CDR](#))

D. Certification of Continued Institutional Compliance with Commission Policies

MTI College certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV ([MTI Policy on Integrity in Relations with the Accrediting Commission](#)).

Public Notification of an Evaluation Team Visit and Third-Party Comment

Regulation citation: 602.23(b).

At the time of the team evaluation, the College will provide evidence that the president adhered to Commission requirements by notifying the campus community and the public of the opportunity for submission of third-party comments. The College will use its website to notify the public about the evaluation team visit and provide a means of receiving third-party comments through the website which will be shared with the Commission. This is to be done after the Institutional Self-Evaluation Report is approved by the board of trustees and achieves its final form.

Standards and Performance with Respect to Student Achievement

Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).

(Note: This information is also in I.B.03.)

The College establishes institution-set student achievement standards to measure its success in achieving its mission and uses what it learns to continually improve its programs and services. The College's student achievement standards include job placement rates, student loan cohort default rates, student retention rates, graduation/completion rates, first term completion rates, course completion rates, and certification/licensure participation and pass rates. Each year, the executive committee and department chairs work in coordination to review the institution's performance from the previous year and set student achievement targets for the upcoming year. Once the targets are approved, they are distributed to department chairs and managers by members of the executive committee ([I.A.02.Ev.1](#)).

Progress is monitored throughout the year at the department level by the department chairs and managers, and at the institutional level by the executive committee. At the end of the year, student achievement data is compiled and reported in the Student Achievement Summary. The summary, which includes actual performance as compared to targets, is used by the executive committee to identify potential areas of improvement and inform goal setting at the institution level. The summary is shared with department chairs and the rest of the academic team who use it to inform program review ([I.B.03.Ev.1](#)) and future planning. It is also included in the *annual Executive Summary of MTI's Executive Summary of Institutional Effectiveness in Program Review, Planning and Student Learning Outcomes* ([I.B.03.Ev.2](#)) which is distributed to the MTI College board of trustees and made available to faculty and staff. MTI employees may also access the Executive Summary, including the Student Achievement Summary, on the MTI College e-learning website.

The College recognizes the importance of institution-set student achievement standards and the impact they have on institutional effectiveness and continuous improvement. Department chairs and managers effectively use what they learn from the student achievement data to identify potential obstacles and make changes that will improve student success.

In working on the ISER for the upcoming ACCJC re-accreditation and the information requested in the 2019 ACCJC annual report, the College realized that, while “aspirational” goals have been set for several years, there had not been “floor” goals set. Historical data had been the basis of how the aspirational goals had been determined each year. The use of “floor” goals will be useful because they are clear indicators of when further action needs to be taken. The College decided to start with the 2017-18 year’s data to set the “floor” goals and there was a meeting with the managers in order to determine what “floor” goals for the different categories should be. Moving forward, the College will be using both the floor goals and aspirational goals as it analyzes the progress with the different student achievement categories.

Credits, Program Length, and Tuition

Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.

(Note: this information is also in Standard II.A.5 and I.C.6)

The campus director, the department chairs, the curriculum specialists, the deans, and the faculty work together to ensure that all courses and programs are appropriate in breadth, depth, rigor, sequencing, length, and include opportunities for students to synthesize the skills and knowledge gained through their programs. Activities that support this effort include the annual assessment, program review and master planning processes; department meetings; and academic team meetings. The team incorporates feedback and input from the employer advisory boards, Career Services department, and other resources outside the College such as industry consultants, community partners, state licensing agencies, the American Bar Association (ABA), Paul Mitchell Advanced Education, and other academic institutions.

Course content, degree of rigor, methods of instruction, assessments, and grading are dictated by MTI’s mission and by student achievement of the SLOs. Each course syllabus includes the objectives of the course, prerequisites, course-level SLOs, and MTI’s universal outcomes. Since MTI is an outcomes-based institution, students are required to demonstrate proficiency in the SLOs in order to successfully complete each course. Each course syllabus has a curriculum map that outlines the different ways the SLOs are assessed in the class ([II.A.01.Ev.2A](#)).

Determining the appropriate sequencing and time to completion begins by identifying the skills and competencies necessary for students to successfully achieve the program-level SLOs. These skills and competencies are used to determine the amount of time necessary for students to reach a sufficient level of achievement, and to identify a logical progression of knowledge and skill development throughout the program. Prerequisites are developed so that basic skills and competencies are achieved before moving on to more advanced levels. Program templates are created and used by the deans to ensure that student schedules follow the recommended course progression, and that prerequisites are met ([II.A.05.Ev.1](#)). The Outcomes and Assessment Map includes matrices for each department that illustrate which courses target introductory, developing or mastery skill levels ([II.A.01.Ev.5](#)). Finally, the annual program review process includes an evaluation of program- and course-level SLOs as well as prerequisites and the sequencing of courses. Changes and updates from program review are incorporated into program templates, course syllabi, and the catalog as needed.

Each course has its credit hours determined by the amount of lecture, lab, and homework time for that specific class. As part of each academic department's annual program review, course lecture and lab hours are reviewed to ensure that the credit values assigned to each course clearly and accurately reflect the breadth, depth and rigor of the curriculum ([II.A.05.Ev.2](#)).

MTI's academic calendar is based on the quarter system. Unless otherwise noted in the college catalog, MTI determines credit hours using the Carnegie Unit system of measurement. MTI College applies the following definitions when determining credit hours:

- 10 clock hours of lecture with 20 hours of out-of-class work equate to one hour of credit
- 30 clock hours of lab equate to one hour of credit

The College awards course credit based on the student's demonstration of a minimal passing level of achievement of course SLOs. The minimum passing grade for courses at MTI is a D. However, many courses are prerequisites for other classes, and it is required that prerequisites must be passed with a C- or better in order to progress to the next level as described in the grading policy ([II.A.05.Ev.3](#)).

The college catalog, along with the Paul Mitchell program supplement include the full cost of each program that the college offers ([I.C.06.Ev.1](#)).

Prospective students receive program summary sheets for the program(s) they are considering. The program summary sheets offer an at-a-glance overview of the program, including the program's objectives and description, enrollment requirements, program-level student learning outcomes (SLOs), a course listing, and federal program integrity disclosure information. They also include the cost of the program ([I.B.02.Ev.1](#)).

The college catalog, Paul Mitchell supplement, and other important program and college information are easily accessible to current and prospective students on the college website (MTICollege.edu) ([I.C.01.Ev.3](#)). Each MTI program is represented on the website and cost information is included on each program page ([I.C.06.Ev.2](#)).

Transfer Policies

Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).

(Note: This information is also in II.A.08 and II.A.10)

MTI has a clear transfer policy ([II.A.08.Ev.7](#)). If a student has taken a comparable course at another institution, he/she may be able to receive credit for that course. To transfer credits from another college to MTI, the student must provide official or unofficial transcript(s) from prior institutions for initial evaluation. The admissions advisor gives the Transfer of Credit Checklist and the transcripts to the academic officer (AO) who reviews the initial transcripts to determine which credits could be accepted.

To receive MTI College credit for courses taken elsewhere, the nature, content, SLOs and level of credit must be comparable to the MTI course. It is the policy of MTI College to accept

comparable credit hours earned in courses taken at accredited institutions provided that a grade of 2.0 (C) or above was earned. Transfer credit hours that are more than ten years old generally are not accepted. Students may not transfer credit for courses taken at another institution and also receive credit for the same course taken at MTI College. The transfer of credit units to the College for a degree program cannot exceed 50 percent of the program's total credit-hour content. However, students with a college degree (associate degree, or higher) or substantial college credit may be eligible to bypass the first year of the degree program, even in cases where credits exceed 50 percent of the program's total credit hours. For a diploma program, no more than 15 credit hours may be accepted as transfer credits. Because the academic calendar is based on the quarter system, the conversion of clock hours to credit hours is 10 clock hours of lecture or 30 clock hours of lab for every hour of credit. Unless indicated otherwise, the College uses the Carnegie System for measuring of academic credit.

Information about MTI College's transfer policy is available to students and prospective students in the college catalog ([I.C.02.Ev.1](#)) and on the e-learning website in the Student Handbook Information and Resources section ([I.C.07.Ev.3](#)).

Due to the nature of MTI's mission, the College is not a transfer-oriented institution. Because of this, the College does not track student transfer to 4-year colleges/universities. MTI has articulation agreements with California State University Sacramento (CSUS), Golden Gate University, and Brandman University (formerly Chapman University College). Additionally, MTI maintains a relationship with Lincoln Law School, which is one of the few law schools whose entrance requirements extend to an Associate in Arts degree ([II.A.10.Ev.1](#)).

Distance Education and Correspondence Education

Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

(Note: This information is also in Standard II.A.1.)

Most of MTI's courses and programs are offered on-ground with a few exceptions. The Paralegal Studies degree program is available through a purely traditional instructional format, and through a combination of traditional and online deliveries called "OnlinePlus". Based on the requirements set by the American Bar Association (ABA), students following the OnlinePlus format earn a minimum of 15 quarter units through traditional classroom instruction. These courses are scheduled throughout the length of the program and are taken at the MTI College campus. The balance of the program is taken online. The curriculum for the online portion of the OnlinePlus format has the same outcomes as the traditional on-ground option. There are also several GE-level courses available in an online format. They also have the same outcomes and requirements as the traditional on-ground classes.

Regardless of a classroom or online delivery, students may not advance through the progression of classes unless each designated prerequisite is met. The dean does not advance a student who fails to complete a designated prerequisite. The dean tracks each student's progress to ensure that prerequisites have been met before advancing the student to the next quarter. By following a prescribed template, requiring that specific classes be taught in a traditional classroom setting, and providing scheduling oversight by the dean, the College ensures that paralegal students meet

all program and course requirements, including the 15-quarter unit requirement of traditional classroom instruction.

All students who enter MTI's paralegal studies programs participate in a new student orientation session prior to the beginning of classes. Students learn about the expectations of the program and are introduced to the course management system, the logistics of the program, and the online learning experience in general.

Because students enrolled in the partial online program also attend classes on-campus one night a week, they have access to all of the student support services and resources available at MTI, including access to faculty since many of online instructors also teach on-campus. MTI maintains a policy that requires faculty and staff to respond to student inquiries and requests within a 24-hour timeframe (Also, because open and continuous communication is critical to student success in an online environment, students and faculty are strongly encouraged to communicate with each other and with MTI administrative and support staff via the telephone, email, and through face-to-face meetings on-campus ([II.A.01.Ev.9](#)).

In addition to the Paralegal Studies OnlinePlus program, several GE courses are now offered online. GE232 Ethics in Society, GE240 Environmental Science and GE251 American History have been offered as an online option since 2018. There are also on-ground options for these classes. Each student is given an orientation to the class expectations and procedures on the first evening of class. Once the information has been given, either directly by the instructor or with an online orientation video, students are given a quiz to ensure that they understand the requirements for the course.

The GE online courses mirror on-ground courses in content and the time needed to successfully complete assignments. The lectures are recorded, and students must interact with the lecture by answering discussion questions throughout the lecture. Students have homework and research papers in these classes along with critical thinking exercises. In order to receive attendance for the week, students must complete the assigned lecture for the week. The instructor communicates frequently with the students through the e-learning LMS and email. Students enrolled in the online classes have other on-ground classes and have all of the College's resources available to them ([II.A.01.Ev.10](#)).

MTI College's Distance Education policy defines the students' rights and responsibilities as well as procedures for protecting student privacy. The policy also defines the administration and support of the online/distance education courses ([II.A.01.Ev.11](#)).

Student Complaints

Regulation citations: 602.16(a)(1)(ix); 668.43.

(Note: this information is also included in Standard I.C.9.)

MTI College's Student Grievance and Complaint policy is a problem-solving procedure, which focuses on a proactive, solution-oriented approach ([I.C.09.Ev.1](#)). The problem-solving policy and procedures are published in the college catalog ([I.C.09.Ev.2](#)), Faculty Policy and Procedure Handbook ([I.C.09.Ev.3](#)), and the Student Handbook Information and Resource section on the e-learning website ([I.C.07.Ev.3](#)) as well as the MTICollege.edu website ([I.C.09.Ev.4](#)).

There have been no student complaints over the last six years that have required resolution outside the College's own means.

Institutional Disclosure and Advertising and Recruitment Materials

Regulation citations: 602.16(a)(1)(vii); 668.6.

(Note: this information is also included in Standards I.C.1 and I.C.2.)

MTI assures that students and prospective students have access to current, clear, and accurate information regarding MTI's programs, services, policies, and procedures. The primary vehicles used to communicate information to students include the college catalog, catalog supplements and addenda, program summary sheets, the student handbook, the admissions process, new student orientation, course syllabi, the college website, the MTI e-learning website (elearning.mticollege.edu), information whiteboards, class announcements, and faculty and staff.

MTI publishes its college catalog and related supplements during the first quarter of each year. To ensure the catalog contains the most current information, MTI coordinates the timing of the catalog production cycle with program review ([II.A.01.Ev.1](#))([I.C.02.Ev.2](#)).

In addition to the regular college catalog, the College creates a separate Paul Mitchell program supplement because of the unique nature of that program ([I.C.01.Ev.2](#)). The supplement contains a complete program description, including program goals, program SLOs, performance statistics and job outlook, State of California requirements for licensure, requirements of the beauty industry, major policies affecting students, student fees, and other financial obligations.

The college catalog and Paul Mitchell program supplements contain complete descriptions of MTI's program offerings, including program objectives, length, credit hours, SLOs, course listings, course descriptions, and prerequisites. The catalog also contains general information about the College, including names, addresses and phone numbers for college administrators and key resources; the institution's mission and vision statements; course, program, and degree offerings; the academic calendar and program lengths; academic freedom statement; student financial aid and tuition information; available learning resources; the names and degrees of MTI administrators and faculty; and the members of the governing board. In addition, the catalog contains information regarding admissions requirements, student fees and other financial

obligations, veteran services, transfer of credit, accommodations for disabled students, available learning resources, financial aid, and requirements for degrees, certificates, and graduation.

Students and visitors to the College receive an MTI College brochure ([I.C.01.Ev.1](#)). In addition, students receive program summary sheets for the program(s) they are considering. The program summary sheets offer an at-a-glance overview of the program, including the program's objectives and description, enrollment requirements, program-level student learning outcomes (SLOs), a course listing, and federal program integrity disclosure information ([I.B.02.Ev.1](#)).

The college catalog, Paul Mitchell program supplement, and other important program and college information are easily accessible on the college website (MTICollege.edu) ([I.C.01.Ev.3](#)). The college e-learning website (elearning.mticollege.edu) also stores the college catalog and important student-related policies including attendance, academic honesty, and grading ([I.C.01.Ev.4](#)). MTI's accreditation status is also listed clearly in the catalog and on the college website (MTICollege.edu) ([I.C.01.Ev.5](#)).

The catalog is reviewed and updated by MTI staff and faculty as a result of the program review cycle. The Paul Mitchell program supplement is reviewed and updated annually as well. The Paul Mitchell program director, and the campus director review the supplement and make updates as appropriate ([II.A.01.Ev.1](#)) ([I.C.01.Ev.3](#)).

The college catalog table of contents shows that all of the "Catalog Requirements" are included in the catalog. These include:

- Educational Mission
- Representation of accredited status with ACCJC, and with programmatic accreditors
- Course, Program, and Degree Offerings
- Student Learning Outcomes for Programs and Degrees
- Academic Calendar and Program Length
- Academic Freedom Statement
- Available Student Financial Aid
- Available Learning Resources
- Names and Degrees of Administrators and Faculty
- Names of Governing Board Members
- Admissions
- Student Tuition, Fees, and Other Financial Obligations
- Degrees, Certificates, Graduation and Transfer
- Academic Regulations, including Academic Honesty
- Nondiscrimination
- Acceptance and Transfer of Credits
- Transcripts
- Grievance and Complaint Procedures
- Sexual Harassment
- Refund of Fees

([I.C.02.Ev.1](#))

Title IV Compliance –

Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.

MTI College is committed to being compliant with rules and regulations of those entities that they are accountable to. Compliance with the Higher Education Act of 1965 as amended, is one example of that effort.

As an example, in March of 2018 MTI management submitted the renewal information necessary to update its Program Participation Agreement with the U.S. Department of Education. After a 15-month review by the Department of Education, on June 17, 2019, MTI received its approval in full ([Department of Ed Approval](#)). As stated in the approval document, “The San Francisco – Seattle School Participation Team is pleased to inform you that, based on the information included in your Application for Approval to Participate in Federal Student Financial Aid Programs, the Secretary of Education (Secretary) has determined that MTI College (Institution) satisfied the definition of an eligible institution under the Higher Education Act of 1965, as amended (HEA).” In the response, as well as in annual audit determination letters, the Department of Education has not raised any concerns as to MTI’s financial responsibility requirements. In situations where audit findings are determined, the institution’s response is timely and thorough. This attention is seen in the annual audits and annual corrective action plan documents ([2018 MTI Compliance Report](#)) ([2018 Signed Corrective Action Plan](#)). To ensure students and faculty have access to the tools, materials, and other resources necessary to maximize student learning and achievement, the College maintains agreements with many vendors and organizations, including LexisNexis, ([II.B.04.Ev.1](#)), Paul Mitchell Advanced Education ([II.B.04.Ev.3](#)), Moodle ([II.B.04.Ev.2](#)), EBSCOhost ([II.B.01.Ev.9](#)), Pearson Vue ([II.B.01.Ev.3](#)), and a variety of textbook publishers including McGraw-Hill, Cengage, and Pearson. The College also maintains agreements with an extensive list of medical offices, clinics, diagnostic labs, and hospitals which serve as externship sites for the Medical Assistant, Medical Billing and Coding Professional, and Phlebotomy programs. All agreements are documented and kept on file by the appropriate department chair and/or the chief financial officer (CFO).

E. Institutional Analysis

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

A. Mission

1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of Meeting the Standard

The MTI College Mission:

The mission of MTI College is to prepare its students with the knowledge, skills, and confidence necessary for pursuing successful careers. The student population that MTI serves includes the community of recent high school graduates and adult learners in Northern California who demonstrate the potential to benefit from the institution's educational programs.

For over fifty years, MTI College has committed itself to preparing its students with the knowledge, skills, and confidence necessary for pursuing successful careers. MTI fulfills this goal by offering diploma programs in law, technology, business administration, healthcare, cosmetology, and barbering. Additionally, the College offers a two-year Associate of Applied Science degree in Information Technology – Network Administration, and two-year Associate in Arts degree options in Business Administration and Paralegal Studies.

Supporting student learning and success is a priority for all employees of the College. Working hand-in-hand with the institution's mission statement, MTI's vision and core values help focus the energy and efforts of staff and faculty and create a sense of shared commitment to student success. In addition, MTI's universal outcomes are interwoven throughout each program and apply to all students regardless of their major. MTI's universal outcomes include communication skills, problem-solving skills, customer service, responsibility and accountability, strategies for lifelong learning, use of technology, and professionalism ([I.A.01.Ev.1](#)).

As seen in the college catalog ([I.A.01.Ev.2](#)), the specific objectives that support MTI's mission, vision, core values, and universal outcomes are: to equip students with the practical and technical skills required by employers in the community; to provide students with the breadth of knowledge and analytical skills needed for advancement in the vocational and professional arenas; to empower students to be independent thinkers and effective communicators; and to instill in students a sense of integrity and inspire them to become lifelong learners. Further, the College supports its overall mission by allocating resources necessary to provide personal attention through a small student/faculty ratio; hands-on training in well-equipped computer labs; employment-driven degree and diploma programs designed to meet the needs of business and industry through balanced curriculum centered on the development of knowledge and competency in specific fields and in general studies; career assistance for graduates to secure program-related employment; and quality accreditation and approvals to ensure optimum recognition for students completing their programs.

Combined, the MTI College mission, vision, core values, universal outcomes, and supporting objectives clearly describe the institution's educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. The College offers diploma and degree programs that are industry-specific

and designed to equip students with the knowledge and skill they need to be confident and competent on the job. Student support services are available to fit students' needs, and the curriculum and instruction are geared toward the intended student population of adult learners. Finally, the College continuously collects student learning and student achievement data and closely monitors how effective it is in terms of meeting its commitment to student learning and helping students achieve their goals of graduation and job placement ([I.A.02.Ev.1](#)).

Analysis and Evaluation

The College meets the Standard. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.

2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

MTI relies heavily on data to determine how effectively it is accomplishing its mission and to inform planning and decision-making. Key indicators of how effectively the College is accomplishing its mission include student satisfaction surveys, student retention rates, graduation/completion rates, student loan cohort default rates, job placement rates, and certification/licensure pass rates. The College has established institutional-set standards for these indicators which are monitored closely throughout the year and reported annually in the student achievement summary ([I.A.02.Ev.1](#)).

Student retention is one of the primary indicators used to evaluate MTI College's success with its mission. Retention is monitored very closely at the course, program, and institutional-levels, and is updated as part of the student achievement summary that is distributed to the executive committee and department chairs each year.

As seen on executive committee meeting agendas ([I.A.02.Ev.2](#)), student retention is a standing discussion item each week, and each month the executive committee reviews a snapshot of retention for cohorts on a rolling 6-month, 1-year, 2-year and 3-year basis ([I.A.02.Ev.3](#)). In addition, the executive committee monitors job placement, externship and licensure activity, and other key performance indicators on a weekly basis. An important tool used to monitor institutional performance and student achievement progress is the Campus Operating Review for Executives (CORE) report ([I.A.02.Ev.4](#)). Each week, the campus director compiles the report to provide a snapshot of the following performance indicators:

- **Admissions** (current and year-to-date) – Inquiries; initial appointments; enrollments for the week; current enrollment numbers by program.
- **Student Retention** (month-to-date and year-to-date) – Leave of absences; drops; class completions; graduates; active population.
- **Career Services** (current and year-to-date) – Job placements; waivers; job orders.

- **Business/Financial Aid** – Students with incomplete financial aid packaging; cash payments 45-day past due; student loan default rates
- **Externship Activity** – Externs on site; students awaiting externships.

The report is useful in assessing institutional effectiveness, identifying trends and anomalies in campus activities, and allowing for timely and informed decision-making in response to sudden or unexpected fluctuations.

Assessment data is collected extensively throughout the academic branch and used to measure instructional effectiveness and student success in terms of meeting program- and course-level student learning outcomes. The *Executive Summary of MTI's Institutional Effectiveness in Program Review, Planning and Student Learning Outcomes* ([II.A.01.Ev.6](#)) is a document that is compiled at the end of each year. The document provides a summary of planning and assessment activities for each academic program, including final master plan updates and findings, program-level student retention and job placement figures, certification rates, program and course assessment findings, a list of action items for future planning, requests for budget and resource allocations, and the end-of-year summary of student achievement performance. The report demonstrates how academic and administrative departments throughout the College analyze student learning, student achievement, and other performance data, and use what they learn to assess their effectiveness and continue to move forward in terms of making improvements to MTI's programs, services, and overall student experience.

The College effectively uses institutional data directly related to its mission to improve the quality and responsiveness of its programs and services, and relies on its ongoing cycle of evaluation, planning, and improvement to identify key initiatives and set priorities. The cycle is driven by the program review, master planning, and budget/resource allocation processes. Many of the indicators discussed, in addition to department-, course-, and program-level assessments, survey results, and other pertinent information are used as the basis for dialog throughout the year aimed at improving MTI's programs and services. The executive committee monitors data related to several key campus-wide goals through its master planning process. This includes enrollment, retention, and placement goals. Decisions about how to make improvements in these areas are made based on the results that the data provides ([I.A.02.Ev.5](#)).

Closely monitoring progress through the use of the CORE report and standing agenda items help the executive committee keep improvement efforts in-focus and on-track. For example, during the 2017-2018 award year, MTI's Career Services department successfully helped 91 percent of its graduates obtain training-related employment. This rate, called the adjusted job placement rate, represents the percentage of graduates actively looking for work who obtain employment in or related to their field of study. In addition to the adjusted rate, the College monitors an unadjusted job placement which represents the percentage of total graduates who obtain employment in or related to their field of study. During the 2017-2018 award year, the unadjusted rate was 70 percent ([I.A.02.Ev.1](#)).

Closely tied to job placement, externship experiences and industry certification and licensure impact job placement for students in the medical assistant, medical billing and coding, phlebotomy, information technology, cosmetology, and barbering programs. The executive committee receives weekly updates on externship activity in the CORE report. In the event that

the number of students waiting for externship assignments begins to increase, the executive committee works with the externship coordinator and community outreach developer to assure that there are enough externship sites available to support the increased demand. Similarly, the executive committee monitors cosmetology and barbering licensure participation and pass rates as licensure directly impacts job placement for these students. When participation and pass rates appear to decline, the executive committee works effectively with the Paul Mitchell program director to research possible causes and potential solutions to assure that students are sufficiently prepared to pass their state board exams.

Due to the size of the College and the nature of its culture, departments work closely together in support of the institution's mission and overall goal of student success. Data is shared freely in and among departments.

Analysis and Evaluation

The College meets the Standard. The institution regularly uses data from a variety of sources to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard

The College is a small, single-campus institution with no ties to large corporate entities. Unlike many larger community colleges, MTI does not offer athletic, performing arts, or general interest programs. Instead, all MTI programs and support services focus on its mission of helping students prepare to reach their employment and career goals.

MTI's commitment to student learning and student achievement begins with the recognition that student success begins even before the student enrolls in a program and each step from admissions through graduation is an opportunity to foster success. Driven by the institution's mission, MTI's facilities include classrooms, labs, and clinic spaces designed with the equipment, supplies, and storage necessary to support the teaching, observation, practical application, and assessment of student learning outcomes ([I.A.03.Ev.1](#)). Programs are designed around specific student learning outcomes aimed at helping students prepare for successful careers in a short period of time, and where applicable, prepare them for industry certifications and licensure valued by employers as described in the college catalog ([II.A.01.Ev.1](#)).

Student learning and support services including the deans, the student success advisor, learning resource center, technical services, and the business office, are designed to address students' needs and are available by appointment and on a walk-in basis. Administrative services such as financial aid, student accounts, and admissions are also available to students on campus. Hours for learning support services and administrative services are structured to accommodate students attending classes during day and evening hours, Monday through Friday.

The College aligns its student learning and support services with the needs of its intended student population which consists, in large part, of individuals who are working adults who spend limited time on campus. To accommodate the working student, the College offers courses during the day and evening. Students in the Paralegal Studies Year Two program have the option to take certain courses in an online format as part of MTI's Paralegal Studies OnlinePlus program which is delivered partially online. Because traditional on-campus courses are interspersed throughout the OnlinePlus program, these students have the opportunity to make use of the law library and other learning support services while they are on campus. Online resources to support the Paralegal OnlinePlus students are also readily accessible through the MTI e-learning website (elearning.mticollege.edu) and LexisNexis. Additionally, in 2018, the College also began offering several general education courses in an online format. As part of the general education curriculum, the College promotes lifelong learning by educating students about the many resources that are available online, including EBSCOhost ([II.B.01.Ev.9](#)).

Test preparation and study skills are included as part of the curriculum for the cosmetology, barbering, information technology, and medical programs. In addition, Test Pass Assurance (TPA) programs ([II.A.08.Ev.5](#)) provide additional assistance in the form of practice tests and coaching for students as they prepare for certification and licensure. Students and faculty also have the ability to take CompTIA, Microsoft, medical, and other industry-related certification exams on campus in MTI's learning resource center which is a certified Pearson Vue authorized testing center ([II.B.01.Ev.3](#)).

MTI's mission statement is central to all institutional planning and decision-making activities. Each academic and administrative department has a statement of purpose that stems directly from the institution's mission and describes the scope, purpose, and objectives of the department ([IV.A.01.Ev.2](#)). This statement, combined with the institution's mission, forms the framework around which the department operates. Using the mission statement as a guide, each department of the College uses the program review and master planning processes to identify key areas of improvement; develop clearly stated, measurable goals; and work toward achieving those goals through focused planning, decision-making, and teamwork. Assessment work takes place at the course, program and department levels. Finally, because every department on campus contributes to student learning and success, the mission is made highly visible to serve as a constant reminder of MTI College's primary focus. Examples of where the mission statement is printed include: at the top of each department's master plan ([I.A.03.Ev.2](#)), on meeting agendas ([I.A.03.Ev.3](#)), at the beginning of the personnel manual ([I.A.03.Ev.4](#)), and the catalog ([II.A.01.Ev.1](#)), on the MTI College and e-learning websites ([I.A.03.Ev.5](#)), and on the top of course syllabi ([I.A.03.Ev.6](#)).

In support of its mission, MTI offers degree and diploma programs that are attractive to students and responsive to the needs of the local employment community. Although MTI's programs are vocationally-oriented, students are also prepared to continue their education to the next levels through articulation agreements ([II.A.10.Ev.1](#)) and other opportunities made available through MTI's ACCJC accreditation and industry partnerships. All degree programs include a general education component designed to provide a multi-dimensional educational experience, promote students' lifelong learning, and develop students' critical reasoning and effective communication skills ([II.A.11.Ev.1](#)).

The professionalism grade offers students a way to demonstrate to prospective employers that they possess the attitudes and behaviors valued in the workplace and this is outlined in the grading policy ([I.A.03.Ev.7](#)). The planning and implementation of the professionalism grade were driven by the executive committee and academic team ([II.C.01.Ev.6](#)). The chief financial officer, director of education, network administrator, and developers from CampusNexus worked together over several months to create a customized module that allows faculty and staff to enter, track, and report on student professionalism. In addition to a student's academic grades and GPA, grade reports and transcripts include the student's professionalism grades and a professionalism GPA ([I.A.03.Ev.8](#)).

The provisional student policy allows students, during the first six weeks of attending school (the "provisional period"), to adjust to the demands of a college environment, to assess if the program rigor meets their expectations, and to ensure that their life circumstance and outside responsibilities will allow for them to be successful at MTI College. The provisional period also allows the College to ensure that students have the necessary ability to benefit, have the needed support system to be successful, have the academic support needed (in the form of tutoring or lab periods) to ensure their academic success, and have the drive and determination to graduate. During the provisional period, students who appear to be in need of additional assistance are offered support in order to improve their chances of success. Students who do not continue on beyond the provisional period are considered provisional drops and are relieved of any tuition responsibility to the College ([I.A.03.Ev.9](#)).

The College created and hired two new positions to further support student retention efforts: a full-time student success advisor (SSA) ([I.A.03.Ev.10](#)) and a part-time community outreach developer (COD) ([I.A.03.Ev.11](#)). The student success advisor works collaboratively with staff and faculty to proactively identify and reach out to students who may need additional support. Among the SSA's duties are contacting students who are absent and escalating attendance issues to the dean; running attendance reports and monitoring attendance for students who are at risk; assisting students in finding tutoring; and advising them on a variety of issues such as satisfactory academic progress, attendance, and behavior. The community outreach developer is responsible for establishing and maintaining employer relationships, coordinating externship sites, and facilitating community outreach. One of the primary focuses of the COD is to secure externship sites that best meet MTI's training requirements and the needs of its students. The position has been instrumental in launching a new externship program for medical billing and coding students, adding additional phlebotomy externship sites, and reestablishing relationships with existing externship sites that had gone dormant.

Analysis and Evaluation

The College meets the Standard. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Evidence of Meeting the Standard

The mission of MTI College is articulated in a widely published mission statement that is approved by the executive committee and board of trustees. Together, the mission statement, vision statement, and core values provide a comprehensive picture of MTI's aim and purpose.

The MTI College Board of Trustees is the body that sets the mission of the College and has institutional authority over all academic and college functions as set forth in article III of their bylaws ([I.A.04.Ev.1](#)). The executive committee is responsible for reviewing the mission, vision, and core values and making recommendations to the board of trustees. Feedback and input about the mission, vision, and core values are solicited from students, faculty, and staff in the annual surveys ([I.A.04.Ev.2](#)) ([I.A.04.Ev.3](#)).

The original mission statement was created in November 1996. The MTI vision statement was introduced in 2011 and was revised in 2015. In 2014, the College began efforts to update its culture statements, including the mission and vision statements. The September 5, 2014 town hall meeting included an activity that focused on gathering ideas for updating the MTI mission and vision, and articulating MTI's core values. A follow-up survey was conducted to collect additional input from those who were not in attendance at the meeting. As evidenced by the town hall meeting agenda ([I.A.04.Ev.5](#)), the 2014 faculty/staff follow-up survey ([I.A.04.Ev.6](#)), and excerpts from executive committee and board of trustees meeting minutes ([I.A.04.Ev.7](#)), the College incorporated input from staff and faculty into the review of the mission statement, the revision of the vision statement, and the creation of the MTI core values; the executive committee and board of trustees provided their review and approval; signs were designed to display the culture statements on campus; and documents, where the culture statements appeared, were updated.

Using the institution's governance and decision-making processes, MTI reviews its mission statement on a regular basis and revises it as necessary. The MTI vision statement and core values are reviewed in conjunction with the mission statement. The executive committee conducts an initial review that takes staff and faculty input into account. For example, during the March 1, 2019 town hall meeting, a break-out session was devoted to having staff and faculty review the mission, vision, universal outcomes and core values. This led to a discussion about each of these items and the role of each person in the college as it relates to them. Feedback was provided and reviewed by the executive committee to see if any adjustments needed to be made ([I.A.04.Ev.4](#)). The final approval of the mission statement, vision, and core values is done by the board of trustees. The mission statement, vision statement, and core values were last reviewed by the board of trustees and unanimously reaffirmed on May 22, 2019 ([I.A.01.Ev.1](#)).

The process has proven effective and fosters broad participation in the review of the mission statement, vision statement, and core values.

Analysis and Evaluation

The College meets the Standard. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary.

Conclusions on Standard I.A. Mission

MTI College's mission statement guides the institution's programs, goals, planning and priorities. It indicates the college's commitment to student learning and success which is primarily to prepare students for successful careers. By using data effectively, institutional priorities are set to ensure that the educational needs of the students are met. This data includes student achievement data, assessment data, data from the master planning and program review process as well as survey data. Dialog throughout the campus based on the data is ongoing as the college is always working on improving programs, courses, and processes and the master planning, assessment, program review cycle supports this continual process.

Programs and services are aligned with the mission and the mission directly informs institutional goals, decision-making, planning, and resource allocation.

The College clearly articulates its purpose in its board-approved published mission statement that appears in the college catalog, personnel manual, meeting agendas, on the college website, on syllabi, and in many other documents on campus.

Improvement Plan(s)

N/A

Evidence List

- I.A.01.Ev.1 – Mission, Vision & Core Values - Review & Approvals
- I.A.01.Ev.2 – Excerpt from MTI Catalog (Mission, Vision, Core Values, Universal Outcomes)
- I.A.02.Ev.1 – Student Achievement (AY 2017-18)
- I.A.02.Ev.2 – Executive Meeting Agenda
- I.A.02.Ev.3 – Rolling Retention Report
- I.A.02.Ev.4 – Core Report
- I.A.02.Ev.5 – Executive Committee Master Plan
- I.A.03.Ev.1 – Campus Map
- I.A.03.Ev.2 – Sample Master Plan Documents
- I.A.03.Ev.3 - Sample Meeting Agendas
- I.A.03.Ev.4 – Personnel Manual
- I.A.03.Ev.5 – Websites with Mission Statement
- I.A.03.Ev.6 – Sample Syllabus w/ Mission Statement
- I.A.03.Ev.7 – Grading System Policy

I.A.03.Ev.8 – Sample Student Transcript
I.A.03.Ev.9 – Provisional Student Policy
I.A.03.Ev.10 – Student Success Advisor Job Description
I.A.03.Ev.11 – Community Outreach Developer Job Description
I.A.04.Ev.1 – Board of Trustees – Bylaws
I.A.04.Ev.2 – Excerpt from 2018 Annual Student Survey re: Mission Statement and Universal Outcomes
I.A.04.Ev.3 – Excerpts from Annual Faculty/Staff Survey – Culture Statements
I.A.04.Ev.4 – Excerpts from March 1, 2019 Town Hall Meeting Breakout Session
I.A.04.Ev.5 – 2014 Town Hall Meeting Agenda
I.A.04.Ev.6 – 2014 Faculty Staff Follow up survey
I.A.04.Ev.7 – Excerpt from Executive Committee and Board of Trustees Minutes re: Vision Statement Core Values
II.A.01.Ev.1 – Catalog
II.A.01.Ev.6 – 2018 Executive Summary of MTI’s Institutional Effectiveness in Program Review, Planning and Student Learning Outcomes
II.A.08.Ev.5 – TPA Exam Procedures
II.A.10.Ev.1 – Articulation Agreements
II.A.11.Ev.1 - GE Assessment Plan
II.B.01.Ev.9 – EBSCOhost Database Agreement
II.B.01.Ev.3 – Pearson Vue Agreement
II.C.01.Ev.6 – Professionalism
IV.A.01.Ev.2 – Examples of Statements of Purpose

B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard

MTI College’s size and culture help create an environment where open and continuous dialog occurs informally among the faculty and staff on a daily basis, and more formally through department meetings, and established committees and processes. A few key examples include faculty/department meetings, academic team meetings, executive committee meetings, the assessment process, program review, and the master planning and budget/resource allocation processes.

MTI's academic departments conduct faculty meetings on a regular basis. As demonstrated through sample department meeting minutes ([I.B.01.Ev.1](#)), faculty meetings provide a forum for disseminating campus news and updates and engaging in open dialog focused on maximizing student achievement and the effectiveness of the learning environment. Faculty members provide important feedback and input into the continuous improvement of MTI's curricula, courses, and programs, and discuss topics ranging from resource needs to solutions for resolving classroom challenges. In addition, faculty and staff use this time to discuss outcomes assessment activities, program review, master planning, and the department's progress toward the achievement of its goals. Minutes for department meetings are sent to faculty members who are not able to attend.

The academic team, which is comprised of the campus director, department chairs, and the deans, meets on a weekly basis. Other key personnel, such as the chief financial officer, the learning resource center (LRC) coordinator, and the director of career services attend on an as-needed basis. As demonstrated through sample meeting minutes ([I.B.01.Ev.2](#)), academic team meetings are held to provide a forum for all academic departments to participate in dialog and the decision making, problem solving, and planning processes for the academic branch. The academic team exists to provide and maintain an infrastructure that supports the delivery of highly effective academic programs that emphasize student learning and outcomes achievement.

The executive committee, which is comprised of the president, campus director, chief financial officer, and academic officer, also meets weekly. As evidenced through sample meeting minutes ([I.B.01.Ev.3](#)), the executive committee oversees the operation of the College, including the institutional planning and assessment process, resource management, student success and satisfaction, and the institution's success in carrying out its mission. Requests, concerns, ideas, or suggestions that arise from students, staff, and faculty are typically addressed at the department level by the appropriate manager or department chair; however, as appropriate, they are referred to the academic team or the executive committee for discussion, consideration, and approval. In order to reach the most appropriate decision, input from other departments or decision-making bodies is solicited to provide additional perspective.

Periodically, ad hoc committees are formed to conduct further research and report back to the group. These meetings tend to be more informal in nature and minutes are generally not taken; however, they play a very important role in the continuous dialog and decision making that takes place. As seen in sample meeting notes and communications ([I.B.01.Ev.4](#)), the degree of dialog that takes place depends upon the nature of the question or request, and may involve escalating the matter to the next level, particularly in instances involving the creation of, or change to policy.

Policy recommendations made by the academic team are referred to the executive committee for review and final approval. As appropriate, the executive committee refers policy to the board of trustees for approval and notifies the academic of the final decision. The process of escalating issues and policy drafts to different decision-making bodies gives faculty, staff, and administrators at different levels the opportunity to weigh in and contribute to the dialog.

The master planning process is driven by ongoing dialog within and among the departments throughout the College. At the beginning of the planning cycle, departments identify goals geared toward student outcomes, student equity, academic quality, and institutional effectiveness

with an over-arching goal of continuous improvement of student learning and achievement. An important part of the master planning process involves providing status updates in May and November. As evidenced by meeting notes ([I.B.01.Ev.1](#)), and the master plan template itself ([II.A.02.Ev.12](#)), departments meet to discuss their progress and any challenges or obstacles they are facing, and make adjustments to their plans as needed ([I.B.01.Ev.5](#)). The scheduled updates keep the dialog going and helps departments keep themselves on track and moving forward.

The retention committee meets every week to discuss student attendance and progress. The committee consists of the deans, admissions director, student success advisor, president, chief financial officer and campus director. The purpose of the meeting is to monitor potentially at-risk students and assure that support is being provided to assist them in overcoming obstacles to their success. Focus is placed on each student's academic progress and attendance, and input from the deans, instructors and other staff who are familiar with the student is reviewed. Student lists that are reviewed by the retention committee demonstrate that the committee reviews student activity and the support that is being provided, and identifies further action items where appropriate ([I.B.01.Ev.6](#)).

The enrollment team was created in 2013 in order to bring the admissions and financial aid teams together to focus on common goals related to student enrollment. On Monday of each week, the Admissions and Financial Aid departments, as well as the chief financial officer (CFO) and president meet to celebrate successes, review progress on the yearly enrollment goal, discuss current and future students who are unfunded or have challenges, provide updates on federal and state regulations and funding, talk about changes to MTI programs or admission requirements, etc. ([I.B.01.Ev.7](#)). On occasion, staff members from other departments are brought in to meet with the team so that the persons responsible for enrollment can share accurate information regarding all aspects of the college

Finally, students have a variety of opportunities to have their opinions heard. The College maintains an open-door policy. On a daily basis, students have direct access to faculty and staff at all levels. Students do not need an appointment to meet with the dean, student success advisor, or department chairs. Based on the complexity of a student's issue, the response may be immediate or may require additional time to seek assistance from other staff. Issues of a more complex nature are typically addressed at weekly academic team meetings or executive committee meetings. In addition, the student success advisor facilitates student advisory group meetings. The meetings, which are open to all students, provide a forum for students to provide feedback and suggestions ([II.A.16.Ev.7](#)). Students also have an opportunity to offer suggestions on the e-learning website and responses are published for all students to see online ([II.C.01.Ev.9](#)). Other ways students have opportunities to provide feedback include the new student survey, which is given at the end of the students' first six weeks at the College ([I.B.01.Ev.8](#)), the annual student survey ([II.A.16.Ev.8](#)) and course evaluations ([II.A.16.Ev.5](#)) which are given at the end of each class.

MTI College enjoys a degree of flexibility that allows it to gather feedback on key issues and respond quickly to needs as they arise. The quality and degree of dialog that exist informally and within formal supporting structures have proven very effective and have led to practical and meaningful improvements. Two examples of improvements that involved extensive dialog

among multiple planning groups include the creation of the provisional student policy and the creation and implementation of the professionalism grade.

- Provisional Student Policy - MTI developed its provisional student policy to allow students, during the first six weeks of attending school (the “provisional period”), to adjust to the demands of a college environment, to assess if the program rigor meets their expectations, and to ensure that their life circumstance and outside responsibilities will allow for them to be successful at MTI College. The provisional period allows the College to ensure that students have the necessary ability to benefit, have the needed support system to be successful, have the academic support needed (in the form of tutoring or lab periods) to ensure their academic success, and have the drive and determination to graduate. The policy was based on an older policy that was redesigned and expanded based on extensive dialog among the executive committee and the admissions, academics, and student support departments in order to better serve students ([II.C.03.Ev.2](#)).
- Professionalism Grade - A recurring theme heard from employers during employer advisory board meetings is the importance of professionalism in prospective employees. Further, professionalism has long been a part of MTI’s universal outcomes. To encourage students to focus on building their professionalism skills, the College has included a professionalism grade in its grading system ([II.A.05.Ev.3](#)). The professionalism grade offers students a way to demonstrate to prospective employers that they possess the attitudes and behaviors valued in the workplace. The creation of the professionalism grade and the development of the technology used to enable faculty to input, track, and report students’ grades were significant undertakings that involved ongoing dialog among the executive committee and the academics, student support, and the technical services departments ([II.C.01.Ev.6](#)).

Feedback from surveys affirms that department meetings are effective ways to participate and get information (88 percent satisfied/very satisfied), and that departments on campus work collaboratively towards the achievement of institutional objectives (78 percent satisfied/very satisfied). The same survey also revealed that 68 percent of respondents provided a satisfied/very satisfied response to the question, “I have the opportunity to participate in the Master Planning 2018 annual faculty and staff survey /Departmental Review or other planning processes.” The College is reviewing its current practices to ensure that faculty and staff are knowledgeable about the opportunities that are available for them to participate in these key discussions and activities ([I.B.01.Ev.9](#)).

Analysis and Evaluation

The College meets the Standard. As demonstrated through established committee meetings, department meetings, ad hoc meetings, and ongoing informal discussion, the institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard

All of MTI's programs include program-level outcomes, universal outcomes and course-level outcomes. In addition, because degree programs include a general education component, they include an additional set of GE-specific outcomes. Program-level SLOs summarize the knowledge and skill students are expected to be able to demonstrate upon completion of the program. Universal outcomes are MTI's institutional-level outcomes. They represent the knowledge and skills that apply to all students, regardless of their major ([II.A.01.Ev.2](#)).

Universal outcomes are threaded throughout each program and are interspersed with the course-level SLOs. GE outcomes promote lifelong learning and help students develop the critical reasoning and effective communication skills necessary to understand and appreciate the world around them. Finally, course-level SLOs inform students about what they can expect to know and be able to do upon completion of the course. Together, the SLOs from each of the courses in a degree program support student achievement of the program, universal, and general education SLOs. Program-level and universal outcomes are published in the college catalog ([II.A.01.Ev.1](#)) and program summary sheets ([I.B.02.Ev.1](#)), and course-level and universal outcomes appear on individual course syllabi ([I.B.02.Ev.2](#)).

The Outcomes and Assessment Map is a comprehensive interactive tool that shows the relationship between outcomes at the program, universal (institutional), and course-levels. The map is available to MTI faculty and staff on the MTI e-learning website (elearning.mticollege.edu), and is used to help ensure that all program outcomes are being met across the curriculum ([II.A.01.Ev.5](#)).

As shown in the assessment schedule, academic program outcomes, universal outcomes, and general education outcomes are assessed on a four-year cycle ([II.A.01.Ev.4](#)). Each department conducts a thorough review of outcomes achievement at the course- and program-levels as measured by assessment tools such as exams, practical demonstrations, and projects. As part of a formalized assessment plan, department chairs, curriculum specialists, and faculty determine satisfactory achievement targets for each course- and program-level SLO. Assessment tools used to measure student achievement are also identified.

All courses utilize outcomes-based grading and students' grades are a reflection of the extent to which they have achieved the SLOs. Students must demonstrate achievement of the stated SLOs in order to receive a degree or certificate upon completion of the program. Assessment tools include rubrics, research projects, case studies, presentations, practical demonstrations, and examinations. Course credit is awarded based on students' demonstrated achievement of the SLOs. Completed program assessment plans demonstrate the assessment activity that is undertaken at the course, program and universal levels ([II.A.03.Ev.5](#)).

Administrative departments conduct annual department reviews in conjunction with the College's master planning cycle. Similar to the academic programs, each administrative department has a specific assessment plan that measures the department's effectiveness in

achieving its goals and outcomes and includes action items for improving its effectiveness and interactions with students. Department managers and their staff identify learning support outcomes and departmental goals each year. Achievement targets are set, and, over the year, data is collected and analyzed. Results are compared to the targets, and if targets are not met, action items are created for the next year's master plan. Completed annual department reviews demonstrate the assessment activity undertaken by the administrative departments ([I.B.02.Ev.3](#)).

Analysis and Evaluation

The College meets the Standard. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. MTI's assessment cycle has proven to be extremely beneficial for the college's goal of continual improvement.

3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard

The College establishes institution-set student achievement standards to measure its success in achieving its mission and uses what it learns to continually improve its programs and services. The College's student achievement standards include job placement rates, student loan cohort default rates, student retention rates, graduation/completion rates, first term completion rates, course completion rates, and certification/licensure participation and pass rates. Each year, the executive committee and department chairs work in coordination to review the institution's performance from the previous year and set student achievement targets for the upcoming year. Once the targets are approved, they are distributed to department chairs and managers by members of the executive committee ([I.A.02.Ev.1](#)).

Progress is monitored throughout the year at the department level by the department chairs and managers, and at the institutional level by the executive committee. At the end of the year, student achievement data is compiled and reported in the Student Achievement Summary. The summary, which includes actual performance as compared to targets, is used by the executive committee to identify potential areas of improvement and inform goal setting at the institution level. The summary is shared with department chairs and the rest of the academic team who use it to inform program review ([I.B.03.Ev.1](#)) and future planning. It is also included in the annual *MTI's Executive Summary of Institutional Effectiveness in Program Review, Planning and Student Learning Outcomes* ([I.B.03.Ev.2](#)) which is distributed to the MTI College Board of Trustees and made available to faculty and staff. MTI employees may also access the Executive Summary, including the Student Achievement Summary, on the MTI College e-learning website.

The College recognizes the importance of institution-set student achievement standards and the impact they have on institutional effectiveness and continuous improvement. Department chairs and managers effectively use what they learn from the student achievement data to identify potential obstacles and make changes that will improve student success. For example, lower than expected participation and pass rates for medical and IT certifications led to the creation of test

preparation courses that were incorporated into the curriculum. Department master plans ([I.B.03.Ev.3](#)) ([I.B.03.Ev.4](#)) and supporting documentation demonstrate how student achievement data informed plans for improvement in the medical and technology programs. Resulting from efforts by department chairs and faculty, course syllabi show that the Technical Support Specialist ([I.B.03.Ev.5](#)), Information Technology Network Administration ([I.B.03.Ev.6](#)), Medical Billing and Coding ([I.B.03.Ev.7](#)), and Medical Assistant ([I.B.03.Ev.8](#)) programs now include courses that focus on helping students learn how to effectively prepare for certification exams with emphasis being placed on question comprehension and effective test taking strategies.

Periodically, the executive committee reviews the indicators it uses to measure achievement of the College's educational mission to assure that the indicators continue to provide data that aligns with the needs of the College. As demonstrated through excerpts from meeting minutes ([I.B.03.Ev.9](#)) and the 2017-18 Student Achievement Summary Targets, the executive committee reviewed its institution-set standards and changed the way student retention and graduation/completion rates were being calculated for the purpose of tracking performance internally. It was agreed to follow the methods used for calculating these rates through the Integrated Postsecondary Education Data System (IPEDS), and to expand the cohorts to all students versus limiting them only to first-time, full-time students. As a result, the College has gained greater insight into activity and trends at the institution and program levels. Other changes to the student achievement summary during the same time frame include the addition of the "first-term completion rate" which represents the percentage of students who successfully complete their first term and continued in their programs.

In working on the ISER for the upcoming ACCJC re-accreditation and the information requested in the 2019 ACCJC annual report, the College realized that, while "aspirational" goals have been set for several years, there had not been "floor" goals set. Historical data had been the basis of how the aspirational goals had been determined each year. The implementation of "floor" goals will be useful because they are clear indicators of when further action needs to be taken. The College decided to start with the 2017-18 year's data to set the "floor" goals and there was a meeting with the managers in order to determine what "floor" goals for the different categories and departments should be. Moving forward, the College will be using both the floor goals and aspirational goals as it analyzes the progress with the different student achievement categories.

Analysis and Evaluation

The College meets the Standard. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.

4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

Institutional planning and decision-making activities throughout the College are largely data-driven and involve dialog among key players to ensure that the plan and supporting action items are well-thought out, that needed resources are properly identified, that potential obstacles are avoided, and that the final result positively and appropriately impacts student learning and student achievement within the scope of the mission of the College.

The program review, master planning, and budget/resource allocation processes are the key components of MTI's ongoing cycle of continuous quality improvement. Emphasis is placed on ensuring that planning and decision-making activities are data-driven and that assertions of improvement are based on assessment activities that produce measurable results.

Using the mission as a guide, each department uses the program review and master planning processes to identify key areas of improvement; develop clearly stated, measurable goals; and work toward achieving those goals through focused planning, decision-making, and teamwork.

Each master plan begins with a review of the previous year's data gathered from surveys, meetings, assessment results, program review, and classroom and/or workplace observations ([II.A.02.Ev.12](#)) as the department determines what the goals and action items should be focused on in the new year. The feedback used in determining new master planning goals takes the form of quantitative data, such as survey results and assessment plans, and qualitative data, such as anecdotal evidence gathered as part of department, student, and employer meetings.

Program review and master planning processes are closely tied to the budget/resource allocation process ([II.A.02.Ev.13](#)) as departments determine the time, materials, and other resources required for implementing their goals as part of the master planning process. These resources are communicated in the form of budget/resource allocation requests. For example, the medical department had been trying to increase participation in the certification process for medical students for several years without success even though there was a test pass assurance program (TPA) in place. In the fall of 2016, after reviewing the medical programs and impact on facilities and scheduling, the executive committee decided to create classes that were designed to help prepare medical students to pass their certification tests ([I.B.04.Ev.1](#)). These were implemented in the fall of 2017 with very positive results. There was an increase from seven students taking the CCMA in the 2016-17 time period to 104 students taking the NCMA in the 2017-18 time period, with an 88 percent pass rate. Out of the 104 students who took the test, 70 had taken the TPA class. The development of the medical TPA courses was also tracked in the medical department's master plan for 2017 ([I.B.04.Ev.2](#)).

Completed assessment reports, program reviews and master plan combined in the *Executive Summary of MTI's Institutional Effectiveness in Program Review, Planning and Student Learning Outcomes* and distributed annually to the board of trustees, management, faculty and staff. Excerpts from the executive summary demonstrate how academic department staff and faculty utilize assessment data to inform the planning and improvement of MTI's courses and programs ([I.B.04.Ev.3](#)), ([I.B.04.Ev.4](#)). The data resulting from the department's master planning efforts, program- and course-assessments, and the institution's student achievement reporting provide a detailed picture of the department's effectiveness in supporting student learning and

areas where improvement may be needed. The information is then used to identify and communicate improvement-oriented action items the department intends to pursue over the coming year

Other sources of data the College uses to assess its effectiveness in supporting student learning and student achievement include, but are not limited to feedback through course evaluations, surveys, and student advisory group meetings ([II.A.16.Ev.7](#)). Anonymous course evaluation surveys, completed at the end of each course, provide details about the perceived quality of instruction, instructor support, curriculum efficacy, and the quality of materials and other resources ([II.A.16.Ev.5](#)). Course evaluation responses are reviewed by the respective department chair and released to faculty after the collection of final course grades. Feedback regarding early student experiences is collected in the new student survey. Students complete the survey after attending their first six weeks of classes. Information collected includes feedback on the admissions process, the financial aid process, the new student orientation, and the support from the deans, the learning resource center, and the faculty ([I.B.01.Ev.8](#)). Annual surveys are administered to gather input and feedback from students ([II.A.16.Ev.8](#)), faculty, and staff ([II.A.16.Ev.9](#)). The information collected quantitatively and qualitatively informs the College's decision-making and departmental goal setting.

An important tool used to monitor institutional performance and student achievement progress is the Campus Operating Review for Executives (CORE) report ([I.B.04.Ev.5](#)). As demonstrated through weekly meeting agendas ([I.B.04.Ev.6](#)), a review of the CORE report is a standing agenda item. Each week, the campus director compiles the report to provide a snapshot of the following performance indicators:

- **Admissions** (current and year-to-date) – Inquiries; initial appointments; enrollments for the week; current enrollment numbers by program
- **Student Retention** (month-to-date and year-to-date) – Leave of absences; drops; class completions; graduates; active population
- **Career Services** (current and year-to-date) – Job placements; waivers; job orders
- **Business/Financial Aid** – Students with incomplete financial aid packaging; cash payments 45-day past due; student loan default rate
- **Externship Activity** – Externs on site; students awaiting externships

The report is useful in assessing institutional effectiveness, identifying trends and anomalies in campus activities, and allowing for timely and informed decision-making in response to sudden or unexpected fluctuations.

The College uses feedback from graduates and employers to help determine the status of existing programs and the potential need for changes or new programs. Employer advisory boards provide direct feedback from employers that actively hire and support MTI graduates. Employer representatives provide valuable feedback to identify trends in the current job market that influence changes required in MTI programs. The meetings also provide networking opportunities that enhance MTI's pool of resources when questions or challenges arise throughout the year ([II.A.14.Ev.15](#)).

The Career Services department gathers feedback through graduate surveys, and maintains an active LinkedIn.com social networking group to help maintain relationships with graduates and gather feedback on actual working conditions in the field ([II.C.01.Ev.16](#)). Finally, students are asked to complete an “end-of-program” survey to share their perceptions regarding how well MTI prepared them with the knowledge and skills necessary to be successful in their chosen fields, and to identify where improvements can be made ([II.A.16.Ev.10](#)). Survey results are reviewed by the respective department chairs and become part of the data that is used in the assessment ([I.B.04.Ev.7](#)), program review ([I.B.04.Ev.8](#)) and master planning processes

Analysis and Evaluation

The College meets the Standard. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement. The quality and effectiveness of MTI’s evaluation tools and mechanisms are determined based on their ability to provide accurate and meaningful information that can be used to improve the ongoing achievement of SLOs and the quality of the institution’s support services. The College uses the information it gathers to improve the quality of student learning programs and services, and the policies, procedures, and processes upon which they are delivered.

Institutional Effectiveness

5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard

MTI continually assesses its progress toward achieving its goals and success in fulfilling its mission. Program reviews are conducted each year for all academic programs. Program review is an intensive process that involves all departments throughout the College, and encompasses a review of SLOs and course mappings, prerequisites and course descriptions, competency levels and assessments of student achievement, resources and class materials used within each program, faculty resources and qualifications, admissions information and enrollment criteria, and institutional policies and procedures ([II.A.02.Ev.13](#)).

With the assistance of faculty and staff, the department chairs conduct a thorough review of qualitative and quantitative data specific to their program and mode of delivery. Types of data used in the program review include survey results, certification and licensure pass rates, job placement data, student retention data, and a review of the curricula to evaluate the efficacy of programs and support services in terms of helping students achieve the stated SLOs ([II.A.03.Ev.6](#)).

Administrative departments conduct annual department reviews in conjunction with master planning ([I.B.02.Ev.3](#)). Similar to the academic programs, each administrative department has a specific assessment plan that measures the department’s effectiveness in achieving its outcomes

and goals and includes action items for improving its effectiveness and interactions with students. Department managers and their staff identify outcomes and departmental goals each year. Achievement targets are set, and over the year data is collected and analyzed. Results are compared to the targets, and if targets are not met, action items are created for the next year's master plan. Assessment tools include survey results, student retention rates, audit findings, job placement rates, work study performance rubrics, advisory assessments, and the Campus Operating Review for Executives (CORE) report ([I.A.02.Ev.4](#)).

The three components of MTI College's ongoing planning and improvement cycle – program review, master planning, and budget/resource allocation – are closely tied. Assessment findings are incorporated into program review and master planning as indicators of progress in student learning and student achievement. Master planning goals and supporting objectives are derived in part from program review and assessment findings. Budget/resource allocation are based on requests made in support of improvement/action items identified in program review and master planning.

MTI's program review leads to improvements in all areas affecting student success. The process helps identify needed resources such as classroom equipment, technology resources, instructor training, and textbook-related supplies. In addition, as a result of program review, new student learning outcomes are developed, and existing outcomes are modified or omitted as a result of the campus-wide dialog that occurs as part of the process. The College relies on qualitative and quantitative information to inform decision-making and planning for improvement. Data stemming from program review and related assessment activities is collected, analyzed by departments and documented in the master plan. For targets that are not met, recommendations are made and translated into new goal statements for the next planning cycle ([II.A.02.Ev.15](#)).

The integration of program and department assessment plans and program review have helped establish master planning as the primary tool for institutional effectiveness. At the end of the year, all program review, assessment and master planning activities are summarized in the annual *Executive Summary of MTI's Institutional Effectiveness in Program Review, Planning and Student Learning Outcomes*. This report is compiled and distributed to the board of trustees, the executive committee, academic and administrative management, faculty and staff ([I.B.03.Ev.2](#)). Follow-up activities to the master planning cycle typically include making curriculum adjustments, addressing identified learning gaps, ensuring that student support services and learning resources are available, ensuring that policies, procedures and practices are appropriate and carried out consistently, and striving for continuous improvement of institutional and learning processes.

Analysis and Evaluation

The College meets the Standard. The institution assesses accomplishment of its mission through a structured program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery

6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard

The mission of the College is to have students successfully complete their programs and find careers. MTI recognizes that students have different challenges and needs, and the College has specific strategies to mitigate performance gaps for subpopulations of students while also providing support for any student who needs it.

One subpopulation category would include students who have a low score on either their writing or math (or both) entrance tests. Writing and math assessments are administered during the admissions process to help determine a student's academic readiness and to ascertain if the student may be in need of remedial instruction in math and/or English ([II.C.07.Ev.1](#)).

A rubric is used to score the admission's writing assessment ([II.C.07.Ev.3](#)). Students who score a zero are not accepted into the school. Students who score a one on the writing assessment are required to take the E050 English Mechanics course. From a population of 418 students who were accepted to the College in the 2015-16 award year, 409 students took the writing assessment with an average score of 1.96. In the 2012-13 award year, 478 students took the writing assessment out of a total of 482 students who were accepted to the College. The average score was 1.81. In addition to seeing the average score increase on the writing assessment, the percentage of scores indicating a need for remedial instruction decreased significantly. The percentage of scores indicating a need for remedial instruction decreased from 20 percent in 2012-13 to 11 percent in 2015-16 ([II.C.07.Ev.4](#)).

Between the years of 2014 and 2017 the pass rate for E050 was between 74 and 88 percent. Additionally, in the years 2014 through 2016, students who took E050 had a rate of between 55 and 60 percent of successfully completing their diploma or first year ([II.A.04.Ev.1](#)).

The admission's math assessment is scored on a scale of one to twelve. Students who score an eight or less on the math assessment are required to take the M101 Computational Math course. In the 2015-16 award year, from a population of 418 students who were accepted to the College, 399 students took the math assessment. The average score was 8.99. In the 2012-13 award year, 454 students took the math assessment out of a total of 482 students who were accepted to the College. The average score was 9.25. In addition to seeing the average score decrease on the math assessment, the percentage of scores indicating a need for remedial instruction increased. Based on the math assessment, the percentage of scores (combined day and evening) indicating a need for remedial instruction in math increased from 33 percent in 2012-13 to 40 percent in 2015-16 ([II.C.07.Ev.4](#)). In the years 2014 – 2016, students who took M101 had a rate of between 47 and 59 percent of successfully completing their diploma or first year ([II.A.04.Ev.1](#)). The remedial classes have decreased the performance gaps for many students and have helped prepare the students to successfully complete their programs.

Another subpopulation that is a focus for the College is the group of students who have attendance below 80 percent. Every week, a retention committee meeting is held. It is attended by the student success advisor, the deans, the president, the campus director, the director of admissions, and the chief financial officer. The purpose of the meeting is to discuss potentially at-risk students who are having issues with attendance, progress or behavior so that early intervention strategies can be developed to support the students. It is also a means of tracking the attendance of all students and to ascertain if there are students who need assistance.

Part of the retention meeting focuses on students with low attendance, since the College has found that attendance is a key indicator of student success. The student success advisor prepares a report that lists students who have a retention rate below 80 percent ([I.B.06.Ev.1](#)). The deans and student success advisor provide the retention committee with information about the students and strategies are developed that are intended to help the students succeed. These strategies could include changing the student's schedule, adding labs to the student's schedule, putting the student on a leave of absence (LOA) or putting the student on probation with a plan of action ([I.B.06.Ev.2](#)).

New students are another subpopulation at the College and their progress is monitored very closely in their first term. The retention committee meeting has proven to be an effective tool in identifying and addressing the needs of students who are struggling during their first term at MTI. If it is determined that a new student has the potential to be successful, the dean, student success advisor or future professional advisor works with the student and monitors his or her progress. Open labs and instructor tutoring are often assigned so that the student can catch up and get the help he or she needs. If it is determined that MTI is not a good match for the student, that student may be a provisional drop and the student's enrollment is cancelled, any student loans that have been disbursed are returned in full, and any outstanding balances are forgiven. The decision to discontinue a student must be made within the first six weeks of attendance, except where there are extenuating circumstances ([II.C.03.Ev.2](#)).

Another subpopulation of students would be those who are eligible to take the certification and licensure exams. The College closely monitors student success in attaining certification and licensure since these are useful tools for students in gaining employment.

For each certification/license, the appropriate department chair sets a target certification rate. At the end of the year, the college reports the actual participation and pass rates, and the number of students who have attempted certification, who were eligible for certification, and who passed their certification/licensure exams. Departments create strategies to improve certification rates and an example of this would be the medical department's progress in increasing the number of students who took the certification tests over the last few years.

The medical department had been trying to increase participation in the certification process for medical students for several years without success. In the fall of 2016, after reviewing the medical programs, the challenge of getting students to attempt and pass certification tests and impact on facilities and scheduling, the executive committee decided to create classes that were designed to help prepare medical students to pass their certification tests ([I.B.04.Ev.1](#)). These were implemented in the fall of 2017 with positive results. There was an increase from seven students taking the CCMA in the 2016-17 academic year to 104 students taking the NCMA in

the 2017-18 academic year with an 88 percent pass rate. Seventy of the 104 students who had attempted the NCMA had taken the TPA class. The development of the TPA courses was also tracked on the medical department's master plan for 2017 ([I.B.04.Ev.2](#)).

In addition to focusing on subpopulations, the College provides a variety of options to all students to support their learning needs and help them succeed. Examples of these include the availability of deans and department chairs who provide advice and coaching to students. Additionally, there are numerous instructor-led labs, available each week, in many subjects such as math, English, and IT; and these are at no charge to the students ([II.B.01.Ev.5](#)). There are also resources on the e-learning website available to students at all times ([II.B.01.Ev.7](#)).

Analysis and Evaluation

The College meets the Standard. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard

The results and recommendations from program and course assessments and the program review, master planning, and budget/resource allocation processes help the executive committee, academic team, and the board of trustees assess their effectiveness in facilitating the development and delivery of quality student learning programs and services, and their ability to provide a solid infrastructure of policies, procedures, and processes upon which they are delivered. The College continually evaluates its policies and practices throughout the organization to assure their effectiveness in supporting academic quality and the accomplishment of its mission. Changes to policies and procedures may come about as a result of a need identified in the course of daily operation, or as a result of a periodic planned review.

One of the driving forces behind the institution's effectiveness is a mindset of 'Don't expect...inspect'. It is a philosophy that is shared by the executive committee and serves the College well at all levels of the operation. Students, faculty, and staff throughout the College are encouraged to voice their concerns, comments, or suggestions. If it is determined that any of the institution's processes or evaluation mechanisms have become an obstacle toward the achievement of institutional goals, or that they fail to meet expectations or provide the necessary information, adjustments are made accordingly.

The two core decision-making committees within MTI College are the executive committee and the academic team. The executive committee, consisting of the president, campus director, chief financial officer, and academic officer, oversees the operation of the College, including the

institutional planning and assessment process, resource management, student success and satisfaction, as well as the institution's success in carrying out its mission. The committee regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of the institution's mission, programs, and services. Policy review is a standing agenda item during the executive committee meetings ([I.B.07.Ev.1](#)). The academic team is comprised of the campus director, department chairs, and deans, and meets weekly to discuss issues related to the delivery of MTI's academic programs and to provide a forum for the academic departments to participate in the decision-making, problem solving, and planning processes that impact academic policy and practices. Many times, policies and procedures come up during academic team meetings. These can be related to clarification of a policy, making sure there is consistency in a procedure or suggestions for changes to a policy or procedure ([I.B.07.Ev.2](#)).

Requests, concerns, ideas, or suggestions that arise from students, staff, and faculty are typically addressed at the department level by the appropriate manager or department chair; however, as appropriate, they are referred to the academic team or the executive committee for discussion, consideration, and approval. In order to reach the most appropriate decision, input from other departments or decision-making bodies is solicited to provide additional perspective. Periodically, ad hoc committees are formed to conduct further research and report back to the group. The degree of dialog that takes place depends upon the nature of the question or request and may involve escalating the matter to the next level, particularly in instances involving the creation of, or change to policy. Policy recommendations made by the academic team are referred to the executive committee for review and final approval.

Annual review of policies and procedures includes, but is not limited to the following:

- Policies and procedures related to the U.S. Department of Education's consumer information disclosure requirements. This includes policies related to drug and alcohol prevention, the Student-Right-to-Know Act, the Clery/Campus Security Act, safeguarding consumer information, FERPA, misrepresentation, loan disclosures, and gainful employment.
- The College's personnel manual is reviewed and updated on a periodic basis.
- Policies included in the college catalog and the Paul Mitchell program supplement are reviewed annually and updated as needed.
- Placement rate calculations, disclosures, and waivers are reviewed annually as part of the career services placement review.

([I.B.07.Ev.3](#))

The process of evaluating and updating existing policies and procedures generally begins by sending the policy document to key players and committees such as the executive committee or the academic team for review and input. Suggested edits are collected and incorporated into a draft version which is sent back out for review and comment. The final draft is sent to the executive committee for final approval. The approved policy is sent to department managers and

department chairs, and is made available on the network and, as appropriate, on the MTI College and e-learning websites.

An example of a practice that has been updated due to the evaluation of the practice is the master planning meetings. Each department in the college participates in the master planning process and is supposed to include all of its department members in the process by having department meetings and going over the goals, action items and departmental progress during the year. The department members are supposed to be able to provide feedback and be a part of departmental planning and goal setting and yet, for the last several years, the faculty/staff survey has shown relatively low marks in this area. The master plan is discussed during town hall meetings and reminder emails have been sent out quarterly to department managers with instructions to make sure that all department members participate ([I.B.07.Ev.4](#)) and yet it seems that some people are not involved or not aware or their involvement in the process. One of the responses in the 2018 Faculty/Staff survey was a concern because it stated that only 68.57 percent of respondents to the faculty/staff survey said that they were satisfied or very satisfied that “I have the opportunity to participate in MTI’s Master Planning/Departmental Review or other planning processes” ([I.B.07.Ev.5](#)).

This indicated to the executive committee that, either not everyone was involved with the master planning process or they were not aware that the planning going on in their department was called “master planning”. The executive committee had as one of its master planning goals for the last several years to “improve participation in the master planning process” ([I.B.07.Ev.6](#)). After the 2018 Faculty/Staff Survey results, the committee realized that there was an opportunity to improve participation in the master plan process as well as an opportunity to take part in the process and work with departments on their planning. Executive team members will now directly participate in the master planning meetings for the departments they oversee. The goal is to increase participation for all departmental members in the master planning process. Additionally, during the March 1, 2019 town hall meeting, groups were divided into departments and given some discussion questions related to how their departments worked together to help students. The purpose of this was to encourage departmental participation and discussion ([I.B.07.Ev.7](#)).

Analysis and Evaluation

The College meets the Standard. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard

MTI College continually assesses the effectiveness of its programs and services in support of student learning and achievement and uses its findings when communicating matters of quality with its constituencies.

Each year, the College evaluates student achievement in terms of job placement, student loan repayment, student retention, certification and licensure rates, and graduation/program completion. This information is included on the Student Achievement Summary which is provided to the executive committee, the board of trustees, and is made available on the MTI e-learning website for all employees to access ([I.A.02.Ev.1](#)). Much of the same information also appears on the “How Our Students Are Doing” document ([I.B.08.Ev.1](#)) that is provided to potential students in admissions and is also available on the MTI College website disclosures page ([I.B.08.Ev.2](#)). Licensure pass rates for cosmetologists, barbers, and phlebotomists are published on the college website program pages ([I.B.08.Ev.3](#)) and program summary sheets ([I.B.02.Ev.1](#)). Job placement rates for each program are also made available on the college website and appear on program summary sheets that are provided to students during the admissions process. Finally, the findings and related action items from the academic program-level assessments are made available on the college website program pages ([I.B.08.Ev.4](#)).

Results from the new student survey and the annual student, faculty and staff surveys are routed throughout the College’s administrative and academic departments to provide feedback and help inform planning. In addition to the annual surveys themselves, a supplemental document that identifies themes and trends is circulated ([I.B.08.Ev.5](#)) ([I.B.08.Ev.6](#)).

The *Executive Summary of MTI’s Institutional Effectiveness in Program Review, Planning and Student Learning Outcomes* is a document that is compiled at the end of the planning cycle ([I.B.03.Ev.2](#)). The document provides a summary of planning and assessment activities for each academic program, including final master plan updates and findings, program-level student retention and job placement figures, certification rates, program and course assessment findings, and a list of action items for future planning. A summary for each administrative department is also provided, including the department’s goals and outcomes, evaluation methods and tools, achievement targets, assessment findings, and a list of action items for future planning. It also contains the budget requests from each department and the approval status of those requests. Finally, the executive summary includes the student learning outcomes (SLO) assessment schedule and the annual student achievement summary.

The executive summary is distributed to the executive committee and the board of trustees for review and approval and is posted on the MTI e-learning website for all employees to access. The content of the summary is discussed extensively at the department-level and by the academic team and the executive committee. Follow-up activities typically include making curriculum adjustments, addressing identified learning gaps, ensuring that student support services and learning resources are available, ensuring that policies, procedures and practices are appropriate

and carried out consistently, and striving for continuous improvement of institutional and learning processes. The content of the summary is also presented by department managers and department chairs at the December town hall meeting to celebrate and thank MTI's staff and faculty for their contributions and commitment to student success ([I.B.03.Ev.2](#)).

Analysis and Evaluation

The College meets the Standard. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Evidence of Meeting the Standard

Master planning is the primary vehicle through which the College conducts its annual cycle of assessment and planning. The goal of master planning is to ensure continuous quality improvement of the institution's student learning programs, services, and overall institutional effectiveness. The master planning cycle starts near the beginning of each calendar year and documents all phases of institutional planning and improvement ([II.A.02.Ev.12](#)).

The master planning process provides departments with an organized approach toward planning, from establishing goals and tracking performance, to assessing and evaluating results, and finally, to applying what is learned toward continued growth and improvement. Each master planning cycle begins with an evaluation of previous master plan results, program review findings and recommendations, retention objectives, assessments and a review of the current needs and challenges facing the department. Doing this enables the College to apply what it learns from the previous master planning cycle to the next. The feedback used in determining new master planning goals takes the form of quantitative data from assessment plans and surveys, and qualitative data such as anecdotal evidence gathered as part of department, student, and employer meetings.

Each department develops specific goals and outcomes, identifies appropriate action items, sets target completion dates, and assigns key personnel. The planning process also includes the identification of budget resources necessary to complete each goal. Each stated goal/outcome includes the budget or resource requirements needed to successfully implement the objective. Resources may include improvements to a classroom or the purchase of computers, software, equipment or supplies. They could also take the form of training, salary compensation for additional hours needed to achieve the goal, and other miscellaneous resources identified by the department. Department heads facilitate the allocation of planned and unplanned budget resources.

Progress is documented in the form of quarterly updates which are shared throughout the year at department meetings. These progress updates keep faculty and staff informed of the latest developments and provide opportunities for further dialog. Toward the end of the master planning cycle, departments analyze their data, reflect on their results, celebrate their accomplishments, and develop recommendations for the next planning cycle. In this way, the end of one master planning cycle serves as a direct first step for the next planning cycle. This is evidenced in the 2018 master planning cycle for administrative departments ([I.B.02.Ev.3](#)) and academic departments ([I.B.09.Ev.1](#)).

Program review is conducted each year for all academic programs. The review encompasses the planning activities that take place over the year and brings together a variety of data used to help the department evaluate its effectiveness and make recommendations for improvement. SLOs are reviewed, assessment findings are summarized, resources are evaluated, and progress on action items is noted. In addition, survey results, course evaluations, master plan updates and information from the employer advisory boards are evaluated in order to identify opportunities for improvement. All of this information is used to create action items for the next year and these are carried forward to the next master planning cycle ([II.A.03.Ev.6](#)).

The *Executive Summary of MTI's Institutional Effectiveness in Program Review, Planning and Student Learning Outcomes* is a document that is compiled and distributed to the board of trustees, academic and administrative management, faculty and staff at the end of the planning cycle. The document provides a summary of planning and assessment activities for each academic program, including final master plan updates and findings, program-level student retention and job placement figures, certification rates, program and course assessment findings, and a list of action items for future planning. A summary for each administrative department is also provided, including the department's goals and outcomes, evaluation methods and tools, achievement targets, assessment findings, and a list of action items for future planning. It also contains the budget requests from each department and the approval status of those requests. Finally, the executive summary includes the student learning outcomes assessment schedule and the annual student achievement summary ([I.B.03.Ev.2](#)).

Analysis and Evaluation

The College meets the Standard. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources

Conclusions on Standard I.B. Academic Quality and Institutional Effectiveness

MTI College's cycle of assessment, master planning, and program review has proven to be beneficial to the College as it works to provide students with a quality education so that they can

successfully complete their programs and find good jobs. The College uses a variety of sources of data to assess student learning, procedures and structures and continually looks for ways to improve the educational experience as well as its institutional processes that support student learning and achievement.

Being student-focused helps the departments within the College to focus on solving problems and to have the goal of constantly improving. This is done through data-driven processes like assessments, master planning, and program review. Data comes from a variety of sources that include student surveys, student achievement data, assessment results as well as anecdotal information. The College uses this information to assess the accomplishment of its mission and to develop strategies to help students succeed.

Improvement Plan(s)

With floor, as well as aspirational goals now being set for student achievement data, the College will improve how it analyzes the data and that will help when determining where to focus resources in order to work toward continually improving programs and procedures.

Evidence List

- I.A.02.Ev.1 – Student Achievement Data
- I.A.02.Ev.4 – Core Report
- I.B.01.Ev.1 – Samples of Academic Department Meeting Minutes
- I.B.01.Ev.2 – Samples of Academic Team Meeting Minutes
- I.B.01.Ev.3 – Samples of Executive Meeting Minutes
- I.B.01.Ev.4 – Sample Ad Hoc Meeting Minutes
- I.B.01.Ev.5 – Sample 2018 Master Plans
- I.B.01.Ev.6 – Retention Committee Meeting Information
- I.B.01.Ev.7 – Sample Enrollment Team Agenda
- I.B.01.Ev.8 – 2018 New Student Survey
- I.B.01.Ev.9 – Excerpts from the 2018 Faculty/Staff Survey - Collaboration
- I.B.02.Ev.1 – Sample Program Summary Sheets
- I.B.02.Ev.2 – Sample Syllabus
- I.B.02.Ev.3 – 2018 Administration Departments’ Master Plans
- I.B.03.Ev.1 – Sample Program Review
- I.B.03.Ev.2 – 2017 Executive Summary of MTI’s Institutional Effectiveness in Program Review, Planning and Student Learning Outcomes
- I.B.03.Ev.3 – Excerpt from 2017 Medical Master Plan
- I.B.03.Ev.4 – Excerpt from 2017 ITNA2 Master Plan
- I.B.03.Ev.5 – TS154 Syllabus
- I.B.03.Ev.6 – IT251 Syllabus
- I.B.03.Ev.7 – MO196 Syllabus
- I.B.03.Ev.8 – MO190 Syllabus

I.B.03.Ev.9 – Excerpts – Exec. Comm. Meeting Minutes re: Student Achievement
 I.B.04.Ev.1 – Excerpts from Executive Committee Meeting Minutes
 I.B.04.Ev.2 – Certification Rates for Medical Department and Master Plan Excerpt
 I.B.04.Ev.3 – Excerpt from the 2017 Executive Summary re: Medical Department Planning
 I.B.04.Ev.4 – Excerpt from the 2017 Executive Summary re: PS2 Department Planning
 I.B.04.Ev.5 – Sample Core Report
 I.B.04.Ev.6 – Sample Executive Meeting Agenda
 I.B.04.Ev.7 – Excerpt from 2017 Accounting Assessment re: End-of Program Survey
 I.B.04.Ev.8 – Excerpt from 2017 BA2 Program Review
 I.B.06.Ev.1 – Sample Retention Report
 I.B.06.Ev.2 – Probation Form
 I.B.07.Ev.1 – Excerpts from Executive Committee Meeting Minutes re: Policies and Procedures
 I.B.07.Ev.2 – Excerpts from Academic Team Meeting Minutes re: Policies and Procedures
 I.B.07.Ev.3 – Examples of Policies
 I.B.07.Ev.4 – Sample Reminder Email re: Master Plan Participation
 I.B.07.Ev.5 – Excerpts from Faculty/Staff Surveys re: Master Plan Participation
 I.B.07.Ev.6 – Excerpts from 2018 and 2019 Executive Committee Master Plan re: Master Plan Participation
 I.B.07.Ev.7 – Notes from 3/1/2019 Town Hall Departmental Break-Out Session
 I.B.08.Ev.1 – How Our Students Are Doing 2018
 I.B.08.Ev.2 – Screenshot of MTICollege.edu Disclosure Page with link
 I.B.08.Ev.3 – Licensure Pass Rates on MTICollege.edu
 I.B.08.Ev.4 – Examples of Assessment Results Posted on MTICollege.edu
 I.B.08.Ev.5 – Themes and Trends from the 2018 Annual Student Survey
 I.B.08.Ev.6 – Themes and Trends from the 2018 Faculty/Staff Survey
 I.B.09.Ev.1 – 2018 Academic Departments’ Master Plans
 II.A.01.Ev.1 – Catalog
 II.A.01.Ev.4 – Program Assessment Schedule
 II.A.01.Ev.5 – Outcomes and Assessment Map
 II.A.02.Ev.12 – Master Plan Template
 II.A.02.Ev.13 – Program Review Template
 II.A.02.Ev.15 – Examples of Program Improvements because of the Master Plan/Program Review Processes
 II.A.03.Ev.5 – Program Assessment Results
 II.A.03.Ev.6 – 2017 Program Review Updates and Findings
 II.A.04.Ev.1 – Pass rates for E050 and M101
 II.A.05.Ev.3 – Grading System (Academics)
 II.A.14.Ev.15 – Employer Advisory Board Minutes
 II.A.16.Ev.10 – Excerpts from End-of-Program Surveys
 II.A.16.Ev.5 – Course Evaluation Template
 II.A.16.Ev.7 – 2018 Student Advisory Group Meeting Notes

- II.A.16.Ev.8 – 2018 Annual Student Survey
 - II.B.01.Ev.5 – Sample Lab Schedule
 - II.B.01.Ev.7 – e-learning (Moodle) Resources
 - II.C.01.Ev.16 – Career Services Survey 2017
 - II.C.01.Ev.6 – Professionalism Grade Development
 - II.C.01.Ev.9 – Responses to e-learning Suggestion Box
 - II.C.02.Ev.1 – Departmental Learning Support Outcomes from the 2018 Master Plan Cycle
 - II.C.03.Ev.2 – Provisional Student Policy
 - II.C.07.Ev.1 – Admissions Tests
 - II.C.07.Ev.3 – Writing Assessment Rubric
 - II.C.07.Ev.4 – Review of Admissions Assessments and Scores
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C. Institutional Integrity

1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evidence of Meeting the Standard

MTI assures that students and prospective students have access to current, clear, and accurate information regarding MTI's programs, services, policies, and procedures. The primary vehicles used to communicate information to students include the college catalog, catalog supplements and addenda, program summary sheets, the student handbook, the admissions process, new student orientation, course syllabi, the college website, the MTI e-learning website (elearning.mticollege.edu), information whiteboards, class announcements, and faculty and staff.

MTI publishes its college catalog and related supplements during the first quarter of each year. To ensure the catalog contains the most current information, MTI coordinates the timing of the catalog production cycle with program review ([II.A.01.Ev.1](#))([I.C.02.Ev.2](#)).

In addition to the regular college catalog, the College creates a separate Paul Mitchell Program Supplement because of the unique nature of that program ([I.C.01.Ev.2](#)). The supplement contains a complete program description, including program goals, program SLOs, performance statistics and job outlook, State of California requirements for licensure, requirements of the beauty industry, major policies affecting students, student fees, and other financial obligations.

The college catalog and Paul Mitchell program supplements contain complete descriptions of MTI's program offerings, including program objectives, length, credit hours, SLOs, course

listings, course descriptions, and prerequisites. The supplements also contain general information about the College, including names, addresses and phone numbers for college administrators and key resources; the institution's mission and vision statements; course, program, and degree offerings; the academic calendar and program lengths; academic freedom policy; student financial aid and tuition information; available learning resources; the names and degrees of MTI administrators and faculty; and the members of the governing board. In addition, the supplements contain information regarding admissions requirements, student fees and other financial obligations, veteran services, transfer of credit, accommodations for disabled students, available learning resources, financial aid, and requirements for degrees, certificates, and graduation.

Students and visitors to the College receive an MTI College brochure ([I.C.01.Ev.1](#)). In addition, students receive program summary sheets for the program(s) they are considering. The program summary sheets offer an at-a-glance overview of the program, including the program's objectives and description, enrollment requirements, program-level student learning outcomes (SLOs), a course listing, and federal program integrity disclosure information ([I.B.02.Ev.1](#)).

The college catalog, Paul Mitchell program supplement, and other important program and college information are easily accessible on the college website (MTICollege.edu) ([I.C.01.Ev.3](#)). The college e-learning website (elearning.mticollege.edu) also stores the college catalog and important student-related policies including attendance, academic honesty, and grading ([I.C.01.Ev.4](#)). Additionally, MTI's accreditation status is listed in the catalog and on the college website (MTICollege.edu) ([I.C.01.Ev.5](#)).

During the admissions process, admissions advisors provide clear and accurate information regarding MTI's educational programs, student support services, entrance requirements, enrollment and advancement processes, transfer of credit, and financial aid. Admissions advisors answer any questions students may have and recommend the courses and programs that best match students' abilities and aptitude. Recent student surveys have indicated that there is a high level of student satisfaction in the admissions process ([I.C.01.Ev.8](#)).

All new admissions advisors undergo an extensive training process to ensure that they are fully prepared to represent MTI College and its mission, programs, and services clearly, accurately, and consistently. The training process focuses on the admissions process, catalog content, effective telephone communications, the initial interview, financial aid, and the enrollment process. The new advisor studies the training materials, observes interviews conducted by existing admissions advisors, and completes periodic training assessments. When the new advisor begins conducting interviews with prospective students, the associate director of admissions is present to ensure the information being communicated is clear and accurate, and to provide feedback for improvement ([II.C.05.Ev.2](#)).

All incoming students participate in MTI's new student orientation. The orientation includes information that will help students get started the first week such as where to park, who they can go to for help, and what services are available, such as labs and tutoring. Important policies, such as the attendance and safety on campus policies, are also reviewed and students are shown where these policies and resources are located on the e-learning website ([I.C.01.Ev.4](#)). As part of the orientation, students break into groups based on their programs of study. In their program-

specific groups, students meet the department chair, learn about the program outcomes and expectations in more detail, and ask whatever questions they have regarding the program, student support services, and other available resources ([I.C.01.Ev.6](#)).

Students receive a syllabus at the beginning of each course at MTI. Paul Mitchell the School future professionals receive their syllabi during the admissions process. At minimum, the syllabus includes the course description, prerequisites, required textbook(s) and/or materials, SLOs, universal outcomes, method of instruction, method of evaluation and grading, classroom policies, and session-by-session outline. Course grades are based directly on evidence supporting student achievement of the stated SLOs, and the syllabus includes a curriculum map that indicates how each SLO is assessed ([I.C.01.Ev.7](#)).

Students are made aware of campus activities, resources, and support services through the information white boards positioned around campus, classroom announcements, informational flyers and notices, and MTI's e-learning website (elearning.mticollege.edu) and Instagram ([II.C.01.Ev.8](#)). The e-learning website is a valuable resource that includes access to select courses and learning resources, weekly announcements, a calendar with upcoming events, dates for upcoming student advisory focus groups, links to various student surveys, the student handbook information, and access to important student policies and procedures. To maximize visibility and encourage students to use the site, all classroom computers are configured with the e-learning website as the internet homepage.

Analysis and Evaluation

The College meets the Standard. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors.

2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements". (ER 20)

Evidence of Meeting the Standard

MTI College is committed to representing itself, its mission, and its programs and services with integrity, and ensures that its existing and prospective students have access to clear and accurate information about its courses, programs, and related policies. The College regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

The catalog is reviewed and updated by MTI staff and faculty as a result of the program review cycle. The Paul Mitchell program supplement is reviewed and updated annually as well. The Paul Mitchell program director, and the campus director review the supplement and make updates as appropriate ([II.A.01.Ev.1](#)) ([I.C.01.Ev.2](#)).

The college catalog table of contents shows that all of the “Catalog Requirements” are included in the catalog. These include:

- Educational Mission
- Representation of accredited status with ACCJC, and with programmatic accreditors
- Course, Program, and Degree Offerings
- Student Learning Outcomes for Programs and Degrees
- Academic Calendar and Program Length
- Academic Freedom Statement
- Available Student Financial Aid
- Available Learning Resources
- Names and Degrees of Administrators and Faculty
- Names of Governing Board Members
- Admissions
- Student Tuition, Fees, and Other Financial Obligations
- Degrees, Certificates, Graduation and Transfer
- Academic Regulations, including Academic Honesty
- Nondiscrimination
- Acceptance and Transfer of Credits
- Transcripts
- Grievance and Complaint Procedures
- Sexual Harassment
- Refund of Fees

[\(I.C.02.Ev.1\)](#)

The program review process involves a review of SLOs and course mappings; prerequisites and course descriptions; competency levels and assessments of student achievement; admissions’ information and enrollment criteria; tuition levels and financial aid information; and institutional policies and procedures. All recommended changes to programs and services go through a process of review and approval involving the department chairs and the campus director. Additionally, all updates to policies and procedures are reviewed and approved by the executive committee. Once the academically related recommendations are approved, they are incorporated into a draft of the new catalog, along with updates received from the administrative departments. The catalog draft is reviewed by members of the academic team, department managers, the executive committee, faculty, and staff. Those who review the draft provide feedback and suggestions to improve the clarity and accuracy of the catalog content. Once the final draft is reviewed and approved, it is published and made available to all MTI constituencies during the first quarter of each calendar year.

Policies and procedures are typically developed and/or reviewed and updated throughout the year on an as-needed basis. The academic team and executive committee regularly review institutional policies, procedures, and publications to ensure integrity in all representations of the institution’s mission, programs, and services. The academic officer manages the development and maintenance of institutional policies and procedures and ensures that new and revised policies (including supporting documents) are clear, accurate and up to date. The academic

officer also ensures that institutional policies and procedures are reviewed and approved by the executive committee, and board of trustees as appropriate, prior to being distributed to faculty and staff. The academic officer reviews all policies annually and brings any that need to be updated to the executive committee for review ([I.C.02.Ev.2](#)).

Analysis and Evaluation

The College meets the Standard. The institution provides an online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements.

3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard

MTI College continuously collects data to use for assessment, planning, and communication purposes. The College formally and informally assesses the effectiveness of its programs and services in support of student learning and achievement and uses its findings when communicating matters of quality with its constituencies. The data-collection methods employed by the College vary. Student learning is regularly assessed through a variety of processes and procedures, including course and program assessments, program review, course evaluations, outcomes-based grading, assessment tools, student surveys, graduate surveys, and the master planning process. In addition, student services and administrative services are assessed on a regular basis through the use of student surveys, direct input from the employer community, and periodic evaluations of their processes.

Course and program SLOs are assessed every four years with assessment results leading to master planning action items for the following year(s). The universal and general education outcomes are also assessed every four years as part of the program-level assessment. The four-year assessment cycle is beneficial to maintaining the quality and integrity of MTI’s academic programs ([II.A.01.Ev.4](#)).

Dialog related to assessment continues to be widespread and focused on improving student learning and achievement. Findings are incorporated into the program review, master planning, and budget/resource allocation processes. The Outcomes and Assessment Map ([II.A.01.Ev.5](#)) is a valuable tool that shows the relationship between outcomes at the course, program and universal (institutional) levels. The map helps the College ensure that all program outcomes are being met across the curriculum.

Master planning is the primary vehicle through which the College conducts its annual cycle of assessment and planning. Master planning action items that are focused on the continuous quality improvement of MTI’s instructional programs are derived primarily from the assessment and program review processes. The year-long master planning process involves all departments throughout the College and focuses on the quality of student learning and the efficiency and

effectiveness of MTI's programs and institutional processes. Each department identifies between two to five goals or outcomes that it wants to focus on over the year. The department works as a team to develop plans for achieving their objectives and criteria for measuring success. The department then meets several times over the year to assess their progress toward achieving their goals ([II.A.02.Ev.12](#)). Results of the 2018 master planning process show that the institution engages in regular, self-reflective evaluation and of student learning outcomes, and uses the results of this evaluation to identify strengths and areas in need of improvement for purposes of developing institutional plans ([I.B.02.Ev.3](#))([I.B.09.Ev.1](#)).

With each assessment cycle, data is collected and analyzed by its department team, and plans are made to address targets that are not met ([II.A.03.Ev.5](#)). These plans, along with findings and budget/resource allocation requests from the previous cycle are incorporated into the master plan for the upcoming year. Each year, a summary of progress is included in the next program review along with recommendations and budget requests focused on improving student learning. Completed assessment reports, master plans and program reviews are submitted to campus director and are made available to staff and faculty for review. Summaries of program assessments are available on the MTI College website. In addition, the *Executive Summary of MTI's Institutional Effectiveness in Program Review, Planning and Student Learning Outcomes* is compiled and distributed annually to the board of trustees, executive committee, management, faculty and staff ([II.A.01.Ev.6](#)). Additionally, summaries of the results of the program assessments are posted on the MTICollege.edu website on every program page so that they are available to current and prospective students, as well as the public ([I.C.03.Ev.1](#)) ([I.C.03.Ev.2](#)).

Each year, the College evaluates student achievement in terms of job placement, student loan repayment, student retention, certification and licensure rates, and graduation/program completion. This information is included on the Student Achievement Summary which is provided to the executive committee, the board of trustees, and is made available on the MTI e-learning website for all employees to access ([I.A.02.Ev.1](#)). Much of the same information also appears on the "How Our Students Are Doing" (HOSAD) document which is available to students and on the MTICollege.edu website ([I.B.08.Ev.1](#)).

As part of the federal Department of Education program integrity/gainful employment regulations that took effect July 1, 2011, the College began including program disclosure data on its website and in its program summary pages. This information is intended to communicate matters of institutional quality to potential students, thus helping them to make informed decisions about selecting a college. This information includes student on-time graduation rates, median loan debt incurred by students, associated program costs, the College Scorecard link, program placement rates, and sample occupations ([I.C.03.Ev.3](#)) ([I.C.03.Ev.4](#)).

As an overview of MTI's general status, the weekly Campus Operating Review for Executives (CORE) report provides the executive committee with timely information about key operational items. The CORE report provides weekly updates on retention, graduate placement, financial aid and student account issues, admissions advisor activity, certification/licensure pass rates, externship placements, and current new student enrollments. The CORE report allows the executive committee to make timely decisions on sudden or unexpected fluctuations in these significant elements of the operation ([I.A.02.Ev.4](#)).

As part of its ongoing cycle of evaluation and planning, the College conducts a variety of surveys and evaluations. The surveys are designed to gather information and feedback to be used in improving the quality of MTI's programs and services. Results of surveys are distributed to the appropriate academic and administrative departments and are used as the basis for dialog regarding future planning and improvement ([II.A.16.Ev.5](#)) ([II.A.16.Ev.6](#)) ([II.A.16.Ev.8](#)).

The Career Services department publishes monthly placement reports ([I.C.03.Ev.5](#)), which are made available to all members of the MTI community. In addition, yearly placement statistics for each program are published on the institution's website and on program summary sheets ([I.B.02.Ev.1](#)).

Analysis and Evaluation

The College meets the Standard. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public.

4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard

MTI assures that students and prospective students have access to current, clear, and accurate information regarding MTI's programs, services, policies, and procedures. The primary vehicles used to communicate information to students include the college catalog, catalog supplements and addenda, program summary sheets, the student handbook, the admissions process, new student orientation, course syllabi, the college website, the MTI e-learning website (elearning.mticollege.edu), information whiteboards, Instagram, and faculty and staff.

MTI publishes its college catalog and related supplements during the first quarter of each year. To ensure the catalog contains the most current information, MTI coordinates the timing of the catalog production cycle with program review ([II.A.01.Ev.1](#))([I.C.02.Ev.2](#)).

In addition to the regular college catalog, the College creates a separate Paul Mitchell program supplement because of the unique nature of that program ([I.C.01.Ev.2](#)). The supplement contains a complete program description, including program goals, program SLOs, performance statistics and job outlook, State of California requirements for licensure, requirements of the beauty industry, major policies affecting students, student fees, and other financial obligations.

The college catalog and Paul Mitchell program supplements contain complete descriptions of MTI's program offerings, including program objectives, length, credit hours, SLOs, course listings, course descriptions, and prerequisites. The supplements also contain general information about the College, including names, addresses and phone numbers for college administrators and key resources; the institution's mission and vision statements; course, program, and degree offerings; the academic calendar and program lengths; academic freedom statement; student financial aid and tuition information; available learning resources; the names

and degrees of MTI administrators and faculty; and the members of the governing board. In addition, the supplements contain information regarding admissions requirements, student fees and other financial obligations, veteran services, transfer of credit, accommodations for disabled students, available learning resources, financial aid, and requirements for degrees, certificates, and graduation.

Students and visitors to the College receive an MTI College brochure ([I.C.01.Ev.1](#)). In addition, students receive program summary sheets for the program(s) they are considering. The program summary sheets offer an at-a-glance overview of the program, including the program's objectives and description, enrollment requirements, program-level student learning outcomes (SLOs), a course listing, and federal program integrity disclosure information ([I.B.02.Ev.1](#)).

The college catalog, Paul Mitchell program supplement, and other important program and college information are easily accessible on the college website (MTICollege.edu) ([I.C.01.Ev.3](#)). The college e-learning website (elearning.mticollege.edu) also stores the college catalog and important student-related policies including attendance, academic honesty, and grading ([I.C.01.Ev.4](#)).

Analysis and Evaluation

The College meets the Standard. The institution clearly describes its diplomas, certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

MTI College is committed to representing itself, its mission, and its programs and services with integrity, and ensures that its existing and prospective students have access to clear and accurate information about its courses, programs, and related policies. The College regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

The catalog is reviewed and updated by MTI staff and faculty as a result of the program review cycle. The Paul Mitchell the School Catalog Supplement is reviewed and updated annually as well. The Paul Mitchell program director and the campus director review the supplement and make updates as appropriate ([I.C.01.Ev.2](#)).

The college website, MTICollege.edu, is an informational tool that includes general information about the College, programs of study, support services, admissions, and graduate placement. The website is reviewed and updated annually in conjunction with the release of the new catalog and on an as-needed basis throughout the year to ensure that its content is clear and accurate.

The two core decision-making committees within MTI College are the executive committee and the academic team. The executive committee, consisting of the president, campus director, chief

financial officer, and academic officer, oversees the operation of the College, including the institutional planning and assessment process, resource management, student success and satisfaction, as well as the institution's success in carrying out its mission. The committee regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of the institution's mission, programs, and services. Policy review is a standing agenda item during the executive committee meetings ([I.B.07.Ev.1](#)). The academic team is comprised of the campus director, department chairs, student success advisor, and deans, and meets weekly to discuss issues related to the delivery of MTI's academic programs and to provide a forum for the academic departments to participate in the decision-making, problem solving, and planning processes that impact academic policy and practices. Many times, policies and procedures come up during academic team meetings. These can be related to clarification of a policy, making sure there is consistency in a procedure or suggestions for changes to a policy or procedure ([I.B.07.Ev.2](#)).

The academic officer ensures that institutional policies and procedures are reviewed and approved by the executive committee, and board of trustees as appropriate, prior to being distributed to faculty and staff. The academic officer reviews all policies annually and brings any that need to be updated to the executive committee for review. Additionally, the academic officer ensures that the most current policies are available to constituents on websites, files servers, and in publications ([I.C.05.Ev.1](#)).

Results from the 2018 annual student survey show that a high percentage of students think that MTI clearly outlines and defines its policies and that they are consistently enforced ([I.C.05.Ev.2](#)).

Analysis and Evaluation

The College meets the Standard. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services. This review is done in a structured way.

6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard

MTI publishes its college catalog and related supplements during the first quarter of each year. To ensure the catalog contains the most current information, MTI coordinates the timing of the catalog production cycle with program review ([II.A.01.Ev.1](#))([I.C.02.Ev.2](#)).

In addition to the regular college catalog, the College creates a separate Paul Mitchell program supplement because of the unique nature of that program ([I.C.01.Ev.2](#)). Both of these catalogs include the full cost of each program that the College offers ([I.C.06.Ev.1](#)).

Prospective students receive program summary sheets for the program(s) they are considering. The program summary sheets offer an at-a-glance overview of the program, including the program's objectives and description, enrollment requirements, program-level student learning outcomes (SLOs), a course listing, and federal program integrity disclosure information. They also include the cost of the program ([I.B.02.Ev.1](#))

The college catalog, Paul Mitchell program supplement, and other important program and college information are easily accessible to current and prospective students on the college website (MTICollege.edu) ([I.C.01.Ev.3](#)). The college e-learning website (elearning.mticollege.edu) also contains the college catalog and important student-related policies including attendance, academic honesty, and grading ([I.C.01.Ev.4](#)). Additionally, each program is represented on the website and each program page contains relevant cost information ([I.C.06.Ev.2](#)).

Analysis and Evaluation

The College meets the Standard. The institution accurately informs and provides current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials. These are located on the MTI College website, in the catalog and in the program summary sheets that current and prospective students have access to.

7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence of Meeting the Standard

MTI recognizes that the quality of the learning experience is greatly influenced by the actions and attitudes of its instructors and employees. Negative attitudes or behaviors on the part of staff and faculty can undermine students' confidence and impair the quality of their education. Through collaborative efforts and ongoing dialog, MTI's staff and faculty strive to create an environment of academic freedom and integrity that fosters the pursuit and dissemination of knowledge. Several policies support this culture. The institution ensures academic integrity through its Academic Freedom policy, Positive Representation policy, Core Value statement and Code of Ethics. Further, it reinforces its standards and expectations through curricular and instructional oversight and published problem-solving procedures.

The Academic Freedom policy ([I.C.07.Ev.1](#)), which was approved by the board of trustees, is located in several places. The college catalog ([I.C.07.Ev.1.A](#)) addresses the value MTI places on academic freedom and refers MTI constituencies to the complete MTI Academic Freedom policy, which is located in the Faculty Policy and Procedure Handbook ([I.C.07.Ev.2](#)) and the student handbook information and resource section of the College's e-learning website ([I.C.07.Ev.3](#)).

MTI's Academic Freedom policy protects faculty members, as well as students from censorship, restraint, or dismissal as a result of discussions, studies, investigations, presentations, or interpretations of the facts and ideas within their assigned curriculum. While faculty have the right to present ideas and conclusions that they believe to be in accordance with available evidence, they also have the responsibility to acknowledge the existence of different opinions and to respect the rights of others to hold those views. In addition, faculty members must clearly differentiate to students their opinions from the presentation of objective theories, facts, or ideas. Faculty also must clearly differentiate the expression of personal opinion from the policy of the institution.

In addition, through the Positive Representation policy ([I.C.07.Ev.4](#)), MTI staff and faculty are asked to represent themselves and the College in a positive manner at all times when interacting with students, co-workers and the public.

New instructors are made aware of MTI's Academic Freedom and Positive Representation policies through the Teach-the-Teacher orientation session and in meetings with their curriculum specialists and department chairs. In addition, the College provides all new instructors with a series of training modules which includes an introduction to the Academic Freedom policy and Positive Representation Policy ([II.A.02.Ev.7.11](#)).

In 2015, MTI adopted a written Statement of Core Values that is included in the catalog, Faculty Policy and Procedure Handbook and the student handbook information. The core values reflect the student-focused culture that is important to the College. These core values are reviewed regularly, along with the mission statement and vision statement ([I.A.01.Ev.1](#)).

Results from the 2018 annual student survey and faculty/staff survey indicate that there is a high level of satisfaction from students, faculty and staff when asked about the College's institutional integrity ([I.C.07.Ev.5](#)) ([I.C.07.Ev.6](#)).

All employees sign a Code of Ethics Agreement when they are hired and are expected to follow this code in their interactions with students, faculty, staff and the public ([I.C.07.Ev.7](#)). The Code of Ethics is also described in the personnel manual ([I.C.07.Ev.8](#)).

Analysis and Evaluation

The College meets the Standard. The institution uses and publishes the governing board policy on academic freedom and responsibility. This and supporting policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students.

8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Evidence of Meeting the Standard

MTI places great value and importance on honesty, responsibility and academic integrity and expects all students to conform to the principles and standards of academic honesty as upheld by the College. The College clearly communicates the value it places on academic integrity and the standard of behavior it expects from its students.

The College's policy on Academic Honesty states that academic cheating and plagiarism are cause for formal discipline, which could include being placed on academic probation; earning a grade no higher than a "C" in the class; receiving a failing grade for the assignment that had been plagiarized and/or the class; and/or being dropped from the program. A student who is suspected of cheating or plagiarism is reported immediately to the dean, and the matter is investigated and addressed by the dean and the department chair ([I.C.08.Ev.1](#)).

Students sign an Academic Honesty Agreement, which summarizes the Academic Honesty policy, during the admissions process and a copy of it is kept in the students' files ([I.C.08.Ev.2](#)). MTI's Academic Honesty policy is located in the student handbook information and resource section of the MTI e-learning website ([I.C.07.Ev.3](#)), the Faculty Policy and Procedure Handbook ([I.C.08.Ev.3](#)), and the college catalog ([I.C.08.Ev.4](#)). Instructors are introduced to the Academic Honesty policy during the Teach-the-Teacher orientation, and there is a teacher training module focused on academic honesty. This module focuses on how to recognize academic dishonesty and addresses what to do in situations where academic dishonesty is suspected ([II.A.02.Ev.7.8](#)).

In 2012, the College introduced its policy on Unauthorized Distribution of Copyrighted Materials Including Peer-to-Peer File Sharing. The Higher Education Opportunity Act of 2008 (HEOA) requires institutions of higher education to combat the unauthorized distribution of copyrighted materials by users of the institution's network. In accordance with MTI's efforts to meet the requirements of the HEOA, students and employees are expected to respect and comply with federal copyright and licensing laws, particularly while on the MTI campus. This includes the illegal or unauthorized copy or use of any software, images, music, or other intellectual property such as books or videos ([I.C.08.Ev.5](#)). A summary of this information is included in the Academic Honesty Agreement that students sign in admissions.

The policies on academic honesty and unauthorized distribution of copyrighted materials including peer-to-peer file sharing are discussed during the admissions process. During orientation, students are shown where the policies are stored on the e-learning website and students sign a Device Usage Agreement ([I.C.08.Ev.6](#)) which is stored in students' files.

Analysis and Evaluation

The College meets the Standard. The institution has established and published clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty

9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard

MTI recognizes that the quality of the learning experience is greatly influenced by the actions and attitudes of its instructors and employees. Negative attitudes or behaviors on the part of staff and faculty can undermine students' confidence and impair the quality of their education. Through collaborative efforts and ongoing dialog, MTI's staff and faculty strive to create an environment of academic freedom and integrity that fosters the pursuit and dissemination of knowledge.

The Academic Freedom policy ([I.C.7.Ev.1](#)) is located in several places. The college catalog ([I.C.7.Ev.1.A](#)) addresses the value MTI places on academic freedom and refers MTI constituencies to the complete MTI Academic Freedom policy, which is located in the Faculty Policy and Procedure Handbook ([I.C.7.Ev.2](#)) and the student handbook information and resource section of the College's e-learning website ([I.C.7.Ev.3](#)).

MTI's Academic Freedom Policy protects faculty members, as well as students from censorship, restraint, or dismissal as a result of discussions, studies, investigations, presentations, or interpretations of the facts and ideas within their assigned curriculum. While faculty have the right to present ideas and conclusions that they believe to be in accordance with available evidence, they also have the responsibility to acknowledge the existence of different opinions and to respect the rights of others to hold those views. In addition, faculty members must clearly differentiate to students their opinions from the presentation of objective theories, facts, or ideas. Faculty also must clearly differentiate the expression of personal opinion from the policy of the institution. This is clearly stated in the policy.

In addition, through the Positive Representation policy ([I.C.7.Ev.4](#)), MTI staff and faculty are asked to represent themselves and the College in a positive manner at all times when interacting with students, co-workers and the public.

New instructors are made aware of MTI's Academic Freedom and Positive Representation policies through the Teach-the-Teacher orientation session, the Faculty Policy and Procedure Handbook, and meetings with their curriculum specialists and department chairs. In addition, the College requires all new instructors to complete a series of training modules which includes a training module that includes information on the Academic Freedom policy and Positive Representation policy ([II.A.02.Ev.7.11](#)).

In 2015, MTI adopted a written Statement of Core Values that is included in the catalog, Faculty Policy and Procedure Handbook and the student handbook information. The core values reflect the student-focused culture that is important to the College. These core values are reviewed regularly, along with the Mission Statement and Vision Statement ([I.A.01.Ev.1](#)).

Results from the 2018 annual student survey and faculty/staff survey indicate that there is a high level of satisfaction from students, faculty and staff when asked about the College's institutional integrity ([I.C.07.Ev.5](#)) ([I.C.07.Ev.6](#)).

All employees sign a Code of Ethics Agreement when they are hired and are expected to follow this code in their interactions with students, faculty, staff and the public ([I.C.07.Ev.7](#)). The Code of Ethics is also described in the personnel manual ([I.C.07.Ev.8](#)).

MTI's curricula are developed and maintained by faculty and staff. Each area of study is overseen by a curriculum specialist, who is responsible for the maintenance and distribution of course materials in his or her designated subject area. Prior to teaching a course for the first time, instructors receive a complete copy of the course curriculum and are encouraged to meet with the curriculum specialist to discuss any questions regarding course content, delivery methodologies, outcomes, and assessments. Instructors are expected to adhere to the institution's procedures for using approved curriculum, course outlines, materials, and resources; however, they have the right and responsibility to determine methods of instruction, planning, and presentation of course materials and equitable methods of student assessment. Certain curriculum elements are required and not subject to change, including the course grading system, grading rubrics, final exam, and certain projects and assessments. In the event that an instructor would like to make a change or addition to the curriculum, he or she is required to obtain approval from the department chair prior to implementation.

In order to ensure the quality of instruction and adherence to MTI's policies and procedures, instructors are observed in class a minimum of one time per year. All new instructors must successfully complete a probationary period that includes training, in-class observations, and evaluation. Students have the opportunity to evaluate each class and instructor at the end of the term ([II.A.16.Ev.5](#)). The College has not received complaints from students or faculty regarding issues associated with a breach of academic freedom; however, should problems or concerns arise at any time, students and faculty alike are encouraged to follow the problem-solving procedure, which focuses on a proactive, solution-oriented approach ([I.C.09.Ev.1](#)). The problem-solving policy and procedures are published in the college catalog ([I.C.09.Ev.2](#)), Faculty Policy and Procedure Handbook ([I.C.09.Ev.3](#)), and the Student Handbook Information and Resource section on the e-learning website ([I.C.07.Ev.3](#)) as well as the MTICollege.edu website ([I.C.09.Ev.4](#)).

Analysis and Evaluation

The College meets the Standard. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard

MTI's culture centers on its mission statement, vision statement, code of ethics, core values and universal outcomes, which together embody concepts of equity, respect, integrity, and personal accountability. In line with its culture and mission, MTI treats its students and employees as professionals and expects them to manifest these concepts and behaviors throughout their interactions and activities on campus. MTI gives clear prior notice of expected codes of conduct to students, faculty and staff. Policies, procedures and expectations are consistently presented to constituents to ensure that everyone has the information they need to succeed.

Information about the College's policies and procedures is presented to students during admissions, during orientation and in each course. Additionally, the MTI e-learning website contains student handbook information and resources which include relevant policies available to students at any time.

MTI employs a staff of well-trained and experienced admissions advisors who help students make informed decisions about enrolling in school. During the admissions process, admissions advisors provide clear and accurate information regarding MTI's educational programs, student support services, entrance requirements, enrollment and advancement processes, transfer of credit, and financial aid. Additionally, admissions advisors answer any questions students may have and recommend the courses and programs that best match students' abilities and aptitude. Recent student surveys have indicated that there is a high level of student satisfaction in the admissions process ([I.C.01.Ev.8](#)).

All incoming students participate in MTI's new student orientation. Information covered during the orientation includes student commitment, attendance requirements, scheduling, lab availability, resources, challenging courses, academic integrity, and other policies. All new students are shown where policies and procedures are located on the e-learning website and some of the policies are discussed during orientation ([I.C.01.Ev.4](#)). The students are then introduced to their department chair and are broken into groups depending on their program. Information about each program is discussed during the breakout session with the department chair, and students receive a tour of the campus. There are also orientations for year-two programs which are coordinated and facilitated by the department chair. These orientations are program-specific and focus on answering student questions regarding courses, resources, certification/licensure requirements, and expectations. Most students express satisfaction with the orientation process ([II.C.03.Ev.3](#)).

Students receive a syllabus at the beginning of each course at MTI. Paul Mitchell Future Professionals receive their syllabi during the admissions process. At minimum, the syllabus includes the course description, prerequisites, required textbook(s) and/or materials, SLOs, universal outcomes, method of instruction, method of evaluation and grading, classroom policies, and session-by-session outline. Course grades are based directly on evidence

supporting student achievement of the stated SLOs, and the syllabus includes a curriculum map that indicates how each SLO is assessed ([II.A.02.Ev.2](#)).

MTI's outcomes are listed on all course syllabi. The outcome that focuses on "behavior that reflects confidence, competence, and professionalism" is included as part of each class. Students also receive a professionalism grade that appears on their transcript. The grade is based on four criteria:

- Showing up to class, being on time, and staying the whole period.
- Following the dress code.
- Conforming to expected classroom behavior and following policies and procedures.
- Being prepared for class, meeting deadlines, participating in class, and contributing to a positive learning environment

The professionalism grade offers students a way to demonstrate to prospective employers that they possess the attitudes and behaviors valued in the workplace and this is outlined in the grading policy ([I.A.03.Ev.7](#)). The planning and implementation of the professionalism grade were driven by the executive committee and academic team ([II.C.01.Ev.6](#)). The chief financial officer, director of education, network administrator, and developers from CampusNexus worked together over several months to create a customized module that allows faculty and staff to enter, track, and report on student professionalism. In addition to a student's academic grades and GPA, grade reports and transcripts include the student's professionalism grades and a professionalism GPA ([I.A.03.Ev.8](#)).

MTI promotes a shared vision of lifelong learning in which students work in partnership with staff and faculty in a learner-centered, outcomes-oriented environment. This vision is communicated through MTI's universal outcomes.

MTI's universal outcomes encompass knowledge, skills, and behaviors that apply to all students, regardless of their major:

- Written and verbal communication in the student's chosen field of study;
- Problem solving typically required or characteristic of the profession;
- Internal and/or external customer service;
- Responsibility and accountability for independent and group work products;
- Using learning strategies necessary to keep current in the profession and become a lifelong learner;
- Using the technology common to the current business environment to improve individual and organizational performance;
- Behavior that reflects confidence, competence, and professionalism.

MTI's universal outcomes can be found in the college catalog, on posters throughout the campus, in the student handbook, Faculty Policy and Procedure Handbook, personnel manual, Paul Mitchell program supplement and on all course syllabi. Survey results show that students feel that the College's policies are clear and consistently enforced ([I.C.05.Ev.2](#)).

MTI's staff and faculty are responsible and accountable for adhering to all of MTI's policies, rules, and procedures as documented in the personnel manual, Faculty Policy and Procedure Handbook, department training manuals, policy documents, and other forms of communication.

In 2012, the College adopted the following vision statement to remind each employee of the importance of his or her role in supporting student success, and more importantly, the importance of his or her contribution to the student's overall experience at MTI College:

The common vision of all MTI employees is to provide exceptional training and caring support that will help our students become successfully employed graduates.

A comprehensive code of ethics applies to all employees and a copy is signed by each employee as they are hired ([I.C.07.Ev.7](#)). It is also outlined in the personnel manual ([I.C.07.Ev.8](#)).

In 2015, MTI adopted a written Statement of Core Values that is included in the catalog, Faculty Policy and Procedure Handbook and the student handbook information. The core values reflect the student-focused culture that is important to the College. These core values are reviewed regularly, along with the mission statement and vision statement in order to ensure that they are current and relevant ([I.A.01.Ev.1](#)).

As part of the new-employee orientation, staff and faculty are introduced to the universal outcomes, code of ethics, core values, as well as the vision and mission statements. All employees gain access to the personnel manual ([I.A.03.Ev.4](#)), and new faculty members are given an orientation that includes a review of the Faculty Policy and Procedure Handbook ([I.C.10.Ev.2](#)). These documents both contain policies and expectations that support the MTI culture. Instructors also complete instructor training modules, which include expectations about academic freedom, classroom management and problem-solving procedures ([II.A.02.Ev.7](#)).

Recent surveys indicate that the majority of faculty and staff feel that the standards of conduct are satisfactory and that people are treated fairly at the College ([I.C.10.Ev.3](#)).

Analysis and Evaluation

The College meets the Standard. It provides clear notice of policies that illustrate the expectations of students, faculty and staff in a variety of ways including orientations, written policies, handbooks and syllabi.

11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Evidence of Meeting the Standard

N/A

Analysis and Evaluation

N/A

12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)
13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standards

MTI College has been accredited through the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges (ACCJC/WASC) since 2002. Prior to achieving ACCJC accreditation, MTI College was accredited through the Accrediting Commission for Independent Colleges and Schools of the Career College Association (ACICS). Accreditation information is noted in several areas at the college, including the catalog and on the MTICollege.edu website ([I.C.01.Ev.5](#)).

The College maintains approvals through the American Bar Association (ABA) ([II.A.01.Ev.8](#)); the Veterans' Administration; U.S. Workforce Investment Act; and the U.S. Department of Education for Student Financial Aid participation. In addition, MTI memberships and affiliations include the following: National Association of Student Financial Aid Administrators; California Association of Student Financial Aid Administrators; California Association of Private Postsecondary Schools; National Federation of Paralegal Associations (NFPA); Sacramento Valley Paralegal Association (SVPA); Sacramento Legal Secretary Association (SLSA); American Association for Paralegal Education (AAFPE); Paul Mitchell Advanced Education, Microsoft Imagine Academy, Amazon AWS Academy, and CompTIA Academy Partner Program. Finally, due to the nature of its Barbering, Cosmetology and Phlebotomy programs, the College maintains ongoing relationships with the State of California Board of Barbering and Cosmetology, and California Department of Public Health, Laboratory Field Services ([I.C.13.Ev.1](#)).

MTI takes pride in its efforts to maintain high standards of honesty and integrity in its working relationships with external agencies. MTI benefits greatly from the relationships it has maintained over the years with the ACCJC/WASC accrediting body and other external agencies. The College maintains positive, professional relationships, and takes a straightforward and honest approach toward communication, compliance, and follow-through. This is demonstrated through the institution's timely submission of annual audits and miscellaneous reporting to the U.S. Department of Education (USDE), and its history of compliance with the regulations and requirements of the USDE, the State of California, ACCJC/WASC, and other external agencies.

The College considers the ACCJC Accreditation Standards, policies, guidelines and expectations indisputable, and it consistently works toward full compliance. Throughout the College, staff and faculty incorporate the Accreditation Standards into daily operations and ensure that all programs that are approved by external agencies, such as the Paralegal Studies, Barbering, Cosmetology, and Phlebotomy programs, operate in full compliance of all mandated regulations and requirements. The College takes the Standards and recommendations of the Commission and other approval bodies seriously and responds thoroughly and expeditiously to all requests as evidenced in the institution's ACCJC follow-up reports, mid-term reports, and substantive change reports; American Bar Association (ABA) mid-term and interim reports and program approvals; Paul Mitchell Advanced Education inspections and assessments; and internal audits conducted to assess compliance with USDE regulations. At this time, no complaints, lawsuits, findings or outstanding issues of any kind have been filed with an external agency against MTI College.

On an annual basis, MTI College schedules two institutional audits. The first audit is conducted by a third-party certified public accounting firm with the final work product being the institution's annual financial statements. The audit and resulting financial statements are prepared for the MTI College Board of Directors, and a copy is sent to the USDE. The second audit specifically addresses the institution's compliance with the regulations guiding Student Financial Aid Title IV programs and the institution's Program Participation Agreement. This audit is conducted by a third-party auditing firm and includes a random review of student files with the intent to provide the auditor with a first-hand view of MTI's interactions with students and its compliance with the rules governing Title IV financial aid. Any audit findings are addressed in a corrective action plan with the corrective measures being implemented as procedure. In all recent audits, MTI's findings have been minor and have included incidents that were considered isolated. In each case, the audit has been accepted by the USDE. The 2018 audit has just been completed ([I.C.13.Ev.2](#))([I.C.13.Ev.3](#)).

The College makes a concerted effort to ensure that any information provided to the public and external entities is accurate and up to date. The College conducts an annual audit of its placement activities in career services. The audit focuses on placement data and reporting. The review includes a verification of adjusted and unadjusted placement calculations reported for the prior award year (July 1-June 30); a random sampling of graduates representing the various programs to verify graduates' job placements and whether or not they registered for placement services; and a review of hardcopy and electronic graduate records to verify that placement statuses are being maintained and that proper policies and procedures are being followed for waivers. Finally, the Career Services department collects salary data for graduates in order to help ensure that the salary information being shared with students and the public accurately reflects what graduates typically earn ([I.C.13.Ev.4](#)).

Analysis and Evaluation

The College meets the Standards. The institution consistently complies with the Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a

time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public.

14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard

MTI's mission statement and vision are the basis for the systematic and integrated approach the College takes in identifying, acquiring, and managing the resources it requires to reach its goals. Financial planning is based on the prioritization of justified needs, sound research and planning, and the realistic assessment of available funds.

Institutional planning and financial planning are integrated in an overall process that is based on an annual cycle of evaluation, planning, and improvement, and focuses on the quality of student learning and the efficiency of institutional processes ([I.C.02.Ev.2](#)). Through program review, the College reviews its student learning outcomes (SLOs), examines the quality of its curricula, and identifies opportunities to enhance its programs and services. These reviews determine what needs to be improved and what resources are needed to make the improvements ([II.A.02.Ev.13](#)).

The results and recommendations from program review flow into the master plans for each academic department and their related budget requests. Administrative departments conduct annual department reviews in conjunction with master planning. Similar to the academic programs, each administrative department has a specific assessment plan that measures the department's effectiveness in achieving its outcomes and includes action items for improving its effectiveness and interactions with students. Department managers and their staff identify learning support outcomes and departmental goals each year ([I.B.02.Ev.3](#)). At the end of the year, as a direct result of master planning and program review, current and future resource and equipment needs are identified and submitted to academic management in the *Executive Summary of MTI's Institutional Effectiveness in Program Review, Planning and Student Learning Outcomes* ([II.A.01.Ev.6](#)) for consideration from the executive committee and board of trustees as budgeted expenditures for the upcoming year.

The executive committee and board of trustees independently review proposed activities and related needs and determine whether they support the institution's overall efforts toward accomplishing its stated mission. It is important to note that approval by the board of trustees is not a guarantee that a particular activity or acquisition of resources will actually occur. The board of trustees' approval signifies its belief that the activities and items listed support MTI's institutional effectiveness and achievement of its mission. Upon receiving board approval, the chief financial officer notifies the executive committee, which begins the process of prioritizing the list and calendaring target implementation dates. This information is shared with the department managers who work closely with their respective supervisors to develop plans and

project timelines. As part of the overall master planning process, the requested program improvements and related expenditures for necessary resources are tracked periodically during the year through implementation.

The approval of capital expenditures occurs during the planning phase. The College carefully considers all expenditures to ensure financial resources are available, the requirement for the expense is justified, and the product being acquired, or service being performed is of high quality and from a reputable source. It is MTI's practice to research multiple vendors and solicit estimates. On a quarterly basis throughout the year, the executive committee monitors the progress of institutional activities and re-visits the list of projects to determine if re-prioritization or other adjustments are necessary. Additional reporting is determined on an as-needed basis.

All budget requests, most stemming from program review and master planning, are reviewed by the Executive Committee and are thoroughly discussed prior to approval. Expenditures greater than \$10,000 must be approved by the president and expenditures greater than \$1,000,000 must be approved by the board of directors. When significant expenditures are being considered, the project is carefully evaluated, and competing bids or quotes are obtained to control costs. Financial resources are retained in the form of institutional reserves sufficient to fund the needs of the College's academic programs and administrative departments, including fixed asset upgrades as needed and possible campus expansion. When possible, equipment upgrades, or additions are made during school breaks to minimize disruptions to student learning.

The fact that not all projects are moved forward after discussion and a review of associated costs provides some indication the institutional and financial planning processes are working effectively. However, survey feedback from faculty, staff and students is the best indicator that the necessary resources are being allocated to the programs, facilities, and equipment. Results from the 2018 annual student survey indicate that 89.34 percent of respondents were "satisfied" or "very satisfied" that they have access to the resources they need to be successful in their classes. The condition of MTI's campus facilities and learning resources were also rated highly, with 84.21 percent of respondents rating them in excellent or good condition. An open-ended question requesting suggestions for facility improvements and/or learning resource additions was also used to gain further insight into the students' perceived needs for on-campus improvements.

The results from the 2018 annual faculty and staff survey also indicate that institutional resources are being properly allocated. When asked if they have the materials and equipment, they need to do their work, 75.61 percent of respondents expressed satisfaction with only one respondent dissatisfied. When asked if MTI campus facilities and learning resources (buildings, classrooms, equipment, etc.) are in good condition, 84.21 percent expressed satisfaction with only one respondent indicated they were dissatisfied. Further, when asked if teaching equipment at MTI is sufficient for their classes, 68.42 percent of people expressed satisfaction with two people expressing dissatisfaction ([II.B.01.Ev.8](#)).

Institutional documents including annual program reviews ([II.A.03.Ev.6](#)), master plans ([I.B.09.Ev.1](#)), and budget/resource allocation requests; monthly internally-prepared financial statements; annual externally-audited financial statements; annual external audit findings and other related documents reflect MTI's commitment to maintaining financial integrity and its

practice of appropriately allocating financial resources toward the support of student learning programs and services.

MTI College assures financial integrity and responsible use of its financial resources by employing a system of review for all expenditures. At the department level, all invoices or requests for funds require approval for payment by the appropriate manager prior to submission to the business office. After being processed for payment, but before checks are written, all payables are reviewed by the chief financial officer (CFO) and president. Once approved, payables are returned to the business office where checks are issued for signature by the president. Before the checks are given to the president for signature, they are reviewed and approved by the CFO. The president reviews the supporting documentation for each check before signing. Currently the president and the CFO are the only authorized signers on the institution's checking account.

MTI College has appropriate control mechanisms in place to ensure that the handling of all revenues is proper and in keeping with the institution's intended purpose. Revenues are primarily derived from tuition, books, and the Paul Mitchell salon retail operations. The daily deposit for salon receipts is prepared by the Paul Mitchell brand leader and given to the MTI business officer who reconciles the deposit to the Millennium salon management software sales report. The business officer then combines the salon deposit with the tuition and books deposit that originates in the student accounts department. The business officer submits the combined deposit to the CFO for review and approval. The CFO then takes the deposit to the bank. The amount deposited for tuition and books is also reconciled to the output from the institution's campus management system, CampusNexus.

The MTI Board of Directors is responsible for all policy relating to corporate assets including reserve funds, investments, real estate, equipment, accounting, and taxes. The executive committee supports the College and the board of trustees by reviewing and approving plans and related expenditures that support the institution's operation and ability to carry out its mission.

MTI prepares internal monthly financial statements and retains a certified public accountant (CPA) to conduct annual audits of the institution's financial statements. The monthly statements summarize financial activity for the current month and current year-to-date and provide a comparison to the figures from the same time period in the previous year. This information makes material changes in categorical amounts more readily apparent. The internal statements are prepared from the institution's accounting records by the CFO. The statements include a breakdown of revenues and expenditures linked to various account categories associated with the school's programs and services, and documentation of activities associated with the management of the corporation's reserves. These documents provide the College with a clear picture of how funds are being received and expended, and the percentage of total expenditures in each category of spending. The monthly statements are provided to the president for planning and decision-making purposes.

Finally, student enrollments are an important factor impacting financial planning, as they directly impact the institution's cash flow and the funds available for improvements or expansion. The executive committee takes student enrollment activity into account as it discusses and evaluates plans to allocate financial resources to the expansion or improvement of

its student learning programs and support services. The committee closely monitors trends in student enrollments and retention as it works toward continuous improvement, sound business practices, and careful management of resources and expenses. Each week the director of admissions provides an update on new student enrollments for key programs ([IV.B.02.Ev.1](#)). Additionally, a monthly Rolling Retention report is reviewed by the executive committee to spot trends and monitor changes in retention percentages ([I.A.02.Ev.3](#)).

MTI's system of setting and controlling fiscal expenditures and the internal controls that are in place to guarantee compliance are sufficient for an organization of its size. The institution's methods have proven successful as evidenced by its history of funding the operation and the growth of the institution through internally generated and retained funds, and its ability to withstand fluctuations in the market without the need to incur long-term debt. Because MTI College is a privately held institution, specific details of annual financial reports are not generally shared with faculty and staff. However, all necessary financial information required for sound planning and decision-making is provided to key personnel as appropriate.

The College maintains specific limits for approving expenditures. The executive committee reviews and approves all significant expenditures and takes a conservative approach toward spending. The committee approves projects only after they have been carefully considered and the committee has evaluated other short and long-term plans.

Every year, MTI's year-end financial statements are evaluated by an outside CPA firm as part of a comprehensive audit that includes a review of the year-end physical inventory and outstanding student account balances. Historically, the resulting opinion from the CPA firm has indicated that MTI's statements present the financial position of the College fairly, including the results of the operation and its cash flows for the year. The College believes that this supports the conclusion that MTI's accounting practices are sound, and its financial statements are accurate and reliable. In addition to the year-end financial statement audit, an outside compliance firm that specializes in educational institutions conducts an audit of the institution's financial aid program to ensure compliance with the federal Higher Education Act.

In the cases where there have been audit findings, MTI's corrective action plans have been comprehensive, timely, and communicated appropriately. In most all years, financial aid audit findings have been minor and due to isolated incidents of clerical error.

For example, in the 2015 audit there were two findings. One finding was related to the NSLDS status of a single student. The second had to do with a student refund that was made to the incorrect fund source (the refund was made to the Pell Grant program instead of the Direct Loan program). In both of these instances the corrections were made while the auditor was still onsite doing the field work ([I.C.14.Ev.1](#))([I.C.14.Ev.2](#)).

In 2016, the Department of Education published a new audit guide that would take effect for the 2017 audit year. The new audit guide greatly expanded the number of files the auditor would review and added several new components to the audit process. In addition to the historical areas of audit work, the 2016 audit guide added new areas such as Gainful Employment compliance and an examination of an institution's Annual Security Report. For the first year of the new audit

rules, MTI had an additional four findings relative to the new areas of compliance. In 2018, there were six audit findings ([I.C.13.Ev.2](#))([I.C.13.Ev.3](#)).

Results from financial statement and financial aid program audits are maintained by the CFO and are provided to the U.S. Department of Education and the board of directors. In addition, this information is shared with the president for planning and decision-making purposes. Any staff member for whom the information is relevant is also given access.

Analysis and Evaluation

The College meets the Standard. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors.

Conclusions on Standard I.C. Institutional Integrity

MTI College believes that integrity and honesty is important to students, employees, employers, and other stakeholders. The primary focus of the College is its commitments to high quality education, student achievement, and student learning. It provides its current and prospective students, along with all of its stakeholders, clear, accurate information and conducts its business with integrity and transparency. The college Catalog, the websites and other publications clearly and accurately articulate the College's mission, programs, costs, accreditation status, and policies.

The college catalog contains all of the requirements as determined by its accrediting body. This includes information about the college, detailed information about all of the programs offered, costs, policies, accreditation status, and services offered to students.

The college website contains descriptions, outcomes, assessment results, costs, placement information, and admissions requirements for all of its program. The website also contains important policies, disclosure information, and accreditation status.

Policies are developed to ensure that the college is meeting the needs of its students and constituents, promote honesty, responsibility and academic integrity, and they are reviewed on a regular basis to ensure that they are clear, current, and support the mission of the school.

The College has expectations for its students and employees to act in a responsible, ethical, and productive manner, and policies that support these expectations are clear and widely available.

The College consistently adheres to Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes, and it demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public.

Improvement Plan(s)

N/A

Evidence List

I.C.02.Ev.2 – Institutional Planning Map
I.A.01.Ev.1 – Mission, Vision & Core Values - Review & Approvals
I.A.02.Ev.1 – Student Achievement Data
I.A.02.Ev.3 – Rolling Retention Report
I.A.02.Ev.4 – Core Report
I.A.03.Ev.7 – Grading Policy
I.A.03.Ev.4 – Personnel Manual
I.A.03.Ev.8 – Sample Student Transcript
I.B.02.Ev.1 – Sample Program Summary Sheets
I.B.02.Ev.3 – 2018 Administration Departments’ Master Plans
I.B.07.Ev.1 – Excerpts from Executive Committee Meeting Minutes re: Policies and Procedures
I.B.07.Ev.2 – Excerpts from Academic Team Meeting Minutes re: Policies and Procedures
I.B.08.Ev.1 – How Our Students Are Doing 2018
I.B.08.Ev.2 – Screenshot of MTICollege.edu Disclosure Page with link
I.B.09.Ev.1 – 2018 Academic Departments’ Master Plans
I.C.01.Ev.1 – MTI Brochure
I.C.01.Ev.2 – PM Supplement
I.C.01.Ev.3 – MTI College Catalog and PM Supplement on Website
I.C.01.Ev.4 – Catalog and Policy Locations on e-learning Website
I.C.01.Ev.5 – Accreditation Information listed in the Catalog and on the Website
I.C.01.Ev.6 – Sample Orientation Agenda
I.C.01.Ev.7 – Syllabi Samples
I.C.01.Ev.8 – Excerpts from the 2018 PM Annual Survey and New Student Survey – Admissions Advising
I.C.02.Ev.1 – 2019 Catalog Table of Contents
I.C.02.Ev.2 – Institutional Planning Map
I.C.03.Ev.1 – Sample Program Assessment Summary Locations on MTICollege.edu
I.C.03.Ev.2 – Examples of Program Assessment Summaries on MTICollege.edu
I.C.03.Ev.3 – Screenshots and Location of Disclosure Statements on MTICollege.edu
I.C.03.Ev.4 – Example of Program Summary Page on Website
I.C.03.Ev.5 – Sample Placement Report
I.C.05.Ev.1 – Academic Officer Job Description
I.C.05.Ev.2 - Excerpts from the 2018 Annual Student Survey re: Policies
I.C.06.Ev.1 – Program Costs Listed in Catalogs
I.C.06.Ev.2 – Sample Program Pages on the Website with Cost Information
I.C.07.Ev.1 – Academic Freedom Policy

I.C.07.Ev.1.A – Location of Academic Freedom Policy Statement in Catalog

I.C.07.Ev.2 – Location of Academic Freedom Policy in Faculty Policy and Procedure Handbook

I.C.07.Ev.3 – Location of Policies on the Student Handbook Information and Resources Section of e-learning Website

I.C.07.Ev.4 – Positive Representation Policy

I.C.07.Ev.5 – Excerpt from 2018 Annual Student Survey - Academic Freedom

I.C.07.Ev.6 - Excerpt from 2018 Annual Faculty Staff Survey – Standards of Conduct

I.C.07.Ev.7 – Code of Ethics

I.C.07.Ev.8 – Code of Ethics in Personnel Manual

I.C.08.Ev.1 – Academic Honesty Policy

I.C.08.Ev.2 – Academic Honesty Agreement

I.C.08.Ev.3 – Location of Academic Honesty Policy in the Faculty Policy and Procedure Handbook

I.C.08.Ev.4 – Location of Academic Honesty Policy in the Catalog

I.C.08.Ev.5 - Unauthorized Distribution of Copyrighted Materials Including Peer-to-Peer File Sharing Policy

I.C.08.Ev.6 – Device Usage Policy

I.C.09.Ev.1 – Student Complaint and Grievance Policy

I.C.09.Ev.2 – Location of Student Complaint and Grievance Policy in the Catalog

I.C.09.Ev.3 – Location of Student Complaint and Grievance Policy in the Faculty Policy and Procedure Handbook

I.C.09.Ev.4 – Location of Student Complaint and Grievance Policy on the MTICollege.edu Website

I.C.10.Ev.2 – Faculty Policy and Procedure Handbook

I.C.10.Ev.3 – Excerpt from 2018 Annual Faculty/Staff Survey re: Satisfaction

I.C.13.Ev.1 – Excerpts from Catalog re: Accreditation, Approvals and Affiliations

I.C.13.Ev.2 – MTI Compliance Report 2018

I.C.13.Ev.3 – Corrective Action Plan 2018

I.C.14.Ev.1 – MTI Compliance Report 2016

I.C.14.Ev.2 – Corrective Action Plan 2016

II.A.01.Ev.1 – Catalog

II.A.01.Ev.4 – Program Assessment Schedule

II.A.01.Ev.5 – Outcomes and Assessment Map

II.A.01.Ev.6 – 2018 Executive Summary of MTI’s Institutional Effectiveness in Program Review, Planning and Student Learning Outcomes

II.A.01.Ev.8 – ABA Site Visit Reapproval Letter

II.A.02.Ev.12 – Master Plan Template

II.A.02.Ev.13 – Program Review Template

II.A.02.Ev.2 – Syllabi Examples

II.A.02.Ev.7.11 – Teacher Training Module – Policies

- II.A.02.Ev.7.8 – Teacher Training Module – Academic Honesty
- II.A.03.Ev.5 – Program Assessment Results
- II.A.03.Ev.6 – 2017 Program Review Updates and Findings
- II.A.16.Ev.5 – Course Evaluation Template
- II.A.16.Ev.6 – 2018 New Student Survey Results
- II.A.16.Ev.8 – 2018 Annual Student Survey
- II.B.01.Ev.8 – Excerpts from 2018 Faculty/Staff Survey and Annual Student Survey re: Resources and Facilities
- II.C.01.Ev.6 – Professionalism Grade Development
- II.C.01.Ev.8 – Excerpts from the 2018 Annual Student Survey – Communication
- II.C.03.Ev.3 – Excerpts from the 2018 New Student and 2018 PM Combined Surveys – Orientation
- II.C.05.Ev.2 – Admissions Advisor Training Manual
- IV.B.02.Ev.1 – Sample CORE Report

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

A. Instructional Programs

1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

MTI College is committed to meeting the learning needs of its students and to furthering its mission of preparing students with the knowledge, skills, and confidence needed for employment success. MTI has a culture of assessment and relies on a cycle of ongoing evaluation, planning, and improvement that allows the College to improve and grow with its community.

The College offers programs in the fields of Business, Law, Barbering, Cosmetology, Healthcare, and Technology that meet the needs of the employment market, and appeal to a broad range of students. Knowing that one size does not fit all, the College offers multiple

programs within each field of study in order to provide students with the knowledge and skills necessary to help them reach their specific goals. There are three two-year associate degree programs: Business Administration, Paralegal Studies and Information Technologies. There are also approximately 20 diploma programs and these programs are clearly described in the College's catalog ([II.A.01.Ev.1](#)).

MTI's success at meeting the objectives of its mission is evidenced by its high rates of enrollment, retention, certification and licensure, and program-related job placement ([I.A.02.Ev.1](#)). When applicable, MTI's classes simulate actual work conditions and employment scenarios. Program lengths are determined based on the time required to prepare the average individual to attain the student learning outcomes for the program requirements.

MTI's program and curriculum development are largely employer and market driven. Information is gathered from a variety of sources in order to develop programs and curriculum that are high-quality, rigorous, and cohesive. Sources of information include the U.S. Bureau of Labor Statistics, the State of California Employment Development Department, the employer advisory boards, the local employer community, and several online resources. For new and existing programs, curriculum specialists and/or department chairs periodically review similar programs from other colleges in the area. In addition, because some of MTI's faculty members also teach at other institutions, they are able to provide insight and feedback about comparable classes and programs.

MTI is committed to research and analysis to identify student learning needs and assess students' progress toward achieving stated SLOs. Through a continuous cycle of assessment, planning and improvement, MTI designs, identifies learning outcomes for, approves, administers, delivers, and evaluates courses and programs. SLOs at the institution, department, program, and course levels are developed and reviewed each year. At MTI, institutional outcomes are referred to as universal outcomes ([II.A.01.Ev.2](#)). Key activities that support the efforts to continually improve include the assessment process, program and departmental review, the master planning process, and budget/resource allocation.

Assessment is an ongoing process, and the College continuously collects data for assessment, planning, and communication purposes. All courses employ outcomes-based grading and these, along with a curriculum map ([II.A.01.Ev.2A](#)) are outlined in each syllabus. Students must demonstrate proficiency in order to successfully complete their courses and programs. Assessment tools include rubrics, research projects, case studies, presentations, practical application scenarios, and examinations. Course credit is awarded based on students' demonstrated achievement of the SLOs, and these are clearly outlined on course syllabi ([II.A.01.Ev.3](#)).

Course and program SLOs are assessed every four years with assessment results leading to master planning action items for the following year(s). The universal and general education outcomes are also assessed every four years as part of the program-level assessment. The four-year assessment cycle is beneficial to maintaining the quality and integrity of MTI's academic programs ([II.A.01.Ev.4](#)).

Dialog related to assessment continues to be widespread and focused on improving student learning and achievement. Findings are incorporated into the program review, master planning, and budget/resource allocation processes. The Outcomes and Assessment Map ([II.A.01.Ev.5](#)) is a valuable tool that shows the relationship between outcomes at the course, program and universal (institutional) levels. The map helps the College ensure that all program outcomes are being met across the curriculum.

With each assessment cycle, data is collected and analyzed by its department team, and plans are made to address targets that are not met. These plans, along with findings and budget/resource allocation requests from the previous cycle are incorporated into the master plan for the upcoming year. Each year, a summary of progress is included in the next program review along with recommendations and budget requests focused on improving student learning. Completed assessment reports, master plans and program reviews are submitted to the campus director and are made available to staff and faculty for review. Summaries of program assessments are available on the MTI College website. In addition, the *Executive Summary of MTI's Institutional Effectiveness in Program Review, Planning and Student Learning Outcomes* is compiled and distributed annually to the board of trustees, executive committee, management, faculty and staff ([II.A.01.Ev.6](#)).

The College understands the value of industry certification and licensure in terms of validating an individual's knowledge and skill, and in obtaining employment. MTI currently offers several programs designed to prepare students for vocational licensure or certification through the State of California. The Cosmetology program prepares students to become licensed cosmetologists, the Barbering program prepares students to become licensed barbers, the Phlebotomy program prepares students for the Certified Phlebotomy Technician I (CPT1) certification, the Medical Billing and Coding program prepares students for the Certified Coding Associate (CCA) certification or the Certified Medical Reimbursement Specialist (CMRS) certification, and the Medical Assistant program prepares students for the California Certified Medical Assistant (CCMA) certification and the National Certified Medical Assistant (NCMA) certification exam. In addition, MTI's technology programs help students prepare to pass the rigorous Microsoft Solutions Associate (MCSA) and CompTIA A+, Network+, and Security+ exams ([II.A.01.Ev.7](#)).

MTI's ACCJC accreditation and program approvals help the College maintain its integrity and credibility. Through periodic analysis and evaluation, reporting, and outside review, the College is compelled to employ best practices and continually improve the quality of its programs and services. In November 2017, the College received its re-approval as an American Bar Association (ABA)-approved institution. Following the institution's May 2017, ABA visit, the site visit report stated, "MTI College has a strong paralegal studies program under the capable direction of Linda Gardenhire. The students and graduates express a high level of satisfaction with the instruction received and their preparation to enter the paralegal profession. The administration (including the highest level) is very interested in and supportive of the Program" ([II.A.01.Ev.8](#)).

Most of MTI's courses and programs are offered on-ground with a few exceptions. The Paralegal Studies degree program is available through a purely traditional instructional format, and through a combination of traditional and online deliveries called "OnlinePlus". Based on the requirements set by the American Bar Association (ABA), students following the OnlinePlus

format earn a minimum of 15 quarter units through traditional classroom instruction. These courses are scheduled throughout the length of the program and are taken at the MTI College campus. The balance of the program is taken online. The curriculum for the online portion of the OnlinePlus format has the same outcomes as the traditional on-ground option. There are also several GE-level courses available in an online format. They also have the same outcomes and requirements as the traditional on-ground classes.

Regardless of a classroom or OnlinePlus delivery, students may not advance through the progression of classes unless each designated prerequisite is met. The dean does not advance a student who fails to complete a designated prerequisite. The dean tracks each student's progress to ensure that prerequisites have been met before advancing the student to the next quarter. By following a prescribed template, requiring that specific classes be taught in a traditional classroom setting, and providing scheduling oversight by the dean, the College ensures that paralegal students meet all program and course requirements, including the 15-quarter unit requirement of traditional classroom instruction.

All students who enter MTI's paralegal studies programs participate in a new student orientation session prior to the beginning of classes. Students learn about the expectations of the program and are introduced to the course management system, the logistics of the program, and the online learning experience in general.

Because students enrolled in the partial online program also attend classes on-campus one night a week, they have access to all of the student support services and resources available at MTI, including access to faculty since many online instructors also teach on-campus. MTI maintains a policy that requires faculty and staff to respond to student inquiries and requests within a 24-hour timeframe ([II.A.01.Ev.12](#)). Also, because open and continuous communication is critical to student success in an online environment, students and faculty are strongly encouraged to communicate with each other and with MTI administrative and support staff via the telephone, email and through face-to-face meetings on-campus ([II.A.01.Ev.9](#)).

In addition to the Paralegal Studies partial online program, several GE courses are now offered online. GE232 Ethics in Society, GE240 Environmental Science and GE251 American History have been offered as an online option since 2018. There are also on-ground options for these classes. Each student is given an orientation which includes the class expectations and procedures on the first evening of class. Once the information has been given, either directly by the instructor or with an online orientation video, students are given a quiz to ensure that they understand the requirements for the course.

The GE online courses mirror on-ground courses in content and the time needed to successfully complete assignments. The lectures are recorded, and students must interact with the lecture by answering discussion questions throughout the lecture. Students have homework and research papers in these classes along with critical thinking exercises. In order to receive attendance for the week, students must complete the assigned lecture for the week. The instructor communicates frequently with the students through the e-learning LMS and email. Students enrolled in the online classes have other on-ground classes and have all of the college's resources available to them ([II.A.01.Ev.10](#)).

MTI College's Distance Education policy defines the students' rights and responsibilities as well as procedures for protecting student privacy. The policy also defines the administration and support of the online/distance education courses ([II.A.01.Ev.11](#)).

Analysis and Evaluation

The College meets the Standard. All course and program offerings, regardless of location or means of delivery, align with the stated mission of the institution. In support of its mission, MTI's instructional programs and support services are designed to help prepare students with the knowledge, skills and confidence necessary for pursuing successful careers. The institution's commitment to student learning is demonstrated through its efforts to understand the needs of its students, provide the curricula and resources that promote student achievement of student learning outcomes (SLOs), and maintain an environment focused on assessment and continuous quality improvement.

2. *(Applicable to institutions with comprehensive reviews scheduled through Fall 2019.¹)*
Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

(Applicable to institutions with comprehensive reviews scheduled after Fall 2019.¹)
Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

Evidence of Meeting the Standard

Department chairs, curriculum specialists, and the campus director ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Curriculum specialists create and oversee the approved curriculum for the College and instructors are asked to use the approved curriculum. If an instructor would like to make a change to the curriculum, the change needs to be approved by the curriculum specialist. This ensures consistency and makes sure that all instructors are providing students with the same standards and expectations. The curriculum specialist is often the department chair. Occasionally, a curriculum specialist is a faculty member who has substantial knowledge about the subject and that curriculum specialist works closely with the department chair to ensure that the curriculum is current and meets generally accepted academic and professional standards and expectations ([II.A.02.Ev.1](#)). The Proposal for Curriculum Development form is a guide that is

¹ The Commission acted to modify the Standard during its January 2018 Board of Directors meeting.

used to determine the level of curriculum development required for a project and is a way that the progress and expectations are met ([II.A.02.Ev.1A](#)).

Syllabi are developed with the department chair's approval and any changes to the syllabi must be reviewed and approved by the department chair. Syllabi are standardized in order to increase consistency and to ensure that students are receiving the training they need in each class. Students receive the syllabi at the beginning of each course. At minimum, the syllabus includes the course description, prerequisites, required textbook(s) and/or materials, SLOs, universal outcomes, method of instruction, method of evaluation and grading, classroom policies, and session-by-session outline ([II.A.02.Ev.2](#)).

MTI College focuses on utilizing delivery modes and teaching methodologies that maximize student learning in an environment that often simulates the workplace. The identification of teaching methodologies is influenced by the specific area of study, the knowledge and skills necessary to be successful on the job, and the expectations and requirements of the employer community. In many cases, learning activities are designed to mirror real-world scenarios to enable students to practice applying the skills and techniques used in the work environment. For example, the Medical Assistant and Phlebotomy programs provide students with opportunities to apply what they learn through lab-based classes and externships ([II.A.02.Ev.3](#)). Information Technology programs include opportunities for students to apply their knowledge and skill to practical technology-related troubleshooting situations commonly seen on the job ([II.A.02.Ev.4](#)). Courses in the Business Administration program require students to analyze case studies in order to determine how to improve a company's performance ([II.A.02.Ev.5](#)). Finally, the Paralegal Studies online courses employ the use of threaded discussions, overviews, in-class assignments, chat rooms, and homework postings ([II.A.02.Ev.6](#)).

Specific instructional methods are chosen based on the learning needs of students, and the program- and course-level student learning outcomes (SLOs). Instructors often include a variety of instructional activities and learning tools to enhance the classroom experience. In addition to didactic lecture course lessons include videos, case studies, scenarios, hands-on, simulations, collaborative discussion questions and practical labs. Since several of MTI's programs maintain industry approvals or lead toward certification and licensure, academic leadership and faculty select the delivery modes and teaching methodologies that best address the needs of students, help them reach specified levels of competency, and prepare them for rigorous industry certification or licensure exams. In addition, some programs such as Medical Assistant, Medical Billing and Coding Professional, Phlebotomy, and Cosmetology include externship or clinic assignments that provide students with the opportunity to work alongside and learn from industry professionals in an actual work setting.

Feedback and training are delivered to faculty through instructor orientation, periodic in-services, town hall meetings, professional development opportunities, department faculty meetings, and the MTI e-learning website. Online instructor training modules are available to faculty and staff 24/7 and include topics such as setting the tone, lesson planning, classroom management, generational differences, learning styles, and outcomes-based grading ([II.A.02.Ev.7](#)). Face-to-face training sessions and meetings provide a forum for open dialog focused on maximizing student achievement and the effectiveness of MTI's learning environment.

Academic department meetings, which occur several times a year, give instructors an opportunity to discuss the relationship between teaching methodologies and student performance on a regular basis. For example, improving student writing in the research papers has been a major focus of the BA2/GE departments and this topic comes up frequently in the department meetings ([II.A.02.Ev.8](#)). The February 2018 Medical Department Meeting had a focus on enhancing lectures ([II.A.02.Ev.9](#)). In January of 2018, many of the faculty in several departments were asked directly about the role of teaching methodologies and student learning. This led to discussions and information about instructor best practices ([II.A.02.Ev.10](#)).

MTI's Paul Mitchell program periodically has trainers from the corporate Paul Mitchell Advanced Academy at the College to ensure that the program is teaching the curriculum properly. This helps the program remain current and effective ([II.A.02.Ev.11](#)).

Master planning is the primary vehicle through which the College conducts its annual cycle of assessment and planning. Master planning goals and action items that are focused on the continuous quality improvement of MTI's instructional programs are derived primarily from the assessment and program review processes. The year-long master planning process involves all departments throughout the College and focuses on the quality of student learning and the efficiency and effectiveness of MTI's programs and institutional processes. Each department identifies between two and five goals or outcomes that it wants to focus on over the year. The department works as a team to develop plans for achieving their objectives and criteria for measuring success. The department then meets several times over the year to assess their progress toward achieving their goals ([II.A.02.Ev.12](#)).

Program review is conducted each year for all academic programs. The review encompasses the planning activities that take place over the year and brings together a variety of data used to help the department evaluate its effectiveness and make recommendations for improvement. SLOs are reviewed, assessment findings are summarized, resources are evaluated, and progress on action items is noted. In addition, survey results, course evaluations, master plan updates and information from the employer advisory boards are evaluated in order to identify opportunities for improvement. All of this information is used to create action items for the next year and these are carried forward to the next master planning cycle ([II.A.02.Ev.13](#)).

The College relies on qualitative and quantitative information to inform decision-making and planning for improvement. Data stemming from assessment activities and program review is collected, analyzed by departments, and documented in assessment reports and the master plan. For targets that are not met, recommendations are made and translated into new goal statements for the next planning cycle. For example, in the ITNA2 2017 program review, goals were created based on the information gleaned from program review and these were incorporated into the master plan for 2018 ([II.A.02.Ev.14](#)).

Many improvements have occurred in the academic programs because of the program review/master plan process. These processes help departments to continuously improve instructional courses and programs through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success ([II.A.02.Ev.15](#)).

The integration of assessment activities, program/departmental review, master planning and budget/resource allocation, has helped establish the master planning cycle as the primary vehicle for driving institutional effectiveness. Combined, these processes focus on promoting student achievement of SLOs and maximizing institutional effectiveness. At the end of the master planning cycle, the *Executive Summary of MTI's Institutional Effectiveness in Program Review, Planning and Student Learning Outcomes* is compiled and distributed to the board of trustees, academic and administrative management, faculty and staff. Findings and results documented in the summary are discussed extensively at the department level and by the academic team. Follow-up activities typically include making curriculum adjustments; addressing identified learning gaps; ensuring that student support services and learning resources meet students' needs; and ensuring that policies, procedures and practices are appropriate and carried out consistently ([II.A.01.Ev.6](#)).

Analysis and Evaluation

The College meets the Standard. All faculty ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Evidence of Meeting the Standard

In support of MTI's mission to prepare students for employment upon graduation, all courses provide students with the opportunity to practice the skills and apply the knowledge they learn in class and offer meaningful feedback regarding students' progress. All courses are outcomes-based and list clear, measurable SLOs on their syllabi. Syllabi are developed with the department chair's approval and any changes to the syllabi must be reviewed and approved by the department chair.

Students receive a syllabus at the beginning of each course at MTI. Paul Mitchell Future Professionals receive their syllabi during the admissions process. At minimum, the syllabus includes the course description, prerequisites, required textbook(s) and/or materials, SLOs, universal outcomes, method of instruction, method of evaluation and grading, classroom policies, and session-by-session outline. Course grades are based directly on evidence supporting student achievement of the stated SLOs, and the syllabus includes a curriculum map that indicates how each SLO is assessed ([II.A.01.Ev.2A](#)).

SLOs are reviewed regularly. SLO review is the first portion of the annual program review ([II.A.02.Ev.13](#)). They are also reviewed by department members before a formal assessment

begins so that faculty has an opportunity to give feedback as to their relevancy and to ensure that there are legitimate assessment tools in place for each outcome. SLO review is also a part of the employer advisory board meetings as employers are asked for their input and feedback as to the effectiveness of the outcomes ([II.A.03.Ev.1](#)).

Assessment results for learning outcomes, for all courses and programs are used to improve programs. Faculty and academic leadership conduct in-depth assessments of each academic program on a regular basis ([II.A.01.Ev.4](#)). Course and program SLOs are assessed every four years with assessment results leading to action items for the following cycle. All program and courses have specific written assessment plans that includes the SLOs, how the SLOs are measured, achievement targets, assessment findings and planned action items for improvement. Course assessments are completed by using the tools and targets described in the individual course assessment plans. Once the course assessments are completed, program assessments are done. Relevant assessment tools from the course-level are used in the program assessment. These are illustrated on the Outcomes and Assessment Map ([II.A.01.Ev.5](#)). The universal and general education outcomes are also assessed every four years as part of the program-level assessment.

With the assistance and cooperation of instructors, assessment data is collected, organized, and analyzed. The data is used in direct comparisons with the achievement targets set at the beginning of the process. After analyzing actual versus target achievement, the assessment results are discussed in department meetings and ad hoc committee meetings to identify inconsistencies and incongruities between course or instructor results. Departments examine sample submissions to identify areas in need of improvement, such as the wording of exam questions, the formats used for assessments, or grading inconsistencies. Findings are documented and form the basis of goals and action items for the next assessment cycle. For example, the Medical Department completed its course and program assessments in 2017 ([II.A.03.Ev.2](#)). The resulting action items were included in the program review in 2017 ([II.A.03.Ev.3](#)) and became action items in the master plan for 2018 ([II.A.03.Ev.4](#)). This institutionally established procedure ensures that there is regular assessment of the outcomes and that there is follow-through on action items that have been developed based on course and program assessments. Course assessments are documented individually and lead to the program outcomes assessments that are summarized by the departments in the program assessment document ([II.A.03.Ev.5](#)).

Program reviews are completed each year and summarize all of the master planning, assessment, and other activities and information pertinent to the department. This information is summarized in the Program Review Updates and Findings form for each department ([II.A.03.Ev.6](#)). The findings from the assessments, program review, and master planning process lead to action items for the next year's cycle.

The institution has structures in place to verify all students receive a course syllabus. In order to ensure that students receive a syllabus, queries have been added to each course evaluation for MTI courses. Department chairs review course evaluations regularly and so they are able to ensure that students are receiving their syllabi. Additionally, there is a question on the annual survey that asks students if they received a syllabus and another question that asks if the instructor went over the syllabus. Results from the 2018 annual student survey showed that 98.18 percent of students received a syllabus during the first class session ([II.A.03.Ev.7](#)).

Analysis and Evaluation

The College meets the Standard. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section, students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard

The College offers two pre-collegiate level1 classes, Computational Math (M101) and English Mechanics (E050). These were added in 2004 and 2010 respectively, to assist students who are capable of succeeding at MTI but could benefit from a review of basic skills. These two classes are non-credit and provided without additional cost to the student, which underscores MTI's commitment to offering resources and support to ensure student success. Often the students who struggle the most with English are the ones who end up dropping from their programs.

In 2009, the executive committee approved the addition of a writing assessment to the admission's testing process. Students are now given a writing assessment test during the admissions process and a rubric is used to grade the assessment ([II.C.07.Ev.3](#)). If prospective students do not score above a certain level, they are not enrolled in school. However, if it is determined that low-scoring students have a good chance of succeeding in the program and are just in need of some remediation, they are scheduled into the English Mechanics (E050) course.

Similar issues with mathematics led to the development of a remedial math course and a skills assessment used to place students in the appropriate level math course. The Computational Math (M101) course was introduced in 2003 and has had a positive impact on students who previously would have struggled.

If it is determined that MTI is a good match and the College can help the student overcome his or her difficulties, the dean, department chair or future professional advisor will work with the student to develop a plan of action and provide the resources and/or support the student needs to succeed. Students who are in English Mechanics (E050) and Computational Math (M101) are automatically reviewed by the dean at the 6-week mark to verify the likelihood of successfully completing the course(s) and the program. If it is determined that MTI is not a good match for the student and the College is unable to help the student succeed, the student's enrollment is cancelled, any student loans that have been disbursed are returned in full, and any outstanding balances are forgiven. The student is considered a provisional drop ([II.C.03.Ev.2](#)). The decision to discontinue a student must be made within the first six weeks of attendance, except where there are extenuating circumstances. It is important to note that MTI's intent is not to provide students with a trial period, but rather to focus on early intervention in order to help at-risk

students, and to understand the challenges students face during the early weeks of school in order to improve student retention.

The pass rate for the E050 class was between 74 and 88 percent over the last few years. In addition, during the same time period, the pass rate for the English Fundamentals (E100) and Healthcare Communications (E105) courses was over 90 percent.

In the years 2014 through 2016, students who took E050 had a rate of between 55 and 60 percent of successfully completing their diploma or first year and students who took M101 had a rate of between 47 and 59 percent of successfully completing their diploma or first year ([II.A.04.Ev.1](#)).

Analysis and Evaluation

The College meets the Standard. The institution offers pre-collegiate level 1 curriculum and distinguishes that curriculum from college level 2 curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Evidence of Meeting the Standard

The campus director, the department chairs, the curriculum specialists, the deans, and the faculty work together to ensure that all courses and programs are appropriate in breadth, depth, rigor, sequencing, and length, and include opportunities for students to synthesize the skills and knowledge gained through their programs. Activities that support this effort include the annual assessment, program review and master planning processes; department meetings; and academic team meetings. The team incorporates feedback and input from the employer advisory boards, Career Services department, and other resources outside the College such as industry consultants, community partners, state licensing agencies, the American Bar Association (ABA), Paul Mitchell Advanced Education, and other academic institutions.

Course content, degree of rigor, methods of instruction, assessments, and grading are dictated by MTI's mission and by student achievement of the SLOs. Each course syllabus includes the objectives of the course, prerequisites, course-level SLOs, and MTI's universal outcomes. Since MTI is an outcomes-based institution, students are required to demonstrate proficiency in the SLOs in order to successfully complete each course. Each course syllabus has a curriculum map that outlines the different ways the SLOs are assessed in the class ([II.A.01.Ev.2A](#)).

Determining the appropriate sequencing and time to completion begins by identifying the skills and competencies necessary for students to successfully achieve the program-level SLOs. These skills and competencies are used to determine the amount of time necessary for students to reach

a sufficient level of achievement, and to identify a logical progression of knowledge and skill development throughout the program. Prerequisites are developed so that basic skills and competencies are achieved before moving on to more advanced levels. Program templates are created and used by the deans to ensure that student schedules follow the recommended course progression, and that prerequisites are met ([II.A.05.Ev.1](#)). The Outcomes and Assessment Map includes matrices for each department that illustrate which courses target introductory, developing or mastery skill levels ([II.A.01.Ev.5](#)). Finally, the annual program review process includes an evaluation of program- and course-level SLOs as well as prerequisites and the sequencing of courses. Changes and updates from program review are incorporated into program templates, course syllabi, and the catalog as needed.

Each course has its credit hours determined by the amount of lecture, lab, and homework time for that specific class. As part of each academic department's annual program review, course lecture, and lab hours are reviewed to ensure that the credit values assigned to each course clearly and accurately reflect the breadth, depth and rigor of the curriculum ([II.A.05.Ev.2](#)).

MTI's academic calendar is based on the quarter system. Unless otherwise noted in the college catalog, MTI determines credit hours using the Carnegie Unit system of measurement. MTI College applies the following definitions when determining credit hours:

- 10 clock hours of lecture with 20 hours of out-of-class work equate to one hour of credit
- 30 clock hours of lab equate to one hour of credit

The College awards course credit based on the student's demonstration of a minimal passing level of achievement of course SLOs. The minimum passing grade for courses at MTI is a D. However, many courses are prerequisites for other classes and it is required that prerequisites must be passed with a C- or better in order to progress to the next level as described in the grading policy ([II.A.05.Ev.3](#)).

All courses are outcomes-based and list clear, measurable SLOs in their syllabi. In support of MTI's mission to prepare students for employment upon graduation, all courses provide students with the opportunity to practice the skills and apply the knowledge they learn in class and offer meaningful feedback regarding students' progress. Course grades are based directly on evidence supporting student achievement of the stated SLOs, and syllabi include curriculum maps that indicate how each SLO is assessed.

As part of the annual program review process, department chairs review lecture, lab and homework hours for each course to verify that the credit hours assigned accurately reflect the make-up of the course. The MTI Curriculum Summary, which is updated annually (January/February), contains course descriptions, course-level SLOs, credit hours, and clock hours (lecture, lab and homework) for each course ([II.A.05.Ev.4](#)).

MTI's commitment to be an outcomes-based institution is evidenced by its focus on SLOs, and the level of dialog that takes place regarding outcomes and assessment. Course-level SLOs are mapped to program-level outcomes as illustrated in the Outcomes and Assessment Map ([II.A.01.Ev.5](#)). This ensures that course curricula and supporting activities facilitate the achievement of program outcomes in accordance with the mission. All courses require students

to demonstrate proficiency with each SLO in order to successfully complete the courses and program.

The College continuously collects data for assessment, planning, and communication purposes. Faculty and academic leadership assess student learning through a variety of means, including course evaluations, outcomes-based grading, assessment process, norming sessions, student surveys, graduate surveys, and the program review and master planning processes. Course and program SLOs are assessed every four years with assessment results leading to action items for the next year ([II.A.01.Ev.4](#)).

All three of the two-year degree programs at MTI have over 90 quarter units. The Business Administration degree program has a total of 90.25 quarter units; the Paralegal degree program has 110.5 quarter units and the ITNA degree program has 114 quarter units. The college catalog lists the number of credits required for each diploma and degree program ([II.A.01.Ev.1](#)).

Analysis and Evaluation

The College meets the Standard. The institution demonstrates the quality of its instruction by following practices common to American higher education and has policies and procedures in place to define these practices. The college follows established criteria to decide the breadth, depth, rigor, sequencing, time to completion, and synthesis of learning of each program it offers.

6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard

MTI College schedules all degree and diploma program courses in such a manner to allow students to complete their program within a period of time consistent with established expectations in higher education. Degree programs take about two years to complete and diploma programs take between eighteen weeks to about a year to complete, depending on the program selected. The college catalog contains program descriptions and SLOs, course listings and descriptions, the length of each class and the time it takes to complete each program ([II.A.01.Ev.1](#)).

There are numerous program offerings throughout the year. Each degree program is typically offered two to three times a year, depending on the enrollment for that program. Diploma and first year program courses are offered every six to twelve weeks.

Determining the appropriate sequencing and time to completion begins by identifying the skills and competencies necessary for students to successfully achieve the program-level SLOs. These skills and competencies are used to determine the amount of time necessary for students to reach a sufficient level of achievement, and to identify a logical progression of knowledge and skill development throughout the program. Prerequisites were developed so that basic skills and competencies are achieved before moving on to more advanced levels.

Program length and content are also influenced by feedback and input from the employer advisory boards, Career Services department, and other resources outside the College such as industry consultants, community partners, state licensing agencies, the American Bar Association (ABA), Paul Mitchell Advanced Education, and other academic institutions.

Scheduling is a major part of the deans' job and is closely tied to ensuring that prerequisites are met, and students are making satisfactory academic progress. The deans provide scheduling options and advice to students who are unable to progress through their programs within the expected time frame. Program templates are created and used by the deans to ensure that student schedules follow the recommended course progression, and that prerequisites are met ([II.A.05.Ev.1](#)). Deans also offer support and guidance to students experiencing academic and/or personal challenges. The deans and the future professional advisor assist students in overcoming behavioral and interpersonal issues that impede their success; create action plans to help guide and motivate students and increase their professionalism and confidence; help students clarify and focus on their immediate academic and personal goals; and refer students to internal and external resources when additional assistance is needed.

Analysis and Evaluation

The College meets the Standard. It schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. The college catalog clearly outlines the program content and length. The scheduling templates used by the deans ensure that the courses are sequenced in a logical fashion. Prerequisites are determined by each department in order to ensure that information is presented to students in a manner that builds upon prior knowledge as needed.

7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

MTI College is committed to helping students achieve their academic goals and demonstrate their ability to apply the knowledge and skill they acquire. In order to help students maximize their learning and demonstrate proficiency in the areas described by the SLOs, the College uses curriculum with delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

MTI instructors are adept at using different instructional approaches to meet the needs of their students. Dialog and training in the academic branch often include discussions centered on improving and expanding teaching methodologies for MTI's programs and courses. Curriculum specialists in each subject area serve as content resources and instructional coaches to provide ongoing support and mentoring for faculty. Feedback from student surveys and course evaluations is also taken into consideration as are the results of the assessment process, master planning and program review.

The “Teach-the-Teacher” orientation and new instructor training emphasize the importance of being aware of students’ learning styles and planning lessons accordingly ([II.A.02.Ev.7.12](#)). Other training opportunities available to instructors include peer observations, team teaching, and coaching sessions with department chairs and/or curriculum specialists. In-class observations conducted by department chairs provide valuable feedback for instructors regarding their instructional techniques and effectiveness in addressing various learning styles.

Knowing that every student is unique, the College Success (B112) ([II.A.07.Ev.1](#)), and Cosmetology Core (C103) courses include a self-assessment that students complete to determine their dominant learning styles ([II.A.07.Ev.2](#)). Students then go on to learn about different learning styles in more detail and how they can affect their ability to absorb and retain information. With this understanding in place, students learn how to apply various strategies to maximize their learning.

The variety of teaching methodologies incorporated into the classroom that are aimed at reaching the learning needs of the diverse and changing needs of students include: lecture, facilitating an activity, hands-on experiences, group work, guided practice, case studies, scenarios, games, guest speakers, and student presentations.

Externship assignments provide students with valuable hands-on experience in actual employment settings. Students apply the knowledge and skills learned throughout the program and demonstrate professionalism while interacting with industry professionals, patients and/or customers. Students perform tasks and procedures under the supervision of a preceptor and receive feedback on their performance. Externships are available for Medical Assistant, Medical Billing, and Phlebotomy students.

The Cosmetology and Barbering programs are designed around stringent State Board of Barbering and Cosmetology standards that require future professionals (students) to perform minimum numbers of practical operations in a clinic setting. Cosmetology learning leaders (instructors) are responsible for assessing the knowledge and skills demonstrated by the future professionals throughout the program. Theoretical knowledge and skill levels are assessed through class participation, assignments and the practical application of skills on the clinic floor and in technical workshops. Theory-based tests are given on a weekly basis, and practical skill grading occurs throughout the week as future professionals work with clients or in the lab. The hands-on instruction that takes place on the clinic floor and in technical workshops helps future professionals to develop their technical skills in haircutting, hair styling, hair color, permanent waving, chemical relaxing, makeup, skin care and manicuring, and pedicuring. Specific grading criteria are used to provide feedback on future professional performance of technical skills. Skill performance on the clinic floor must meet all criteria in order to receive a passing score. If the work does not meet the criteria, the future professional must perform the skill again.

MTI recognizes the importance of bridging the gap between the classroom and the workplace and periodically invites industry professionals as guest speakers to share their knowledge and experience with students ([II.A.07.Ev.3](#)).

Once a quarter, the Paralegal Studies Year Two program invites a panel of guest speakers to speak to third and fourth quarter students on “real world legal experiences.” The panel is part of the Career Workshop for Paralegals (LA260), which is a mandatory class. The panel consists of paralegals from public and private sectors, independent paralegal contractors, and/or attorneys. The majority of the paralegal speakers are also MTI graduates who attest to the value of the skills they learned at MTI. They also offer their perspective on interviewing, recognizing ethical situations, workplace hazards and rewards. A question and answer period follow, addressing specific questions from students ([II.A.07.Ev.4](#)).

Beauty professionals and salon owners – referred to as guest artists – from the surrounding community are invited to speak to Paul Mitchell programs students on a regular basis. Guest artist presentations are scheduled periodically for the day and evening programs. Through presentations and question-and-answer sessions, guest artists share their professional experiences with students, including how they got started in the business. Other topics of interest include an overview of the salon industry, expectations of salon professionals, special services and skills that set one professional apart from the others, and the retail business side of the beauty industry. The presentations also typically include a demonstration of a practical skill or technique on a live model ([II.A.07.Ev.5](#)).

Each course has measurable student learning outcomes that are assessed regularly. The assessments are chosen for each course based on the outcomes and goals of each course. For example, assessments will be very different for barbering, paralegal and medical courses because the skills needed are so diverse. In the Barbering BR400C course, one of the assessments involves the future professional demonstrating proficiency by completing a male shave and haircut while in the Paralegal department’s LA283, Administrative Law class, outcomes are assessed primarily with tests and research projects. Medical department classes, such as MO171 Clinical Assisting, have assessments that include learning hands-on skills such as obtaining vital signs in a patient and preparing patients for a medical exam. Each of these assessments were deemed the most appropriate assessment tools for the content in the classes and are outlined in the course curriculum maps ([II.A.07.Ev.6](#)).

In addition to the on-ground class options, some classes are offered to students online. The online classes are designed to provide students with a quality learning experience. Of course, this changes the mode of lecture delivery. In the online GE courses, lectures are recorded and students answer several discussion questions throughout the lecture as part of a check for understanding as well as participation ([II.A.01.Ev.10](#)). The Online Plus Paralegal Studies online courses employ the use of threaded discussions, overviews, in-class assignments, chat rooms, and homework postings ([II.A.02.Ev.6](#)).

In January and February of 2018, many of the faculty in several departments were asked directly about the different ways that they assess student learning in their classes. Their responses illustrate how instructors use a variety of teaching methodologies and assessments to help increase student success and meet the needs of their diverse student body ([II.A.07.Ev.7](#)). Results from the 2018 annual student survey indicate that students are satisfied with the teaching methodologies they experience at the College ([II.A.07.Ev.8](#)).

Analysis and Evaluation

The College meets the Standard. The institution effectively uses delivery modes, teaching methodologies, and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

Course content, degree of rigor, methods of instruction, assessments, and grading are dictated by MTI's mission and by student achievement of the SLOs. Each course syllabus includes the objectives of the course, prerequisites, course-level SLOs, and MTI's universal outcomes. Since MTI is an outcomes-based institution, students are required to demonstrate proficiency in the SLOs in order to successfully complete each course. Each course syllabus has a curriculum map that outlines the different ways the SLOs are assessed in the class ([II.A.02.Ev.2](#)).

At the course-level, assessment tools such as research projects, tests, writing assignments, projects, and skills assessments are used to measure student mastery of SLOs. These assessment tools are developed by curriculum specialists and faculty. The assessments are evaluated by all instructors who use them. Students have an opportunity to evaluate assessments in the course evaluations ([II.A.08.Ev.1](#)). All courses have clearly stated, measurable SLOs, and all assignments and assessments included in the course curriculum are designed to facilitate and measure student learning. During the assessment cycle, large samples of completed assessments are reviewed and analyzed by the department to see if there are areas of particular concern. Assessment tools or instructional areas that are in need of improvement become the focus of action items in the next master planning cycle. Additionally, MTI's academic departments hold regular faculty department meetings to provide academic leadership and faculty the opportunity to share important feedback and hold an open dialog focused on the continuous improvement of the curriculum and supporting assessments.

Many courses benefit from the use of rubrics for grading assignments. As an example, General Education and Business Administration Year Two courses use research papers as the main assessment tool. The papers are graded using rubrics that cover all of the outcomes in the class. The assignments have been designed so that when the papers are done well, they contain evidence of the student's understanding of the outcomes and offer proof that the student has reached an acceptable level of proficiency. The use of rubrics helps instructors increase their consistency in grading, which in turn helps students improve their writing ([II.A.08.Ev.2](#)).

Test bias is minimized in several ways. Curriculum specialists and faculty develop tests that are appropriate for measuring students' knowledge, competency levels and mastery of the SLOs. Tests are reviewed and adjusted as appropriate based on faculty input and student performance and feedback. To ensure consistency and minimize biases, the same tests are typically used for

all students taking a particular class. During the course and program assessments, courses are evaluated for test bias by using a guide that gives specific examples of how a test could show bias. After the test is reviewed by the department, it is revised if any possible bias has been identified ([II.A.08.Ev.3](#)). For example, in the 2015 assessment of the M110 Mathematics in Business class, the Math department found that, when the M110 tests were reviewed that, while they were not necessarily biased, there were some outdated technologies mentioned in the tests. As a result, the tests were updated to reflect current, common technology ([II.A.08.Ev.4](#)).

While not considered program exams used to measure student achievement of SLOs, the practice tests administered in the Test Pass Assurance (TPA) program serve as strong indicators of student learning success and readiness to pursue certification/licensure. TPAs are in place for the information technology and healthcare programs. As part of the program, students are given practice tests and offered coaching. The TPA practice tests are developed or selected to match the concepts and skills on the actual certification tests. For the Paul Mitchell program, the Mock Board is similar to the TPA in that it prepares students for the State of California Board of Barbering and Cosmetology licensing exams ([II.A.08.Ev.5](#)).

If a student feels that he or she has already mastered the SLOs in a particular class, he or she may have the option to test out of the class depending on whether that class has an approved test-out. When a student tests out of a class, his or her knowledge and skills are assessed based on the objectives and outcomes of the class. Test-out exams can be taken any time prior to the beginning of a class or within one week after the first day of class (for six-week classes), or two weeks after the first day of class (for twelve-week classes). A student who passes a test-out exam receives an “A” grade for the class. No monetary credit is provided for passing a test-out exam. Not all classes are eligible for test-out ([II.A.08.Ev.6](#)).

If a student has taken a comparable course at another institution, he/she may be able to receive credit for that course. To transfer credits from another college to MTI, the student must provide official or unofficial transcript(s) from prior institutions for initial evaluation. The admissions advisor gives the Transfer of Credit Checklist and the transcripts to the academic officer (AO) who reviews the initial transcripts to see if there are credits eligible for transfer. To determine whether a course is acceptable for credit, the AO looks at the course content and/or SLOs, grades, and course level. If these elements are comparable to the MTI course(s), then credit may be granted. Special conditions may apply to program-specific classes, general education classes and skills-focused first-year classes. The college reserves the right to accept or reject any or all credit hours earned at other collegiate institutions ([II.A.08.07](#)).

Analysis and Evaluation

The College meets the Standard. Through ongoing review and evaluation, the College validates the effectiveness of examinations and assessments in measuring student learning and minimizes test biases.

9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard

MTI College awards course credit based on the student's demonstrated level of achievement of the course student learning outcomes (SLOs). Because MTI's mission is focused on preparing students for employment upon graduation, courses include opportunities for students to practice the skills and apply the knowledge they learn in class and receive meaningful feedback regarding their progress. All courses are designed around clearly stated, measurable SLOs and use an outcomes-based system of grading. All course syllabi include the course-level SLOs and a curriculum map that shows how student proficiency is assessed for each outcome. Students demonstrate proficiency by participating in class, completing assignments, and demonstrating an understanding of the SLOs through the quality of their work and their performance on exams, projects and other assessments as outlined in the syllabi ([II.A.02.Ev.2](#)). Ultimately, the grade a student earns for a class is based directly on the student's achievement of the SLOs.

At the course-level, assessment tools such as research projects, tests, writing assignments, projects, and skills assessments are used to measure student mastery of SLOs. These assessment tools are developed by curriculum specialists and faculty. The assessments are evaluated by all instructors who use them and by the students themselves. All courses have clearly stated, measurable SLOs, and all assignments and assessments included in the course curriculum are designed to facilitate and measure student learning. During the assessment cycle, large samples of completed assessments are reviewed and analyzed to see if there are areas of particular concern. Assessment tools or instructional areas that are in need of improvement become the focus of action items in the next master planning cycle.

Course-level SLOs are mapped to program-level outcomes. This ensures that course curricula and supporting activities facilitate the achievement of program outcomes in accordance with the mission. All courses require students to demonstrate proficiency with each SLO in order to successfully complete the courses and program. Outcomes-based grading is used to evaluate student performance, and assessment tools include rubrics, research projects, case studies, presentations, practical application situations, and examinations.

The College awards diplomas and degrees based on student achievement of the program's SLOs. MTI's SLOs are interrelated. Direct links exist between the mission statement, universal outcomes, general education (GE) outcomes, and program- and course-level SLOs. MTI's course-level outcomes support the achievement of program-level outcomes, universal outcomes, and general education outcomes (where applicable). Further, the general education outcomes and universal outcomes support the achievement of MTI's program-level outcomes. Finally, the program-level outcomes support the achievement of MTI's mission.

The Outcomes and Assessment Map is a comprehensive interactive tool that shows the relationships between programs, courses and outcomes in greater detail. The map is available to

MTI faculty and staff on the MTI e-learning website (elearning.mticollege.edu), and is used to help ensure that all program outcomes are being met across the curriculum ([II.A.01.Ev.5](#)).

When a new program is being developed, the program outcomes, which are a summation of what students learn in the program, are developed by determining how the program fits within the institution's mission, comparing the program to those offered at other institutions, obtaining input from faculty and curriculum specialists, and obtaining input from the employer advisory board and other external resources. The program outcomes are listed in the college catalog ([II.A.01.Ev.1](#)).

Each course has its credit hours determined by the amount of lecture, lab, and homework time for that specific class. As part of each academic department's annual program review, course lecture and lab hours are reviewed to ensure that the credit values assigned to each course clearly and accurately reflect the breadth, depth and rigor of the curriculum ([II.A.05.Ev.2](#)).

MTI's academic calendar follows the quarter system, and unless otherwise noted in the college catalog, course credit is determined using the Carnegie Unit system of measurement. When determining credit hours, the College applies the following definitions:

- 10 clock hours of lecture with 20 hours of out-of-class work equate to one hour of credit
- 30 clock hours of lab equate to one hour of credit

The College awards course credit based on the student's demonstration of a minimal passing level of achievement of course SLOs. The minimum passing grade for courses at MTI is a D. However, many courses are prerequisites for other classes and it is required that prerequisites must be passed with a C- or better in order to progress to the next level ([II.A.05.Ev.3](#)).

If a student feels that he or she has already mastered the SLOs in a particular class, he or she may have the option to test out of the class depending on whether that class has an approved test-out. When a student tests out of a class, his or her knowledge and skills are assessed based on the objectives and outcomes of the class. Test-out exams can be taken any time prior to the beginning of a class or within one week after the first day of class (for six-week classes), or two weeks after the first day of class (for twelve-week classes). A student who passes a test-out exam receives an A grade for the class. No monetary credit is provided for passing a test-out exam. Not all classes are eligible for test-out ([II.A.08.Ev.6](#)).

To receive MTI College credit for courses taken at another institution, students must demonstrate that they have achieved the SLOs for the MTI course. In many cases, completion of a comparable course at an accredited institution is sufficient to demonstrate these skills. It is MTI's policy to accept comparable credit hours earned in courses taken at accredited institutions provided that a grade of 2.0 (C) or above was earned ([II.A.08.Ev.7](#)).

Analysis and Evaluation

The College meets the Standard. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard

MTI's mission dictates that graduates entering the workforce should be fully prepared with the knowledge, skills, and confidence necessary to support their success. One way that MTI assures student success both in the classroom and on the job is by being an outcomes-based institution. Thus, in order to receive MTI College credit for courses taken elsewhere, students must demonstrate that they can perform the outcomes or skills associated with the MTI class.

MTI's Transferability-of-Credit policy is published in the college catalog, which is provided to prospective students as part of the admissions process ([II.A.01.Ev.1](#)). In terms of transferring credits from MTI to other colleges, the policy emphasizes that the transfer of credits is entirely up to the receiving college. MTI does not promote or guarantee that its credits will be accepted by another postsecondary institution; however, it has been MTI's experience that other vocation-oriented colleges accept many of MTI's credits.

Due to the nature of MTI's mission, the College is not a transfer-oriented institution. Because of this, the College does not track student transfer to four-year colleges/universities. MTI has articulation agreements with California State University Sacramento (CSUS), Golden Gate University, and Brandman University (formerly Chapman University College). Additionally, MTI maintains a relationship with Lincoln Law School, which is one of the few law schools whose entrance requirements extend to an Associate in Arts degree ([II.A.10.Ev.1](#)).

To receive MTI College credit for courses taken elsewhere, the nature, content, SLOs and level of credit must be comparable to the MTI course. It is the policy of MTI College to accept comparable credit hours earned in courses taken at accredited institutions provided that a grade of 2.0 (C) or above was earned. Transfer credit hours that are more than ten years old generally are not accepted. Students may not transfer credit for courses taken at another institution and also receive credit for the same course taken at MTI College. The transfer of credit units to the College for a degree program cannot exceed 50 percent of the program's total credit-hour content. However, students with a college degree (associate degree, or higher) or substantial college credit may be eligible to bypass the first year of the degree program, even in cases where credits exceed 50 percent of the program's total credit hours. For a diploma program, no more than 15 credit hours may be accepted as transfer credits. Because the academic calendar is based on the quarter system, the conversion of clock hours to credit hours is 10 clock hours of lecture or 30 clock hours of lab for every hour of credit. Unless indicated otherwise, the College uses the Carnegie System for measuring of academic credit ([II.A.08.Ev.7](#)).

To transfer credits from another college to MTI, the student must provide official or unofficial transcript(s) from prior institutions for initial evaluation. The admissions advisor gives the Transfer of Credit Checklist and the transcripts to the academic officer (AO) who reviews the

initial transcripts to determine which credits could be accepted. To determine whether a course is acceptable for credit, the AO looks at the course content and/or SLOs, grades, and course level. If these elements are comparable to the MTI course(s), then credit may be granted. Special conditions may apply to program-specific classes, general education classes and skills-focused first-year classes. The college reserves the right to accept or reject any or all credit hours earned at other collegiate institutions. Results from the 2018 new student surveys indicate that 80.51 percent of the respondents understand MTI College's policy on transferring credits ([II.A.10.Ev.2](#)).

Analysis and Evaluation

The College meets the Standard. It makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses.

11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

As a college that awards diplomas and degrees that are vocationally oriented, MTI has a mission that centers on helping students achieve the knowledge, skills, and confidence necessary to be successful in specific fields of employment. As a result of the institution's master planning process and the commitment of its faculty and staff, one hundred percent of MTI's programs and courses, including general education, have defined student learning outcomes (SLOs) with ongoing assessments in place.

SLOs are developed at the department level and reviewed each year. Instructors provide feedback and input into the continuous improvement of curriculum, courses, and programs. The employer advisory boards provide input on the scope and content of programs and courses, and the relevance and appropriateness of the program- and course-level SLOs and assessments.

The Outcomes and Assessment Map is a comprehensive interactive tool that shows the relationship between outcomes at the program, universal (institutional), and course-levels. The map contains the following information for each program, where applicable:

- Program Objective
- Program Description
- Program-level SLOs and target achievement levels by course
- Universal SLOs and target achievement levels by course
- Course-level SLOs
- Program-level Assessment Plan

- Course-level Assessment Plan
- General Education Philosophy
- General Education SLOs and target achievement levels by course
- General Education Assessment Plan

[\(II.A.01.Ev.5\)](#)

Program-level SLOs summarize the knowledge and skills students are expected to be able to demonstrate upon completion of their programs. Universal outcomes are MTI's institutional-level outcomes. They represent the knowledge and skills that apply to all students, regardless of their major. Universal outcomes are threaded throughout each program and appear interspersed with the course-level SLOs ([II.A.01.Ev.2](#)). Course-level SLOs inform students about what they can expect to know and be able to do upon completion of the course. Together, the SLOs from each of the courses in a degree program support student achievement of the program, universal and general education SLOs.

All of MTI's programs include program-level outcomes, universal outcomes and course-level outcomes. In addition, because degree programs include a general education component, they include an additional set of GE-specific outcomes. GE outcomes promote lifelong learning and help students develop the critical reasoning and effective communication skills necessary to understand and appreciate the world around them.

Upon successful completion of MTI's GE courses, students are expected to demonstrate proficiency in the following:

- Written communication skills;
- Oral communication and presentation skills;
- Problem solving and critical thinking skills;
- Appreciation for diversity;
- Civic responsibility and ethical behavior;
- Metacognition skills (awareness and understanding one's thinking and cognitive processes);
- Learning strategies necessary to keep current in the profession and become a lifelong learner;
- Ability to use the technology common to the current business environment;
- Interpersonal skills;
- Computational skills.

[\(II.A.11.Ev.1\)](#)

MTI's GE component includes a comprehensive set of SLOs that help students develop the capability to be productive individuals and lifelong learners. Many GE courses incorporate the following basic SLOs in their classes in addition to subject area specific SLOs:

Expected Student Learning Outcomes

In relation to the concepts and topics learned in this class, students will be able to:

1. **Demonstrate written and verbal competence:** Students will use appropriate language, grammar, punctuation, conventions, organization, supporting evidence, and content to effectively communicate verbally and in writing for the intended purpose and audience.
2. **Demonstrate information competency:** Students will acquire, analyze, interpret, and integrate information using appropriate sources including library and internet resources, employing appropriate technology to assist with these processes, and understanding the social and ethical implications of information use and misuse.
3. **Use Critical Thinking Strategies:** Students will demonstrate the ability to identify an issue or problem, gather and analyze data and alternative points of view, and develop informed conclusions/solutions.
4. Model behavior that reflects confidence, competence, and professionalism.
5. Apply the methods and materials of research to write a high-quality research paper using MLA format. ([II.A.11.Ev.2](#))

Additionally, there are core classes that diploma and degree students take that incorporate these different categories. For example:

- M110 Math in Business and MO111 Medical Math have several outcomes related to quantitative competency.
- DA104 Essential Computer Concepts has outcomes related to information competency.
- E100 English Fundamentals, E105 Healthcare Communications, B112 College Success, MO112 The Healthcare Professional, and B122B Career Prep have outcomes related to communication competency.
- B112 College Success and MO112 The Healthcare Professional have outcomes related to analytic inquiry skills.
- B122A Career Prep has outcomes related to ethical reasoning as well as outcomes related to engaging diverse perspectives.

([II.A.11.Ev.3](#))

In the 2018 annual student survey, respondents were asked to indicate their level of satisfaction with the way MTI is preparing them in the following areas, which are closely tied to the GE and universal outcomes:

	Satisfaction Level
Using a computer for work-related tasks	84.6%
Working effectively as a member of a team	88.0%
Creating and delivering public presentations	74.7%
Working independently	88.0%
Developing professional attitudes and behaviors	90.4%
Learning to be accountable for my work product	91.1%
Developing strong customer service skills	82.9%

Communicating with others in the work setting	89.0%
Developing an openness to opinions other than my own	88.0%
Learning about professional ethics in my chosen field	90.4%

[\(II.A.11.Ev.4\)](#)

Written and verbal communication skills are critical outcomes that appear throughout the GE curricula. Students must demonstrate writing proficiency in order to successfully complete their GE courses. The English Composition (GE201) course is a prerequisite to all other GE courses. This course is designed to help students develop and practice the writing and analytical skills necessary for academic success. Emphasis is placed on the writing process, research methods, documentation, argumentation, critical thinking, and writing in response to prompts [\(II.A.11.Ev.2\)](#). In addition, throughout the GE courses, emphasis is placed on the preparation and delivery of oral presentations.

Research and information competency are two important components in all GE courses. The research component promotes students' ability to acquire knowledge through research and become lifelong learners. Students engage in research, using academic sources such as EBSCOhost, and learn to analyze sources, compile and analyze research results, and write papers based on their findings. Students also learn to use technology efficiently and effectively in support of their academic activities. Students conduct online research to write research papers, and they also create and deliver presentations.

Scientific and quantitative reasoning, problem-solving and critical thinking are emphasized in Environmental Science (GE240), and Statistics (GE261). The environmental science course teaches students methods of scientific inquiry. Students analyze current environmental issues to determine their impact on human health and biodiversity. The statistics course is designed to acquaint students with basic statistical tools used in descriptive and inferential statistics. The course focuses on statistical analysis and application of concepts. Students learn to describe sets of data and use the data in a variety of statistical applications related to business, education, and science. In addition, they learn to apply techniques to solve problems using probability, random variables, and probability distributions. Students learn to make inferences about populations of interest using confidence intervals and hypothesis testing, and they learn to make valid forecasts based on linear regressions. The GE syllabi outline the outcomes, assessment tools and expectations [\(II.A.11.Ev.2\)](#).

Civic responsibility, ethical behavior, and an appreciation of diversity is integrated into the GE courses. Ethical reasoning is a primary focus of the GE232 Ethics in Society course. Several GE Level Courses have SLOs related to diversity:

GE Course	Student Learning Outcome Related to Diversity
GE232 – Ethics in Society	Analyze the role that diversity plays in ethics
GE240 – Environmental Science	Demonstrate an understanding of biodiversity and the interrelationships between different species and the environment.
GE251 – American History	Students will evaluate the contributions of diverse individuals and groups to the richness of the American experience.

Analysis and Evaluation

The College meets the Standard. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

- The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

MTI offers a variety of general education (GE) courses that allow students to develop knowledge and competencies in selected areas of study that support the MTI mission and meet accreditation standards.

MTI's GE philosophy describes the purpose and focus of its general education courses. The philosophy is published in the college catalog ([II.A.12.Ev.1](#)) and on all GE course syllabi ([II.A.11.Ev.2](#)).

MTI'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 prepare students to be productive and participatory members of society. MTI 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.

MTI's general education (GE) curricula are designed to provide students with the opportunity to develop knowledge and competencies in major areas of study that are relevant to students' future careers and to MTI's mission. As such, the College selected humanities over fine arts because it is better suited to the institution's mission of preparing degree students for employment in the fields of business, law, and technology. MTI's GE courses are divided into the following categories: Communications, Computation, Humanities, Social Science, and Natural Science. The courses include the following:

- Communications
GE201 English Composition
- Computation
GE261 Statistics
- Humanities
GE251 Contemporary American History
- Social Science
GE230 Fundamentals of Economics
GE232 Ethics in Society
GE234 American Government
- Natural Science
GE240 Environmental Science

[\(II.A.12.Ev.1\)](#)

All three of the degree programs (ITNA, Paralegal and Business) take the following GE courses:

- GE201 English Composition
- GE261 Statistics
- GE251 Contemporary American History
- GE232 Ethics in Society
- GE240 Environmental Science

In addition to these five GE courses, the Paralegal Studies degree program includes an American Government (GE234) course and the Business Administration degree program includes a Fundamentals of Economics (GE230) course as part of those programs' GE course requirements.

With the exception of the Paralegal Studies Year One program, GE courses are typically taken in the second year of a degree program. The first year of a degree program typically focuses on strengthening students' basic writing, computational, analytical, and technology skills. Creating a strong foundation during the first year helps prepare students to be successful in the second year, which focuses on advanced courses in their field of study. Further, because GE courses are rigorous, require strong writing skills, and include a research component; students benefit greatly from developing a strong academic skillset prior to beginning their second year.

GE courses are designed around comprehensive learning outcomes that allow students to demonstrate an understanding of the basic content and methodology of the following major areas of knowledge: humanities and fine arts, natural sciences, and social sciences. Degree students complete between 21.25 and 25.25 units of general education.

All GE courses employ outcomes-based grading, which requires students to demonstrate mastery of the course SLOs in order to receive course credit. The SLOs are listed on the course syllabus, and students' grades are based directly on their demonstrated level of proficiency. Students acquire knowledge and demonstrate learning through a variety of means. With the exception of Statistics (GE261), all GE courses require a research paper. Research is introduced in the English Composition (GE201) course which is a prerequisite for the other GE courses. Students learn to use library resources and internet databases, like EBSCOhost, to conduct academic research on specific topics. The research papers are designed so that evidence of students' understanding of the outcomes is apparent as they are designed to include most of the outcomes in the class. The papers are graded using a rubric that covers most of the outcomes in each class and clearly outlines expectations for students. Students also develop their presentation skills through formal and informal class presentations. Additionally, students demonstrate their knowledge and understanding through tests and quizzes that are developed by curriculum specialists and faculty.

MTI follows a four-year cycle of assessment for its academic programs and courses. During the assessment cycle, each department develops its own assessment plan. Target goals are set, data is collected, and the actual results are compared against the targets. Recommendations are made based on the results of the analysis and are used to inform decision-making and planning for the next year's master planning cycle. The GE courses were last assessed in 2016 and several action items were developed for the next year's master plan cycle ([II.A.12.Ev.2](#)).

When developing, reviewing or updating a GE course, the curriculum specialist researches courses offered at other community colleges, including course standards and prerequisites, SLOs and objectives, rigor, depth, and breadth. MTI's GE courses are reviewed annually as part of the program review process. In addition, the department chair holds regular faculty meetings to share feedback about the program, review and update learning outcomes, and work on master planning. Instructors who are assigned to teach the course are also asked for input on the course SLOs and are asked to review them on a regular basis ([II.A.12.Ev.3](#)).

Analysis and Evaluation

The College meets the Standard. It requires of all of its degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog and on GE syllabi. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the humanities, the sciences, mathematics, and social sciences.

13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

In support of its mission to provide students with the knowledge, skills and confidence necessary for pursuing successful careers, the College offers degree programs that are focused on a single primary area of inquiry and are built on an established set of courses with clearly stated and measurable student learning outcomes (SLOs) intended to prepare students for specific aspects of their future careers. All degree programs also include a general education component that promotes lifelong learning and helps students develop the critical reasoning and effective communication skills necessary to understand and appreciate the world around them. MTI offers two-year associate-level degree programs in Business Administration (A.A.), Paralegal Studies (A.A), and Information Technology Network Administration (A.A.S). All degree programs include focused study in at least one area of inquiry built upon a foundation of introductory and general education coursework.

MTI's Paralegal Studies degree program is one of a select group of paralegal programs approved by the American Bar Association. The first year of the program is comprised of broad-based general education courses in five areas of study, an introduction to legal terminology and procedures, and a technology course using the Microsoft Office Suite products. The focus of the first year is to prepare students for entry-level employment in various legal administrative capacities. Courses in the second year of the program emphasize legal writing and analysis, the civil litigation process, and major areas of substantive and procedural law. During the second year, students take more than 40 quarter units (more than 500 hours of instruction) in paralegal and legal-specific instruction.

The Business Administration degree program helps students develop general administrative skills as well as a diversified background in business management principles. The first year of the program prepares students for employment in entry-level positions in office administration. It also provides the foundation for a chosen emphasis that will enhance the student's skills in business administration. Upon completion of the first year, students possess a solid foundation in the Microsoft Office Suite products and in business communications. The second year introduces the specific business administrative courses that make up the core of the degree. Students who complete the Business Administration degree program will be prepared to apply concepts in management, marketing, human resources, and finance. Throughout the two-year program, students take 24 units of upper-level business classes (240 hours of instruction) in addition to their first-year interdisciplinary core and general education courses.

The Information Technology - Network Administration (ITNA) degree program is designed to prepare students for careers in system administration. During the first year, students become proficient utilizing desktop operating systems and various office applications commonly used in today's market. Students also focus on fundamental networking concepts as well as developing skills necessary for troubleshooting and supporting hardware and software related issues. During

the second year, students focus on developing skills to effectively plan, implement, maintain, and support systems in a wide range of computing environments using Microsoft Windows Server. Students develop an understanding of the design, implementation, and administration of LANs utilizing Microsoft technologies. Students are introduced to the Microsoft Windows Server operating system including experience with Windows PowerShell and virtualization with Hyper-V. Classes use Microsoft and CompTIA approved curriculum that is designed to help students prepare for the CompTIA Security+ and Network+ certifications and the rigorous Microsoft Certified Solutions Associate (MCSA) exams. Students in the ITNA degree program dedicate more than 75 percent of their clock hours during the second year (500 hours, 40.5 quarter units) exclusively to ITNA curriculum. ([II.A.13.Ev.1](#))

Each degree program has program-level outcomes that are introduced, developed and mastered throughout the program as students are given the opportunity to apply the skills they have learned, and increase their understanding of the theories and practices in the program and these are illustrated in the matrices that were developed for the Outcomes and Assessment Map ([II.A.13.Ev.2](#)).

Analysis and Evaluation

The College meets the Standard. Each of MTI's degree programs focus on one area of inquiry. The identification of specialized courses in the area of inquiry is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

It is the mission of MTI College to prepare its students with the knowledge, skills, and confidence necessary for pursuing successful careers. As an outcomes-oriented institution that offers terminal occupation degrees and diplomas, MTI's programs are designed to promote the demonstrated achievement of technical and professional competencies desired by employers. All programs and courses are designed around clearly stated, measurable student learning outcomes (SLOs) and the College understands the value of industry certification and licensure in terms of validating an individual's knowledge and skills and obtaining employment. MTI currently offers several programs designed to prepare students for vocational licensure or certification. These range from cosmetology and barbering licensure, to phlebotomy certification to Comptia A+, Network+ and Security+ certification ([II.A.14.Ev.1](#)).

Program outcomes are developed with the participation and input of faculty and resources outside the College, such as advisory boards, medical externship sites, industry and State of California certification requirements, the American Bar Association, Microsoft, CompTIA, and Paul Mitchell Advanced Education. Student learning outcomes at the program- and course-levels are reviewed annually as part of the program review process. The program review process

includes an examination of the progression of courses throughout each program and a review of how SLOs are distributed and measured throughout the curriculum. Assessing student achievement of SLOs is the major and ongoing focus of the academic branch.

MTI assures its cosmetology, barbering and phlebotomy students meet employment standards and are prepared for certification and licensure. Because its cosmetology, barbering and phlebotomy programs prepare students for State-certification or licensure, the College is required to maintain state-approval in order to offer the programs to the public. In both cases, the initial approval process was extensive and required MTI to submit comprehensive applications to ensure the College and the program met State regulations and requirements.

The Cosmetology and Barbering programs are designed around the education and licensing requirements set forth in the Barbering and Cosmetology Act (Chapter 10 of Division 3 of the Business and Professions Code) and the State of California Board of Barbering and Cosmetology Regulations. State regulations require Cosmetology program students to complete no less than 1600 clock hours of technical instruction and perform a minimum number of practical skills in the art of cosmetology. The State requirement for the Barbering program is 1500 hours. Because the regulations are specific and prescriptive, MTI's program content and student learning outcomes (SLOs) are based primarily on the State's training and certification requirements ([II.A.14.Ev.2](#)). In addition to the State Board minimum requirements, Paul Mitchell offers the opportunity to complete the Honors Program and qualify for the Dean's List ([II.A.14.Ev.3](#)).

MTI offers Test Pass Assurance (TPA) programs for its certification and licensure programs including cosmetology and barbering. It is a significant value not offered at other cosmetology or barbering schools. As part of the cosmetology and barbering programs, all future professionals (students) participate in the TPA program at no extra charge. The TPA program helps future professionals prepare to sit for the California Board of Barbering and Cosmetology licensing exams and increases their likelihood of attaining licensure ([II.A.14.Ev.4](#)).

MTI's Phlebotomy program is designed around the laws and regulations that govern the licensure of clinical laboratory personnel outlined in the California Code of Regulations (CCR) and requirements set forth by the California Department of Health Services, Laboratory Field Services Branch. State regulations require students to complete no less 40 hours of didactic classroom instruction and a 40-hour hands-on externship in a laboratory or clinical setting. Due to the prescriptive nature of the State's regulations, MTI bases its phlebotomy curriculum and SLOs on the training and certification requirements for State-certified phlebotomists. However, in order to ensure students have sufficient time to develop the knowledge, skills, and the confidence to perform the duties of a certified phlebotomist, MTI has increased the length of didactic instruction to 60 hours. MTI's 40-hour externship meets the State requirement. Changes made to the Phlebotomy program curriculum, schedule, instructional staff, or location must be pre-approved by the Department of Health Services, Laboratory Field Services Branch prior to implementation ([II.A.14.Ev.5](#)).

The 40-hour phlebotomy externship provides students with valuable hands-on experience in a clinical lab setting. Students apply the knowledge and skills learned throughout the program and demonstrate professionalism in their interactions with healthcare professionals and patients. Under supervision, students perform and document a minimum of 50 blood draws and a

minimum of 10 skin punctures on a variety of patients, as required by the State of California. Students who successfully complete MTI's Phlebotomy program and pass the NCPT (Nationally Certified Phlebotomy Technician) certification exam meet the educational requirements to apply to the State to become a Certified Phlebotomy Technician I (CPT1) ([II.A.14.Ev.6](#)).

The Medical Billing and Coding Professional program helps students become adept in translating information from patient medical records using CPT, HCPCS and ICD-10 coding standards to provide evidence of medical necessity. Students learn to accurately create, read, understand, and maintain medical records; and use medical practice management software applications to competently perform the medical billing and coding process. Students who successfully complete the program may sit for the Certified Coding Assistant (CCA) or Certified Medical Reimbursement Specialist (CMRS) certification exams. In order to help medical students prepare for their certification exams, Test Past Assurance (TPA) classes have been added to the curriculum ([II.A.14.Ev.7](#)). Additionally, students in the MBCP program have a 160-hour externship that is designed to help them apply what they have learned in the classroom to a real-world environment ([II.A.14.Ev.8](#)).

The Medical Assistant program prepares students for employment in a variety of medical settings including doctors' offices, clinics, and other healthcare environments. The program offers comprehensive training in administrative, clinical, and laboratory procedures and includes a 160-hour externship in an ambulatory healthcare setting where students gain valuable practical hands-on experience ([II.A.14.Ev.9](#)). Throughout the program, students build a foundation in medical terminology, anatomy and physiology, pharmacology, and the proper protocols and procedures used in clinical and laboratory environments. Students also study front-office practices including coding and billing procedures, patient relations, and medical law and ethics. The MA students also have a TPA class to help them prepare for the certification test ([II.A.14.Ev.10](#)). Successful completion of the program helps prepare students to sit for the California Certified Medical Assistant (CCMA) or National Certified Medical Assistant (NCMA) certification exam.

MTI's Paralegal Studies program is a two-year Associate in Arts degree program complies with California law that mandates education and training requirements for the paralegal profession, which states in part,

... A paralegal shall possess at least one of the following: (1) A certificate of completion of a paralegal program approved by the American Bar Association. (2) A certificate of completion of a paralegal program at, or a degree from, a postsecondary institution that requires the successful completion of a minimum of 24 semester, or equivalent, units in law-related courses and that has been accredited by a national or regional accrediting organization or approved by the Bureau for Private Postsecondary and Vocational Education...

(California Business and Profession Code § 6450 (c)(1-2))

Being ABA-approved, MTI's Paralegal Studies program is designed around specific criteria prescribed by the ABA. Throughout the program, students demonstrate their knowledge and abilities in the areas of legal research, legal writing and analysis, the civil litigation process, and

the major areas of substantive and procedural law. The program culminates in an Advanced Legal Writing Practicum (LA500), which simulates a legal office environment where students perform the duties of a paralegal under the direction of a supervising attorney or paralegal (the instructor). Students apply their knowledge of substantive areas of law and their advanced research and writing skills to assignments based on a variety of legal problems for hypothetical clients. Students compile portfolios of their work and a trial notebook, which are evaluated at the end of the term by the instructor. Feedback on students' demonstrated performance in LA500, which is a capstone course, is shared with the department chair in order to make improvements to curricula throughout the program. The Paralegal Studies program is subject to a complete program review by the ABA every seven years. The last review occurred in August 2015. The site visit was in May 2017, and the program was reviewed, assessed, and re-approved by the ABA in November 2017 ([II.A.01.Ev.8](#)).

MTI offers information technology programs that prepare students for employment as computer technicians and systems administrators. The programs are designed around the Microsoft Solutions Associate (MCSA) and CompTIA A+, Network+, and Security+ certification requirements. Course curriculum and SLOs are based on the technical competencies required to successfully pass the rigorous Microsoft and CompTIA certification exams. Throughout the technology programs, students demonstrate their knowledge and skills through practical hands-on lab projects, research assignments, lab simulations, and practice exams. As part of the Test Pass Assurance Program (TPA), students demonstrate their readiness to take the Microsoft and CompTIA certification exams ([II.A.14.Ev.11](#)) ([II.A.14.Ev.12](#)).

Indicators used to evaluate MTI's effectiveness in helping students develop technical and professional competencies include job placement data, instructor grading data, assessments, student performance in practicum/capstone courses and externships, and industry certification and licensure pass rates ([II.A.14.Ev.13](#)). The College ensures its SLOs are aligned with industry-defined technical and professional competencies by soliciting input directly from employers and through the employer advisory boards, and other industry resources. End-of-program surveys provide feedback regarding the value of MTI's coursework in preparing graduates for their current positions. The medical externship coordinator conducts regular visits with externship sites to solicit feedback regarding student preparedness and competency. The Career Services department analyzes placement statistics and trends, and shares this information with the campus director, and the department chairs who use it to guide decision-making regarding improvements to programs, courses, and methodologies. In 2018, 91 percent of MTI's graduates obtained training-related employment. This rate represents the percentage of graduates actively looking for work and who are placed in jobs, or secure employment on their own, in or related to their field of study ([II.A.14.Ev.14](#)).

The College relies on the assistance of its employer advisory boards and the Career Services department for input on industry and employment trends, desired knowledge and skill levels, and other employer expectations. This information has helped determine the competency levels and desired student learning outcomes (SLOs) necessary for students to be successful in gaining employment ([II.A.14.15](#)).

Several MTI programs offer capstone courses intended to simulate the work environment that students will be entering. The capstone courses not only provide students with opportunities for

practical application, they also provide department chairs and curriculum specialists with the opportunity to assess the effectiveness of the curricula on student achievement of the SLOs ([II.A.14.Ev.16](#)).

Analysis and Evaluation

The College meets the Standard. Graduates completing career-technical diplomas and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Evidence of Meeting the Standard

In order to ensure its student learning programs remain current with the demands of the employment community, MTI operates in a continuous cycle of evaluation, planning, and improvement that is driven by the assessment, program review, master planning, and budget/resource allocation processes. To minimize disruption to existing students, the College plans major changes to program offerings around the introduction of a new catalog. Occasionally, the decision is made to discontinue or update a program during the course of the year in response to industry changes such as significant changes in employment opportunities, the retirement of an industry certification, or the introduction of a major software release.

When significant changes are made to a program, new students are notified prior to enrollment, and existing students are notified, in writing, prior to implementation. The college catalog informs students that MTI's program offerings are subject to change due to employer or market influences. In addition, students are made aware that when existing courses are changed, or new courses are added, students are not automatically entitled to take them as part of their original program. However, when appropriate, exceptions to the policy may be made with the approval of the president ([II.A.15.Ev.1](#)).

In the event that the decision is made to discontinue offering a program, MTI makes every effort to ensure that students who are already enrolled in the program have the opportunity to complete their studies in full and reach graduation within the timeframe published in the catalog. Decisions to discontinue a program or change program requirements are made only after careful consideration and planning on the part of ad hoc committees, the academic team, and the executive committee. Once plans are in place, the College informs staff, faculty, and students about the upcoming change and encourages communication through its open-door policy.

The College is committed to delivering all of its programs in their entirety with consistently high levels of quality instruction and student support. When program offerings are changed or eliminated, the College puts great effort into planning, coordination and ensuring that faculty, staff, and students are aware of the changes and what to expect.

In order to maintain the integrity of its programs and its commitment to student learning, the College typically introduces significant program changes gradually in order to ensure a smooth transition and to ensure the goals of those students impacted by the change continue to be supported without a sacrifice to quality. Under the supervision of the executive committee, the academic team and planning committees ensure that all details associated with the change are addressed, the implementation is well-planned, and all appropriate parties receive communication regarding the change in order to avoid misunderstandings or confusion. The planning and oversight groups try to anticipate students' questions and concerns and proactively address them ahead of time as part of the planning process. Depending on the circumstances and the nature of the change, the College may also make special arrangements to provide students with additional support in order to minimize the disruption to student learning.

Analysis and Evaluation

The College meets the Standard. When programs are eliminated, or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

The College assures the delivery of quality instructional programs that emphasize student learning and outcomes achievement. Much of this is done through the academic branch. The academic branch consists of seven departments focused on specific areas of study: Paralegal Studies, Healthcare, Information Technology, Business Administration, General Education, Core Education, Barbering and Cosmetology. Additionally, the academic branch includes MTI's student services which include the deans, student success advisor and the Learning Resource Center (LRC).

Each academic department is led by a department chair who is directly responsible for faculty supervision, support and staffing, curriculum development and maintenance, and outcomes planning and assessment. The department chairs oversee the development and maintenance of MTI's curricula and are responsible for ensuring that program- and course-level outcomes are developed in support of MTI's mission. The chairs manage all curriculum development assignments and review all newly created courses and major revisions to ensure that course materials meet expectations and minimum standards. In addition, the chairs ensure that curricula include mechanisms for instructors to assess student achievement of the SLOs and obtain feedback on instructional effectiveness ([II.A.16.Ev.1](#)).

Curriculum specialists ensure that curricula are kept up-to-date and instructors have access to the materials and resources necessary to support student learning. Curriculum specialists are chosen

because of their expertise in a subject area. Many department chairs are also curriculum specialists. The curriculum specialists maintain the electronic curriculum library, ensuring that all curriculum files and folders are current and that outdated materials are archived. The specialists also solicit input from faculty regarding curriculum updates, new activities, and assessments. From this, the curriculum specialists develop and/or update curricula as appropriate and meet MTI standards and expectations. The curriculum specialists ensure that all curriculum updates are documented and communicated to faculty. Finally, the curriculum specialists evaluate and recommend textbooks and supporting materials based on factors such as quality, pricing, and suitability to the student learning outcomes (SLOs) of the course ([II.A.02.Ev.1](#)).

All curricula developed by MTI College are designed around the achievement of specific SLOs. When new programs and courses are being designed, the department chair and/or curriculum specialist follow established procedures and refer to a number of resources to help identify appropriate program- and course-level SLOs. These resources include: occupation summary and detail reports associated with the Standard Occupational Classification (SOC) and Classification of Instructional Programs (CIP) codes; U.S. Bureau of Labor Statistics occupational outlook reports; the State of California Employment Development Department labor market website; employer advisory boards; the local employer community; approval bodies such as the American Bar Association, Paul Mitchell Advanced Education and the California Department of Public Health Laboratory Field Services; and other industry-specific online resources. The curriculum specialists and/or department chairs also review similar programs from other colleges in the area. Finally, because some of MTI's faculty members also teach at other institutions, they are able to provide insight and feedback about comparable classes and programs.

Over the years, MTI has developed and fine-tuned a system of evaluation and planning that has enabled the College to incorporate best practices and improve student learning and achievement on a continuous basis. MTI's assessment, master planning, program review and budget/resource allocation processes focus on student achievement of student learning outcomes (SLOs) and maximizing institutional effectiveness. The College continuously collects data for assessment, planning, and communication purposes. Faculty and academic leadership assess student learning through a variety of means, including course evaluations, outcomes-based grading, assessment tools, norming sessions, student surveys, graduate surveys, and the program review and master planning processes.

Faculty and academic leadership conduct in-depth assessments of each academic program. Course and program SLOs are assessed every four years with assessment results leading to action items for the following cycle. The universal and general education outcomes are also assessed every four years as part of the program-level assessment ([II.A.01.Ev.4](#)). Each program and course have specific written assessment plans that includes the SLOs, how the SLOs are measured, achievement targets, assessment findings and planned action items for improvement. Course assessments are done using the tools and targets described in the individual course assessment plans. Once the course assessments are completed, program assessments are done. Relevant assessment tools from the course-level are used in the program assessment. These are outlined in the Outcomes and Assessment Map ([II.A.01.Ev.5](#)).

MTI's academic departments conduct department meetings on a regular basis. The faculty meetings provide a forum for disseminating campus news and updates and engaging in open

dialog focused on maximizing student achievement and the effectiveness of the learning environment. Faculty members provide important feedback and input into the continuous improvement of MTI's curricula, courses, and programs, and discuss topics ranging from resource needs to solutions to classroom challenges. In addition, faculty and staff use this time to discuss master planning and the department's progress toward the achievement of its goals. ([II.A.16.Ev.3](#)). There are many improvements to courses and programs resulting from the master planning process and faculty input ([II.A.16.Ev.4](#)).

Program reviews are conducted each year for all academic programs. It is an intensive process that encompasses a review of SLOs and course mappings, prerequisites and course descriptions, competency levels and assessments of student achievement, resources and class materials used within each program, faculty resources and qualifications, admissions information and enrollment criteria, tuition levels and financial aid information, and institutional policies and procedures. It culminates with recommendations for the next master planning cycle ([II.A.02.Ev.13](#)). These recommendations, along with any identified budget/resource needs, are carried over to the following year and considered as possible master planning goals.

At the end of the master planning cycle, the *Executive Summary of MTI's Institutional Effectiveness in Program Review, Planning and Student Learning Outcomes* is compiled and distributed to the board of trustees, the executive committee, academic and administrative management, faculty and staff. In addition, the content of the summary report is presented at the annual town hall meeting in December. The contents of the summary are discussed extensively at the department level and by the academic team and the executive committee. Follow-up activities typically include making curriculum adjustments, addressing identified learning gaps, ensuring that student support services and learning resources meet students' needs, ensuring that policies, procedures and practices are appropriate and carried out consistently, and striving for continuous improvement of institutional and learning processes ([II.A.01.Ev.6](#)).

The College is committed to the inclusion of staff and faculty in its institutional planning efforts, including the development and maintenance of programs valued by students and the employer community, the creation and delivery of comprehensive curricula resulting in demonstrated student achievement of measurable learning outcomes, the allocation of resources and funding necessary to fulfill the institution's mission, and the creation and consistent delivery of meaningful student services. Staff and faculty contribute to the planning process through regular department meetings; town hall meetings; the annual faculty/staff survey; participation in the assessment, program review, master planning, budgeting/resource allocation processes; and a variety of ad hoc committees. Additional feedback and input are gathered through annual performance evaluations and informal discussions. Faculty members receive student feedback in their respective courses through course evaluations and instructor observations. This provides valuable information that helps instructors identify successful tactics and areas in need of improvement.

Participation in the planning and decision-making process and sharing of input and feedback is encouraged throughout the organization. Students provide their opinions about instructors and courses at the end of every term through course evaluations ([II.A.16.Ev.5](#)). The new student survey provides timely feedback from students regarding the early stages of their programs ([II.A.16.Ev.6](#)). Student advisory groups meetings provide a forum for students and key members

of MTI's faculty and staff to hear and discuss issues that concern students ([II.A.16.Ev.7](#)). The annual student survey offers the College a broad review of many aspects of the student experience, from course and program satisfaction to student awareness of available resources and student perceptions of the administrative departments at MTI ([II.A.16.Ev.8](#)). Staff pow wow meetings are a part of the Paul Mitchell program and provide a communication channel between students and respective faculty and staff. Faculty and staff surveys give employees another avenue to provide feedback ([II.A.16.Ev.9](#)).

The College uses feedback from graduates and employers to help determine the status of existing programs and the potential need for changes or new programs. Representatives from the Career Services department and the department chairs meet regularly with employer representatives at MTI-hosted employer advisory board meetings. These gatherings provide direct feedback from employers that actively hire and support MTI graduates. Employer representatives provide valuable feedback to identify trends in the current job market that influence changes required in MTI programs. The meetings also provide networking opportunities that enhance MTI's pool of resources when questions or challenges arise throughout the year ([II.A.14.Ev.15](#)).

The Career Services department gathers feedback from students through graduate surveys and maintains an active LinkedIn.com social networking group to help maintain relationships with graduates and gather feedback on actual working conditions in the field. Finally, students who have recently completed certain programs are asked to complete an "end-of-program" survey to share their perceptions regarding how well MTI prepared them with the knowledge and skills necessary to be successful in their chosen fields, and to identify where improvements can be made ([II.A.16.Ev.10](#)). Survey results are reviewed by the respective department chairs and become part of the data that is used in the assessment, program review and master planning processes.

Analysis and Evaluation

The College meets the Standard. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. Through the assessment, master plan and program review processes, the College systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Conclusions on Standard II.A. Instructional Programs

The College meets the criteria for Standard II.A. MTI College has a focus on continually improving its programs in order to effectively meet the needs of its diverse student population. The mission of MTI College is to prepare its students with the knowledge, skills, and confidence in order to pursue their career goals and the program offerings from the college are designed to accomplish that mission. The College has adopted the assessment, master planning, and program

review processes that are focused on student learning outcomes and there have been many discoveries and improvements based on this cycle of assessment.

The assessment process helps ensure quality educational programs because it requires that faculty, department chairs and management review data on what is being done, what is effective and what needs to be improved. The master planning process gives structure to the action items that are derived from the assessment process and helps the improvements to move forward while the program review process documents all of the department's activities over the year.

Faculty members bring a lot of knowledge and skills to the College and their participation in the assessment and master planning process is invaluable. There is constant training, which includes discussions about how instruction can be improved, and the focus on student success is always of utmost importance. Having a rigorous curriculum, looking for strategies for improving teaching methodologies and ensuring that students are receiving the most up-to-date information are goals of every department.

The programs are designed in an organized manner so that students learn skills and are able to improve upon them throughout their program. In order to prepare students for jobs, certification or licensure, it is important to have enough depth and breadth in the programs while also ensuring that the program can be completed in a timely manner and this is done through creating templates that determine the length of the program so that the students know what to expect.

There are a variety of delivery modes and teaching methodologies that support the diverse needs of the College's students. A lot of work goes into working with students to make sure that their needs are met and that they have the support they need to succeed. With over 90 percent placement rates year after year, the data shows that students are receiving the training and education they need to get jobs in their field of study which is a strong indicator that the College is meeting its mission and goals.

Improvement Plan(s)

N/A

Evidence List

- I.A.02.Ev.1 – Student Achievement Data
- II.A.01.Ev.1 – Catalog
- II.A.01.Ev.2 – Universal Outcomes
- II.A.01.Ev.2A – Curriculum Map Samples
- II.A.01.Ev.3 – Syllabi Samples
- II.A.01.Ev.4 – Program Assessment Schedule
- II.A.01.Ev.5 – Outcome and Assessment Map
- II.A.01.Ev.6 – 2018 Executive Summary of MTI's Institutional Effectiveness in Program Review, Planning and Student Outcomes
- II.A.01.Ev.7 – Certification Rates

II.A.01.Ev.8 – ABA Site Visit Reapproval Letter
 II.A.01.Ev.9 – Online Plus Information included in ABA Report
 II.A.01.Ev.10. – Online GE Course Expectations
 II.A.01.Ev.11 – Distance Education Policy
 II.A.01.Ev.12 – 24-hour Rule
 II.A.02.Ev.1 – Curriculum Specialist Job Description
 II.A.02.Ev.1A - Proposal for Curriculum Development Form
 II.A.02.Ev.2 – Syllabi Examples
 II.A.02.Ev.3 – MO186 Syllabus
 II.A.02.Ev.4 – TS137 Syllabus
 II.A.02.Ev.5 – BA500 Syllabus
 II.A.02.Ev.6 – OLA215 Online Paralegal Legal Writing and Analysis Syllabus
 II.A.02.Ev.7 – Teacher Training Modules
 II.A.02.Ev.7.12 – Teacher Training Module – Learning Styles
 II.A.02.Ev.8 – Excerpts from BA2/GE Department Meetings
 II.A.02.Ev.9 – Medical Department Meeting Minutes for February 2018
 II.A.02.Ev.10 – Excerpts from Department Meetings re: Teaching Methodologies
 II.A.02.Ev.11 – Paul Mitchell Certification Evaluation
 II.A.02.Ev.12 – Master Plan Templates
 II.A.02.Ev.13 – Program Review Template
 II.A.02.Ev.14 – ITNA2 Program Review/Master Plan Goals
 II.A.02.Ev.15 – Examples of Program Improvements because of the Master Plan/Program Review Processes
 II.A.03.Ev.1 – EAB input on SLOs
 II.A.03.Ev.2 – Medical Assistant 2017 Program Assessment Results
 II.A.03.Ev.3 – Medical Department 2017 Program Review
 II.A.03.Ev.4 – Medical Department 2018 Master Plan
 II.A.03.Ev.5 – Program Assessment Results
 II.A.03.Ev.6 – 2017 Program Review Updates and Findings
 II.A.03.Ev.7 – 2018 Annual Survey Excerpt re: Syllabi
 II.A.04.Ev.1- Pass rates for E050 and M101
 II.A.05.Ev.1 – Course and Program Templates
 II.A.05.Ev.2 – Credit Hours Calculation Examples
 II.A.05.Ev.3 – Grading System (Academics)
 II.A.05.Ev.4 – Curriculum Summary
 II.A.07.Ev.1 – B112 Learning Styles Activity
 II.A.07.Ev.2 – PM Core Learning Styles Activity
 II.A.07.Ev.3 – Career Services Activities
 II.A.07.Ev.4 – LA260 Syllabus
 II.A.07.Ev.5 – PM Guest Artist Guidelines
 II.A.07.Ev.6 – Curriculum Map Examples

II.A.07.Ev.7 – Examples of Course Assessment Tools
II.A.07.Ev.8 – Excerpt from 2018 Annual Student Survey – re: Instructors
II.A.08.Ev.1 – Excerpts from course evals - assessments
II.A.08.Ev. 2 – GE240 Research Paper Grading Rubric
II.A.08.Ev. 3 – Test Bias Guide
II.A.08.Ev.4 – Excerpt from 2015 M110 Course Assessment
II.A.08.Ev.5 – TPA Exam Procedures
II.A.08.Ev.6 – Testing Out of a Class
II.A.08.Ev.7 – Transfer of Credit Policy
II.A.10.Ev.1 – Articulation Agreements
II.A.10.Ev.2 – Excerpt from New Student Survey 2018 – Transfer of Credit
II.A.11.Ev.1 - GE Assessment Plan
II.A.11.Ev.2 – GE Syllabi
II.A.11.Ev.3 – Diploma Level Class SLOs related to Competencies
II.A.11.Ev.4 – Excerpt from 2018 Annual Student Survey – GE and Universal Outcome
II.A.12.Ev.1 – GE Course Descriptions from Catalog
II.A.12.Ev.2 – 2016 GE Assessment
II.A.12.Ev.3 – BA2/GE Department Meeting Excerpts re: SLOs
II.A.13.Ev.1 – Degree Program Descriptions from Catalog
II.A.13.Ev.2 – Degree Program Skill Mastery Matrices
II.A.14.Ev.1 – Types of Certifications/Licensures that Students are Prepared for at MTI
II.A.14.Ev.2 – Cosmetology and Barbering Program Description and Course List from Catalog
II.A.14.Ev.3 – PM Dean’s List
II.A.14.Ev.4 – PM Test Past Assurance Program
II.A.14.Ev.5 – Phlebotomy Syllabus
II.A.14.Ev.6 – Phlebotomy Externship Syllabus
II.A.14.Ev.7 – MBC TPA Syllabus
II.A.14.Ev.8 – MBCP Externship Syllabus
II.A.14.Ev.9 – MA Externship Syllabus
II.A.14.Ev.10 – MA TPA Syllabus
II.A.14.Ev.11 – Comptia A+ TPA Information
II.A.14.Ev.12 – ITNA Certification TPA Information
II.A.14.Ev.13 – 2018 Certification Rates
II.A.14.Ev.14 – 2018 Annual Job Placement
II.A.14.Ev.15 – Employer Advisory Board Minutes
II.A.14.Ev.16 – Capstone Course Syllabi
II.A.15.Ev.1 – Catalog Excerpt re: Program Changes
II.A.16.Ev.1 – Department Chair Job Description
II.A.16.Ev.3 – Department Meeting Minutes Examples
II.A.16.Ev.4 – Examples of Faculty Input during Master Planning that Leads to Improvements.
II.A.16.Ev.5 – Course Evaluation Template

- II.A.16.Ev.6 – 2018 New Student Survey Results
 - II.A.16.Ev.7 – 2018 Student Advisory Group Meeting Notes
 - II.A.16.Ev.8 – 2018 Annual Student Survey
 - II.A.16.Ev.9 – 2018 Faculty/Staff Survey
 - II.A.16.Ev.10 – Excerpts from End-of-Program Surveys
 - II.C.03.Ev.2 – Provisional Student Policy
 - II.C.07.Ev.3 – Writing Assessment Rubric
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B. Library and Learning Support Services

1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Evidence of Meeting the Standard

MTI's mission is to prepare its students with the knowledge, skills, and confidence necessary to pursue successful careers in their chosen profession. In support of this mission, MTI provides its students and faculty with access to a variety of resources and tools that are current, relevant, and lead toward the achievement of student learning outcomes (SLOs) and success. Resources include the Learning Resource Center (LRC), instructor-led labs, EBSCOhost data base, test preparation programs, the MTI e-learning website (elearning.mticollege.edu), and well-equipped computer, medical, barbering and cosmetology labs available for students.

The LRC is located in the main building on campus and is available to students and faculty Monday through Friday, 8:00 a.m. to 9:00 p.m. The center is managed by a full-time coordinator and is equipped with six personal computers with internet access, printers, a photocopier, an optical scanner and a collection of reference books, serials, periodicals, and journals. The LRC also houses the law library which is maintained by the LRC staff and the department chair for Paralegal Studies. These and other available LRC resources are listed on the LRC pamphlet ([II.B.01.Ev.1](#)). Additionally, information about the LRC and other student services is described in the college catalog ([II.B.01.Ev.2](#)).

The LRC is a certified Pearson Vue authorized testing center where students and faculty can take CompTIA, Microsoft, medical, and other industry-related certification exams ([II.B.01.Ev.3](#)). The LRC also administers exams for students who are testing out of classes or who need to make up missed exams. In addition, students may obtain copies of their schedules, report cards, and unofficial transcripts from the LRC.

Open labs, staffed by qualified faculty, are scheduled each term to assist students who require additional instructor support. These labs are held throughout the week in English, business, desktop applications, accounting, math, statistics, information technology, and medical assisting. The labs are open to day and evening students on a walk-in basis and are staffed by qualified faculty.

For example, there are weekly English/composition labs in which an instructor is on hand to help students with their research papers and other English curriculum related needs ([II.B.01.Ev.4](#)). When open lab periods do not match a student's availability, or if a student requires additional individualized support, he or she is offered instructor-led tutoring at no cost. Schedules for open labs are available in the LRC and posted in the main building by the deans' offices ([II.B.01.Ev.5](#)).

Due to the hands-on nature of many of MTI's programs, student learning resources are available to students and faculty in the LRC and in the classrooms, labs, or clinic where they can be readily accessed for instruction, reference, and practice. While a variety of resources are available in the LRC, including the software programs and tutorials used on campus, many more are maintained in the appropriate classrooms and labs where they can be easily accessed and better utilized by faculty and students.

Paul Mitchell program future professionals (students) and learning leaders (faculty) have access to a variety of instructional resources, teaching aids, and reference materials. All Paul Mitchell program future professionals are issued an iPad with Paul Mitchell education apps. These interactive apps are valuable resources and include many areas of study, from product knowledge to licensing exam preparation ([II.B.01.Ev.6](#)).

Healthcare students have access to current texts and periodicals on medical assisting, anatomy and physiology, pharmacology, medical terminology, billing and coding, and laboratory techniques. In addition, students have access to anatomy mannequins and diagrams, and a variety of other study aids geared toward helping students memorize and retain anatomy terminology. A majority of these resources are available in the medical labs for easy access.

Technology students preparing for their Microsoft and CompTIA certification exams have access to test preparation practice exams and lab simulation software in the LRC and in computer labs. In addition, students receive copies of test preparation, lab simulation, and virtualization software to install at home. Three computer labs are available for students to practice configuring and maintaining PC's and servers using virtualization software. A hardware lab equipped with hardware, software, tools, and reference materials is available for students to practice troubleshooting and repairing desktop and laptop computers and repairing printers and other peripheral devices.

The department chair for Paralegal Studies and the LRC coordinator ensure that the law library, which is located inside the Learning Resource Center, meets the requirements set forth by the American Bar Association (ABA), supports the Paralegal Studies curriculum, and fulfills the needs of MTI students and faculty. The collection contains a wide variety of resources, including secondary sources used to locate the law and cases for citation purposes, volumes containing

California Appellate Court and California Supreme Court decisions, Uniform Commercial Codes (UCC) used to define intra- and interstate contracts, and secondary source material for civil procedure before trial. The law library is reviewed regularly by the department chair and the Legal Advisory Board to ensure that it meets ABA guidelines. The last audit took place in May 2017, as part of the analysis and evaluation process for re-approval by the ABA and Site Visit. Paralegal Studies students are also provided with unlimited, 24/7 access to the LexisNexis online research tool, which is funded by the College. This gives students the ability to conduct research and work on their assignments from any computer with internet access. Students are introduced to LexisNexis in their Legal Research (LA226) class and use the software throughout the program as they study jurisdictions, Shepardizing, and Deerings Annotated Codes.

The College uses the LMS platform, Moodle (e-learning), to provide resources for many of its programs. The platform is a valuable resource for faculty, students and staff, both inside the classroom and out. It is available to students who have online classes as well as to students who have on-ground classes. The site is referred to as the MTI e-learning website (elearning.mticollege.edu), and includes a large variety of information and resources ([II.B.01.Ev.7](#)).

Through the annual program review process, the department chairs, curriculum specialists, and faculty provide input and recommendations regarding the resources and tools that best support student learning and the achievement of SLOs. These recommendations are used to inform decision-making and the master planning process. The curriculum specialists and department chairs communicate with publishers regularly regarding the availability of existing titles and updates on upcoming changes and new releases.

In its ongoing effort to assess the effectiveness of its learning support services and ensure they continue to meet the needs of its students, MTI College relies on feedback and information from the annual student survey, faculty/staff survey, and new student surveys which generally shows high satisfaction rates in the students' responses when asked about the resources available to them ([II.B.01.Ev.8](#)). Feedback is also gleaned through course evaluations, ad hoc surveys, academic team meetings, department meetings, and student advisory focus group meetings. In addition to the input gathered from internal sources, the College incorporates input from its employer advisory boards and requirements, recommendations, and best practices set by the ACCJC/WASC accrediting body and industry partners such as Paul Mitchell Advanced Education and the American Bar Association.

MTI's Test Pass Assurance (TPA) programs help students prepare to sit for their industry certification/licensure exams. Although the programs vary slightly, overall, they consist of test preparation sessions, practice exams, and one exam attempt paid for by the College. TPA programs are in place to help students attain the following certifications/licenses: CompTIA A+ Technician, Microsoft Certified Solutions Associate (MCSA), Certified Coding Associate (CCA), Certified Medical Reimbursement Specialist (CMRS), California Certified Medical Assistant (CCMA), National Certified Medical Assistant (NCMA), Certified Phlebotomy Technician (CPT1), Licensed Barber and Licensed Cosmetologist with State of California. The LRC coordinator is a Certified Testing Center Administrator for Pearson Vue ([II.A.08.Ev.5](#)).

In 2015, the College acquired EBSCOhost, and students and faculty were given the ability to access this database on or off campus through the MTI e-learning website. Students are introduced to EBSCOhost in the Essential Computer Concepts (DA104) and English Composition (GE201) courses and it is used extensively in the Business Administration Year 2 and general education courses for its academic sources that are needed for research papers. Since it is an online source, it is accessible to students who have online classes as well as students who have on-ground classes. Students in the BA2 and GE courses are required to use at least two sources from EBSCOhost in their research projects as part of the focus on information competency. This focus is reflected in the information competency SLOs in BA2 and GE courses ([II.A.11.Ev.2](#)).

As part of the annual program review process, department chairs are asked to provide feedback on the quality and availability of MTI's student learning resources, and to make recommendations for improvement. The chairs solicit input from their faculty and comment on the resources in the LRC, open labs, tutoring, the TPA programs, and the availability of copiers, fax machines, and other equipment and resources. Recent feedback indicates that there is adequate student support and resources available ([II.B.01.Ev.11](#)).

Analysis and Evaluation

The College meets the Standard. supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, labs, tutoring, learning technology, and ongoing instruction for users of library and other learning support services.

2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard

As described in Standard II.B.1, the College provides a wide range of resources for its students. These resources are selected to support student learning and enhance the achievement of the mission. The determination of what types of resources best support student learning is gathered from a variety of sources and these include, but are not limited to, annual student surveys, faculty/staff surveys, new student surveys, course evaluations, ad hoc surveys, academic team meetings, department meetings, assessments, master planning, program reviews, and student advisory focus group meetings. In addition to the input gathered from internal sources, the College incorporates input from its employer advisory boards and requirements, recommendations, and best practices set by the ACCJC/WASC accrediting body and industry partners such as Paul Mitchell Advanced Education and the American Bar Association.

The primary method of determining the need for new educational equipment and materials is through the master planning, program review and assessment cycles ([II.B.02.Ev.1](#)). Budget items requested from this process are summarized in the *Executive Summary of MTI's Institutional Effectiveness in Program Review, Planning and Student Learning Outcomes* and are reviewed by the executive committee and board of trustees and determined whether they meet the criteria for approval or not. Once approved, the budget items are tracked in the department's master plan and the department works with the executive team to create a timeline and plan for the acquisition of the approved items ([II.A.01.Ev.6](#)).

Department chairs, curriculum specialists, faculty, the Technical Services department and other learning support services, such as the Learning Resource Center personnel, work together to select and maintain the educational material and equipment necessary to consistently support student learning. Department chairs are responsible for ensuring that the resources are appropriate and easily available to students. For example, the medical department chair makes sure that labs are scheduled, and that students have access to current, well-functioning medical equipment; the paralegal department chair ensures that the law library that is housed in the LRC is up to date; and the IT department chair updates the software and hardware requirements on a regular basis so that students have the most current and relevant resources available.

The LRC personnel also meet regularly to discuss the resources and services that they provide to students and how those can be improved ([II.B.02.Ev.2](#)). Additionally, students are encouraged to use the resources in the LRC by the deans, student success advisor, department chairs and instructors.

Analysis and Evaluation

The College meets the Standard. Relying on appropriate expertise of faculty and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

MTI relies on feedback and information obtained from a broad range of sources to assess the effectiveness of the learning support resources and services offered through the Learning Resource Center (LRC) and the academic branch. Student feedback is collected and evaluated through the annual student survey, course evaluations, ad hoc surveys, and student advisory group meetings. Staff and faculty feedback are gathered through the annual staff/faculty survey, ad hoc committees and surveys, academic team meetings, department meetings, town hall meetings, daily pow wows, the program and course assessment process, and program review. Information and feedback are available to faculty and staff for review and is distributed to departments in hardcopy or electronic format.

Feedback and information regarding the quality of learning support services and the degree to which they support the achievement of student learning outcomes (SLOs) are used in the program review, master planning and budget/resource allocation processes. A key element in the master planning process is self-assessment. Before the LRC and the academic departments develop their goals for the year, they evaluate the availability, utilization, and effectiveness of the resources and services they offer. From this, goals for improving MTI's student learning resources and services are determined for the upcoming year. Throughout the year, as the LRC and academic departments work toward accomplishing their goals, they assess their progress and update their master plans. At the end of the planning year, the departments assess their accomplishments and incorporate their findings into future plans for ongoing improvement. The LRC's master plan documents this process ([II.B.02.Ev.2](#)).

In order to assure the quality and value that the student learning resources and support services bring to the curricula, students and faculty are asked for their feedback and suggestions for improvement. Decisions regarding the continued use of particular resources or services are based in large part on the feedback received from students and faculty through annual surveys. Additional feedback is derived from employers and management.

All feedback and information collected from students, faculty, and staff is used extensively by the LRC, the academic departments, and the administrative departments in master planning and other ongoing activities aimed at maximizing student satisfaction and success. Satisfaction regarding the quality, accessibility, and effectiveness of learning resources and services, including the LRC and open labs, is evidenced throughout the 2018 annual student ([II.B.03.Ev.1](#)) and faculty/staff surveys ([II.B.03.Ev.2](#)). Recent feedback from surveys indicate opportunities for improvement which include expanding technology reference materials in the LRC, ensuring availability of computers, and ensuring ongoing awareness of LRC resources and services. An example of how feedback, input and information were used by the College to improve student services is the improvements made to the make-up test procedures. Originally, students were given the opportunity to make-up tests in the LRC and this was done without supervision. This led some students to take a lot of tests in the LRC. It also led to a marked increase in incidences of cheating. Feedback from the deans and instructors was evaluated and a plan was created with the input from the Learning Resource Center, the academic team and the executive committee. Students are now required to make appointments to take make-up tests during times where they can be monitored more closely than before. This has created a much more reliable testing environment ([II.B.03.Ev.3](#)).

Analysis and Evaluation

The College meets the Standard. The institution evaluates learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard

When MTI collaborates with other institutions or sources for learning support services, the College ensures that the services being delivered are of high quality, are accessible, and meet the learning needs of its students. The College maintains documentation of all agreements and contracts and reviews them on a regular basis.

Currently, the College maintains agreements for learning support services which include LexisNexis ([II.B.04.Ev.1](#)), Pearson Vue ([II.B.01.Ev.3](#)), Moodle ([II.B.04.Ev.2](#)), Paul Mitchell Advanced Education ([II.B.04.Ev.3](#)), and EBSCOhost ([II.B.01.Ev.9](#)). The Paralegal department has just added a new resource called "Relativity" which will give paralegal students access to cloud-based eDiscovery software that offers case assessment, fact management, review, production, analytics and legal hold functionalities within a suite ([II.B.04.Ev.4](#)). Additionally, the IT department is working on partnering with Amazon to provide students with an Amazon Web Services (AWS) cloud computing program. The expected rollout of the program is the fall of 2019 ([II.B.04.Ev.5](#)).

All of these agreements are documented and kept on file by the chief financial officer. The agreements are reviewed on a periodic basis by the department chairs, chief financial officer, and/or campus director.

The College maintains agreements with an extensive list of medical offices, clinics, diagnostic labs, billing and coding offices, and hospitals which serve as externship sites for the Medical Assistant, Medical Billing and Coding Professional and Phlebotomy programs. Due to the nature of the externship agreements in the healthcare programs, the department chair for healthcare programs and the externship coordinator conduct regular site visits to all externship sites where students are assigned ([II.B.04.Ev.6](#)). In addition, exit interviews and evaluations are conducted at the end of the externship assignment in order to gain feedback on the student's performance and on the quality of the externship experience ([II.B.04.Ev.7](#)). This is done to ensure that the sites are meeting the needs of the students and also to ensure that the school is meeting the needs of the externship sites.

With the exception of the Pearson Vue testing services, the learning support services obtained through these agreements are incorporated into the curriculum and are also available as additional support outside of the class. Because of this, department chairs and/or curriculum specialists are able to monitor their use and evaluate them with direct input from students and faculty. For example, the use of the EBSCOhost database is reported each year to IPEDs and shows that this resource has a high degree of use by students ([II.B.04.Ev.8](#)).

Analysis and Evaluation

The College meets the Standard. It documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. Many are directly incorporated in the curriculum. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness.

Conclusions on Standard II.B. Library and Learning Support Services

The College meets the criteria for Standard II.B. The institution has a variety of ways to support student learning and is able to meet the needs of its diverse population. Students are provided with access to computer labs, instructor-led labs, online resources, and program specific tools to enhance and support learning.

Students are given access to test prep materials that assist them in successfully completing the certifications and licensure. They have easy access to EBSCOhost database to assist them with their research papers. They have opportunities to make-up tests and study in a structured environment that has the online resources they need. There are apps available for the barbering and cosmetology students. The LMS, Moodle, has a plethora of course resources available for students.

The College regularly reviews and assesses its resources and is continually looking for ways to improve its student support.

Improvement Plan(s)

N/A

Evidence List

II.A.01.Ev.6 - 2018 Executive Summary of MTI's Institutional Effectiveness in Program Review, Planning and Student Learning Outcomes
II.A.08.Ev.5 – TPA Exam Procedures
II.A.11.Ev.2 – GE Syllabi
II.B.01.Ev.1 - LRC Brochure
II.B.01.Ev.2 – LRC and Student Resources described in Catalog
II.B.01.Ev.3 – Pearson Vue Agreement
II.B.01.Ev.4– Sign-in Sheets for Composition/English Lab
II.B.01.Ev.5 – Sample Lab Schedule
II.B.01.Ev.6 – PM Apps
II.B.01.Ev.7 – e-learning (Moodle) Resources

II.B.01.Ev.8 – Excerpts from 2018 Faculty/Staff Survey and Annual Student Survey re: Resources and Facilities
II.B.01.Ev.9 – EBSCOhost Database Agreement
II.B.01.Ev.11 - Excerpts from Departmental Program Reviews re: Resources
II.B.02.Ev.1 - Examples of Educational Equipment Requests from Program Review
II.B.02.Ev.2 – LRC Master Plan
II.B.02.Ev.3 – LRC Department Meeting Minutes - 2018
II.B.02.Ev.4 – 2018 Administrative Master Plans
II.B.03.Ev.1 – Excerpts from 2018 Student Annual Survey re: Resources
II.B.03.Ev.2 – Excerpts from the 2018 Annual Faculty/Staff Survey re: Resources
II.B.03.Ev.3 – Meeting Minutes related to updated Make-up Tests
II.B.04.Ev.1 – LexisNexis Agreement
II.B.04.Ev.2 – Moodle Agreement
II.B.04.Ev.3 – PM Education
II.B.04.Ev.4 – Relativity Agreement
II.B.04.Ev.5 – AWS Requirements
II.B.04.Ev.6 – Student Externship Site Visit Form
II.B.04.Ev.7 – Medical Externship Closing Appointment Interview Form
II.B.04.Ev.8 – EBSCOhost Usage

C. Student Support Services

1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard

In support of the institution’s mission and vision, MTI’s student support services are designed to address students’ needs and enhance a supportive learning environment. MTI’s programs are offered during the day and evening, with some classes also being offered online. However, there are no programs that are exclusively online. Students with online courses are also on campus for part of their programs, so they have access to all of the available resources.

MTI has a diverse student population. According to the National Center for Education Statistics College Navigator, in 2017 46 percent of students were white, 25 percent Hispanic, nine percent Asian, eight percent African American and one percent American Indian/Alaska Native. The College has a large female population, 77 percent, and 49 percent of students are 24 years old and under while 51 percent are 25 years old and above. This demographic information tracks closely to the information that was gathered in the 2018 annual student survey which showed that the student population was: 25.85 percent Hispanic, 9.86 percent Asian, 10.2 percent African

American, 2.72 percent American Indian/Alaska Native with 78.23 percent female and 21.77 percent male ([II.C.01.Ev.1](#)).

MTI's Student Services department staff are equipped to assist this diverse population. The student services staff consists of the campus director, the dean of the evening program, the dean of the day program, the coordinator of the Learning Resource Center (LRC), and the student success advisor. The student services staff works closely with the academic branch, which includes six academic department chairs who provide assistance with academic-related needs; the Career Services department, which supports students in their search for employment; the Financial Aid department, which offers guidance and assistance to students looking to fund their education; and the Technical Services department (TSD), which is available during campus hours to support technology needs of students, faculty and staff. Student Services' purpose is to provide support to all students and to treat them in a respectful manner. In the 2018 annual student survey, 91.16 percent of students said that they felt that they were "treated with respect by classmates, faculty and staff at MTI" and 90.11 percent of students surveyed said that "MTI's culture promotes respect and understanding among students for one another's differences" ([II.C.01.Ev.2](#)).

Support services are available whenever students are on campus. In addition to creating schedules and ensuring students are making satisfactory academic progress, the deans, student success advisor and the future professional advisor act as mediators to resolve conflicts; facilitate the resolution of academic-related concerns; coach students in setting priorities and meeting deadlines; and refer students to outside resources for help managing financial challenges, childcare and transportation problems, substance abuse, smoking and depression. The deans and future professional advisor also enlist the help of the department chairs and faculty to help students overcome academic-related issues and reinforce the importance of academic progress, attendance, attitude and demeanor. Following the College's 24-hour rule, phone calls and emails are returned as soon as possible ([II.A.01.Ev.12](#)). Student satisfaction is consistently high in regards to interactions with deans and the future professional advisor ([II.C.01.Ev.3](#)).

Scheduling is a major part of the dean's job and is closely tied to ensuring that prerequisites are met, and students are making satisfactory academic progress. The deans provide scheduling options and advice to students who are unable to progress through their programs within the expected time frame. They also offer support and guidance to students experiencing academic and/or personal challenges. The deans, student success advisor and the future professional advisor assist students in overcoming behavioral and interpersonal issues that impede their success; create action plans to help guide and motivate students and increase their professionalism and confidence; help students clarify and focus on their immediate academic and personal goals; and refer students to internal and external resources when additional assistance is needed.

Each year, Student Services department leadership and staff identify departmental goals as part of their master plans. Achievement targets are set, and, over the year, data is collected and analyzed. Similar to the academic programs, each student services department creates a written assessment plan that measures the department's effectiveness in achieving its outcomes and includes action items for improving its effectiveness and interactions with students. Results are

compared to the targets, and if targets are not met, action items are created for the next year's master plan/departmental review ([II.C.01.Ev.4](#)).

Each week, academic team meetings serve as a forum for the campus director, department chairs, director of career services, the deans, and the student success advisor to discuss issues related to maintaining high levels of student learning and achievement and delivering meaningful student support services. Requests, concerns, and ideas that arise from students, staff, and faculty are typically addressed at the department level; however, as appropriate, they are referred to the academic team for discussion, consideration and approval ([II.C.01.Ev.5](#)). Discussions are focused on how the College can best support student learning and achievement, and decisions are based on supporting information that is both quantitative and qualitative in nature. When appropriate, issues are escalated to the executive committee for consideration, recommendations, and/or approval.

Periodically, ad hoc committees are formed to conduct further research and make recommendations. An example of this would be a committee that was formed to explore and develop a professionalism grade that would appear on students' transcripts. This was done to increase students' focus on professionalism. The committee involved members of the executive committee, the academic team and instructors ([II.C.01.Ev.6](#)).

All incoming students participate in the new student orientation. The orientation includes information that will both help students get started the first week and help them understand the expectations, policies and support they have at the College. This information includes where to park, who they can go to for help, and what services are available, like labs and tutoring. Important policies, such as the attendance and safety on campus policies, are also reviewed and students are shown where these policies and resources are located on the e-learning website. As part of the orientation, students break into groups based on their programs of study. In their program-specific groups, students meet their department chair, learn about the program outcomes and expectations in more detail, and ask whatever questions they have regarding the program, student support services, and other available resources. Results from 2018 new student surveys indicate that 91.45 percent of new students responded that they were satisfied or very satisfied that "Orientation helped me understand the policies, procedures and expectations of MTI" ([II.C.01.Ev.7](#)).

Students are made aware of campus activities, resources, and support services through the information white boards positioned around campus, classroom announcements, informational flyers and notices, MTI's e-learning website (elearning.mticollege.edu) and Instagram. The e-learning website is a valuable resource that includes access to select courses and learning resources, weekly announcements, a calendar with upcoming events, dates for upcoming student advisory focus groups, links to various student surveys, the student handbook information, and access to important student policies and procedures. To maximize visibility and encourage students to use the site, all classroom computers are configured with the e-learning website as the internet homepage ([II.C.01.Ev.8](#)).

Student advisory group meetings were created to serve as a channel for direct communication between MTI students and administrative staff. Creating a consistent, positive learning experience for students is an MTI priority, and the student advisory group meetings provide a

forum for students to discuss concerns and ideas of a general nature. The meetings are facilitated by the student success advisor and the agenda typically consists of celebrations, announcements, and an open forum for gathering student feedback and suggestions for improvement ([II.A.16.Ev.7](#)).

In addition to the student advisory groups, the College also receives input and feedback through the electronic drop box on the MTI e-learning website ([elearning.mticollege.edu](#)) for suggestions and comments and through students' conversations with the deans, instructors, directors and department chairs. Responses to the suggestion box are posted on the e-learning website for students to view ([II.C.01.Ev.9](#)).

The Financial Aid and Student Accounts departments take a proactive approach toward managing financial aid and offering assistance to students. Both departments are located on campus and are available to students Monday through Friday.

The primary focus of the Financial Aid department is to help students obtain funding to see them through their programs from start to finish. Coaching and guidance are at the core of the support that financial aid representatives provide to students. The financial aid staff assists students in completing their Free Application for Federal Student Aid (FAFSA); offers loan counseling at the start and end of students' programs; educates students on their rights and responsibilities as borrowers and on successful loan repayment; processes program changes and associated changes in funding; helps students maximize grant eligibility; and works with students to encourage loan repayment. A department representative participates in the new student orientation to welcome new students and address any questions they may have about the services the department has to offer. Each year the College conducts a successful Cal Grant program promotion and offers students information about obtaining scholarships.

The focus of the Student Accounts department is on facilitating the repayment process to ensure that students' financial obligations to the College are being met. Representatives from the Student Accounts department generate billing statements and process payments; reach out and coach students who are delinquent in their payments; monitor student eligibility for the disbursement of financial aid funds; work with financial aid to certify loans; pursue repayment of inactive accounts; and calculate return to federal funds and institutional account proration for students who withdraw. Similar to the Financial Aid department, Student Accounts focuses on coaching and guiding students. The department strives to maintain a professional customer service-oriented atmosphere and stresses to students the importance of good communication and follow-through, particularly when students find themselves facing financial hardship and are in need of assistance and advice.

MTI offers three in-house programs to help students with financial challenges meet their career goals. The Christina Smith Memorial Fund is named after the late Admissions Advisor Christina Smith, who was known to take money from her own purse to assist students who experienced short-term financial problems. As stated in the public description:

This fund provides resources for emergency situations that could prevent students from realizing their goals to graduate from MTI College and secure a good job. The Christina Smith Memorial Fund does not provide monies for tuition; instead

its mission is to continue Christina's philosophy of offering a helping hand to students facing difficult financial situations. Awards have limitations. Consideration for an award will include the student's academic status, Dean's recommendation, circumstances associated with the request, intended use of the award, and likelihood of student being successful with their goals ([II.C.01.Ev.10](#)).

The Arnold E. Zimmerman Scholarship Program is designed to assist students with tuition expenses. As stated in the MTI Catalog:

This program was established in honor of Arnold E. Zimmerman, the founder and President (from 1965 through 1986) of MTI College. Students who are considered to have exceptional qualifications and exhibit a justified need for tuition assistance will be given the highest consideration. Funding for the Arnold E. Zimmerman Scholarship Program is provided through college contributions and awards will vary based on the student's specific situation. Recipients will have the scholarship proceeds disbursed to their tuition account at the midway point in their program ([II.C.01.Ev.11](#)).

The Merit Scholarship is also designed to help students with tuition and is awarded following application and determination of eligibility. Per the application:

Scholarships are awarded to new students with average or above average household incomes, or for new Cal Grant recipients effective with the 2013/14 award year. To remain eligible for the scholarship, recipients must maintain a cumulative GPA of at least 3.0 and at least 85% attendance. Graduation is a requirement for all scholarship awards. A recipient who withdraws prior to graduation will not have the scholarship posted to his or her account ([II.C.01.Ev.12](#)).

Together, the Financial Aid and Student Accounts departments devote a great deal of attention to default prevention and borrower education. Department representatives advise students to help them avoid situations where they overextend themselves financially. Students are encouraged not to borrow beyond the cost of the program, and all loans are school certified as being based solely on costs associated with a student's education. The departments' master plan documents the goals and accomplishments of the department as well as evaluates the progress made during the year ([II.C.01.Ev.13](#)). Additionally, student satisfaction has been high in relation to student interactions with the financial aid department ([II.C.01.Ev.14](#)).

From orientation to graduation, the Career Services department actively promotes job opportunities that are available in the surrounding community and encourages students to take advantage of the professional support and assistance the department has to offer. The department is located on campus and is available to students Monday through Friday. Career Services assists MTI students and graduates in their search for employment by offering coaching and guidance throughout the job search and interview process; helping students and graduates fine-tune their resumes and cover letters; conducting mock interviews to help students and graduates reinforce their skills and build confidence. Career services is responsible for maintaining a job board and sending weekly emails to keep students apprised of current employment opportunities in the

community; and cultivating relationships with employers and maintaining a reputation of being responsive to requests and providing qualified employee candidates.

Representatives from Career Services department are available to students by appointment and on a walk-in basis. The department also operates on a 24-hour turnaround time in responding to email requests. Members of the department also make presentations to students in the College Success (B112) and Career Preparation (B122B) classes to promote the value of certification, encourage students to register for career services assistance, and to answer any questions students may have regarding their job searches.

In order to increase student participation in the resources provided by the Career Services department and to encourage more students to activate with career services so that students have a better opportunity to find jobs in their field of study, career services initiated activating the student's placement assistance during the Career Prep B (B122B) course in 2017. All students are now required to attend a career services presentation, turn in their activation paperwork and meet with a career services advisor as part of the course curriculum. If students are eligible for placement assistance at that time, their files are activated. If they are not yet eligible, a career services counselor follows up with them at a later date. The Career Service Master plan documents the goals and accomplishments and is a useful tool to evaluate the effectiveness of the department ([II.C.01.Ev.15](#)).

One of the primary measures of success for the Career Services department is the placement rate. In 2018, 91 percent of MTI's graduates obtained training-related employment ([I.A.02.Ev.1](#)). This rate represents the percentage of graduates actively looking for work and who are placed in jobs, or secure employment on their own, in or related to their field of study. Additionally, students express a high rate of satisfaction when interacting with this department ([II.C.01.Ev.16](#)).

Sources of information and feedback used in evaluating MTI's student services include survey results, student retention reports, audit findings, job placement reports, advisory assessments, and the Campus Operating Review for Executives (CORE) report. In addition, throughout the year, the executive committee closely monitors several key performance indicators in the areas of admissions, student retention, career services, and business/financial aid. The information is reviewed and discussed weekly and is used to identify trends and drive improvement efforts.

At the end of the master planning cycle, the *Executive Summary of MTI's Institutional Effectiveness in Program Review, Planning and Student Learning Outcomes* is compiled and distributed to the executive committee, board of trustees, academic and administrative management, faculty and staff. Findings and results documented in the summary are discussed extensively at the department level and by the academic team. Follow-up activities typically include making curriculum adjustments, addressing identified learning gaps, ensuring that student support services and learning resources are available, and ensuring that policies, procedures and practices are appropriate and carried out consistently ([II.A.01.Ev.6](#)).

Analysis and Evaluation

The College meets the Standard. The institution provides students with relevant resources that enhance student learning and support. The College regularly evaluates the quality of student

support services and demonstrates that these services, regardless of location or means of delivery, including distance education, support student learning, and enhance accomplishment of the mission of the institution.

2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

Master planning is the primary vehicle through which the College conducts its annual cycle of assessment and planning. The year-long master planning process involves all departments throughout the College and focuses on the quality of student learning and the efficiency and effectiveness of MTI's programs and institutional processes. Each department identifies between two to five goals or outcomes that it wants to focus on over the year. The department works as a team to develop plans for achieving their objectives and criteria for measuring success. The department then meets several times over the year to assess their progress toward achieving their goals ([II.A.02.12](#)).

Each administrative department at MTI has specific learning support outcomes that are focused on how the department helps students succeed in the college. These outcomes are related to how the students interact with each department and they are assessed each year and become a tool to help the departments improve student support programs and services. Many of these outcomes are assessed through student survey feedback. For example, the Admissions department has an outcome that states that "Students will demonstrate an understanding of policies, procedures and expectations." In 2018, 96.67 percent of students who participated in the New Student Survey said that they were satisfied or very satisfied that "The admissions process accurately informed me about what I can expect at MTI" and "The enrollment materials clearly outlined MTI College's policies and procedures." These results let the admissions team know that they are doing a good job of providing information to prospective students. Another department, Career Services, has an outcome that states: "Students will demonstrate an understanding of the services and resources available to students of MTI" and they received a relatively low level of satisfaction on the 2018 annual student survey for the question related to this outcome: "Career Services department does a good job of helping me know what to expect in the current job market." As a result, the department plans to evaluate the situation and to "involve faculty, as well as admissions, in the process" ([II.C.02.Ev.1](#)).

Analysis and Evaluation

The College meets the Standard. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Evidence of Meeting the Standard

Consistent with its mission, MTI is committed to providing the learning support services students need to successfully complete their programs of study. The College identifies the educational support needs of its students from admissions through graduate placement, and ensures that the services it offers are appropriate, comprehensive, and reliable. Departments throughout campus work together in support of student learning and take joint ownership in students' success.

MTI employs a staff of well-trained and experienced admissions advisors who help students make informed decisions about enrolling in school. During the admissions process, admissions advisors provide clear and accurate information regarding MTI's educational programs, student support services, entrance requirements, enrollment and advancement processes, transfer of credit, and financial aid. Additionally, admissions advisors answer any questions students may have and recommend the courses and programs that best match students' abilities and aptitude. Recent student surveys have indicated that there is a high level of student satisfaction in the admissions process ([I.C.01.Ev.8](#)).

All prospective students take admissions assessments in the LRC. Three assessments are given: a comprehension test, a writing assessment and math assessment. Alternate versions of the tests are available should there be a need to retest a student. Upon completion of the assessments, the admissions advisor reviews the results with the prospective student. If the student scores too low on the comprehension test and/or writing assessment, he/she is not admitted to the college. Some students have scores that indicate that it is in their best interest to take preparatory classes in math and English to aid in successful completion of future classes. The Computational Math (M101) and English Mechanics (E050) courses are designed to help the student develop the fundamental knowledge and skills necessary to succeed in the future math and English courses.

New or existing students needing accommodations related to a disability may make requests for accommodation through the admissions process or with the deans. When a request is approved, the deans and student success advisor work with the student to ensure that the student's educational needs are met. Faculty and staff are also kept apprised of students who need accommodations and what the accommodations are ([II.C.03.Ev.1](#)).

All incoming students participate in MTI's new student orientation. Information covered in the orientation includes student commitment, attendance requirements, scheduling, lab availability, resources, challenging courses, academic integrity, and other policies. All new students are shown where policies and procedures are located on the e-learning website and some of the policies are discussed during orientation. The students are then introduced to their department chair and are broken into groups. Information about each program is discussed during the breakout session with the department chair, and students receive a tour of the campus. There are also orientations for second year programs which are coordinated and facilitated by the department chair. These orientations are program-specific and focus on answering student

questions regarding courses, resources, certification/licensure requirements, and expectations. Most students express satisfaction with the orientation process ([II.C.03.Ev.3](#)).

Beginning with orientation and throughout their programs, students are encouraged to work in partnership with the deans, student success advisor, department chairs, and instructors to overcome any challenges that could impede their academic success. Because open and continuous communication is critical to student success, students and faculty alike are strongly encouraged to communicate with each other and with MTI administrative and support staff via the telephone, e-mail, and face-to-face meetings on campus. The College promotes an open-door policy and encourages students to contact MTI staff and faculty directly regarding program-related questions and requests for additional support. In addition, the College operates under a 24-hour faculty/staff turnaround time for responding to student inquiries and requests ([II.A.01.Ev.12](#)).

The College uses the LMS platform, Moodle, to provide resources for many of its programs. The platform is a valuable resource for faculty, students and staff, both inside the classroom and out. It is available to students who have online classes as well as students who have on-ground classes. The site is referred to as the MTI e-learning website (elearning.mticollege.edu), and includes a variety of information and resources for students, as well as staff and faculty ([II.B.01.Ev.7](#)).

Every week, a retention committee meeting is held. It is attended by the student success advisor, deans, president, campus director, director of admissions, and chief financial officer. The purpose of the meeting is to discuss potentially at-risk students who are having issues with attendance, progress or behavior so that early intervention strategies can be developed to support the students. It is also a means of tracking the attendance of all students and to see if there are students who need assistance. Several times a term, the student success advisor will ask instructors for feedback on first term students as the committee is especially interested in making sure that new students are receiving the support they need.

In addition to addressing all students who may need assistance, the retention committee meeting has proven to be an effective tool in identifying and addressing the needs of students who are struggling during their first term at MTI. If it is determined that a new student has the potential to be successful, the dean, student success advisor or future professional advisor works with the student and monitors his or her progress. Open labs and instructor tutoring are often assigned so that the student can catch up and get the help he or she needs. If it is determined that MTI is not a good match for the student, the student's enrollment is cancelled, any student loans that have been disbursed are returned in full, and any outstanding balances are forgiven. The decision to discontinue a student must be made within the first six weeks of attendance, except where there are extenuating circumstances ([II.C.03.Ev.2](#)).

Day, evening, and online students have access to learning support services and assistance offered by the Learning Resource Center (LRC), Business Office, Financial Aid, Admissions, Technical Support, Career Services, the deans, and department chairs. Hours for all student services are structured to accommodate students attending classes during day and evening hours, Monday through Friday. Due to the unique nature of the Cosmetology and Barbering programs, key personnel with industry-specific experience are on staff to support students Monday through

Friday. Students that have online GE courses also have other on-ground classes, so they are on campus during their program and have access to all campus resources. Finally, because traditional on-campus courses are interspersed throughout the Paralegal Studies OnlinePlus delivery format, online students have the opportunity to make use of the law library and other learning support services while they are on campus.

The Student Support department includes the deans, student success advisor and the LRC staff. The student success advisor, along with the LRC staff are available to assist students with schedules, transcripts, verifications and certificates. The student success advisor also advises students, tracks student attendance and facilitates the retention committee meetings held each week. The student success advisor also fields questions and helps students with a variety of needs, from where classes are being held, to receiving books, and returning portfolios from classes. The Business Office orders books and supplies for all the classes and sees that they are delivered to students in their classes. This service helps ensure that all students have the correct materials to be successful in class.

The Learning Resource Center (LRC) is open five days a week and maintains day and evening hours to accommodate all students. Student assistance is available through the LRC coordinator and work study staff. Open labs are held throughout the week in English, business, desktop applications, accounting, math, statistics, information technology, and medical assisting. The labs are open to day and evening students on a walk-in basis and are staffed by qualified faculty. The labs are scheduled each term to assist students who require additional instructor support. Schedules for the labs are available in the LRC and the dean's offices. In the case of the hardware and medical labs, students have full access to materials and equipment whenever there is an instructor present. When open lab periods do not match a student's availability, or if a student requires additional individualized support, he or she is offered instructor-led tutoring at no cost ([II.B.01.05](#)). The LRC and some of the resources and service it provides have received positive feedback from the annual surveys ([II.B.01.Ev.8](#)).

Instructors continuously assess student learning and the achievement of student learning outcomes (SLOs) and spend time outside of class providing additional support and tutoring. Students can request extra assistance by speaking with their instructors or the deans. Instructors alert deans and department chairs of issues or concerns relating to individual student performance. When needed, instructors and students meet jointly with the deans in order to better understand the challenges a student is facing and develop an action plan to help the student overcome these obstacles. The academic officer works with admissions to evaluate student transcripts and establish transferability of credit. Financial aid representatives work with instructors to ensure that individual students are aware of the need to visit financial aid to address potential issues that may impact funding for their program.

Through an ongoing cycle of evaluation and planning, the College identifies the learning support needs of its students and provides appropriate services to address those needs. The College uses established procedures to design, identify outcomes for, approve, administer, deliver, and evaluate student support services. Research into student support needs and the institution's effectiveness in addressing them is used to inform planning. Research activities include reviewing findings from annual and ad hoc student surveys, course evaluations, classroom observations, and end-of-program surveys; gathering input from the student advisory focus

groups, employer advisory boards; reviewing findings and recommendations from program and course assessments, annual program and department reviews, and master plans; and taking into consideration best practices from similar programs and institutions.

The Financial Aid department is available Monday through Friday during the day and early evening hours to assist students from a variety of economic backgrounds maximize their education funding. Financial Aid department representatives educate students on the various funding options available to them, such as scholarships, grants, and loans; and they assist students in completing their Free Application for Federal Student Aid (FAFSA) and other financial aid paperwork. Because a large percentage of MTI students benefit from financial aid grants, faculty and staff throughout campus participate in a yearly campaign to encourage students to apply for Cal Grant funding. For the last several award years, the department has processed over 1000 FAFSAs during each application period. Department staff then facilitated the Cal Grant C Supplement application and as a result, MTI students received an increasing amount of Cal Grants each year (\$601K for the 15/16 award year; then \$815K in 16/17; followed by \$912K in 17/18) ([II.C.03.Ev.4](#)). Students who responded to the 2018 New Student and Annual Surveys expressed satisfaction with the financial aid process ([II.C.03.Ev.5](#)).

Technical support is available on campus through MTI's Technical Services department (TSD) during normal business hours. TSD staff can be reached via email from all areas of the campus to meet the service requests. Online students may also obtain technical assistance through their department chairs. The TSD department received some feedback from the 2018 annual surveys that showed some areas that could be improved ([II.C.03.Ev.6](#)), especially in the area of the perception of response times so they will have an action item on their 2019 master plan that will help focus attention on this area ([II.C.03.Ev.7](#)).

The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method

Analysis and Evaluation

The College meets the Standard. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

N/A

Analysis and Evaluation

N/A

5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

In support of student academic achievement and success, departments throughout campus offer guidance and advice to students. The College operates under a 24-hour faculty/staff turnaround time for responding to student inquiries and requests ([II.A.01.Ev.12](#)); and, because open and continuous communication is critical to student success, students and faculty alike are strongly encouraged to communicate with each other and with MTI administrative and support staff via the telephone, email, and face-to-face meetings on campus. The availability of the advising services is described in the catalog ([II.B.01.Ev.2](#)).

Admissions advisors provide advice and guidance to potential and existing students regarding MTI's educational programs, student support services, entrance requirements, enrollment and advancement processes, transfer of credit, and financial aid. Admissions advisors review admission requirements with individual students, answer any questions students may have, and recommend the courses and programs that best match students' abilities and aptitude. New admissions advisors undergo a period of training and observation that is overseen by the director of admissions and associate director admissions ([II.C.05.Ev.2](#)). Recent student surveys indicate a high level of satisfaction with the admissions process ([I.C.01.Ev.8](#)).

Coaching and guidance are at the core of the support that financial aid and student accounts representatives provide to students. Financial aid staff assists students in completing their Free Application for Federal Student Aid (FAFSA); offers loan counseling at the start and end of students' programs; educates students on their rights and responsibilities as borrowers and on successful loan repayment; helps students maximize their funding; processes program changes and associated changes in funding; helps students maximize grant eligibility; and works with students to encourage loan repayment. Student Accounts staff assists students who are in the process of repaying their loans and reaches out to students who are delinquent in their payments. Financial aid staff members attend periodic conferences and participate in webinars sponsored by organizations such as National Association of Student Financial Aid Administrators (NASFAA), California Association of Student Financial Aid Administrators (CASFAA), and the federal Department of Education. Recent student surveys indicate that students are receiving the information they need from the Financial Aid department ([II.C.01.Ev.14](#)).

The day and evening deans, student success advisor and future professional advisor are the students' primary resources for academic advising and information. The deans work with students on a daily basis, providing information and advice regarding classes and schedules,

graduation requirements, advancement into second year programs, program changes, and withdrawals. The deans, department chairs and faculty keep in close communication, informing one another of any existing or potential issues or concerns regarding student progress. When individual students are facing obstacles, instructors often meet jointly with the student and the dean or department chair in order to better understand the nature of the problem and develop an action plan to help the student overcome his or her challenge. The student's progress is monitored, and notes are maintained in the CampusNexus campus management system, for future reference.

The future professional advisor acts as a coach and advisor to barbering and cosmetology students, who are also referred to as future professionals. The future professional advisor motivates and mentors future professionals, helping them maintain proper attendance, satisfactory academic performance in theory and worksheet completion, and overcome obstacles that may impact their academic performance.

The student success advisor plays a vital role in student retention and actively supports deans and faculty to improve student retention and contacts students who are absent and escalates attendance issues to the dean. The student success advisor also runs attendance reports and monitors activity for students who are at risk and assists students in finding tutoring through the appropriate department chair and advises students on a variety of issues such as satisfactory academic progress (SAP), attendance, attitude/demeanor, etc. The student success advisor facilitates the retention committee and attends weekly meetings and also facilitates the student orientation, which provides students with valuable information about the expectations for students and resources available to students at the school ([II.C.05.Ev.3](#)).

The Career Services department assists MTI students and graduates in their search for employment by offering coaching and guidance throughout the job search and interviewing process; helping students and graduates fine-tune their resumes and cover letters; conducting mock interviews to help students and graduates reinforce their skills and build confidence; maintaining a job board and sending weekly emails to keep students apprised of current employment opportunities in the community; and cultivating relationships with employers and maintaining a reputation of being responsive to requests and providing qualified employee candidates. Representatives from career services are available to students by appointment and on a walk-in basis. The department also operates on a 24-hour turnaround time in responding to email requests. Responses to the 2017 Career Services survey indicate a high level of satisfaction with the information and guidance students receive from this department ([II.C.01.Ev.16](#)).

The College strives to ensure that faculty and other personnel responsible for advising students are prepared and have access to the information they need. Teach-the-Teacher orientation sessions prepare new instructors with useful information to assist them in guiding students toward success. Many of the teaching training modules focus on ways that teachers can effectively communicate with students ([II.A.02.Ev.7](#)). In addition, continuing education is offered through in-services, town hall meetings, online training modules, webinars, and professional development opportunities. Finally, department meetings provide opportunities for faculty and staff to share information, ideas, and techniques to better support students. Student responses to the 2018 annual student survey show a high degree of satisfaction with the quality of teaching at MTI ([II.C.05.Ev.4](#)).

Analysis and Evaluation

The College meets the Standard. The institution provides academic advising to support student development and success and prepares faculty and other personnel responsible for the advising function. Advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements.

6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Evidence of Meeting the Standard

MTI is committed to admitting students who are able to benefit from its programs and to providing students with the tools they need in order to pursue successful careers in their respective fields of study. Demonstrated student achievement of MTI's student learning outcomes (SLOs) is a critical goal that lies at the heart of the institution's mission.

Admissions advisors provide advice and guidance to potential and existing students regarding MTI's educational programs, student support services, entrance requirements, enrollment and advancement processes, transfer of credit, and financial aid. Admissions advisors review admission requirements with individual students, answer any questions students may have, and recommend the courses and programs that best match students' abilities and aptitude.

The college catalog publishes enrollment information for students and outlines some of the criteria for admission to the College. This includes the following statement, "MTI College will approve admission for students who demonstrate a potential to benefit from an available curriculum. While each applicant is evaluated on a case-by-case basis, factors typically used to determine potential to benefit include aptitude, attitude, experience and demeanor" ([II.C.06.Ev.1](#)).

Prospective students who meet the "three-way test" and who perform well on the MTI entrance assessments are accepted into the College. The three-way test is one of the criteria used to determine the likelihood that a candidate will be successful in class, during the job search, and ultimately, on the job. In addition to the three-way test, criteria for the Barbering and Cosmetology program include image, attitude, creativity, and initiative. Prospective barbering and cosmetology students demonstrate the presence of these characteristics through written responses to a series of questions addressing image, attitude, creativity and initiative. They also create a "dreamboard" which is a poster presentation that represents their dreams and goals.

Admissions advisors are required to be honest, to be factual and to provide accurate information to students. These requirements and expectations for admissions advisors are outlined on pages six through eleven in the admissions advisors training manual ([II.C.05.Ev.2](#)).

Admissions advisors use an interview questionnaire to consistently assess prospective students and their ability to benefit ([II.C.06.Ev.2](#)). The student's needs are identified and addressed during this process. All students are advised that MTI does not provide specialized programs to meet special needs, but all reasonable accommodations may be expected. In addition, each student is given a series of assessments to measure reading comprehension, writing skills, and math competency to determine the student's academic readiness and whether or not the student can benefit from taking remedial classes in math and/or English. The assessments are completed on campus and are evaluated by key personnel. If a prospective student does not score at a minimum level, he or she is not enrolled in school. However, if it is determined that the student has a good chance of succeeding in his or her program and just needs remediation, the student is scheduled into the English Mechanics (E050) course and/or a computational math (M101) course.

As part of the enrollment process, all students complete and sign an enrollment agreement with the College. The intent of the enrollment agreement is to ensure the student has all the information he or she needs to make an informed decision about enrolling in college and to give the student the opportunity to ask questions or seek clarification ([II.C.06.Ev.3](#)). Results from the 2018 new student surveys indicate that 94.16 percent of respondents understand the information provided in the enrollment agreement.

Some MTI programs require students to sign additional disclosures pertaining to the rules and expectations of the program. These disclosures are reviewed and updated on a periodic basis with input from the Admissions department, department chairs, faculty and campus director. Upon completion of the revisions, admissions staff received training on how to effectively present the information included on the enrollment agreement and program-specific disclosure forms.

Degree students approaching completion of their first year are scheduled to meet with the dean, and often the department chair, to review their eligibility to advance to the second year ([II.C.06.Ev.5](#)). As students complete their programs, Career Services conducts individual interviews to assess students' job preferences and needs, and to identify areas of strength and weakness. If a student is weak in presentation and communication skills, career services representatives provide resume assistance and conduct mock interviews to help students prepare and "fine tune" their interviewing skills.

In 2011, the Admissions department began videotaping admissions interviews for training and quality control purposes. At minimum, advisors are evaluated monthly on their presentation and interviewing techniques with special emphasis on accuracy and clarity of information. The video is reviewed by the director of admissions and/or associate director of admissions who meet with each advisor to provide verbal and written feedback.

As part of its 2018 master plan, the Admissions department identified several key goals/outcomes to improve its efficiency and effectiveness, including but not limited to effectively identifying and selecting students who have the ability to succeed at MTI; increasing the Admissions department annual retention rate; increasing the students understanding of what to expect at MTI ([II.C.06.Ev.6](#)). A summary of assessment findings reveal that the department is

doing a good job identifying and selecting students as evidenced by only 6 percent of students being removed by the provisional drop process. The department successfully increased its admissions retention rate for the year from 77.7 percent to 81.3 percent for MTI and 74.4 percent to 81.3 percent for PM (September 30, 2017/September 30, 2018). This increase is attributed to placing more emphasis on selecting the right students and keeping in contact with them throughout their programs. This is documented on the rolling retention report which is reviewed by the executive committee each month ([II.C.06.Ev.7](#)).

Feedback on the admissions process is gathered through the new student survey, which students take after they have attended their first six weeks of classes. The results from the survey are routed through the academic team and the executive committee for review. The Admissions department also evaluates the effectiveness of its practices and instruments by reviewing student feedback and monitoring student performance ([I.C.01.Ev.8](#)).

The Admissions department gains valuable feedback from the retention meeting. The purpose of the meeting is to discuss potentially at-risk students whose names are brought to the committee's attention by faculty and staff who interact with them during the first term. The meeting provides important feedback regarding students' ability to benefit and their ability to adapt to the academic rigor and demands being placed upon them as students. This feedback not only informs admissions advisors as to how their students are progressing, it also provides them with the opportunity to reflect on the admissions process itself and determine if any improvements or adjustments are necessary.

Efforts are made during the admissions process to admit only those students who will benefit from the programs offered, and who the institution will successfully be able to place in jobs. Steps are taken during the first six weeks of attendance to determine if any students who were admitted are struggling due to changes in their circumstances and/or an inability to handle the requirements of the program. The College provides support and assistance where it can; however, if it is determined that MTI is not a good match for a student, the student is dismissed from school, his or her loans (if any) are refunded, and his or her tuition is forgiven so the student will suffer no financial detriment ([II.C.03.Ev.2](#)). Meanwhile, the College continues to look for ways to improve the admissions process to identify and admit only those students who will benefit from the program. In addition, the College strives to use the program review and master planning processes to further improve its academic programs and student support services in support of student learning and achievement.

Analysis and Evaluation

The College meets the Standard. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees and diplomas.

7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

During the admissions process, each student is given a series of assessments to measure reading comprehension, writing skills, and math competency to determine the student's academic readiness for entrance into the College and whether or not the student may benefit from taking remedial classes in math and English. Alternate versions of each assessment are available should there be a need to retest a student. Students who do not pass an assessment the first time have the opportunity to take the alternate test. For the comprehension exam, students must answer at least 11 questions correctly in order to be enrolled in the college. For the writing exam, students are asked to provide a writing sample in response to a prompt. A rubric is used to grade the assessment. If a prospective student does not score at a minimum level, he or she is not enrolled in school. However, if it is determined that the student has a good chance of succeeding in his or her program and just needs remediation, the student is scheduled into the English Mechanics (E050) course. Students are also given a math exam to test basic knowledge of addition, subtraction, multiplication and division. If students do not get at least nine out of 12 of the answers correct, they are enrolled in a computational math (M101) course. The math test is a placement test while the comprehension and writing skills tests are entrance exams ([II.C.07.Ev.1](#)).

As noted in the October 2014 follow-up report, the College researched various approaches to evaluate its admissions assessment tools. The intent was to find a reasonable and practical approach toward identifying test bias and evaluating their validity. The director of education and the academic officer developed a rubric to use when evaluating for bias. In addition, using the population of students who were accepted to the College during the 2012-13 award year, the College examined assessment scores and school statuses to determine if there were any correlations between how students performed on the assessments and student retention and did a follow-up study for the 2015-16 award year.

In May 2014, the academic team, which was comprised of the campus director, director of education, department chairs (who also serve as faculty members), and deans, was given the task of evaluating the admissions assessments using the rubric. The group agreed that several passages should either be omitted or rephrased. The director of education, with the assistance from a full-time English instructor, researched and found suitable replacement text. In addition to the general assessments, the academic team reviewed the primary and alternate writing assessments, and the director of education, who is also the mathematics department chair, reviewed the primary and alternate math assessments. There were no recommended changes to the writing or math assessments.

The review process and rubric were well-received by the academic team, and it was agreed to evaluate the admissions assessments every two years. In May 2016, the academic team reviewed the admissions assessments again using the same rubric. Following the same process, the academic team did not find any test bias and recommended leaving the assessments in their current form. In 2018, the academic team reviewed the admissions tests again and a small change to the written assessment was discussed and implemented. The admissions assessments are

reviewed on a periodic basis with input from the Admissions department, department chairs, faculty and campus director ([II.C.07.Ev.2](#)).

Also, in 2014, using the population of students who were accepted to the College during the 2012-13 award year, the College examined students' assessment scores and school statuses to determine if there were any correlations between how students performed on the assessments and student retention. Student status information and assessment scores were extracted from the campus management system, CampusNexus. Student statuses and test scores were broken down by program, by assessment, by day/evening enrollment, and by students in need of remedial instruction. The same evaluation was done for students who were accepted to the College during the 2015-16 award year. Results and comparisons between the two evaluations are documented and summarized below ([II.C.07.Ev.3](#)). The next formal review of the admissions assessments is scheduled for the 2018-19 award year.

General Assessment

The general assessment is a comprehension test with 20 questions. In order to pass this test, students need to get at least 11 questions correct. To get an estimate of how our students are doing, a simple retention calculation was done on the 2012-13 scores. At the time the scores were pulled from CampusNexus, students in the 2012-13 population were in attendance between six and 18 months. In comparing the 2012-13 retention statistics to the 2015-16, in the table below, the data shows that, overall, students who score 11 or over correct on the comprehension test, have reasonable retention which indicates that the admissions test is a useful tool for entrance into the College. In comparing the results between 2012-13 and 2015-16, there is a significant increase in retention between the two years. This could be because provisional drops were not included in the 2015-16 calculation ([II.C.07.Ev.4](#)).

Student Status (retention calculation)

BA2_GENERAL	<11	11 (PASS)	12	13	14	15	16	17	18	19	20	>20	Total
2012-13 ⁽¹⁾	47%	50%	50%	56%	64%	64%	68%	65%	65%	64%	61%	--	61%
2015-16 ⁽²⁾	100%*	67%	84%	71%	80%	75%	41%	81%	78%	74%	79%		73%

(1) Scores with positive student statuses/total number of scores

(2) Scores with positive student statuses/total number of scores, not including cancel, provisional drops, attending, probation. Analysis completed 4/2019.

- There was only one person in this category.

Writing and Math Assessments

Writing and math assessments are administered during the admissions process to help determine a student's academic readiness and if the student may be in need of remedial instruction in math and/or English. Students who score below passing on the writing or math assessments may take an alternate exam.

The writing assessment was scored on a scale of zero to three (note: this has been updated to a scale of zero to two.) There is a rubric that is used to score the writing assessment ([II.C.07.Ev.3](#)). Students who score a zero are not accepted into the school. Students who score a one on the writing assessment are required to take the E050 English Mechanics course. From a population of 418 students who were accepted to the College in the 2015-16 award year, 409 students took the writing assessment with an average score of 1.96. In the 2012-13 award year, 478 students took the writing assessment out of a total of 482 students who were accepted to the College. The average score was 1.81. In addition to seeing the average score increase on the writing assessment, the percentage of scores indicating a need for remedial instruction decreased significantly. The percentage of scores (combined day and evening) indicating a need for remedial instruction decreased from 20 percent in 2012-13 to 11 percent in 2015-16 ([II.C.07.Ev.4](#)).

Between the years of 2014 and 2017 the pass rate for E050 was between 74 and 88 percent. Additionally, in the years 2014 through 2016, students who took E050 had a rate of between 55 and 60 percent of successfully completing their diploma or first year ([II.A.04.Ev.1](#)).

The math assessment is scored on a scale of one to twelve. Students who score an eight or less on the math assessment are required to take the M101 Computational Math course. In the 2015-16 award year, from a population of 418 students who were accepted to the College, 399 students took the math assessment. The average score was 8.99. In the 2012-13 award year, 454 students took the math assessment out of a total of 482 students who were accepted to the College. The average score was 9.25. In addition to seeing the average score decrease on the math assessment, the percentage of scores indicating a need for remedial instruction increased. Based on the math assessment, the percentage of scores (combined day and evening) indicating a need for remedial instruction in math increased from 33 percent in 2012-13 to 40 percent in 2015-16 ([II.C.07.Ev.4](#)). In the years from 2014 to 2016, students who took M101 had a rate of between 47 and 59 percent of successfully completing their diploma or first year ([II.A.04.Ev.1](#)).

Analysis and Evaluation

The College meets the Standard. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases

8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard

The institution maintains student records permanently, securely, and confidentially, with provisions for secure backup of all files, regardless of the form in which those files are maintained.

MTI publishes and consistently follows established policies and procedures for the maintenance and release of student records. Employees are required to follow established procedures for the retention and maintenance of current student files as well as archived files. The Student Records and Privacy Rights policy is published in the Paul Mitchell program supplement, and is also available to students and employees on the MTI e-learning website ([II.C.08.Ev.1](#)).

MTI follows published policies for the release of student records. Agencies, employers, and institutions desiring student information must send a release form that is signed by the student, granting permission for the release of transcripts or education verification. MTI completes the requested information, sends it to the appropriate party, and retains the release form and a copy of the information released ([II.C.08.Ev.2](#)).

Administrative files for current students are maintained in the main office in secure cabinets. In addition, various departments such as Financial Aid, Student Accounts, and Career Services maintain working files for students they are currently supporting. These physical files are maintained in secured file cabinets in the respective offices. Student data that is in electronic format is maintained in the CampusNexus campus management system or on secured servers housed on the MTI campus. The College is in the process of upgrading to the latest CampusNexus service.

Regarding dormant student records, financial aid files are maintained for a period of four years beyond the award year of the student's last date of attendance. After that period of time, the physical files are shredded. Administrative and academic files for dormant students are maintained in a secured room equipped with fire sprinklers. Periodically, dormant student files are scanned into electronic files. The electronic records are maintained on a secured server on the MTI campus, and backups are maintained in a locked, fire-proof file cabinet.

In January 2007, MTI converted its long-term storage of student records to an electronic system. All physical student files, including enrollment agreements, ledger cards, and transcripts from 1965 to 1994 were scanned into digital images and stored in a searchable database. To ensure data integrity, the College maintained the original files for three months while the system was validated. Files from 1995 to the present are color-coded by year and stored in a secured office. All student files are maintained confidentially. Physical files are maintained for two to three years, and electronically scanned copies are retained indefinitely.

Since 2000, the College has been using the CampusNexus campus management system to track and maintain student information. This comprehensive system maintains student information from the time of initial inquiry, throughout the student's academic program to graduation and placement. The CampusNexus system is maintained and managed by the Technical Service department (TSD) and is backed up daily. Because the CampusNexus system is critical to the operation of the College, the network administrator has implemented third-party data recovery options to supplement the on-campus system. All of the underlying data in CampusNexus is stored in an MS SQL database housed on CV-SQL. MTI uses KeepitSafe for daily off site backups of critical data ([II.C.08.Ev.3](#)).

Analysis and Evaluation

The College meets the Standard. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Conclusions on Standard II.C. Student Support Services

The College meets the criteria for this Standard. All of the student support services focus on providing students with the best educational experience possible that helps prepare them for employment success in their field of study. From admissions to financial aid to the deans to career services, students receive caring support from the different departments throughout their time at the college.

Students are provided with honest, transparent information and advice when they enter the college through the admissions process, and they are given clear details about the financial aid resources available. The deans, student success advisor and future professional advisor advise students to help them reach their goals and succeed in completing their programs.

The diverse student body is supported by student services who understand that students have a variety of challenges that can keep them from succeeding in school and they work with these students to help keep them on track. This could include everything from adapting the scheduling for a student to providing labs or information about outside resources like childcare or transportation.

The College constantly evaluates its student services and looks for ways to improve the student experience. This includes gaining information from surveys, student advisory group meetings, employers, the master planning process as well as metrics such as placement, default and retention rates. The main reason this is done is so that the focus is constantly on student success and the support needed to ensure this.

Improvement Plan(s)

N/A

Evidence List

I.A.02.Ev.1 – Student Achievement Data

I.C.01.Ev.8 - Excerpts from 2018 PM Annual Survey and New Student Survey – Admissions Advising

II.A.01.Ev.6 – 2018 Executive Summary of MTI’s Institutional Effectiveness in Program Review, Planning and Student Learning Outcomes

II.A.01.Ev.12 – 24-hour Rule

II.A.02.Ev.7 – Teacher Training Modules

II.A.04.Ev.1 – Pass rates for E050 and M101
 II.A.16.Ev.7 – 2018 Student Advisory Group Meeting Notes
 II.B.01.05 – Lab Schedule
 II.B.01.Ev.2 – LRC and Student Resources described in Catalog
 II.B.01.Ev.7 – e-learning (Moodle) Resources
 II.B.01.Ev.8 – Excerpts from the 2018 Faculty/Staff Survey and Annual Student Survey re: Resources and Facilities
 II.C.01.Ev.1 – Demographic Information
 II.C.01.Ev.2 – Excerpts from the 2018 Annual Student Survey re: Diversity
 II.C.01.Ev.3 – Excerpts from 2018 Annual Student and New Student Surveys
 II.C.01.Ev.4 – 2018 Student Services Master Plan
 II.C.01.Ev.5 – Excerpts from Academic Team Meetings 2017-18
 II.C.01.Ev.6 – Example of Ad Hoc Committee – Professionalism
 II.C.01.Ev.7 – Excerpts from the 2018 New Student and 2018 PM Combined Surveys –
 II.C.01.Ev.8 – Excerpts from the 2018 Annual Student Survey – Communication
 II.C.01.Ev.9 – Responses to e-learning Suggestion Box
 II.C.01.Ev.10 – Christina Smith Memorial Fund Application
 II.C.01.Ev.11 – Excerpt from the 2018 MTI College Catalog re: Arnold E. Zimmerman Scholarship Program
 II.C.01.Ev.12 – Merit Scholarship Policy
 II.C.01.Ev.13 – 2018 FAID Master Plan
 II.C.01.Ev.14 – Excerpts from the 2018 New Student Survey and 2018 Annual Student Survey – FAID
 II.C.01.Ev.15 – 2018 Career Services Master Plan
 II.C.01.Ev.16 – Career Services Survey 2017
 II.C.02.Ev.1 – Departmental Learning Support Outcomes from the 2018 Master Plan Cycle
 II.C.03.Ev.1 – Accommodations for Disabilities Policy
 II.C.03.Ev.2 – Provisional Student Policy
 II.C.03.Ev.3 – Excerpts from the 2018 New Student and 2018 PM Combined Surveys – Orientation
 II.C.03.Ev.4 – FAID Cal Grant Yearly Comparisons
 II.C.03.Ev.5 – Excerpts from the 2018 New Student Survey and 2018 Annual Student Survey re: FAID
 II.C.03.Ev.6 – Excerpts from the 2018 Faculty/Staff and Annual Student Survey re: TSD
 II.C.03.Ev.7 – TSD 2019 Master Plan
 II.C.05.Ev.1 – Excerpts from the 2018 Annual Student Survey and 2018 New Student Survey – Advising
 II.C.05.Ev.2 – Admissions Advisor Training Manual
 II.C.05.Ev.3 – Orientation Agenda
 II.C.05.Ev.4 - Excerpts from the 2018 Annual Student Survey – Instructors
 II.C.06.Ev.1 – Excerpt from the 2019 Catalog re: Enrollment
 II.C.06.Ev.2 – Admissions Questionnaire
 II.C.06.Ev.3 – Enrollment Agreement
 II.C.06.Ev.4 – Excerpt from New Student Survey re: Enrollment Agreement
 II.C.06.Ev.5 – Policy on Advancement Procedure

- II.C.06.Ev.6 – 2018 Admissions Master Plan
 - II.C.06.Ev.7 – Rolling Retention Report - September 30, 2018
 - II.C.07.Ev.1 – Admissions Tests
 - II.C.07.Ev.2 – Excerpts from Academic Team Meeting Minutes re: Admissions Test Bias Review
 - II.C.07.Ev.3 – Writing Assessment Rubric
 - II.C.07.Ev.4 – Review of Admissions Assessments and Scores
 - II.C.08.Ev.1 - Student Records and Privacy Rights (FERPA)
 - II.C.08.Ev.2 - Authorization to Release Education Record Information
 - II.C.08.Ev.3 – Backup Report
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Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

A. Human Resources

1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

In support of the institution's mission and universal outcomes, MTI's staff and faculty possess the skills, education, experience, and personal qualities necessary to motivate and educate students toward becoming capable, competent career professionals and lifelong learners.

The MTI personnel manual is a practical and comprehensive document that clearly defines and explains the institution's personnel system, including policies regarding employee selection, orientation, and probation; position classifications; operation standards and conditions; hours and schedules; compensation and payroll; employee benefits; performance evaluations; training and safety; and discipline, administrative review, and employee separation. The personnel manual is reviewed on an annual basis. As policies are revised or introduced throughout the year, the academic officer distributes them via e-mail to the department chairs and managers who in turn share them with appropriate staff and faculty.

The MTI personnel manual was last updated and adopted in July 2019 ([I.A.03.Ev.4](#)). The revised manual was made available to staff and faculty on the MTI e-learning website ([elearning.mticollege.edu](#)) ([III.A.01.Ev.1](#)), and hardcopies were made available upon request. Ninety-five percent of respondents in the 2018 Faculty/Staff survey were satisfied or very satisfied that "MTI's policies and procedures are clearly defined" and 83 percent were satisfied or very satisfied that "the MTI Personnel Manual is a good source of information on MTI's policies and procedures" ([III.A.01.Ev.2](#)).

Current academic and administrative job descriptions are maintained and stored electronically on the campus network and in the employee files and accurately reflect the duties and responsibilities of each position. Each job description references the need to comply with the College's mission, as well as with the College's core values and universal outcomes ([IV.A.01.Ev.3](#)). Since 2007, employees have been reviewing their job descriptions as part of the annual performance evaluation process. Together, the employee and his or her supervisor review the employee's job description and note any necessary changes. Updates that are substantive in nature are taken to the executive committee for approval. The employee is asked to sign the job description to acknowledge that the review took place. The signed description is attached to the performance evaluation and given to the chief financial officer who maintains personnel records and processes compensation increases. Feedback from the 2018 annual faculty/staff survey indicates that 91 percent of respondents are satisfied or very satisfied that their job descriptions accurately reflect their responsibilities (with 6 percent neutral and 1 person very dissatisfied) ([III.A.01.Ev.3](#)).

MTI ensures the integrity and quality of its programs and services by employing staff and faculty who not only possess the necessary education, training, and experience, but who also emulate the mindset and characteristics associated with its mission, vision, and universal outcomes. To attract and identify the best candidates, the College advertises open positions internally by way of an announcement to faculty and staff and externally using Craigslist and/or Indeed.com. The employment ads that are placed delineate the specific need and the requirements of the position being filled as supported by the job description ([III.A.01.Ev.4](#)). For some department chair or executive level positions, a search firm may be retained to identify and screen both active and passive candidates. Recent examples for the use of an outside recruiting firm are the medical department chair and campus director position hires.

To ensure that all applicants/new hires are qualified by appropriate education, training, and experience to provide and support these programs and services, resumes and qualifications are reviewed, and multiple interviews are conducted in making a selection. Reference and background checks are also conducted to verify all information is accurate.

Hiring decisions for faculty and administrative staff positions are made by the hiring (department) manager under the supervision of the executive committee. Selection of employees is of an impartial and practical nature and may be based on any combination of personal interview; performance, achievement, or aptitude assessments; work samples; or reference evaluations. Each newly hired employee receives an orientation to the College that includes a review of benefits and policies, a history of the College, an introduction to

coworkers and supervisors, a detailed review of job responsibilities and written job description, and a tour of the facility ([III.A.01.Ev.5](#)). In addition, all newly hired, re-hired, or promoted employees receive close supervision, guidance, and coaching until the supervisor is assured regarding their performance.

MTI faculty members are knowledgeable of the subject matter they are responsible for teaching and are qualified through education, work experience, and certification or licensure where applicable. Department chairs directly supervise faculty and drive the hiring process for faculty with the assistance of curriculum specialists. Department chairs and curriculum specialists are also members of the faculty and are familiar with the requirements for teaching in a learner-centered, outcomes-based environment. As part of the hiring process, all teaching candidates are required to participate in a personal interview with the department chair, deliver a teaching demonstration, and online instructors must show proof of competency in written communication, knowledge of LMS procedure and protocol, online learning methodology.

Administrative staff positions are held by individuals who are competent in meeting job expectations and contribute to the efficient operation of the College. Candidates for administrative positions undergo a personal interview with the hiring manager and are selected based on their qualifications, potential to contribute to the mission, employment assessment scores, and references.

As part of the hiring process for all employees, candidates must provide documentation of their education, technical experience, and employment background, including a current resume and industry certifications and/or licenses, as applicable. In addition, official academic transcripts are obtained for faculty to confirm that any degrees held are from institutions accredited by recognized U.S. accrediting agencies, or that equivalence has been established in the event the degree granted is from an institution outside the United States.

Faculty qualifications are documented for each subject area. The qualifications include education, professional experience, certification/licensure, and teaching experience ([III.A.01.Ev.6](#)). The qualifications are reviewed on a periodic basis. In addition, the college catalog includes the degrees earned and fields of study for all faculty members listed in the catalog ([III.A.01.Ev.7](#)).

Although diversity in candidates is always a primary hiring concern, finding qualified, diverse applicants for our open positions remains a challenge. This is an area the College continues to work on.

Analysis and Evaluation

The College meets the Standard. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly

related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evidence of Meeting the Standard

Instructors are selected based on their demonstrated knowledge of the subject, interpersonal skills, and ability to impart knowledge in a clear and comprehensive manner that facilitates student learning. Minimum experience and educational requirements for instructors vary depending on the course ([III.A.01.Ev.4](#)). For example, general education faculty must possess a master's degree or higher, phlebotomy, barbering and cosmetology faculty must be certified or licensed by the State of California, and faculty who teach technology courses that lead to certification must possess that same certification to teach the class. The qualifications of applicants and newly hired personnel are verified through a request for official transcripts. In the rare instance where we have a faculty member who graduated from a non-US institution, we can verify the degree equivalency through either World Education Services, Inc. or Educational Records Evaluation Service.

On occasion, an experienced MTI instructor may be considered to teach a course in a related subject area in which he or she may not have formal academic training. Assignments of this nature are done very selectively and only after careful consideration of the instructor's education, training and experience as well as the subject area and the depth and breadth of the course. First-time instructors are not allowed to teach courses for which they have not had formal academic training. Certain courses have faculty qualifications that are considered non-negotiable. In other words, without exception, instructors must meet the specified qualifications to teach the course ([III.A.01.Ev.6](#)).

All instructor candidates are required to deliver teaching demonstrations before a panel that typically consists of department chairs, curriculum specialists and/or faculty. The demonstration is based on a topic assigned by the chair and simulates a typical lesson taught in class. During the demonstration, the panel assesses the candidate's technical and instructional skills, potential to contribute to MTI's mission and culture, and the candidate's ability to facilitate student achievement of the SLOs ([III.A.02.Ev.1](#)).

Once hired, all new faculty members attend a new faculty orientation session with the department chair. The orientation is designed to acquaint new instructors with the policies, procedures, mission, and culture of the College. As part of the training, new instructors receive access to electronic copies of the Faculty Policy and Procedure Handbook ([I.C.10.Ev.2](#)), and the personnel manual ([I.A.03.Ev.4](#)). It is suggested to new faculty members that they complete twelve online instructor training modules in order to prepare them for their teaching assignment

[\(II.A.02.Ev.7\)](#). Finally, prior to teaching their first class, new instructors must meet one-on-one with their assigned curriculum specialist to review the course-level SLOs, online course materials, assessment tools, supplemental materials, and to discuss strategies for preparing to teach the class.

Instructors teaching certain courses may be required to undergo additional training and preparation. For example, for the Cosmetology program learning leaders, skill specialists attend annual trainings to update curriculum and fine-tune skills. These specialists then return and train other learning leaders. This is then inspected with annual certification presentations by Advanced Academy instructors, who determine the learning leaders' competency and ability to teach that specific skill. Instructors teaching courses in the Paralegal Studies OnlinePlus delivery format are trained to use the Moodle online platform by the department chair for Paralegal Studies. In addition, instructors teaching clinical classes in the Medical Assistant and Phlebotomy programs must review MTI's exposure control plan and demonstrate their understanding of universal precautions. Finally, the job descriptions for both adjunct and full-time MTI faculty include language regarding the instructor's responsibility for student learning outcomes, for participation in the assessment of their student outcomes, and for staying current and working with the curriculum specialist for the subject they are teaching ([III.A.02.Ev.2](#)) ([III.A.02.Ev.3](#)).

Analysis and Evaluation

The College meets the Standard. Faculty have the required qualifications and teaching skills necessary to educate our students and prepare them for the world of work in their chosen field. In addition, their job descriptions require them to stay current in their subject areas and to utilize and present approved and supplemental instructional materials that foster the consistent achievement of the student learning outcomes as stated in the syllabus. Measuring and assessment of their students' performance is also a requirement outlined in their job descriptions.

3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

MTI College has approximately forty-five administrators and other staff employees at any point in time and, arguably, they are all responsible for our educational programs and services. Included in the total are five MTI department chairs and several Paul Mitchell (PM) program administrators who also serve as faculty on occasion. All of these employees have the necessary educational training and experiential training to perform their duties at a high level and sustain the College's institutional effectiveness and academic quality. The catalog lists the educational background of all employees ([III.A.01.Ev.7](#)).

For many years, MTI College followed a model of having a day dean and an evening dean. The deans' primary functions were to schedule students as well as provide support and

advising. The deans had consistently high ratings by the students for providing the assistance students need ([III.A.03.Ev.1](#)). In mid-2019 the day dean retired after almost 21 years of service to MTI and its students. After analyzing the job duties needed in the student support department, it was decided to change the staffing model in order to increase student support. This revised staffing model is part of the Quality Focus Essay (QFE).

In addition to the student services structure, the College has five department chairs who are also well qualified, with appropriate educational degrees and certifications and significant work experience. For example, in the Paul Mitchell program, the director and the other administrators are all Board of Barbering and Cosmetology licensed and have additional skill certifications in color, cutting, and other specialties. Additionally, the department chair for business administration and GE courses has an MBA and the department chair for the paralegal studies program was an experienced paralegal and has a B.B.A Degree. The directors of the Financial Aid and the Career Services departments are also appropriately degreed and have significant experience in their area. Students rated the financial aid staff over 90 percent positive for both friendliness and providing the help they needed for completing their financial aid applications in the 2018 New Student Survey ([II.C.01.Ev.14](#)). In the same survey, the Admissions department received over 90 percent positive responses on every question asked about the service students received in the admission process ([I.C.01.Ev.8](#)).

Perhaps the best evidence that staff employees are operating at a high level are the results that MTI is achieving. As documented in the 2017/18 Award Year - Student Achievement Report, the College's combined student retention rate was 75 percent, the graduation rate was 71 percent, and the placement rate was 70 percent (or 91 percent adjusted to include only those looking for work) ([I.A.02.Ev.1](#)).

Analysis and Evaluation

The College meets the Standard. Its administrators and other staff are properly qualified for their duties and are delivering a high-level educational experience that is preparing students for obtaining work in their field.

4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

MTI College's faculty qualification listing enumerates the required and preferred degrees for each department and certain classes within each department. All required degrees are only accepted if they are from institutions accredited by recognized U.S. accrediting agencies or from non-U.S. institutions where equivalence has been established. In the technical and medical departments, some teaching positions require industry certifications, and these are verified by obtaining copies. For administrators and other employees applying for or occupying a position where degrees are required, the same rules are

applied. For Paul Mitchell learning leaders and administrators, it is California State Board licensure that is required, and this is also verified ([III.A.04.Ev.1](#)). In the rare instance where we have a faculty member, administrator or other employee who graduated from a non-U.S. institution, we can verify the degree equivalency through either World Education Services, Inc. or Educational Records Evaluation Service. Copies of transcripts and/or certifications are maintained in faculty files. Transcripts are not required of staff hires but references and backgrounds are checked.

Analysis and Evaluation

The College meets the Standard. Where degrees or certifications are required, they are from properly accredited institutions.

5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard

It is MTI's policy and practice to conduct regular performance evaluations assessing the competence, efficiency, conduct, and merit of its employees. The institution's system for evaluating employee performance specifies the intervals for which employees are evaluated, outlines performance standards and expectations, and provides written criteria for evaluating performance. The executive committee is responsible for ensuring the integrity of the evaluation process by establishing performance standards and systematic evaluation methods and procedures. Typically, all employees are formally evaluated annually on their anniversary of hire or promotion.

The annual performance evaluation process begins with a written self-evaluation completed by the employee. The self-evaluation is reviewed by the employee's supervisor, who then completes a written job-performance evaluation. When appropriate, the supervisor may seek input from the employee's colleagues to provide feedback on the employee's performance. The evaluation is discussed with the employee in a private meeting between the employee and supervisor. In addition, the employee's job description is reviewed, performance goals for the upcoming year are identified, and ideas and suggestions for improving student learning and the department itself are discussed

Standardized templates used for assessing and documenting employee performance include the Instructor Observation form, the MTI Online Course Evaluation Tool, the Annual Faculty Performance Review ([III.A.05.Ev.1](#)), and the Annual Staff Review ([III.A.05.Ev.2](#)). The tools and processes used to evaluate employee performance are documented in the personnel manual ([III.A.05.Ev.3](#)) and in department chair training information ([III.A.05.Ev.4](#)).

Faculty receive additional feedback throughout the year when students complete evaluations at the end of each course to provide direct feedback to their instructors and the College regarding the quality of instruction and course materials. The evaluations are completed using an online evaluation tool that students can access from any computer on campus. The evaluations are anonymous, and the feedback is not released to instructors until grades have been submitted. The evaluations are kept confidential and are typically viewed only by the instructor being evaluated and his or her department chair ([II.A.16.Ev.5](#)).

In addition to the course evaluations, instructors receive feedback through periodic classroom observations conducted by their department chair. These observations are intended as opportunities for instructors to receive constructive feedback on their performance in the classroom. A typical observation lasts approximately 20 to 30 minutes after which the instructor is asked to leave the classroom for a few minutes while the observer speaks directly with the students for additional feedback. Shortly after the observation, the instructor receives a copy of the completed observation form, including any feedback or suggestions for improvement ([IV.A.02.Ev.4](#)). All instructors teaching a class for the first time are observed twice during their first term. Established instructors are observed at least once a year to evaluate the quality and content of instruction and to ensure that sound teaching and assessment techniques are being employed.

Results from the 2018 annual faculty/staff survey indicate the following:

- 74 percent of faculty are "satisfied" or "very satisfied" that they receive adequate feedback regarding their performance in the classroom (no dissatisfied; 26 percent n/a or neutral).
- 71 percent of respondents are "satisfied" or "very satisfied" that they receive feedback in the form of regularly scheduled performance evaluations (all other responses were n/a or neutral; no dissatisfied).
- 74 percent of respondents are "satisfied" or "very satisfied" that the evaluation process is consistent and fair (with one dissatisfied and all others marking n/a or neutral).
- 91 percent of respondents are "satisfied" or "very satisfied" that they receive recognition or praise for doing good work (no dissatisfied).

In the same survey, respondents were asked how long it has been since their last official performance evaluation. Responses indicate that 32 percent of respondents received an official evaluation within the last six months, 24 percent between six and twelve months, 12 percent over one year, nine percent over two years and 15 percent said that they had never received an official performance evaluation. This could be because they were new employees ([III.A.05.Ev.5](#)).

To ensure performance evaluations are completed on a timely basis, the registrar is

responsible for tracking employee anniversary dates and initiating the process by sending the employee the self-evaluation form and notifying the supervisor of upcoming evaluation deadlines and tracking completed evaluations.

Analysis and Evaluation

The College meets the Standard. On a regular basis, MTI's supervisory personnel evaluate the performance of their direct reports objectively and provide coaching and assistance when necessary to correct deficiencies and encourage improvement. However, based on the survey responses from our faculty and staff, there is additional improvement needed to ensure all employees are receiving their evaluations in a timely manner.

6. *(Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.)*
7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty **and** may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

Evidence of Meeting the Standard

The campus director oversees the academic branch, which includes the seven academic departments: Paralegal Studies, Healthcare, Information Technology, Business Administration, General Education, Core Education, Barbering and Cosmetology. Each academic department, which includes faculty and curriculum specialists, is supervised by a department chair who is an experienced faculty member and academic administrator.

The full-time faculty consists of twenty-three well-qualified instructors who play a critical role in supporting the quality, academic integrity, and rigor of MTI's academic programs. A full-time externship coordinator is also employed to help increase the number of medical externship sites and maintain positive working relationships with site supervisors and preceptors ([III.A.07.Ev.3](#)). The externship coordinator is also a qualified instructor. Due to their instructional experience and knowledge in the subject matter, eight full-time faculty members also serve as curriculum specialists. In the Cosmetology program, there is one curriculum specialist. Student responses to the 2018 annual student survey currently show a high degree of overall satisfaction with the quality of teaching at MTI ([II.A.07.Ev.8](#)).

The department chairs are also active members of the faculty and most carry curriculum specialist responsibilities ([II.A.02.Ev.1](#)). The department chair job descriptions note that teaching may be a required part of their role ([II.A.16.Ev.1](#)). The amount of teaching vs. administrative hours is determined based on a variety of factors including hiring activities, and curriculum development needs. The director of the Paul Mitchell program is not currently assigned teaching responsibilities, as there is significant oversight and administrative responsibilities beyond the role as department head for that position.

The full-time faculty ([III.A.02.Ev.3](#)) and curriculum specialists provide support and guidance to approximately fifty adjunct instructors ([III.A.02.Ev.2](#)) in the various programs. As enrollments fluctuate, the number of adjunct instructors is adjusted, and existing faculty may be cross trained to teach other related courses that are within their areas of expertise. Decisions to adjust staffing are also based on the institution's ability to help students achieve SLOs and its ability to provide quality support services. The intent is to always maintain relatively small class sizes to allow for greater faculty/student interactions. To ensure that prospective employees possess the appropriate knowledge, skill, and experience desired, the faculty hiring process includes a combination of personal interview; teaching demonstration, achievement, or aptitude assessments; work samples; and reference evaluations ([III.A.07.Ev.1](#)).

Results from the 2018 annual faculty/staff survey indicate the following:

- 71 percent of respondents are "satisfied" or "very satisfied" that faculty levels are adequate to support the school (27 percent neutral/I don't know; two percent dissatisfied).
- 94 percent of respondents are "satisfied" or "very satisfied" that they have the training they need to do their job effectively (three percent neutral; three percent dissatisfied).
- 85 percent of respondents believe that MTI is effective in helping newly hired employees become engaged in their work quickly (15 percent neutral/I don't know).
([III.A.07.Ev.2](#))

Analysis and Evaluation

The College meets the Standard. The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.

8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard

All new faculty receive an orientation from their department chair. During this meeting, the College's mission and core values are emphasized and everything from their job description and faculty responsibilities to use of the syllabus, how they are paid, course evaluations and observations, academic freedom, meeting attendance, absence reporting, positive

representation, the Academic Honesty policy, and all health and safety information is discussed. They are introduced to the Faculty Policy and Procedure Handbook ([I.C.10.Ev.2](#)), and the personnel manual ([I.A.03.Ev.4](#)). They are also introduced to the MTI e-learning website and encouraged to utilize the online instructor training modules available to faculty located there, including topics such as setting the tone, lesson planning, classroom management, generational differences, learning styles, and outcomes-based grading ([II.A.02.Ev.7](#)).

Once in the classroom, all instructors receive feedback from class observations conducted by the department chairs, with all new instructors observed twice during their first term ([IV.A.02.Ev.4](#)). Additional oversight and feedback are provided by the student course evaluations ([II.A.16.Ev.5](#)) and the annual performance evaluation ([III.A.05.Ev.1](#)). The opportunity for further training is offered through in-services, department meetings, town hall meetings, and online training modules, webinars, and professional development opportunities. Finally, department meetings provide opportunities for faculty to share information, ideas, and techniques to better support students ([I.B.01.Ev.1](#)).

All faculty, both full-time and adjunct, are encouraged to become involved in the life of the institution. Although attendance at meetings is not mandatory for adjunct faculty, any who do attend are compensated for their time at the project rate ([IV.A.02.Ev.5](#)). Further, campus barbecues, hosted by the institution, are offered free to students and faculty to encourage mingling and involvement.

Analysis and Evaluation

The College meets the Standard. The MTI department chairs provide direct orientation for each new faculty member and they encourage them to become involved in our campus community. Further improvement in the oversight and tracking of faculty professional development is being pursued.

9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard

Oversight of the College's staff employees is spread among several members of the executive management team. The president oversees the Admissions and Technical Services departments, the chief financial officer oversees the Financial Aid and Business Services departments, and the campus director oversees the Career Services department, the Learning Resource Center, and academic programs ([IV.A.01.Ev.1](#)). Each of these departments is managed and supervised by an experienced director who has oversight of the employees staffing the positions in each of these areas. These directors are responsible for ensuring there are enough staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. All hiring decisions for administrative staff positions are made at the discretion of the hiring

manager under the supervision of the members of the executive committee. Staffing and job duties are monitored and discussed frequently in the executive committee meeting ([III.A.09.Ev.1](#)). Staffing levels and job duties are adjusted based on the needs of the students and college.

Students complete an annual survey and are asked to evaluate the services they receive from various departments. The responses from these surveys are used to make improvements where challenges are indicated, which would include improper staffing levels or competence. The responses to the 2018 annual student and new student surveys indicate reasonably high levels of satisfaction with the support services students are receiving from the College's staff ([II.C.01.Ev.14](#)) ([II.C.05.Ev.1](#)) ([I.C.01.Ev.8](#)). In addition, results from the 2018 annual faculty/staff survey indicate the following:

- 75.61 percent of respondents are "satisfied" or "very satisfied" that staff levels are adequate to support the school (19.51 percent neutral/I don't know; 4.88 percent dissatisfied).
- 94 percent of respondents are "satisfied" or "very satisfied" that they have the training they need to do their job effectively (one response neutral; one response dissatisfied).
([III.A.07.Ev.2](#))

Analysis and Evaluation

The College meets the Standard, as it maintains the administrative staff it needs to ensure that its programs and services are delivered effectively, efficiently, and with a high degree of student satisfaction. Each department of the College is supervised by an experienced manager and is staffed by employees who are both competent in performing their job functions and committed to helping students successfully achieve MTI's SLOs, reach graduation, and obtain employment in their respective fields of study. Staffing needs are closely monitored by departments and the executive committee.

10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

Evidence of Meeting the Standard

All of the College's administrative departments are managed by experienced directors who oversee their operation and ensure the services provided support the students, as well as the institution's mission and purposes ([IV.A.01.Ev.1](#)). All hiring decisions for administrative staff positions are made at the discretion of the hiring manager under the supervision of the members of the executive committee. Staffing and job duties are monitored and discussed frequently in the executive committee meeting ([III.A.09.Ev.1](#)). Staffing levels and job duties are adjusted based on the needs of the students and college.

When someone retires or leaves the College, the job description and duties are evaluated to

see if adjustments need to be made. Often, a current employee may be moved into the position. If necessary, ads are placed, and interviews are conducted for qualified applicants. Once hired, the employee is trained, ideally by the person who is leaving or the department's supervisor. Many employees at MTI have had several job titles and have been cross trained in several areas. This enables ongoing support for the employee as the job duties are learned. For example, when a new healthcare department chair was hired in 2017, the director of education created a training manual along with a training checklist ([III.A.10.Ev.1](#)) and worked with the department chair for several months to go through the different components of the job. After the initial training, the director of education continued to guide, coach and support the healthcare department chair as the department chair became competent in the required job duties. Additionally, when the campus director decided to retire, he helped train the new campus director, as did the president and CFO.

Two examples of the high levels of service being provided are evidenced by the following:

9. In the Financial Aid department, the staff puts extensive efforts into promoting Cal Grant eligibility and works with students to ensure they successfully apply for the grants within the application window. This provides students the opportunity to reduce the loan debt they might otherwise incur. In 2018, the staff set a new record in this effort ([II.C.03.Ev.4](#)).
10. In the Career Services department, the staff makes presentations in the classrooms to better connect with students earlier in their program and convince them to use the services we can provide. The reward is the 2018 overall unadjusted placement rate of 70 percent (91 percent adjusted for students actually looking for work) ([I.A.02.Ev.1](#)).

Further evidence is provided by the high levels of satisfaction seen in the new student surveys in which students are asked to evaluate the service they received from the Admissions and Financial Aid departments ([I.C.01.Ev.8](#)) ([II.C.01.Ev.14](#)).

Analysis and Evaluation

The College meets the Standard. MTI maintains a team of administrators of sufficient size to provide a high level of service to all its students and ensure the vision and mission of the College are achieved. To ensure continuity, training and support are provided. The effectiveness of the team's performance is supported by the institution's high marks on student graduation rates, placement rates, and average debt upon completion.

11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

Personnel policies and procedures are developed in a systematic fashion that takes staff and

faculty input into account. All policies must be approved by the executive committee and, when appropriate, the board of trustees. MTI administers its personnel policies consistently and equitably, ensuring fairness in all employment practices. In consideration of the possibility that disagreements, complaints, or problems may arise concerning working conditions, policies, practices, or management decisions that affect an employee's job, the College maintains appeal/complaint policies that allow employees to voice their opinions on such matters. All personnel-related information is documented in the employee's personnel file, acted upon accordingly, and where appropriate, reviewed as part of the annual evaluation process ([III.A.11.Ev.1](#)).

MTI's personnel policies, practices, and procedures are documented in the personnel manual which is made available to all employees upon hire. After they have read the material, new employees are asked to sign a form acknowledging they have fully reviewed and understand the material and this is kept in their employee file ([III.A.11.Ev.2](#)). In addition to the personnel manual ([I.A.03.Ev.4](#)), faculty members receive access to the Faculty Policy and Procedure Handbook ([I.C.10.Ev.2](#)), which includes additional policy and procedural information specific to instructors. Upon hire, all employees are also introduced to MTI's policies and procedures by their supervisors during orientation and training. The personnel manual and the Faculty Policy and Procedure Handbook are maintained on the campus network and on the MTI e-learning website ([elearning.mticollege.edu](#)) where they are accessible to all staff and faculty ([III.A.01.Ev.1](#)). Current hardcopies of the manuals are also available from an employee's supervisor upon request.

Throughout the year, various policies and procedures are revisited during department meetings and academic team meetings to serve as reminders and encourage compliance. Questions and comments are welcome and often result in dialog that leads to the clarification or revision of policy. As issues arise or times and circumstances change, new policies are developed, and existing policies are reviewed and updated to ensure the College stays current and in compliance. As newly adopted policies and procedures are approved, the academic officer distributes them via e-mail to the department chairs and managers, who in turn communicate them to faculty and staff as appropriate and incorporate them into the daily operation ([I.B.07.Ev.2](#)).

Employees are urged to use reasonable judgment at all times and seek supervisory assistance when faced with any situations that they are uncertain how to address. As a matter of policy, MTI seeks to resolve conduct and performance issues in the most informal and positive manner possible. The executive committee ensures that matters requiring disciplinary action are addressed appropriately and fairly, and that employees' rights are protected. Ninety-five percent of respondents in the 2018 faculty/staff survey believe that MTI's policies and procedures are clearly defined, and ninety-three percent believe they promote fair treatment of all personnel ([III.A.01.Ev.2](#)).

Analysis and Evaluation

The College meets the Standard. MTI establishes, communicates, and adheres to employment standards, policies, and procedures that are necessary for the efficient, fair, and consistent operation of the College and the protection of its employees.

12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

MTI is committed to fostering an environment for its students and employees that is open and free from discrimination. The institution's Statement of Nondiscrimination, which appears in the college catalog ([III.A.12.Ev.1](#)) and the student resource information on MTI e-learning, outlines the institution's policies as an equal opportunity educational institution including its position as an equal opportunity employer; its zero tolerance for harassment, including bullying and sexual harassment ([III.A.12.Ev.A](#)); and its policy for providing accessibility and reasonable accommodations for individuals with disabilities ([II.C.03.Ev.1](#)). In addition, MTI's Equal Employment Opportunity and Employee Selection policies, which appear in the MTI personnel manual ([III.A.12.Ev.2](#)), guide the hiring process to ensure that qualified applicants receive equal opportunities based on merit and are not subject to illegal discrimination.

The College values the broad range of knowledge, background, and experience its employees have to offer. MTI promotes the understanding and appreciation of diversity among its students and employees through its culture, student learning outcomes (SLOs), and enrollment and hiring practices. MTI's employee Code of Ethics ([I.C.07.Ev.7](#)), along with other policies and standards published in the personnel manual ([I.A.03.Ev.4](#)), outline behavioral expectations that support the honest and equitable treatment of students and employees.

MTI operates with integrity and concern for its students and employees. The College is committed to solving problems promptly, equitably, confidentially, and free from any concern of reprisal or recrimination. Problem-solving procedures for students and employees exist to facilitate the positive resolution of issues or concerns. For students, the Student Complaint and Grievance Policy ([I.C.09.Ev.1](#)) outlined in the student resources information on MTI e-learning suggests first discussing the problem with the appropriate faculty or staff member and culminates in the opportunity to complete a request for grievance form. For employees, when problems arise, employees are encouraged to address their concerns in a positive, solution-oriented manner with their supervisor or with those who are in the best position to implement a solution. Should a resolution fail to be reached at this level, employees may take their concerns to the campus director ([III.A.11.Ev.1](#)).

MTI continues to survey its faculty and staff annually to gather diversity information. Although the College recognizes that voluntary self-reporting of racial or ethnic background does not produce a completely accurate breakdown of its employees, it is not the institution's practice to make direct inquiries into its employees' ethnic or racial origins. The results of the 2018 survey continue to indicate ours is a population where about 71 percent are women (72 percent in 2013), about 42 percent are over 50 years old (30 percent in 2013), and about 76 percent are white (74 percent in 2013) ([III.A.12.Ev.3](#)). This despite

conscious efforts to emphasize diversity in hiring. However, to date, diversity has not been identified as an issue of concern by MTI's constituencies ([III.A.12.Ev.4](#))([II.C.01.Ev.2](#)).

Analysis and Evaluation

The College meets the Standard, heavily promoting and enforcing nondiscrimination, equitable treatment for all its constituents, and a very positive and supportive campus culture. However, there remains room for improvement in faculty/staff diversity. Every employment opening continues to be a hiring opportunity to reach out to and locate qualified candidates who will add to the faculty/staff diversity.

13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

MTI College has had an employee Code of Ethics in place for many years. It is an overarching statement that encompasses the standards and expectations for all employees of the College, and it was revised in 2019 to refer specifically to disciplinary action, up to and including termination, for noncompliance. It is also outlined in the personnel manual ([I.C.07.Ev.8](#)). All new employees receive a copy of the Code of Ethics upon hire ([I.C.07.Ev.7](#)).

Analysis and Evaluation

The College meets the Standard. The MTI Code of Ethics is emphasized with each new hire and continues to serve a crucial role in maintaining the positive campus culture. It is reviewed regularly and updated as necessary.

14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

In support of its mission and the universal outcome focused on lifelong learning, MTI views continuing education and professional development as being integral to maintaining a successful and productive faculty and staff. In addition to on-the-job training and new-instructor orientations, MTI offers employees who are beyond one year of employment the opportunity to attend any MTI class or program without being charged tuition, so long as it does not conflict with their employment responsibilities.

Employees can participate in a variety of professional development activities, such as attending offsite vendor-sponsored workshops and seminars; attaining or upgrading

professional certifications; participating in MTI-sponsored training and in-services; participating as evaluators on ACCJC evaluation team visits; and attending Assessment Institutes and other academic- related conferences and events. Employee participation in professional development activities may be at the request of the employee or of the College.

As evidenced in the MTI personnel manual, policies relating to continuing education, professional development, and employee training specify the qualifications, requirements, and limitations of the programs and the financial support the College is willing to provide to subsidize various activities ([III.A.14.Ev.1](#)). This information is provided to all employees upon hire and is also available to all employees in electronic form on the MTI e-learning website ([III.A.01.Ev.1](#)).

Employees can participate in a number of professional development activities that help increase MTI's ability to produce student achievement of student learning outcomes (SLOs) and provide support services that help students overcome common obstacles to academic success. Seventy-five percent of respondents in the 2018 annual faculty/staff survey report that they have opportunities to participate in professional development activities ([III.A.14.Ev.2](#)).

For the Paul Mitchell Cosmetology and Barbering programs, many opportunities for professional development exist for learning leaders and other staff. "Summit" is a semi-annual event that includes training on new systems; motivational speakers; celebrations of fundraising successes; specialized training in education leadership, brand management, and sales; and general networking opportunities. "Signature Gathering" is another semi-annual event that brings together salon owners from all over the world, sales representatives, learning leaders, and school owners. The event includes runway shows featuring Paul Mitchell future professionals (students) in extreme fashions and hairstyles, and celebrity platform artists demonstrating their hair-cutting talents. In addition, classes for learning leaders for color and cutting are offered, as well as special seminars and training opportunities for owners and directors.

Throughout the year, opportunities for advanced education in color, cutting, texture, and makeup are offered for Paul Mitchell program learning leaders ([III.A.14.Ev.3](#)). This training is geared primarily for learning leader specialists, but others can attend as well. In addition, in-house trainings and certification by advanced educators from other Paul Mitchell schools are offered a minimum of three times a year. After the training, learning leaders are encouraged to take advantage of opportunities for certification. Certification has multiple levels. Once learning leaders have achieved the highest level, they can certify learning leaders in their own schools ([II.A.02.Ev.11](#)).

Monthly in-house trainings are scheduled for all learning leaders. Usually, these sessions are led by learning leader specialists and cover techniques for color, cutting, texture, and other areas. In addition, each Paul Mitchell program learning leader maintains a Career Path Binder, which contains written tests for certification; guidelines for orientation and certifications; an organization and planning chart for documenting trainings, outside events and written tests; task calendars; job descriptions; and other resources.

As the College began developing its new Cloud Administration program, the IT department chair and faculty had opportunities for development, including training, to become Amazon Web Services Certified Cloud Practitioners. In addition, the department chair attended the annual Amazon Academy Imagine Conference to learn about developing strategies for learning in cloud computing. Similarly, during development of a new e-discovery program in the Paralegal department, the department chair attended a multi-day training put on by Relativity Software on the use of the e-discovery tools.

Additional examples of professional development activities that MTI employees have participated in include:

- California Association of Student Financial Aid Administrators annual conference. Attended by the director of financial aid and chief financial officer (2015 and 2017)
- Lynda.com and LinkedIn Learning Online Courses, 2014-2019
- CompTIA Instructor Network A+ Train the Trainer Webinar, Oct. 2, 2018-Mar. 18, 2019
- Amazon AWS Instructor Training, Ongoing, Nov. 1, 2018-present
- AWS Summit, March 27, 2019
- AAFPE Pacific Regional Conference – 2017
- eDiscovery Bootcamp – 2018
- The Seven Deadly Email Sins and their Role in eDiscovery webinar – 2018
- Relativity 101 training (2019)
- Paralegal faculty training
 - Cyber Security Training - 2015
 - Diversity and Inclusion - 2014
 - Ethics training – 2014 and 2015
 - Tech - DocuWare training 2014
 - CEQA essentials - 2014
 - Estate Planning
- Paul Mitchell faculty training
 - Summit – 2016, 2017, 2018
 - Barber Specialist – 2017, 2018
 - Color certification – 2016, 2017, 2018
 - Texture certifications – 2016, 2017, 2018

Department meetings and course-specific meetings are valuable opportunities for training. Training can range from discussions about new policies, new technologies or new curriculum updates to best practices. At times, department meetings are specific for particular courses, as was the case with the keyboarding meeting on February 11, 2019 to train instructors on the new keyboarding program and procedures ([III.A.14.Ev.5](#)). Frequently, some type of training takes place during the quarterly department meetings, and if there is a need, a follow-up meeting takes place for additional training ([III.A.14.Ev.6](#)).

Additional training opportunities include town hall meetings which have included training on topics like: Title IX, FERPA, Conflict Resolution, and professionalism ([IV.A.06.Ev.1](#)). Faculty also has access to online instructor training modules that are available 24/7 and include topics such as setting the tone, lesson planning, classroom management, generational differences, learning styles, and outcomes-based grading ([II.A.02.Ev.7](#)).

Analysis and Evaluation

The College meets the Standard and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs.

15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

Employee records are maintained securely and confidentially. Faculty personnel records, except for payroll information, are maintained by the registrar (as part of her dual role as director's assistant). The chief financial officer maintains staff personnel records and all payroll information for the College. All records are maintained in secured areas and are accessible only by authorized personnel. MTI provides faculty and staff access to their personnel records during normal business hours, with advance notice, and in the presence of a designated MTI officer. The institution's policy for maintaining employee files and ensuring employee access to their records is documented in the personnel manual ([III.A.15.Ev.1](#)).

The chief financial officer is designated as the institution's personnel officer and is responsible for overseeing all personnel matters, including any amendments and revisions to the personnel manual. All major policies receive approval from the board of trustees prior to appearing in the personnel manual. The most recent revision of the personnel manual was approved by the executive committee in July 2019 and was distributed electronically to faculty and staff via the MTI e-learning website in July 2019.

Analysis and Evaluation

The College meets the Standard. The institution makes provisions for the security and confidentiality of all personnel records in accordance with the law. All employees have access to their personnel records in accordance with the law. No issues regarding security of the files or employee access have been reported.

Conclusions on Standard III.A. Human Resources

The College meets the Standard. In support of the institution's mission and universal outcomes, MTI's staff and faculty possess the skills, education, experience, and personal qualities necessary to motivate and educate students toward becoming capable, competent career professionals and lifelong learners.

Instructors are selected based on their demonstrated knowledge of the subject, interpersonal skills, and ability to impart knowledge in a clear and comprehensive manner that facilitates student learning. Minimum experience and educational requirements for instructors vary depending on the courses that they will teach. All new instructors receive an orientation and a structured training plan. Instructors receive continual support from their department chairs.

All of the College's administrative departments are managed by experienced directors who oversee their operation and ensure the services provided support the students, as well as the institution's mission and purposes. MTI maintains a team of administrators of sufficient size to provide a high level of service to all its students and ensure the vision and mission of the College are achieved. These directors hire and train qualified individuals based on the criteria for the job that needs to be filled.

The College values the broad range of knowledge, background, and experience its employees have to offer. MTI promotes the understanding and appreciation of diversity among its students and employees through its culture, student learning outcomes (SLOs), and enrollment and hiring practices.

It is MTI's policy and practice to conduct regular performance evaluations assessing the competence, efficiency, conduct, and merit of its employees. Personnel policies and procedures are developed in a systematic fashion that takes staff and faculty input into account. All policies must be approved by the executive committee and when appropriate, the board of trustees.

The MTI personnel manual is a practical and comprehensive document that clearly defines and explains the institution's personnel system, including policies regarding employee selection, orientation, and probation; position classifications; operation standards and conditions; hours and schedules; compensation and payroll.

MTI operates with integrity and concern for its students and employees. The College is committed to solving problems promptly, equitably, confidentially, and free from any concern of reprisal or recrimination and it has had an employee Code of Ethics in place for many years.

Employee records are maintained securely and confidentially. Faculty personnel records, except for payroll information, are maintained by the registrar (as part of her dual role as director's assistant). The chief financial officer maintains staff personnel records and all payroll information for the College.

Improvement Plan(s)

N/A

Evidence List

- I.A.02.Ev.1 – Student Achievement Data
- I.A.03.Ev.4 – Personnel Manual
- I.B.01.Ev.1 – Samples of Academic Department Meeting Minutes
- I.B.07.Ev.2 – Excerpts from Academic Team Meeting Minutes re: Policies and Procedures
- I.C.01.Ev.8 – Excerpts from the 2018 PM Annual Survey and New Student Survey – Admissions Advising
- I.C.07.Ev.7 – Code of Ethics
- I.C.09.Ev.1 – Student Complaint and Grievance Policy
- I.C.10.Ev.2 – Faculty Policy and Procedure Handbook
- II.A.02.Ev.1 – Curriculum Specialist Job Description
- II.A.02.Ev.11 – Paul Mitchell Certification Evaluation
- II.A.02.Ev.7 – Teacher Training Modules
- II.A.07.Ev.8 – Excerpt from 2018 Annual Student Survey – re: Instructors
- II.A.16.Ev.1 – Department Chair Job Description
- II.A.16.Ev.5 – Course Evaluation Template
- II.C.01.Ev.14 – Excerpts from the 2018 New Student Survey and 2018 Annual Student Survey – FAID
- II.C.03.Ev.4 – FAID Cal Grant Yearly Comparisons
- II.C.01.Ev.2 – Excerpts from the 2018 Annual Student Survey re: Diversity
- II.C.03.Ev.1 – Accommodation for Disabilities Policy
- II.C.05.Ev.1 – Excerpts from the 2018 Annual Student Survey and 2018 New Student Survey – Advising
- III.A.01.Ev.1 – Locations of Personnel Manual and Faculty Policy and Procedure Handbook on MTI’s e-learning Website
- III.A.01.Ev.2 – Excerpt from 2018 Faculty/Staff Survey re: Policies and Personnel Manual
- III.A.01.Ev.3 – Excerpt from 2018 Faculty/Staff Survey re: Job Descriptions
- III.A.01.Ev.4 – Sample Faculty Ads
- III.A.01.Ev.5 – New Hire Checklist
- III.A.01.Ev.6 – MTI Faculty Qualifications
- III.A.01.Ev.7 – Excerpt from Catalog re: Staff and Faculty Educational Background
- III.A.02.Ev.1 – Sample Demo Topics
- III.A.02.Ev.2 – Adjunct Faculty Job Description
- III.A.02.Ev.3 – Full-time Faculty Job Description
- III.A.03.Ev.1 – Excerpts from the 2018 New Student Survey re: Deans
- III.A.03.Ev.2 – Dean Job Description
- III.A.03.Ev.3 – Registrar Job Description
- III.A.04.Ev.1 – PM Job Descriptions
- III.A.05.Ev.1 – Annual Faculty Performance Review Template

III.A.05.Ev.2 – Annual Staff Performance Review Template
 III.A.05.Ev.3 – Excerpt from Personnel Manual re: Performance Evaluations
 III.A.05.Ev.4 – Procedure for Faculty Performance Evaluations
 III.A.05.Ev.5 – Excerpts from 2018 Faculty/Staff Survey re: Performance Evaluations
 III.A.07.Ev.1 – Instructions for Department Chairs re: Hiring Instructors
 III.A.07.Ev.2 – Excerpts from 2018 Faculty/Staff Survey re: Staffing and Support
 III.A.07.Ev.3 – Externship Coordinator Job Description
 III.A.09.Ev.1 – Excerpts from Executive Committee Meeting Minutes re: Staffing
 III.A.10.Ev.1 – Department Chair Training Checklist
 III.A.11.Ev.1 – Excerpt from Personnel Manual re: Employee Problem Solving Procedure
 III.A.11.Ev.2 – Acknowledgement of Receipt and Understanding
 III.A.12.Ev.1 – Excerpt from MTI College Catalog re: Statement of Nondiscrimination
 III.A.12.Ev.2 – Excerpt from MTI Personnel Manual re: Equal Employment Opportunities
 III.A.12.Ev.3 – Faculty/Staff Diversity Surveys
 III.A.12.Ev.4 – Excerpts from 2018 Faculty/Staff Survey re: Diversity
 III.A.14. Ev.1 – Excerpts from Personnel Manual re: Employee Training, Professional Development and Education
 III.A.14.Ev.2 – Excerpt from 2018 Faculty/Staff Survey re: Professional Development
 III.A.14.Ev.3 – PM Training Calendar
 III.A.14.Ev.4 – Examples of Paralegal Training
 III.A.14.Ev.5 – Inservice: Keyboarding Training Handout
 III.A.14.Ev.6 – Examples of Training during Department Meetings
 III.A.15.Ev.1 - Excerpt from Personnel Manual re: Employee Records and Files
 IV.A.01.Ev.1 – Organizational Chart
 IV.A.01.Ev.3 – Sample Job Descriptions
 IV.A.02.Ev.4 -Faculty Observation Form
 IV.A.02.Ev.5 – Excerpt from Faculty Policy and Procedure Handbook re: Participation/ Meeting Attendance
 IV.A.06.Ev.1 – Sample Town Hall Agendas

B. Physical Resources

1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard

The MTI College campus offers students and employees a comfortable, safe, and professional environment in which they can work and study ([I.A.03.Ev.1](#)). The facilities and equipment are

similar to those found in modern business, legal, healthcare, technology, and salon environments. The campus, located in Sacramento, California, is one of the few private vocationally oriented colleges in the state designed and built exclusively for private career training. From 1965 to 1993 the campus was located in midtown Sacramento. The property where the campus is located today was acquired in 1992, and construction of the 15,000 square foot Main building was completed in 1993. As the College grew, the North Annex building was added in 1997, resulting in 15,000 square feet of additional space. The 7700 square foot Paul Mitchell building was purchased in 2001 and was converted from lab and office space to a cosmetology clinic and training facility in 2006. Significant upgrades offering additional classroom and office space were done in the Paul Mitchell building in 2015.

The North Annex and Main buildings house MTI's administrative offices, the Learning Resource Center, student and staff lounges, and lecture rooms and labs supporting the Paralegal Studies, Business Administration, Accounting, Technology, Healthcare, Barbering and Cosmetology programs. The buildings include thirteen computer labs fully equipped with industry-current workstations, printers, overhead projectors, wired and wireless internet access, and operating systems and software most commonly used by employers. Two technology labs are available for students to practice configuring and maintaining servers, and a computer hardware lab equipped with hardware, software, tools, and reference materials is available for students to practice troubleshooting and repairing desktop and laptop computers, printers, and other peripheral devices.

The Paul Mitchell building was designed in consult with a local architect and a Paul Mitchell-designated architect who specialize in designing custom facilities for Paul Mitchell cosmetology training programs. The facility contains classroom space, a separate shampoo area, a reception area, retail space, a student locker room, office space, and ample storage. The clinic floor has a total of forty-six workstations. Thirty are for the Phase One Future Professionals, eight for the Phase Two Future Professionals, and eight devoted to the Barbering Future Professionals. The Paul Mitchell Cosmetology program was launched in 2006. In 2015 the Paul Mitchell building underwent significant improvements in additional classroom and office space ([III.B.02.Ev.1](#)). This made it possible to grow the Cosmetology program and begin offering a Barbering program ([IV.B.03.Ev.1](#)). The Barbering program was successfully launched in 2017. The facility and equipment meet the requirements set by Paul Mitchell Advanced Education and the State of California Board of Barbering and Cosmetology rules and regulations.

Three medical labs are outfitted with the equipment and over 200 supplies found in most outpatient and laboratory settings. Two of the labs (B12 and Room 114) simulate clinical work settings and are equipped with an autoclave; medical instruments; mayo stands; a total of seven ECG machines, two of which are PC based; three spirometers, one is PC based and a printer to print the ECG and spirometry reports; bandaging supplies; infant and adult measuring devices; and miscellaneous equipment used to conduct full physical examinations such as exam tables, privacy curtains, eye charts, scales, tape measures, and three audiometers to test hearing. Another lab (A21) simulates a laboratory setting and is equipped with a variety of tools and instruments used to collect and analyze medical specimens, including various needle and syringe systems used for acquiring blood samples; urine reagent strips and a centrifuge; and microscopes. The lab also contains supplies used to perform laboratory tests such as

hemoglobin, glucose monitoring, and hematocrit. Finally, the labs are equipped with an exam table with privacy screens, a full-size skeleton, two infant simulators, and several anatomical charts illustrating various body systems.

The president and the campus director are responsible for overseeing campus operations, ensuring academic goals and objectives are being met, and maintaining an exceptional physical environment. The executive committee, which is comprised of the president, campus director, chief financial officer (CFO), and academic officer, manages much of the day-to-day operations and ensures that MTI's policies and actions support its success in fulfilling its mission. The committee meets weekly and works closely with staff and faculty to ensure that all physical resources are accessible, well-maintained, and support a safe, secure, and healthful learning and work environment.

The Technical Services department (TSD) addresses most of the routine facilities maintenance issues and conducts ongoing maintenance and repair on all computer and peripheral equipment. Major upgrades and repairs to facilities and physical resources are scheduled during times where there will be the least disruption to students, faculty and staff. The Christmas and spring breaks are typically reserved for major maintenance projects and upgrades to facilities and other physical resources. A classroom/lab upgrade schedule is a part of the End-of-Life (EOL) document ([III.C.02.Ev.A](#)).

The College maintains service contracts for elevator maintenance ([III.B.01.Ev.2](#)), janitorial services, landscaping, fire alarm and security systems, bio-waste disposal ([III.B.01.Ev.3](#)), heating and air conditioning, records shredding, refuse disposal, campus security and recycling. Service agreements are reviewed periodically based on the contractual terms, at the time of renewal, or on an as-needed basis. All copies of service agreements are maintained by the CFO.

The College has a history of compliance and responsiveness when it comes to safety regulations and inspections. Campus safety issues are addressed weekly at the executive committee level ([III.B.01.Ev.4](#)).

The annual Campus Security Report is updated annually ([III.B.01.Ev.5](#)) and is available to students and employees on the MTI e-learning website (elearning.mticollege.edu) ([III.B.01.Ev.6](#)).

MTI promotes a safe and healthful environment by posting Federal Health and Safety Laws in the staff lounge, and the State of California Board of Barbering and Cosmetology Health and Safety Rules in the Paul Mitchell building, where they are visible by future professionals, learning leaders, and staff. The Healthcare department maintains an Injury & Illness Prevention Program (IIPP) and an exposure control plan, which is kept in the clinical labs. All instructors are required to review the exposure control plan and demonstrate their understanding annually ([III.B.01.Ev.7](#)). To complement the Healthcare IIPP, an institutional-level IIPP was developed and implemented in 2013. Additionally, Stericycle conducts regular Mock-OSHA evaluations to ensure that MTI is complying with OSHA regulations ([III.B.02.Ev.8](#)). Finally, MTI buildings are smoke-free; two designated smoking areas are available on campus.

Security cameras are located in the Main building, the North Annex, the Paul Mitchell building, the Learning Resource Center (LRC) and in the Pearson-VUE testing room. There are also outside cameras able to monitor activity in the main parking lot. The College, through its landlord, contracts with a security company who monitors the campus during the afternoon and evening hours, from 3:00 p.m. until closing. The security company also patrols the campus each morning prior to the arrival of any students, faculty or staff. A report of the prior day's security activity is received and reviewed each morning by the president, campus director, and chief financial officer ([III.B.01.Ev.8](#)).

The College maintains adequate insurance to protect itself in the event of disaster. Backup copies of electronic records are maintained both on- and off-site. The Technical Services Department (TSD) uses "Ease US" software to perform daily onsite backups. These include the CampusNexus database, student and instructor files, administrative files, the curriculum library as well as operating system and active directory backups of various servers. In addition, TSD uses "Keep It Safe" to backup files offsite daily including the CampusNexus database, administrative files, and the curriculum library. These files are retained for 14 days.

The annual Campus Security Report was expanded to include documentation of policies, activities, and system tests and was placed on the campus e-learning website to increase its availability for student and employee review. As a part of our Campus Security Report practice, the college tests its internal paging system annually, and also performs the campus evacuation process once a year ([III.B.01.Ev.9](#)).

MTI relies on open communication regarding any issues or concerns regarding the accessibility, maintenance, safety, or security of campus resources. The College maintains an open-door policy and encourages its constituencies to voice their opinions. The department chairs work closely with faculty and students to ensure that they have access to the facilities, equipment, and supplies they need to maximize student learning and the achievement of SLOs and the institution's mission. These efforts are supported by the academic team and the executive committee.

The 2018 Faculty/Staff survey revealed the following:

- 85.72 of respondents stated that they were satisfied or very satisfied that "MTI's work environment is clean, professional and comfortable."
- 100 percent stated that they were aware that that they were satisfied or very satisfied "there is a security guard on duty in the afternoons, evenings and Saturdays."
- 84.85 percent stated that that they were satisfied or very satisfied that they were "aware of MTI's evacuation procedure."

([III.B.01.Ev.10](#))

Analysis and Evaluation

The College meets the Standard. The institution assures safe and sufficient physical resources and they are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

The College takes pride in the appearance and safety of its campus. Each morning a member of the school management team walks the campus and parking areas. The president, campus director, network administrator and chief financial officer alternate the responsibility for opening the facilities and inspecting the campus grounds each morning.

In addition to opening the buildings, the individual assigned is to make sure the facilities are ready for staff and students. It is the individual's responsibility to make sure that the facilities are ready for business on time each day. The College realizes that students and applicants (including their family members and anyone else they bring with them) are customers, and it is necessary to have the facilities to always look their best with the buildings, grounds, and parking lots clean and in good repair. The assigned staff member is expected to be on campus and beginning the walk-through by 7:30 a.m., ensuring that the campus is open, presentable and ready for student and staff arrival by 7:55 a.m. ([III.B.02.Ev.A](#)).

Each week at the executive committee meeting, there is a standing agenda item to discuss any safety issue that occurred on campus that week ([III.B.01.Ev.4](#)). In 2015 the College made the decision to not have security guards as employees and made arrangements with its landlord for a private security company to patrol the grounds each day. In addition, the security company patrols the campus in the early morning prior to student and/or staff arrival. In 2016, the campus security camera system was upgraded to allow for better video, and a wider and more expansive view of the parking areas ([III.B.02.Ev.B](#)).

In addition to maintaining the facility, the College engages in facility upgrades as student interest and population demand. In 2015, the Paul Mitchell building underwent significant improvements along with additional classroom and office space. The process was monitored very closely by the executive committee and progress was reported to the board of trustees at several intervals ([III.B.02.Ev.1](#)).

In 2017, as the medical department was working on updating its curriculum to meet CAAHEP standards, the need for an updated medical lab was identified. The Healthcare department chair documented this in the department's program review and had discussions with the president. The decision was made by the executive committee to move forward with the upgrade because it would be beneficial to the College's medical assisting and phlebotomy students. This

additional space would allow for classes to be held in one classroom rather than splitting a class over two separate rooms and enable more efficient classroom planning for classes that do not require a medical lab. To accomplish this, the executive committee decided to combine Rooms 112 and 114 in the Main building into one large clinical lab. In June 2018, a contractor the College had previously worked with was selected for the job and planning began. During that time, the Healthcare department chair identified the renovation as an opportunity for the College to align itself with Sutter Health, a major healthcare provider, in terms of the equipment installed in the new lab and training procedures, such as lab inventory. After the plans were approved and permits were received, construction on the new lab began over the College's 2018 Christmas break to minimize any impact on students and faculty. It was completed at the end of the following January and was put into use beginning with the February 2019 term. In total, the new lab offers nearly 1000 square feet of lecture and practical instruction space ([III.B.02.Ev.2](#)) ([III.B.02.Ev.3](#)).

Maintaining physical resources for a campus such as MTI College requires diligent oversight, careful planning, and the assistance and cooperation of students, faculty and staff. Planning for the upgrade and maintenance of MTI's physical resources occurs as part of the weekly executive committee meetings. Plans are fine-tuned and implemented with the assistance of the academic team and other ad hoc committees. The deans evaluate room utilization and coordinate schedules to accommodate construction or other facility upgrades with minimal disruption to students and faculty.

Students, faculty and staff contribute to maintaining the campus environment by cooperating with policies that prohibit smoking in the buildings ([III.B.02.Ev.4](#)), limit food and drink in the classrooms ([III.B.02.Ev.5](#)), ensure the safety and security of personal property, and define appropriate device usage while on campus ([III.B.02.Ev.6](#)). Feedback from campus constituencies is also very important to maintaining the quality of the campus environment. Input from the student advisory focus groups and feedback from student surveys have resulted in a number of improvements, including the addition of overflow parking, an increase in security, the implementation of download-blocking software to improve internet bandwidth, the creation of a recycling program, and clarification of various campus policies.

MTI's facilities and physical resources are inspected on a periodic basis. All fire extinguishers are inspected annually by a commercial fire safety service company ([III.B.02.Ev.7](#)). The elevator is serviced on a quarterly basis, and the state certification is renewed annually. Mock-OSHA inspections are scheduled periodically through Stericycle to ensure that MTI's healthcare programs operate in compliance with state regulations ([III.B.02.Ev.8](#)). Annual site visits are conducted by Paul Mitchell Advanced Education Partner Assessment Leaders to inspect the facility and offer feedback and suggestions to improve the Barbering and Cosmetology programs. Any findings or deficiencies discovered through all inspections are immediately addressed to assure the safety and accessibility of campus resources ([III.B.02.Ev.9](#)).

The president and network administrator are the primary contacts for the maintenance and care of MTI's facilities and physical resources. Faculty and staff can email the Technical Services department (TSD) directly to report problems with equipment or facilities; the messages go directly to mobile phones carried by TSD staff. This system enables instructors to request

assistance without the need to leave the classroom and helps to ensure a quick response. Issues regarding facilities and equipment, including the need for improvements or upgrades, are discussed at department meetings ([III.B.02.Ev.10](#)), academic team meetings ([III.B.02.Ev.11](#)), and executive committee meetings ([III.B.02.Ev.12](#)). Requests and suggestions for improvement can also be made informally to supervisors and department managers as expressed in MTI's Employee Participation policy found in the personnel manual ([IV.A.02.Ev.1](#)).

Analysis and Evaluation

The College meets the Standard. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence of Meeting the Standard

Dialog focused on the quality, effectiveness and continuous improvement of MTI's facilities and equipment is broad and ongoing. Issues are raised, feedback is solicited, and plans are communicated through department meetings, academic team meetings, executive committee meetings, student advisory focus groups, pow wows, town hall meetings, and ad hoc committees. The executive committee and academic team are the two core decision-making bodies that impact institution-wide practices and improvement of student learning. Requests, concerns and ideas that arise from students, staff, and faculty are typically addressed at the department level; however, as appropriate, they are referred to the executive committee or academic team for discussion, consideration, and approval.

The campus director and department chairs ensure faculty and students have access to the facilities, equipment, and supplies they need to maximize student learning and achievement of SLOs. As part of the annual program review, master planning and budget/resource allocation processes, department chairs and faculty identify the equipment and other resources needed to support their programs and document them in their current year program review as budget requests([III.B.03.Ev.1](#)). The plans and resource budget requests are reviewed and approved by the executive committee and the board of trustees, and are carried out at the department-level ([IV.C.04.Ev.1](#)).

Through its commitment to quality and its ongoing cycle of evaluation and planning, MTI assures its facilities and other physical resources support student learning and the achievement of its student learning outcomes (SLOs). The routine oversight and the ongoing evaluation and planning of physical resources are primarily driven by the executive committee. As part of its weekly meetings, the executive committee addresses maintenance issues and concerns, discusses the current status of resources, identifies courses of action, and evaluates plans for improvement or expansion ([III.B.01.Ev.4](#)).

The College enlists the help of its staff and faculty to continuously monitor the use and condition of its physical resources and report any deficiencies. Following the college's philosophy of "don't expect...inspect", the condition and utilization of MTI's facilities and equipment are inspected and evaluated on a regular basis. Input and feedback on the quality and effectiveness of the institution's facilities and physical resources is solicited throughout the College and its constituencies. Examples of ways that this is done are through meetings ([III.B.03.Ev.2](#)), surveys ([II.B.01.Ev.8](#)), student advisory group meetings ([II.A.16.Ev.7](#)), and the student suggestion box ([II.C.01.Ev.9](#)).

When problems occur, immediate attention is placed on finding an appropriate solution in order to avoid compromising the quality of MTI's programs or services. Most issues that occur through the course of normal campus activity are typically resolved right away, while others that require research and planning are escalated to the executive committee. When issues arise that involve physical resources needed to support the achievement of SLOs, the appropriate curriculum specialist(s), department chair(s) and the campus director are included in the discussion. For example, in March of 2019, the Healthcare department chair felt that there was a need for a new spirometer so that there would be equipment in both labs. Shortly after making this determination, she contacted the primary vendor for medical supplies, McKesson, to get some information on purchasing one. She then met with the president to discuss this need and a decision was made to purchase the spirometer ([III.B.03.Ev.3](#)).

To ensure the effectiveness of its physical resources in supporting institutional programs and services, MTI evaluates its facilities and equipment regularly and relies upon input from its constituencies to inform its plans for improvement. On occasion, this is done in an informal manner. For example, in late 2018, the network administrator met with members of the academic team to assess the preparedness of one of the labs to accommodate virtual servers. Meetings with relevant parties were held, there were follow-up emails and communication, and this communication help ensure that the relevant parties knew what to expect as the upgrades were completed ([III.B.03.Ev.4](#)).

As part of the daily opening procedure, the buildings and grounds are inspected by a member of the school management team. The deans ensure the effective utilization of classrooms and labs, and the Technical Services Department staff oversee the functionality and maintenance of all technology-related equipment and resources in the classrooms, Learning Resource Center, and administrative offices. The College also evaluates its physical resources through feedback from course evaluations ([II.A.16.Ev.5](#)), annual ([II.B.01.Ev.8](#)), and ad hoc surveys ([III.B.03.Ev.5](#)), the employer advisory boards, feedback from externship sites, and standards and requirements set by ACCJC, the American Bar Association, Paul Mitchell Advanced Education, the State of California, and other industry partners. Finally, students are encouraged to notify their instructors or any MTI staff member whenever they notice something needing maintenance or repair.

Discussions at the executive committee meetings are interactive and solution oriented. All operational and academic departments of the college are represented at the executive committee. The campus director reports any issues or challenges being addressed by the academic team affecting the delivery of MTI's student learning programs and support services, including those involving facilities and equipment. When additional research is required to

properly address an issue, such as the need for a third-party data recovery resource or evaluating the impact of expanding or adding a new program, the executive committee often recommends the creation of an ad hoc committee comprised of key personnel with the background and experience necessary to evaluate the situation and recommend solutions based on the institution's goals and best practices ([III.B.03.Ev.6](#)). The group reports back to the executive committee, where the recommendations and plans are reviewed and approved for implementation.

Analysis and Evaluation

The College meets the Standard.

4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

MTI assures the quality and integrity of its programs and services by providing a clean, professional, and safe environment with well-maintained, accessible, and reliable equipment and resources. Long-range capital plans and physical resource planning are based on the prioritization of justified needs, sound research, and the assessment of available funds.

The College benefits from its three core planning processes: program review, master planning, and the budget/resource allocation process. These processes promote sound decision making based on specified outcomes and objectives that support MTI's mission. Because every department on campus requires access to quality facilities and reliable equipment in order to achieve its goals, physical resource planning is a component of all planning activities.

Each year, departments are asked to document their planned activities, anticipated program improvements, and related resource needs. The activities and resources noted flow from department master planning goals, curricular updates and additions related to program review, and operational needs of the College. Department chairs, curriculum specialists and faculty review existing curricula and make plans for improvement as part of program review. The review includes the identification of equipment and other resources needed to help students achieve the SLOs. If the equipment/resources are not currently available on campus, the curriculum specialist submits a request to the department chair who incorporates it into the budget and master plan ([II.A.03.Ev.6](#)). Administrative departments identify resource needs based on productivity and the ability to deliver quality service. The Technical Services Department (TSD) bases resource needs on the functionality of MTI's computer labs and the integrity of campus systems. As with the academic branch, the administrative and TSD budget requests are incorporated into the master plan ([I.B.02.Ev.3](#)). At the end of the year, as a direct result of master planning and program review, current and future resource and equipment needs are identified and submitted to academic management in the *Executive Summary of MTI's Institutional Effectiveness in Program Review, Planning and Student Learning*

Outcomes for consideration from the executive committee and board of trustees as budgeted expenditures for the upcoming year ([II.A.01.Ev.6](#)).

The executive committee, board of trustees, and board of directors ensure educational quality, institutional integrity, and financial stability. The board of trustees provides oversight, direction, and guidance to college leadership in support of their efforts to fulfill the institution's mission. The board of directors is responsible for all policy relating to the control of the corporation's assets, including the management and oversight of MTI's reserve funds, investments, taxes, facilities, and capital equipment. For long-range capital investments, the College maintains in excess of three million dollars in institutional reserves. These funds are held on reserve for physical plant and property acquisition associated with opportunities for growth. Additionally, the College has a history of avoiding long-term debt. Through careful planning, flexibility, and the prompt payment of invoices, the College is able to fund projects and obtain resources necessary to accomplish its mission without having to incur debt. This practice enables the College to focus on plans related to improving institutional effectiveness versus those relating to the repayment of financial obligations and liabilities.

When major decisions are made to upgrade facilities and other physical resources, extensive research, planning and coordination take place. The College carefully considers all expenditures to ensure financial resources are available, the requirement for the expense is justified, and the product being acquired, or service being performed is of high quality and from a reputable source. It is MTI's practice to research multiple vendors and solicit estimates. Vendors are selected based on factors such as customer service, reputation, and cost. It is important to note that cost is only one factor; the vendor with the lowest cost is not always the one selected. Once a vendor is selected, the work is scheduled. The president works with the deans to ensure that any facility upgrade will be done in a manner that minimizes facility disruption. Whenever possible, work is scheduled during times when classes are not in session; however, when this is not possible, the deans often make changes to room assignments in order to avoid disruptions to learning. Notice of the work is communicated to staff, faculty, and students through e-mails, flyers, and class announcements. An example of this is the planning and implementation of the updates to the Paul Mitchell building in 2015.

Feedback and information regarding the quality of MTI's physical resources and the degree to which they support the achievement of SLOs is used by the academic team and the executive committee for ongoing planning and improvement. The College also evaluates its physical resources through feedback from course evaluations ([II.A.16.Ev.5](#)), annual ([II.B.01.Ev.8](#)), and ad hoc surveys ([III.B.03.Ev.5](#)), student advisory focus groups, department meetings, and direct feedback shared with MTI employees.

Because resource planning and long-range capital plans are integrated with institutional and master planning, all investments in physical resources and facilities are considered by the president with input from the executive committee. Being a small single-campus institution, MTI benefits from the ability to redirect financial, physical, and human resources where they are needed to support student learning programs and services. Individual executive committee members have the authority to approve expenditures for projects up to \$10,000, and the president, in conjunction with the executive committee, has the authority to approve expenditures up to \$1,000,000. Expenditures over \$1,000,000 are forwarded to the board of

directors along with the executive committee's and/or board of trustees' recommendation. The board of directors meets on a quarterly basis to assess the financial status of the institution, establish or evaluate plans for capital outlays, and plan for future needs of the institution ([IV.C.04.Ev.1](#)).

Once the appropriate approvals are obtained, the executive committee has the responsibility to plan and implement any new undertakings. Depending on the nature and scope of the endeavor, the planning involved may be rolled into the master planning process. Otherwise, the planning, implementation and follow-through are the responsibility of the executive committee. Recent projects include the complete renovation of a medical lab ([III.B.02.Ev.2](#)), significant improvements to the Paul Mitchell building ([III.B.02.Ev.1](#)), improvements to the campus security video system ([III.B.04.Ev.1](#)), annual classroom computer upgrades, upgrading the test center computers to accommodate Pearson Vue testing, upgrading the Admissions department computers, and completing ADA campus upgrades ([III.B.04.Ev.2](#)).

Analysis and Evaluation

The College meets the Standard. Long-range capital plans support institutional improvement goals.

Conclusions on Standard III.B. Physical Resources

The College meets the Standard. The MTI College campus offers students and employees a comfortable, safe, and professional environment in which they can work and study. The facilities and equipment are similar to those found in modern business, legal, healthcare, technology, and salon environments.

Through its commitment to quality and its ongoing cycle of evaluation and planning, MTI assures its facilities and other physical resources support student learning and the achievement of its student learning outcomes (SLOs). The routine oversight and the ongoing evaluation and planning of physical resources are primarily driven by the executive committee. Input and feedback on the quality and effectiveness of the institution's facilities and physical resources is solicited throughout the College and its constituencies. Dialog focused on the quality, effectiveness and continuous improvement of MTI's facilities and equipment is broad and ongoing.

MTI assures the quality and integrity of its programs and services by providing a clean, professional, and safe environment with well-maintained, accessible, and reliable equipment and resources. Long-range capital plans and physical resource planning are based on the prioritization of justified needs, sound research, and the assessment of available funds.

Improvement Plan(s)

N/A

Evidence List

- III.B.02.Ev.1 – Excerpts from Executive Meeting and Board of Trustees Minutes re: PM Building Upgrade
- I.A.03.Ev.1 – Campus Map
- I.B.02.Ev.3 – 2018 Administration Departments’ Master Plans
- II.A.01.Ev.6 – 2018 Executive Summary of MTI’s Institutional Effectiveness in Program Review, Planning and Student Learning Outcomes
- II.A.03.Ev.6 – 2017 Program Review Updates and Findings
- II.A.16.Ev.7 – 2018 Student Advisory Group Meeting Notes
- II.B.01.Ev.8 – Excerpts from 2018 Faculty/Staff Survey and Annual Student Survey re: Resources and Facilities
- II.C.01.Ev.9 – Responses to e-learning Suggestion Box
- III.B.02.Ev.2 – Elevator Service Contract
- III.B.02.Ev.3 – Stericycle Contract
- III.B.01.Ev.4 – Excerpts from Executive Meeting Minutes re: Campus Safety and Facility Information
- III.B.01.Ev.5 – 2018 Annual Campus Security Report
- III.B.01.Ev.6 – Location of Annual Security Report and other Campus Safety and Security Information on e-learning
- III.B.01.Ev.7 – Annual Bloodborne Pathogen Training Sign-in Sheet
- III.B.01.Ev.8 – Sample Daily Security Report from Security Patrol
- III.B.01.Ev.9 – Executive Meeting Minutes re: Evacuation Drill
- III.B.01.Ev.10 – Excerpts from 2018 Faculty/Staff Survey re: Safety and Security
- III.B.02.Ev.A – Campus Opening Procedures
- III.B.02.Ev.B – Smart Guards Security Agreement
- III.B.02.Ev.1 – Excerpts from Executive Meeting Minutes and Board of Trustees Minutes re: Updated PM Building
- III.B.02.Ev.2 – Excerpts from Medical Department Program Review, Meeting Minutes, Executive Meeting Minutes and Sample Emails re: Medical Lab Upgrade
- III.B.02.Ev.3 – Medical Lab Building Upgrade Plan
- III.B.02.Ev.4 – Smoking Policy with Smoking Map
- III.B.02.Ev.5 – On-Campus Expectations
- III.B.02.Ev.6 – Device Usage Policy
- III.B.02.Ev.7 – Fire Guys Invoice
- III.B.02.Ev.8 – 2018 Mock-OSHA Evaluation
- III.B.02.Ev.9 – Example of PM Site Visit Report
- III.B.02.Ev.10 – Example of Equipment discussed in Department Meeting
- III.B.02.Ev.11 – Example of Facility Discussion at the Academic Team Meeting
- III.B.02.Ev.12 – Example of Facility Discussion in Executive Meeting
- III.B.03.Ev.1 – Program Review Template showing Facility Resources Review
- III.B.03.Ev.2 – Sample Executive Meeting Minutes re: Facility Collaboration
- III.B.03.Ev.3 – Example of Flexible Equipment Purchases

III.B.03.Ev.4 – Sample Emails re: Upgrades to Lab Room to Accommodate Virtual Machines
III.B.03.Ev.5 – Follow-up to the 2018 Faculty/Staff Survey
III.B.03.Ev.6 – Example of how Equipment Issues are handled by Executive Committee
III.B.04.Ev.1 – Executive Committee Meeting Minutes re: Security Cameras
III.B.04.Ev.2 – Executive Committee Meeting Minutes re: ADA Facility Upgrade
IV.A.02.Ev.1 – Excerpt from Personnel Manual re: Employee Participation
IV.B.03.Ev.1 - Excerpts from Executive Meeting Minutes re: The Development of the Barbering Program
IV.C.04.Ev.1 – Annual Budget Review Policy

C. Technology Resources

1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

The primary focus of the Technical Services department (TSD) is to provide the technology expertise and support necessary to support the institution's success in fulfilling its mission. Under the supervision of the network administrator, TSD ensures that students, staff, and faculty have access to the technical resources, hardware, software, and facilities necessary for effective teaching and learning, communications, and the overall operation of the College.

The MTI campus includes thirteen computer labs fully equipped with industry-current workstations, printers, overhead projectors, internet access, and operating systems and software most commonly used by employers. Nine lecture rooms have been equipped with instructor PCs that have full network access and overhead projectors to support multimedia classroom presentations. On the administrative side, TSD supports approximately fifty desktop users, the Paul Mitchell retail system, and the campus data management and phone systems. In addition to providing technical support and maintenance, the department provides basic facilities maintenance and support for the campus. TSD staff is available throughout the day and evening hours of operation and is equipped with mobile phones to ensure immediate response.

The College maintains a dual-network system using Windows Server 2016 across a fully-switched network. A combination of fiber and cable modem internet connections is utilized to ensure highly productive, 100-megabit redundant connections to the internet. The network is protected by a WatchGuard enterprise-class firewall and Windows Active Directory Services, which is used for authentication and access. Unwanted e-mail and virus filtering are contracted to a third-party source, and all workstations and servers are protected by antivirus software. In addition, the MTI servers, which are located in the main building, are backed up to an 8 TB file

server and 32 TB NAS system seven days a week. The backup NAS system is also located in the server room. Other critical data is backed up to an offsite location.

Network hard drive space is allocated for the centralized storage of student files. Each classroom computer is connected to the academic network. Security is managed through Active Directory Services and student files are only accessible by the student and authorized TSD staff. Students also have access to OneDrive, a Microsoft file hosting service, to store their files for access anywhere there is internet access. Security for OneDrive is managed through Office 365 security. The College offers other technology-based solutions to help support student learning and achievement. Microsoft Azure Dev Tools is used to provide current Microsoft networking software to technology students. The campus wireless network supports all three buildings to enable students to connect wherever they are on campus. USB thumb drives are distributed in the Essential Computer Concepts (DAI 04) class to enable students to store their class files for use at different machines both on and off campus.

Technology students entering the IT Fundamentals (TS115) or Fundamental Networking Concepts (IT201) class are provided with 1 TB portable hard drives to enable students to store large files such as server software downloaded from Microsoft or VMware. Having anytime access to these files creates a portable lab environment for students' use in-class or at home. In addition to the hard drives, technology students receive tool kits to practice hands-on computer skills. In IT Fundamentals (TS115), students receive computer maintenance tools including demagnetized screwdrivers and anti-static wrist bands. In Fundamental Networking Concepts (IT201), students receive tools for network maintenance including a cable crimper and cable tester. The distribution of tools and associated hands-on lab activities provide students with practice to prepare for specific certification objectives ([III.C.01.Ev.1](#)).

All academic programs have access to the MTI e-learning website (elearning.mticollege.edu). The site was developed in-house by MTI staff using the Moodle learning management system (LMS), and is hosted by a third-party provider, which maintains a datacenter that's available on a 24/7, year-round basis. The e-learning website is a valuable resource that includes access to select courses, weekly announcements, a calendar with upcoming events, updates from student advisory focus groups, links to various student surveys, the student handbook information, and access to important student policies and procedures ([I.C.01.Ev.4](#)). The e-learning website also offers students the ability to access classroom files and learning resources from anywhere there is an internet connection. Many students are able to turn in homework and view their course progress at any time if their class is on the e-learning website.

Online coursework is developed and maintained in-house by MTI curriculum specialists. As each class section finishes, the students' assignments and grades are moved into archive holding areas. MTI College's e-learning host provider, Classroom.Revolution.com, provides daily backups to separate drives to allow restoration of the previous day's Moodle site configuration. ClassroomRevolution.com also manages weekly site backups to a distributed cloud platform to allow restoration of the previous week's Moodle site configuration.

The College uses Outlook Web Access Webmail, which enables faculty and staff to access their MTI e-mail accounts and other Outlook features such as the calendar, contacts, and task lists from any computer with web access. In early 2014, the Technical Services department launched

the use of Microsoft's Office365 cloud-based email/Office solution, which has increased the institution's ability to share files outside the campus network and issue mticollege.edu email addresses to students.

Technology resources and systems are designed to meet the specific needs of MTT's student learning programs and services and support the data management needs of the organization. With input from the academic team, the campus director and department chairs explore ways to use technology to enhance the delivery of content-rich, interactive lectures. All lecture rooms have been upgraded with multimedia capabilities, including instructor workstations, screens, and overhead digital projectors. The clinic floor of the Paul Mitchell building has been upgraded with a similar multimedia configuration so that learning leaders (instructors) in the Barbering and Cosmetology program can offer instruction in the clinic classroom environment and provide examples while a service is being performed.

Results from the 2018 staff/faculty survey revealed some disappointing results:

- 78.05 percent of respondents indicated that "computers are equipped with the resources I need." This was a drop of 12 percent from the prior year.
- 68.4 percent indicated that the "the teaching and technical equipment available at MTI are sufficient for my classes." This was a drop of 21percent from the prior year.

[\(II.B.01.Ev.8\)](#)

In response to these items, several changes were made with the intent of seeing improvement. A recurring comment in need of attention was our main copy machine. In response to concerns that the copier was too frequently needing service or breaking down the College began a program of copier maintenance leading into each term so that maintenance issues were handled prior to the beginning of the term when demands were the highest. There is now systematic monitoring of consumables on the main copier so that the copier always has supplies replaced within the parameters defined by the manufacturer. In response to concerns about internet access being available to all students, new wireless access points were installed across campus which are centrally controlled and can throttle as well as limit bandwidth and direct traffic to another internet circuit as needed. Another request was to have wireless mice or remotes available in the classrooms to advance slides in presentations. Five wireless remotes were purchased and one of the department chairs has taken point on this issue. Three have been assigned to faculty and the other two are available for faculty to check out.

Subsequent to making the changes noted above, a follow-up survey was given to faculty and staff with questions designed to gain information as to whether improvements related to the comments from the 2018 Faculty/Staff survey had been noticed or not ([III.B.03.Ev.5](#)). When asked if improvements had been noted in the area of "computers are equipped with the resources I need," 84 percent of respondents (16/19) indicated they had seen improvements. When asked if improvement had been seen in the area of "the teaching and technical equipment available at MTI are sufficient for my classes," 81 percent of respondents (22/27) indicated improvement had been noted.

Continued emphasis is placed on incorporating technology tools that students would expect to see in the workplace into the curricula. For example, to complement classroom instruction in the Cosmetology and Barbering programs, each future professional (student) is issued a tablet computer. The Apple iPad was chosen because the Paul Mitchell learning applications are only compatible with the iPad ([III.C.01.Ev.2](#)). Using the iPad, the future professionals are able to track all of the state required practical operations, take exams, take notes, review curriculum, and diagram and watch instructional videos. In addition, Apple TV's have been installed in all of the Paul Mitchell classrooms. Learning leaders will connect their iPads to the Apple TV's to deliver curriculum via "Keynote" and other various Paul Mitchell applications. The learning leaders are able to transfer notes and other PDF documents to the future professionals for their studying needs.

For IT students, the College provides production quality hypervisors from Microsoft Azure Dev Tools and VMware Academy so that students can create and use virtual machines in a lab environment. This allows students to simultaneously manage multiple server and client operating systems in a manner that mimics a workplace environment. Finally, the College continues to research the use of e-readers or tablet computers to replace traditional textbooks and to enhance classroom instruction. While the use of e-readers or tablet computers presents several potential benefits to students, there are also many issues associated with incorporating this type of technology into the curriculum and ensuring that the necessary IT infrastructure is in place to support it.

Results from the 2018 annual student survey indicate the following:

- 82.13 percent of respondents were "satisfied" or "very satisfied" that "computer labs are available at times when I need them."
- 89.34 percent of respondents are "satisfied" or "very satisfied" that they have access to the resources they need to be successful in their classes.
([II.B.01.Ev.8](#))

Analysis and Evaluation

The College meets the Standard. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

The acquisition, distribution, utilization, and retirement of technology-related support services, facilities, equipment, and other resources are supported by MTI's decision-making structure and the program review, master planning and budget/resource allocation processes.

The College proactively manages its hardware and software inventory based on software specification requirements, estimated end-of-life dates, current performance levels, and degree of upgradeability. The network administrator frequently reviews MTI's technology resources. This information, along with other factors such as enrollment trends and updates to academic programs or services, is taken into consideration as the College plans for the future allocation, upgrade, and retirement of its technology resources.

Under the "End-of-Life" EOL program, hardware is given an upgrade or phase-out date on a common timeframe for both academic and administrative departments. For academic departments, consideration is given to the skills and competencies that are relevant in the marketplace. For administrative departments, a cost/benefit analysis is used to determine plans for maintaining, upgrading, or replacing hardware. Hardware assets in classrooms are maintained at levels that allow current software to run efficiently and ensure availability and reliability for student use. Categories include functions such as network infrastructure or phone system, and equipment, such as PC's and printers, is listed by department. Items that are identified as needing upgrade or replacement are included in the TSD annual budget/resource allocation request that is reviewed and approved by the executive committee and the board of trustees.

The EOL program is a tool used to inform technology resource decision making and planning. It has been particularly helpful in managing technology upgrades for the classrooms to ensure technology resources are up to date with industry specifications. Generally speaking, MTI's practice is to upgrade classrooms during Christmas break and then again during spring break each year. This calendaring minimizes disruption to the academic departments. The EOL program is used to determine which rooms need to be upgraded and how to best reassign PCs to different locations on campus to benefit students. For example, because the information technology (IT) curriculum requires high-end machines and software, the IT classrooms tend to need upgrading more frequently than others. As new equipment is acquired for the IT classrooms, the equipment being replaced is rotated to other classrooms where technology demands are not quite as high. Because IT students have the greatest demand and need for performance, the EOL tool helps the College ensure that these students have access to equipment that is robust enough to handle the academic requirements, and that students in application classes such as MS Word also benefit from equipment that is upgraded regularly. In short, the EOL tool helps enable the College to place resources where they are needed most, and in a way that is cost-effective and beneficial to all students ([III.C.02.Ev.A](#)).

The network administrator works directly under the supervision of the president. He and his staff work closely with students, faculty, and staff to ensure that their needs are being met. The

network administrator relies on a variety of sources for feedback and input regarding technology resources and support, including the student advisory focus groups, faculty and department meetings, annual student surveys, annual staff/faculty surveys, new student surveys, course evaluations, and comments and suggestions received from students, staff, and faculty in the course of day-to-day operation. This feedback helps TSD to provide high levels of technical support for MTI's programs and services. The TSD department received some feedback from the 2018 annual surveys that showed some areas that could be improved ([II.C.03.Ev.6](#)), especially in the area of the perception of response times so the TSD department has an action item on their 2019 master plan that will help focus attention on this area ([II.C.03.Ev.7](#)).

All decisions regarding technology-related support services, facilities, equipment, and other resources are guided by the mission and supported by MTI's vision, decision-making structure, and the program review, master planning, and budget/resource allocation processes. Each year, all departments develop master planning and other departmental goals and identify their technology-related needs. Budget/resource allocation requests resulting from program review and master planning are summarized at the end of the year in the *Executive Summary of MTI's Institutional Effectiveness in Program Review, Planning and Student Learning Outcomes* and is reviewed and approved by the executive committee and board of trustees ([II.A.01.Ev.6](#)). For example, in 2018, the IT academic department had several budget requests noted in their master plan ([III.C.02.Ev.1](#)) and this information was approved in the budget portion of the executive summary ([III.C.02.Ev.2](#)).

Through the course of the year, when an immediate need arises, the president, in consultation with the network administrator, works with members of the academic or management team to assess the need and develop a solution in a timely manner ([III.B.03.Ev.4](#)).

MTI also relies on feedback and guidance from sources external to the College. For example, the employer advisory board (EAB) is an important resource in determining technology-related industry and employment trends. At each meeting, a portion of the time is set aside for the department chairs and employers to meet in small breakout groups to discuss industry-specific trends and updates ([II.A.14.Ev.15](#)).

Analysis and Evaluation

The College meets the Standard.

3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

The network infrastructure for MTI College is divided into three broad categories: the academic network, the administrative network, and the Wi-Fi network. Two different internet service providers (ISPs) provide internet access for the College. A CCI Telecommunications fiber connection is the primary connection for all internet resources. The fiber connection is currently

set for 100-megabit upload and 50-megabit download speeds which provides sufficient access and speed for the campus community. The Comcast cable connection is set up as an emergency standby. The router configuration detects any loss of internet access on one connection and is set up to automatically switch to the other. The logical separation of networks is accomplished through the use of virtual local area networks (VLANs). This enables the Technical Services department to reconfigure network access to accommodate varying needs without purchasing additional equipment.

Because student records are a critical asset of the institution, planning for protection against data loss is a priority. On-site backups are performed using Ease-US software for disk-to-disk backups. Data is backed up from administrative and academic servers to a server and 32 TB NAS Device. Both are located in a server room. Critical files, such as the SQL database that houses data from the CampusNexus student information system, curriculum and other important financial aid and business office files are backed up to an offsite third-party datacenter in Flagstaff, Arizona that provides encrypted data replication services.

The oversight and maintenance of MTI's technology resources is carried out by the network administrator who oversees the Technical Services department (TSD); the Technical Services department technician (TSD technician) who assists in maintaining the IT infrastructure; and on occasion a student/employee who carries out routine maintenance tasks. The TSD staff is available for assistance during all hours of operation. The network administrator works directly with the president and, together, they address the planning, negotiation, and procurement of all technology-based solutions.

The ultimate goal of TSD is to ensure that the technology infrastructure, equipment, and support services are fully functional and meet the needs of the institution and its students. In support of this goal, the College takes a systematic approach toward the planning, acquisition, and maintenance of its technology resources and manages their distribution and utilization to ensure that programs and services have access to the technology resources and support necessary to operate effectively. Much of this is documented in the TSD's master plan ([III.C.03.Ev.1](#)).

Under the "End-of-Life" (EOL) program, hardware is given an upgrade or phase-out date on a common timeframe for both academic and administrative departments. For academic departments, consideration is given to the skills and competencies that are relevant in the marketplace. For administrative departments, a cost/benefit analysis is used to determine plans for maintaining, upgrading, or replacing hardware. Hardware assets in classrooms are maintained at levels that allow current software to run efficiently and ensure availability and reliability for student use. Categories include functions such as network infrastructure or phone system, and equipment, such as PCs and printers, is listed by department. Items that are identified as needing upgrade or replacement are included in the TSD annual budget/resource allocation request that is reviewed and approved by the executive committee and the board of trustees ([III.C.02.Ev.A](#)).

Analysis and Evaluation

The College meets the Standard.

4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

As part of MTI's universal outcomes, students are expected to demonstrate proficiency using technology common to the current business environment to improve individual and organizational performance. In support of helping students achieve this outcome, the College provides students, faculty, and staff with technology tools and resources that are designed to enhance their productivity. In addition, the College offers training and support to help users gain the most from these resources. For students, this instruction begins at orientation, where they are introduced to the various technology-based resources available and are familiarized with the privileges and restrictions associated with them. Additionally, students are introduced to the learning support services that are available to them and how to obtain assistance when needed.

Faculty and staff receive instruction on MTI's technology resources as part of their new-hire orientation and through on-the-job training. Due to the variety of technology resources available, a majority of training occurs on the job, supplemented by training workshops and procedural documentation. For example, Paul Mitchell Take Home staff members learn how to use the Millennium appointment scheduling and inventory management software primarily through one-on-one training with existing trained employees. Additional training is also available from Harms Software, the producer of Millennium. Another example would be the training that takes place when a new department chair is completing a faculty evaluation. Directions for this have been developed and the department chair is guided through the process by the supervisor. Part of the process is using "Survey Monkey" to collect feedback and learning how to download that information ([III.A.05.Ev.4](#)).

The College uses a campus student information system software package called CampusNexus to track and maintain student records. This comprehensive system maintains student information from the time of initial inquiry, throughout the student's academic program, graduation, and placement. Due to the size and complexity of CampusNexus, users are trained to use the modules specifically related to their area(s) of responsibility. For specific needs, additional training is available from Campus Management, the producer of CampusNexus. Staff are encouraged to access Campus Management's training website, mycampusinsight.com, for instructional videos. Instructors post attendance directly into CampusNexus and are trained on how to do this at their orientation and first week of class. A handout is provided to instructors with directions about how to post attendance and assistance is given as needed ([III.C.04.Ev.1](#)).

In 2015, the college retained the professional services of Campus Management to develop a professionalism module. This module was designed to quantify, and report on, the professional behavior of students. Some of the measurable outcomes are attendance and dress code compliance. To prepare the faculty for entering professionalism grades, the director of education wrote a training handout for faculty to learn how to enter the professionalism grades ([III.C.04.Ev.2](#)).

Faculty members benefit from online training in the use of Moodle, the learning management system that drives the MTI e-learning website (elearning.mticollege.edu). Users have access to self-paced training modules and information on how to use the available online resources ([III.C.04.Ev.3](#)).

The College provides information and training to students, faculty, and staff in the use of its technology-based resources. As part of the Essential Computer Concepts (DAI04) class, which is usually one of the first classes students take, students develop a solid foundation of basic computer knowledge and skill. In addition to an overview of the computer and basic navigation skills, students receive instruction on accessing the campus network; utilizing various options for file storage; communicating with staff and faculty using e-mail; and accessing resources such as the online course evaluation tool, the MTI e-learning website, and other MTI websites ([III.C.04.Ev.4](#)).

To supplement classroom instruction, the College maintains an ongoing schedule of open labs available for students on a walk-in basis. The labs are staffed by qualified instructors who are available to assist students with their technology-related questions ([II.B.01.Ev.5](#)).

Through orientation meetings with department chairs and curriculum specialists, new instructors are oriented to the campus network, the location of curriculum files, learn how to use the Microsoft Outlook Online e-mail system, course evaluation tool, and the MTI e-learning website. The e-learning website includes a "Staff and Faculty Resources" section that contains information about the school, electronic copies of policies and procedures, and online training modules. New instructors also receive a classroom orientation to learn how to control projector systems, complete the online attendance and professionalism procedure, and how to contact the Technical Services Department if they need assistance.

TSD staff members provide technology training and support on an as-needed basis in the form of on-the-job training, in-services, presentations at department meetings, and informal training that naturally occurs in the course of providing routine support. Due to the size and complexity of software packages such as CampusNexus or Millennium, users are trained to use the modules specifically related to their area(s) of responsibility. In most cases, the training is conducted by the employee's supervisor, another experienced user, or TSD staff. Supplemental training is often conducted in conjunction with department meetings or academic team meetings. This gives users the opportunity to learn new features, gather tips and shortcuts for more efficient use, and ask general procedure-related questions.

As of the date of this writing, MTI's network administrator and chief financial officer are actively working with Campus Management, the provider of the CampusNexus student information system, to implement their newest product: the CampusNexus Web Client. The Web Client is a web-based application that will move away from the desktop system and has an entirely new user interface. In addition, we are looking into the optional Faculty and Student Portals. The faculty portal would allow for web-based access for faculty to record attendance and post grades. The student portal would allow students access to grades and schedules through their own individual login. Moving to the Web Client is a necessity as, at some point in the next few years, Campus Management will no longer be supporting the desktop application. The College is trying to stay ahead of the curve in being prepared when that transition occurs.

Analysis and Evaluation

MTI College meets the standard. Particular attention must be paid when the time comes for the launch of the new CampusNexus Web Client. As stated above, the user interface is much different than what the College is currently using and the report writing capabilities are also much different. Training is imperative, and the College will ensure that all users are adequately trained, and support is available.

5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

Decisions regarding technology-related support services, facilities, equipment, and other resources are guided by the College mission and supported by its vision, decision-making structures, and the program review, master planning, and budget/resource allocation processes. Each year, departments identify key areas of improvement, develop clearly stated measurable goals, and work toward achieving these goals through focused planning, decision-making, and teamwork. A critical component of the planning process is ensuring that sufficient technology resources are allocated to the successful achievement of departmental goals and fulfilling the needs of students.

Annual program reviews provide valuable information regarding the quality and effectiveness of the College's technology-based resources in supporting student learning and achievement of student learning outcomes (SLOs). As part of the program review process, the academic departments provide feedback and recommendations regarding technology resources ([III.B.03.Ev.1](#)). Through the course of the year, as unexpected or immediate needs arise, the network administrator works with the president, campus director and key managers to assess the need and develop a solution in a timely manner. As needed, reports are made to the academic team and executive committee to keep the committees informed of technology-related challenges and accomplishments, and to facilitate planning and the allocation of resources.

Ongoing, systematic planning with broad participation is critical to the Technical Services department's (TSD) ability to support the institution's technology-based needs. The department relies on feedback and information obtained from a broad range of sources to assess the effectiveness of its technology resources and support services.

Online surveys, using SurveyMonkey, are used as a convenient and anonymous way to gather information and feedback about resources, technology, and facilities from students, faculty and staff ([II.B.01.Ev.8](#)). In addition to surveys, student feedback is collected and evaluated through the course evaluations ([II.A.16.Ev.5](#)), ad hoc surveys, and student advisory group meetings ([II.A.16.Ev.7](#)). Staff and faculty feedback is gathered through the annual staff/faculty survey, ad hoc committees and surveys ([III.B.03.Ev.5](#)), academic team meetings, department meetings, and town hall meetings ([III.C.05.Ev.1](#)). The network administrator ensures that input on technology resources and support is both widely received and distributed.

TSD uses program review and the master planning processes to identify strategic technology-based objectives and plan for their achievement ([III.C.03.Ev.1](#)). Through program review and master planning cycle, the College reviews its SLOs and levels of student achievement, examines the quality of its curricula, and identifies opportunities to enhance its programs and services. These reviews help determine areas for improvement and the technology resources needed to support the change. Faculty and staff take what is learned from program review and use it to make plans for improvement in the coming year. The master planning process provides a direct link between department goals, target achievements, and budget/resource allocation requests and these are summarized in the *Executive Summary of MTI's Institutional Effectiveness in Program Review, Planning and Student Learning Outcomes* and is reviewed and approved by the executive committee and board of trustees ([II.A.01.Ev.6](#)).

When the Executive Committee reviews the budget/resource allocation requests, it also reviews the goals that are trying to be achieved. As master planning updates are made throughout the year, the status of the technology requests can be seen. Because technology resource planning is integrated with institutional and master planning, any substantive investment in technology is considered by the president with input from the executive committee. The executive committee and board of trustees independently review proposed activities and related needs and determine whether they support the institution's overall efforts toward accomplishing its stated mission. It is important to note that approval by the board of trustees is not a guarantee that a particular activity or acquisition of resources will actually occur.

It has long been the institution's practice to maintain significant reserves to support and enhance MTI's programs and services on an ongoing basis. This practice, along with the institution's broad-based planning and budget/resource allocation processes, have allowed the College to satisfy the technology-related needs identified through evaluation and planning without sacrificing its ability to be financially flexible and respond to additional needs as they arise. Upon approval by the executive committee and board of trustees, the network administrator works with the appropriate department managers to develop plans for implementation ([IV.C.04.Ev.1](#)).

As technology-related needs arise throughout the year, the network administrator works with the staff and faculty to research vendors and identify the most practical hardware or software solutions, negotiate pricing, and coordinate the delivery, installation, and training. Recommendations are submitted to the executive committee for consideration. If a need is significant, the executive committee reevaluates current priorities and plans and makes necessary adjustments with input from the network administrator.

Written policies and procedures are in place to educate and inform students, staff, and faculty about MTI's technology resources and the institution's expectations in terms of user responsibilities, and the care and use of MTI's technology resources. These policies include the Device Usage (students) policy ([I.C.08.Ev.6](#)); the Unauthorized Distribution of Copyrighted Materials, Including Peer-to-Peer File Sharing policy ([I.C.08.Ev.5](#)); and the Social Media and Social Networking policy ([III.C.05.Ev.2](#)). These policies among others are available for viewing on the MTI e-learning website in the student handbook information and resources area ([I.C.07.Ev.3](#)), and on the campus network.

In addition to having appropriate policies, the College works diligently to ensure students are aware of, and complying with, the policies. The 2018 student survey revealed that 95.53 percent of survey respondents indicated they understood the Device Usage policy they signed at orientation ([III.C.05.Ev.3](#)).

Analysis and Evaluation

The College meets the Standard. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Conclusions on Standard III.C. Technology Resources

The acquisition, distribution, utilization, and retirement of technology-related support services, facilities, equipment, and other resources are supported by MTI's decision-making structure and the program review, master planning and budget/resource allocation processes.

The College proactively manages its hardware and software inventory based on software specification requirements, estimated end-of-life dates, current performance levels, and degree of upgradeability. The network administrator frequently reviews MTI's technology resources. This information, along with other factors such as enrollment trends and updates to academic programs or services, is taken into consideration as the College plans for the future allocation, upgrade, and retirement of its technology resources.

The ultimate goal of the College and the technical service department is to ensure that the technology infrastructure, equipment, and support services are fully functional and meet the needs of the institution and its students. In support of this goal, the College takes a systematic approach toward the planning, acquisition, and maintenance of its technology resources and manages their distribution and utilization to ensure that programs and services have access to the technology resources and support necessary to operate effectively.

Faculty and staff receive instruction on MTI's technology resources as part of their new-hire orientation and through on-the-job training. Due to the variety of technology resources available, a majority of training occurs on the job, supplemented by training workshops and procedural documentation.

Decisions regarding technology-related support services, facilities, equipment, and other resources are guided by the College mission and supported by its vision, decision-making structures, and the program review, master planning, and budget/resource allocation processes. Each year, departments identify key areas of improvement, develop clearly stated measurable goals, and work toward achieving these goals through focused planning, decision-making, and teamwork. A critical component of the planning process is ensuring that sufficient technology resources are allocated to the successful achievement of departmental goals and fulfilling the needs of students.

Improvement Plan(s)

N/A

Evidence List

I.C.01.Ev.4 – Catalog and Policy Locations on e-learning Website
I.C.07.Ev.3 – Location of Policies on the Student Handbook Information and Resources Section of e-learning Website
I.C.08.Ev.5 - Unauthorized Distribution of Copyrighted Materials Including Peer-to-Peer File Sharing Policy
I.C.08.Ev.6 – Device Usage Policy
II.A.01.Ev.6 – 2018 Executive Summary of MTI’s Institutional Effectiveness in Program Review, Planning and Student Learning Outcomes
II.A.01.Ev.6 – 2018 Executive Summary of MTI’s Institutional Effectiveness in Program Review, Planning and Student Learning Outcomes
II.A.14.Ev.15 – Employer Advisory Board Minutes
II.A.16.Ev.5 – Course Evaluation Template
II.A.16.Ev.7 – 2018 Student Advisory Group Meeting Notes
II.B.01.Ev.5 – Sample Lab Schedule
II.B.01.Ev.8 – Excerpts from 2018 Faculty/Staff Survey and Annual Student Survey re: Resources and Facilities
II.C.03.Ev.6– Excerpts from the 2018 Faculty/Staff and Annual Student Survey re: TSD
II.C.03.Ev.7 – TSD 2019 Master Plan
III.A.05.Ev.4 – Procedure for Faculty Performance Evaluations
III.B.03.Ev.1 – Program Review Template showing Facility Resources Review
III.B.03.Ev.4 – Sample Emails re: Upgrades to Lab Room to Accommodate Virtual Machines
III.B.03.Ev.5 – Follow-up to the 2018 Faculty/Staff Survey
III.C.01.Ev.1 – Material List for TS115 and IT201
III.C.01.Ev.2 – Executive Meeting Minutes re: iPads
III.C.02.Ev.A – Equipment End-of-Life Program
III.C.02.Ev.1 – 2018 TSS Master Plan
III.C.02.Ev.2 – Excerpt from 2018 Executive Summary re: ITNA Budget Requests
III.C.03.Ev.1 – 2018 TSD Master Plan
III.C.04.Ev.1 – Directions on How to Post Attendance
III.C.04.Ev.2 – Directions on How to Post Professionalism Grades
III.C.04.Ev.3 – E-learning Training Information in the Faculty and Staff Folder in the LMS
III.C.04.Ev.4 – DA104 Syllabus
III.C.05.Ev.1 – Sample Town Hall Agenda
III.C.05.Ev.2 – Social Media and Social Networking Policy

D. Financial Resources

Planning

1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

Evidence of Meeting the Standard

As a for-profit college, MTI is dependent on annual tuition and other revenues to provide the support to sustain its student learning programs. Since these can vary due to fluctuations in enrollment, it is necessary to maintain significant financial reserves and to operate in a fiscally conservative manner to ensure financial stability. However, it is also imperative to continually offer the highest quality educational programs to benefit students and maintain enrollments at an appropriate level. For over fifty years, the College has successfully managed to fulfill its mission and vision by balancing these demands.

Consistent with the institution's conservative approach toward fiscal management, it is MTI's policy and practice to operate on a cash basis. The College does not maintain long-term debt and has no plans to change this practice. Payment of short-term liabilities typically occurs within ten days of receipt. In the event of financial hardship, the institution maintains sufficient cash reserves to cover operating expenses for a period of at least six months. Further, throughout the over fifty years that MTI has been in operation, the institution has experienced sufficient cash flow to fund annual operations and build up reserves to ensure financial stability. The buildup of reserves has been accomplished through the policy and practice of retaining whatever funds are needed by the institution for current operations and future improvements, and only distributing the excess. As a result of these policies and practices, the College has no long-term debt and maintains significant retained reserves that are more than sufficient to maintain institutional stability. These funds are held in a conservatively managed investment portfolio. Evidence of the College's conservative financial practices can be found in the institution's consistent composite score of 3.0, which is the highest score possible ([III.D.01.Ev.1](#)).

In addition to strong financial reserves, the institution is aware that student enrollments are an important factor impacting financial planning, as they directly impact the institution's revenues and the funds available to support educational improvements, innovation, and expansion. By adding new programs and continually improving existing programs, the institution strives to remain relevant and provide educational training that most benefits its students. This helps

ensure enrollments are maintained and revenues remain strong. The executive committee takes student enrollment activity into account as it discusses and evaluates plans to allocate financial resources to the expansion or improvement of its student learning programs and support services. The committee closely monitors trends in student enrollments and retention as it works toward continuous improvement, sound business practices, and careful management of resources and expenses. Each week, the director of admissions provides an update on new student enrollments for key programs ([IV.B.02.Ev.1](#)). Additionally, a monthly Rolling Retention report is also reviewed by the executive committee to spot trends and monitor changes in retention percentages ([I.A.02.Ev.3](#)).

The institution's resource allocation process, as discussed in subsequent paragraphs, helps guide the setting of priorities for funding institutional improvements. However, it must be noted that MTI, as a single campus institution answering only to its own boards (trustees and directors) and management team, can move swiftly when beneficial improvements are identified. The available financial reserves further aid this ability. However, as a relatively small institution, the limitations of human resources can sometimes be a constraint on undertaking multiple projects simultaneously.

Analysis and Evaluation

The College meets the Standard. MTI is operated in a fiscally conservative manner to ensure sufficient resources are available to support, sustain, and enhance student learning programs and services and improve institutional effectiveness. There are systems in place to ensure the resources are allocated effectively.

2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

MTI's mission statement and vision are the foundation for the College's institutional planning and serve as a basis for the systematic and integrated approach the College takes in identifying, acquiring, and managing the resources it requires to reach its goals. The annual master planning document, which includes departmental budget requests, references both the MTI mission statement and the vision statement on the first page. Further, both the mission statement and the vision statement are reviewed regularly at a town hall meeting of faculty and staff and annually at a board of trustees meeting for possible updating ([I.A.01.Ev.1](#)). Financial planning is based on the prioritization of justified needs, sound research and planning, and the realistic assessment of available funds. The budget requests flowing from the annual master planning process, along with any other beneficial or necessary program or facility improvements that become apparent during the year, are considered in allocating available funds. Significant reserves are always maintained to ensure the financial viability of the institution and to provide sufficient funding to support the mission and vision.

Institutional planning and financial planning are integrated in an overall process that is based on an annual cycle of evaluation, planning, and improvement, and focuses on the quality of student learning and the efficiency of institutional processes ([I.C.02.Ev.2](#)). Through program review, the College reviews its student learning outcomes (SLOs), examines the quality of its curricula, and identifies opportunities to enhance its programs and services. These reviews determine what needs to be improved and what resources are needed to make the improvements ([II.A.02.Ev.13](#)).

The results and recommendations from program review flow into the master plans for each academic department and their related budget requests. Administrative departments conduct annual department reviews in conjunction with master planning. Similar to the academic programs, each administrative department has a specific assessment plan that measures the department's effectiveness in achieving its outcomes and includes action items for improving its effectiveness and interactions with students. Department managers and their staff identify learning support outcomes and departmental goals each year ([I.B.02.Ev.3](#)). At the end of the year, as a direct result of master planning and program review, current and future resource and equipment needs are identified and submitted to academic management in the *Executive Summary of MTI's Institutional Effectiveness in Program Review, Planning and Student Learning Outcomes* ([II.A.01.Ev.6](#)) for consideration from the executive committee and board of trustees as budgeted expenditures for the upcoming year.

The budget process begins toward the end of the calendar year, with a review of recommendations stemming from program review and the development of master planning goals and related resources for the upcoming year. Budget/resource allocation requests related to master planning goals, curricular updates and additions related to program review, and general operational needs of the College are presented to the executive committee for consideration. Those requests that receive initial approval from the executive committee are forwarded to the board of trustees for review and approval ([IV.C.04.Ev.1](#)).

The executive committee and board of trustees independently review proposed activities and related needs and determine whether they support the institution's overall efforts toward accomplishing its stated mission. It is important to note that approval by the board of trustees is not a guarantee that an activity or acquisition of resources will actually occur. The board of trustees' approval signifies its belief that the activities and items listed support MTI's institutional effectiveness and achievement of its mission. Upon receiving board approval, the CFO notifies the executive committee, which begins the process of prioritizing the list and calendaring target recommendations. This information is shared with the department managers who work closely with their respective supervisors to develop plans and project timelines. As part of the overall master planning process, the requested program improvements and related expenditures for necessary resources are tracked periodically during the year through implementation.

The approval of capital expenditures occurs during the planning phase. The College carefully considers all expenditures to ensure financial resources are available, the requirement for the expense is justified, and the product being acquired, or service being performed is of high quality and from a reputable source. It is MTI's practice to research multiple vendors and solicit estimates. On a periodic basis throughout the year, the executive committee monitors the

progress of institutional activities and re-visits the list of projects to determine if re-prioritization or other adjustments are necessary. Additional reporting is determined on an as-needed basis.

Two completed examples of how this all works are the Paul Mitchell building expansion ([III.B.02.Ev.1](#)) and the new medical lab ([III.B.02.Ev.2](#)). In 2015 it became clear that additional space would be required to grow enrollments in the Cosmetology program and to add the ability to offer Barbering classes. Despite an understanding that the project would have a negative impact during the construction phase, with student support (a vote was held), a decision was made to proceed, and the expansion was completed in early 2016. Since that time, the barbering program has been successfully launched and the active cosmetology population has surged. In 2018, the medical department expressed the need for a new medical lab, and it was completed in early 2019. It was designed to serve multiple purposes and has relieved some pressure in our most impacted programs. Two other projects that illustrate the planning/budgeting process are the implementation of e-discovery in the paralegal program and the addition of Amazon Web Services to the tech department programs.

Analysis and Evaluation

The College meets the Standard. All the projects mentioned above have been or will be successful only because of significant departmental involvement in the planning/budgeting process and the availability of the necessary funds. Each of the projects has or will also lead to improvements in the student experience, supporting efforts in student retention and helping lead to further student enrollments.

3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard

The Annual Budget Review policy clearly outlines MTI College's unique approach to budgeting that focuses not on the allocation of dollars, but the identification of proposed activities and plans based on institutional goals. Funds are earmarked to support institutional and departmental goals through the budget process. Evidence of these processes is contained in the executive committee meeting minutes ([III.D.03.Ev.1](#)) and the board of trustees meeting minutes ([III.D.03.Ev.2](#)), as well as program reviews, master plans, and budget requests each year.

Each year, administrative department managers and academic program department chairs are notified of the upcoming budgeting process through email notification and through announcements made at academic team and department meetings. The process is facilitated by the chief financial officer (CFO), who ensures input is collected from each department and forwarded to the executive committee and board of trustees for review and approval. The CFO ensures the executive committee receives notice of the board of trustees' approval, so the committee can begin the planning and implementation process. Departments are notified of the

status of their requests through members of the executive committee and this is documented in the *Executive Summary of MTI's Institutional Effectiveness in Program Review, Planning and Student Learning Outcomes* ([II.A.01.Ev.6](#)).

MTI's constituencies have opportunities to participate in the development of the institution's plans and budgets. Program reviews ([II.A.03.Ev.6](#)) and departmental master plans ([I.B.02.Ev.3](#)) ([I.B.09.Ev.1](#)) are used to develop the departmental goals, objectives and action plans, which are the basis for most budget requests. In addition, dialog and planning occurs in department meetings, academic team meetings, employer advisory board meetings, student advisory group meetings, executive committee meetings, and ad hoc committee meetings.

Results from the 2018 annual faculty/staff survey indicate the following, showing further improvement in awareness is needed:

- Three percent of respondents are "dissatisfied" or "very dissatisfied" and 29 percent responded "neutral" or "N/A" regarding their opportunity to participate in the master planning/department review or other planning processes; and
- 25.71 percent responded "neutral," "N/A," or "I don't know" when asked if results from MTI's assessment activities, master plan/department review, and program review lead to improvements in MTI's programs, departments, and student experience.

([I.B.07.Ev.5](#))

Analysis and Evaluation

The College meets the Standard. However, improvement is needed in generating awareness of the significant role faculty and staff play in the planning and budgeting process.

Fiscal Responsibility and Stability

4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

MTI's institutional planning process reveals how the College is doing in fulfilling its vision and mission. Areas for improvement are highlighted and solutions are proposed to make the changes needed. Some proposals require expenditures which must be budgeted ([III.D.04.Ev.1](#)). In addition, advisory board meetings or other sources may reveal new ideas for changes or expansions to our educational offerings that would improve students' educational experiences. These would also require expenditures which must be budgeted. All of these are combined and considered in regard to the financial resources available. Over the years, due to the institution's significant financial reserves, most promising solutions have moved forward regardless of the current year's budget status. However, conservative fiscal

management has always required vigilance of the institution's long-term operational efficiency and at times decisions must be made not to move forward on an issue that may have more economical alternatives. As mentioned elsewhere in this report, distributions to the ownership group are limited by the financial needs of the institution and the financial reserves are always maintained.

Analysis and Evaluation

The College meets the Standard. Institutional planning is in place to properly assess expenditure needs and financial resource availability.

5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

MTI's system of setting and controlling fiscal expenditures and the internal controls that are in place to guarantee compliance are sufficient for an organization of its size. The institution's methods have proven successful as evidenced by its history of funding the operation and the growth of the institution through internally generated and retained funds, and its ability to withstand fluctuations in the market without the need to incur long-term debt.

MTI College assures financial integrity and responsible use of its financial resources by employing a system of review for all expenditures. At the department level, all invoices or requests for funds require approval for payment by the appropriate manager prior to submission to the Business Office. After being presented for payment, but before checks are written, all payables are reviewed by the chief financial officer (CFO) and president. Once approved, payables are returned to the Business Office where checks are issued for signature by the president. Before the checks are given to the president for signature, they are reviewed and approved by the CFO. The president reviews the supporting documentation for each check before signing. Currently the president and CFO, are the only authorized signers on the institution's checking account.

MTI College has appropriate control mechanisms in place to ensure that the handling of all revenues is proper and in keeping with the institution's intended purpose. Revenues are primarily derived from tuition, books, and the Paul Mitchell salon retail operations. The daily deposit for salon receipts is prepared by the Paul Mitchell brand leader and given to the MTI business officer who reconciles the deposit to the Millennium salon management software sales report. The business officer then prepares a salon deposit for the day. The tuition and books deposit originate in the Student Accounts department and is prepared for bank deposit by the business officer. The business officer submits the separate deposits to the CFO for review and approval. The CFO then takes the deposits to the bank. The amount deposited for tuition and books is also reconciled to the output from the institution's campus management

system, CampusNexus.

The MTI Board of Directors is responsible for all policy relating to corporate assets including reserve funds, investments, real estate, equipment, accounting, and taxes. The executive committee supports the College and the board of trustees by reviewing and approving plans and related expenditures that support the institution's operation and ability to carry out its mission.

As is typical in the academic arena, the College is periodically audited by external agencies. In addition, the College occasionally conducts internal audits to ensure best practices. Whether the findings are from an internal or external source, the College communicates the information to the appropriate parties and then responds accordingly.

MTI prepares internal monthly financial statements and retains a certified public accountant (CPA) to conduct annual audits of the institution's financial statements. The monthly statements summarize financial activity for the current month and current year-to-date and provide a comparison to the figures from the same period in the previous year, as well as to the current year budget. This information makes material changes in categorical amounts more readily apparent. The internal statements are prepared from the institution's accounting records by the CFO. The statements include a breakdown of revenues and expenditures linked to various account categories associated with the school's programs and services, and documentation of activities associated with the management of the corporation's reserves. These documents provide the College with a clear picture of how funds are being received and expended, and the percentage of total expenditures in each category of spending. The monthly statements are provided to the president for planning and decision-making purposes.

Analysis and Evaluation

The College meets the Standard. Internal controls are in place to assure the financial integrity of the institution and the responsible use of its resources. The annual external audits have shown few issues in this area.

6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

Institutional documents including annual program reviews, master plans, and budget/resource allocation requests; monthly internally-prepared financial statements; annual externally-audited financial statements; annual external audit findings and other related documents reflect MTI's commitment to maintaining financial integrity and its practice of appropriately allocating financial resources toward the support of student learning programs and services. All of these are prepared and reviewed carefully to ensure their accuracy and credibility.

MTI College does not allocate a set percentage of annual revenues to support student

learning programs and services. Instead, emphasis is placed on providing excellent student learning programs and services, and whatever financial resources are required are allocated to achieve that goal. Class sizes remain small to allow for individualized attention. Faculty members are evaluated regularly to ensure instructional excellence and are compensated appropriately. In addition, improvements are made to learning programs, support services, and facilities based on input from students, faculty and staff.

Analysis and Evaluation

The College meets the Standard. All financial documents have a high degree of credibility and accuracy.

7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

Every year, MTI's year-end financial statements are evaluated by an outside CPA firm as part of a comprehensive audit that includes a review of the year-end physical inventory and outstanding student account balances. Historically, the resulting opinion from the CPA firm has indicated that MTI's statements present the financial position of the College fairly, including the results of the operation and its cash flows for the year. The College believes that this supports the conclusion that MTI's accounting practices are sound, and its financial statements are accurate and reliable. In addition to the year-end financial statement audit, an outside compliance firm that specializes in educational institutions conducts an audit of the institution's compliance with the federal Higher Education Act of 1965, as amended. The response to all external audit findings is always immediate, comprehensive, and is communicated appropriately to the external auditor who reported the finding. MTI believes external audits are important and provide another opportunity for institutional improvement.

Supporting evidence can be found in MTI's responses to prior year external audit [\(I.C.13.Ev.2\)](#)[\(I.C.13.Ev.3\)](#).

Analysis and Evaluation

The College meets the Standard. All external audit findings are responded to immediately and used as an opportunity for institutional improvement.

8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

MTI College has formalized policies and procedures that document how most tasks within the organization are to be performed, and segregates duties among its management team and staff to help ensure compliance. The duties involved in the receipt of payments, whether in the form of cash, checks, or disbursements from financial aid sources, are segregated among several departments and individuals. Deposits are reviewed and made by the chief financial officer (CFO) but are prepared and recorded by employees in the Business Office and Student Accounts departments. Similarly, checks are issued only when supported by proper documentation and are signed by the president or CFO. All invoices and billing statements are processed for payment and all checks are issued by the business officer, who does not have the authority to sign checks.

Access to the College's reserves is limited to Michael Zimmerman, President and Barbara Bussey, a member of the board of directors. In addition, the CFO reviews the monthly statements for the reserve accounts for preparation of the monthly financial statements.

Similarly, the authority to sign checks is limited to only two executive committee members as previously noted in this section. The entire executive committee continuously reviews department-level and college-wide performance to identify areas where improvements can be made. On a weekly basis, the executive committee reviews the CORE report (Campus Operating Report for Executives)([IV.B.02.Ev.1](#)). Relevant data that is reviewed relates to new student inquiry levels, admissions activity, projected new student start levels, active population analysis, retention statistics, delinquent accounts, unpackaged financial aid files, and default rate and graduation rate projections. In addition, all findings resulting from the annual year-end financial statement audits and the financial aid compliance audits are utilized to further improve operations.

The outside auditor of MTI's financial statements, as part of its work in accordance with Government Auditing Standards, considers MTI's internal control over financial reporting as a basis for designing its procedures. Although the auditor specifically refrains from expressing an opinion on MTI's internal control system, it is stated in each annual report that no material deficiencies in internal control were identified. Likewise, the procedures used by MTI in its Financial Aid department are reviewed, and compliance is tested by an outside auditor on an annual basis.

Analysis and Evaluation

The College meets the Standard. The financial and internal control systems are reviewed externally on an annual basis and internally are always subject to review for improvements.

9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

Throughout its over 50-year history, MTI has operated in a financially conservative manner, has remained debt free, and has exercised prudence in building up financial reserves to help ensure stability. Still, the College remains aware it is dependent on student tuition to support its mission and programs. Serving a student population that is largely dependent on financial aid to attend college, the institution remains vigilant in its efforts to remain in compliance with all requirements so that federal- and state-provided financial aid will remain available to its students. As the bar is raised in areas such as graduation rates, placement rates, and student loan default rates, MTI knows that institutional success in these areas is a necessity. Accordingly, the College devotes significant time and effort to continually improving its metrics to fulfill its mission for the good of its students, and to ensure continued access to federal and state financial aid. MTI's success is evidenced by high overall graduation rates (over 60 percent), job placement rates (over 90 percent), and low student loan default rates (3-year rate of 11.3 percent) ([I.A.02.Ev.1](#)). To further manage risk, the College maintains insurance coverage with highly rated carriers for the exposures related to workers' compensation, general liability, errors and omissions and general business insurance.

In addition, while the annual cash flow has varied over the years, it has never been insufficient to support the necessary levels of student learning and facility maintenance required for its students. However, the reserves have always been there if needed and helped provide additional funding where required for significant campus improvements or expansions. Also, in times when enrollments have been very challenged, the College has immediately taken steps to control spending to adjust to the lower flow of revenues. For example, when enrollments declined considerably in 2016, the executive team decided to reduce the discretionary 401K match from five percent to zero. Beginning June 1, 2016 until the end of 2017 the match was eliminated. This and other cost savings measures were used during this time to better match revenues with expenses. During 2017, the effects of the Paul Mitchell expansion took hold and began to more than offset the continuing decline in the other program enrollments. Therefore, the discretionary 401K match was reinstated in 2018, although at a lower rate of three percent ([III.D.09.Ev.1](#)).

Insurance coverage and policy limits are also maintained at adequate levels to help provide appropriate risk management. Each year the president and CFO meet with an insurance representative to determine where the College has exposures and obtains quotes for the necessary coverage. Sometimes new coverage is needed due to the changing world of liability. For example, cyber liability coverage was obtained beginning in 2018 for this reason. However, insurance coverage is only one aspect of risk management, as controlling the situations that create exposure is even more important. To that end, safety is a recurring agenda item at the weekly executive team meetings and all items anyone has observed are resolved expeditiously ([III.B.01.Ev.4](#)).

Finally, members of the Zimmerman family are the sole shareholders of MTI Business Schools of Sacramento, Inc. To preserve the stability of the College, the integrity of the

institution's financial resources, and the Zimmerman family ownership of the shares, life insurance policies are in place for each of the institution's owners. In the event of the death of one or more of the owners, these policies will assist the institution in paying the deceased shareholder's estate the value of his or her ownership share of the institution without causing financial hardship for the institution. In conjunction with the life insurance, the College maintains a documented Stock Repurchase Agreement and Restriction on Transferability of Shares, which limit the parties who can own MTI shares. This document was signed by all shareholders on November 30, 1991, and was intended to preserve ownership by the Zimmerman family and protect the College from potential investors who would not necessarily operate in the best interests of the institution or its students.

Analysis and Evaluation

The College meets the Standard. Cash flow and reserves are maintained at levels sufficient to maintain stability and handle contingencies that arise.

10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard

While the chief financial officer (CFO) is primarily responsible for the management and oversight of MTI's finances, individuals throughout the organization contribute to managing the institution's financial resources daily.

The CFO is responsible for monitoring institutional payroll expense and overseeing the operations of the Financial Aid department, Student Accounts department, and the Business Office. The CFO and the director of financial aid oversee the function of the Financial Aid department, including account maintenance, accurate reporting to federal and state governmental agencies, default management, and regulation compliance. The CFO and the director of student accounts oversee the function of the Student Accounts department, including the disbursement of financial aid funds, posting to student accounts, reconciliation of the direct loan program, agency and billing for non-financial aid students, and tuition and book collections. Additionally, the CFO coordinates and supervises all financial operations audits, remains up-to-date with current regulations regarding federal and state financial aid programs, and supervises the establishment of institutional policies and procedures consistent with requirements to maintain institutional eligibility and compliance ([III.D.10.Ev.1](#)).

Under the supervision of the CFO, the business officer maintains accounts payable, books and supplies. The business officer manages accounts payable records and invoices, processes checks each week, prepares bank deposits twice weekly, and balances statements each month. Finally, the business officer processes sales tax forms each month, and completes applications for credit as needed ([III.D.10.Ev.2](#)).

The campus director and department chairs work with staff and faculty to identify department-level goals, ensure access to necessary resources, and manage expenditures such as those related to curriculum development, the acquisition of textbooks, materials, supplies, and staffing. The campus director and department chairs also review teaching and administrative workloads term-by-term to ensure the effective utilization of personnel to support department priorities. In addition, curriculum specialists work with their department chairs to acquire the equipment and resources needed to maximize student learning and the achievement of student learning outcomes (SLOs). Purchase approval is granted based on justified need and level of expenditure.

Expenses related to the daily operation of the College are reviewed by the CFO prior to disbursements being made. After being processed, all payables checks are reviewed by the CFO prior to submission to the president for signing.

MTI does not fund its operation in any way through auxiliary activities, grants, or fundraising efforts. MTI's financial resources come directly from student tuition and book payments, the operation of the Paul Mitchell salon, and investment income. Fundraising activities that are conducted on campus are for the sole purpose of community service. All funds earned through community service and fundraising activities are managed with integrity and donated to the designated charity in full.

Analysis and Evaluation

The College meets the Standard. The institution practices effective oversight of finances and contractual arrangements.

Liabilities

11. The level of financial resources provides a reasonable expectation of both short- term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard

MTI Business Schools of Sacramento, Inc, the owner of MTI College, has a history of financial management that includes maintaining excess funds in sizable reserves, and managing financial resources and payment obligations to avoid incurring long-term debt. As a result, when MTI assesses its financial stability, there are no debt or future obligations to consider.

In addition, the College's executive committee takes a conservative approach toward spending, approving projects only after they have been carefully considered and the committee has evaluated other short- and long-term plans. Further, review and approval of all significant expenditures by the executive committee, the president, and/or the board of directors (for very

large expenditures) ensures that institutional funds are only expended in accordance with furthering the MTI mission and vision. Expenditures stemming from the planning processes, including program review and master planning, are evaluated by the executive committee to determine if they would in any way adversely affect the financial position of the institution, either currently or in the future. Often, the committee reaches out to its constituencies for input and forms ad hoc committees to conduct research and make recommendations.

Maintaining the flexibility to direct financial resources toward satisfying long- and short-term institutional needs is a major goal of the institution. To achieve this flexibility, MTI takes a unique approach toward budgeting that focuses not on the allocation of dollars but on the evaluation of proposed activities and plans based on institutional goals, followed by the earmarking of funds to support these goals. Funds held in reserve are comprised of institutional profits that are not distributed to shareholders. Over the years, this approach has enabled the College to acquire and maintain the funding necessary to support and enhance programs and services and avoid situations in which identified academic needs cannot be satisfied due to inadequate funding. Two recent examples would be the Paul Mitchell expansion completed in 2016 ([III.B.02.Ev.1](#)) and the medical lab completed in February 2019 ([III.B.02.Ev.2](#)). The initial bid for the Paul Mitchell expansion was just over \$765,000, however cost overruns and additional needs brought the total closer to \$1 million. The total cost of the medical lab, including construction and outfitting the lab with the needed items, cost approximately \$80K. Both were funded with institutional operational revenues and cash reserves.

It is important to note that it is the policy and practice of MTI College not to incur debt. Through careful planning, flexibility in managing priorities, and the prompt payment of invoices, the College can fund projects and obtain resources necessary to accomplish its mission without having to incur debt. This practice enables the College to focus on plans related to improving institutional effectiveness verses those relating to the payment of financial obligations and liabilities.

The evidence for this is provided in the financial statements, particularly the balance sheet. The College has never utilized long-term debt as a financing source. The primary short-term debt is outstanding credit card charges and sales taxes payable, both of which are paid off monthly. The only other liability is the amount owed for the "fundraising" for charity which takes place throughout the year as part of the Paul Mitchell program ([III.D.11.Ev.1](#)). All the amounts raised are ultimately donated and this liability is reduced to zero annually. Essentially, MTI does not use debt as a financial resource. All expenditures are paid from operational revenues, with any timing issues smoothed out by the significant financial reserves maintained. All of this indicates a very reasonable expectation of both short-term and long-term solvency.

With the oversight of the board of trustees, the executive committee is responsible for reviewing and approving plans and related expenditures that enable MTI to carry out its mission. The MTI Board of Directors is responsible for all policy relating to corporate assets including reserve funds, investments, real estate, equipment, accounting, and taxes. The board of directors takes annual and long-range financial planning into consideration as it assesses the financial status of the institution, establishes or evaluates plans for capital outlays, determines the amount and frequency of shareholder profit distributions, and plans for future needs of the

institution.

Analysis and Evaluation

The College meets the Standard.

12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations primarily by avoiding and minimizing such liabilities and obligations. MTI operates on a cash basis and does not utilize long-term debt to finance the operation or the acquisition of needed improvements. The only post-employment benefits the College is liable for are the accrued but unpaid paid time off (PTO) benefit for each employee and the deferred compensation benefits due the recently retired president (John Zimmerman). The PTO accrual is capped at 1.25 times each employee's current year leave, so its growth is inhibited, and the total balance is not material in relation to the funds the College maintains in reserves. Any employee who leaves employment with MTI receives payment for any unused PTO at the time of separation ([III.D.12.Ev.1](#)). As for the deferred compensation owed to the past president, that amounts to approximately \$60K per year, which is not significant given the College's reserves and annual operating budget. Further, for employee retirement benefits, the institution relies on a company sponsored 401K plan, which is currently funded each payroll period. Since MTI has no unfunded post-employment liabilities to value, there are no actuarial plans in place.

Analysis and Evaluation

The College meets the Standard. There are no significant long-term liabilities or future obligations to allocate resources to due to MTI's avoidance of incurring such obligations.

13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard

There are no locally incurred debt instruments requiring repayment that could affect the financial condition of the institution and none are anticipated.

Analysis and Evaluation

MTI College has been highly successful avoiding and minimizing liabilities and unfunded future obligations and paying for all operating costs as they are incurred. The College intends to continue with this policy and therefore does not anticipate any issues in this area that could adversely affect the financial condition of the institution.

14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

MTI has not issued any short- or long-term debt instruments and does not fund its operations in any way through auxiliary activities, grants, or fundraising efforts. Fundraising activities that are conducted on campus are for the sole purpose of community service. All funds earned through community service and fundraising activities are managed with integrity and donated to the designated charity in full.

MTI's financial resources come primarily from student tuition and book payments, with a small amount also derived from Paul Mitchell salon revenues. MTI manages these financial resources with integrity and in a manner consistent with the intended purpose of the funding source.

Revenues from tuition and book sales are used to support the College's mission and to help students achieve stated student learning outcomes (SLOs). Efforts are made during the admissions process to admit only those students who will benefit from the programs offered, and who the institution will be able to successfully place in jobs. Steps are taken during the first six- week term of attendance to determine if any students who were admitted are struggling due to changes in their circumstances and/or an inability to handle the requirements of the program. The College provides extra support and assistance to such students if they are open to it; however, if it is determined that MTI is not a good match for a student and the student agrees, the student is dismissed from school and his or her tuition is forgiven so the student will suffer no financial detriment. No financial aid funds are disbursed during the provisional period so the student is able to leave MTI with no student loan debt ([I.A.03.Ev.9](#)). Meanwhile, the College continues to look for ways to improve the admissions process to identify and admit only those students who will benefit from the program. In addition, the College strives to use the program review and master planning processes to further improve its academic programs and student support services in support of student learning and achievement.

Finally, the limited fundraising that is done by the College is primarily conducted by the Paul Mitchell Cosmetology program future professionals (students). Each year, MTI's Paul Mitchell Cosmetology/Barbering program joins with the other Paul Mitchell schools across the country in a collective fundraising effort supporting nine specific charitable organizations. All MTI College fundraising dollars are directed to the Paul Mitchell Andrew Gomez Foundation, a

scholarship program for Paul Mitchell future professionals. Participation in all fundraising events is encouraged and celebrated, but not required. The Paul Mitchell Cosmetology program fundraising ("funraising") efforts are the only ones that MTI undertakes ([III.D.11.Ev.1](#)).

Analysis and Evaluation

The College meets the Standard. The tuition, books, and salon revenues represent MTI's financial resources, since there is no debt. All are used in the manner intended, which is to support the vision and mission of the College and are handled with integrity.

15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

MTI monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements. To reduce MTI's institutional Cohort Default Rate (CDR), MTI developed and adopted a Default Management Plan (DMP). The DMP has three parts, the first addressing efforts the College can make to reduce drops and increase retention, the second addressing efforts to increase employment opportunities for the College's graduates, and the third addressing efforts to increase communication with students and graduates to facilitate the repayment process. It all starts with making appropriate admissions decisions, as well as properly allowing and monitoring leaves of absence. It continues with increased job development efforts and an increased emphasis on externships to better prepare students for the job market. Finally, it includes use of a professional default management service and more complete student exit counseling ([III.D.15.Ev.1](#)).

Revenue streams are monitored and managed to maintain compliance with the 90/10 rule, which requires that at least 10 percent of the institution's revenues be from non-federal financial aid sources to remain eligible for federal student aid. Monitoring is accomplished by including the College's monthly 90/10 calculation on the Campus Operating Review for Executives (CORE) report. All items on the CORE report are reviewed and discussed weekly at the executive committee meeting ([IV.B.02.Ev.1](#)). In addition, MTI works hard to gain access to outside agency contracts, which generally have identified funding sources and are not as dependent on federal financial aid for participating students. Finally, the institution heavily promotes the Cal Grant program to its students and encourages all qualifying students to apply ([III.D.15.Ev.2](#)).

Institutional assets are closely monitored and managed to maintain compliance with federal requirements. The U.S. Department of Education (USDE) is concerned with the financial health of all colleges participating in the federal financial aid programs. Since its inception, MTI has operated on a conservative basis refraining from borrowing and retaining significant operating profits in the business to provide stability and fully fund its mission. For this reason, the College has not had any issues regarding its financial responsibility or stability and always scores the highest marks on its annual composite scores.

MTI has achieved success in controlling and improving its Cohort Default Rate (CDR). The institution's 2008 three-year "trial" rate, which was the DOE's first attempt at tracking three-year rates and was not an official rate, was 21.9 percent. The 2009 three-year rate, the first official DOE three-year rate, was 14.4 percent. The most recent official rate is for 2015 and it is 11.3 percent ([III.D.15.Ev.3](#)).

MTI continues to monitor this rate monthly to ensure action is taken early if the rate begins to rise. MTI is still awaiting issuance of the official 2016 three-year rate, which will be released in September. Indications at this time are that it will be in the same range as 2015. The ability to control the number of student loan defaults has been a direct result of the implementation of the Default Management Plan (DMP) mentioned above and the constant scrutiny focused on this metric. The emphasis on only admitting students who can be successful in the College's programs and the use of the Provisional Student policy during the first term (to identify and help at-risk students and release those with very little chance of success) has helped improve the quality of the institution's graduates. As a result, job placement rates remain high and default rates remain low as graduating students find good jobs and pay their student loans.

As stated in the Provisional Student policy, the College has adopted the practice of delaying loan certification and the disbursing of all Title IV funds for students until one week after completion of the first term ([I.A.03.Ev.9](#)). This allows for a longer period to determine if students will be successful in their programs. The improvement in the CDR can also be attributed to improvements made to exit interviews and overall communication with students and graduates. Finally, the CFO and the director of financial aid have worked closely with the default management company and have improved the monitoring of delinquent borrowers.

The College has also been successful in monitoring and managing its revenue streams to comply with the 90/10 rule. MTI currently receives approximately 30 percent of its revenues from sources other than federal financial aid. Emphasizing student participation in the Cal Grant program through announcements in the weekly newsletter, in the student lounge, on campus bulletin boards, and at student orientations has been helpful since Cal Grant funds are not a federal fund source. Funding from Cal Grants increased approximately 11.8 percent from the 2016/2017 year to the 2017/2018 year ([II.C.03.Ev.4](#)). This helps the College maintain or increase the percentage of non-federal funds contributing to revenues. The College also continues working with agencies that fund training for individuals through the Workforce Innovation and Opportunity Act. These are also considered non-federal financial aid funds.

Compliance with the DOE's composite ratios remains a non-issue for MTI College. The ratios measure the institution's liquidity, capital resources/ability to borrow, and profitability. With the College's long-term and continued conservative operating policies, lack of long-term debt, and significant equity from retained profits, MTI complies with all these measures by a wide margin.

Analysis and Evaluation

The College meets the Standard. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act.

Contractual Agreements

16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

The College maintains contractual agreements with a variety of organizations and vendors that provide products and services that directly support student learning and MTI's programs and services.

To ensure students and faculty have access to the tools, materials, and other resources necessary to maximize student learning and achievement, the College maintains agreements with many vendors and organizations, including LexisNexis ([II.B.04.Ev.1](#)), Paul Mitchell Advanced Education ([II.B.04.Ev.3](#)), Moodle ([II.B.04.Ev.2](#)), EBSCOhost ([II.B.01.Ev.9](#)), Pearson Vue ([II.B.01.Ev.3](#)), and a variety of textbook publishers including McGraw-Hill, Cengage, and Pearson. The College also maintains agreements with an extensive list of medical offices, clinics, diagnostic labs, and hospitals which serve as externship sites for the Medical Assistant, Medical Billing and Coding Professional, and Phlebotomy programs. All agreements are documented and kept on file by the appropriate department chair and/or the chief financial officer (CFO).

The College also maintains service contracts to support the operation of the institution. These agreements include elevator maintenance, janitorial services, landscaping, fire alarm and security systems, medical waste disposal, and garbage disposal. Service agreements are reviewed based on contract terms, at the time of renewal, or on an as-needed basis. All copies of service agreements and documentation of services rendered are maintained by the CFO.

MTI also maintains individual student referral contractual agreements for students funded through the Workforce Innovation and Opportunity Act. These organizations sponsor clients who have the potential to benefit from retraining as the result of a company closure or significant layoff. They also service clients who are simply in need of career training and job placement assistance. MTI works closely with local organizations such as the Golden Sierra Job Training Agency and the Sacramento Employment and Training Agency (SETA) to provide their clients with career-oriented training. Students referred to MTI by these agencies are bound by the same conditions and policies as required of the general student population. The College provides monthly progress reports to case managers and meets with each agency

periodically to provide updates on book costs, total program hours, and tuition adjustments.

Responsibility for researching vendors and obtaining agreements typically sits with the appropriate director or department chair who works closely with his or her supervisor to ensure that all agreements are in order and in alignment with MTI's mission, policies, and goals. The campus director, the executive committee, and the president are consulted regularly and asked to review contracts and provide guidance. All contractual agreements with external entities are reviewed and signed by Michael Zimmerman, President, or David Allen, CFO. In almost all cases an agreement has been seen, reviewed, and discussed prior to reaching the desk of one of these individuals for final review and signature. Each of the individuals with signatory authority to bind MTI College has a long history with the institution and has been instrumental in adopting and maintaining the College's mission, vision, and goals. This helps ensure that each contract that is signed is consistent with the institution's mission and contains only appropriate provisions. The institution has not experienced problems with any of its contracts with external entities to date.

At the time agreements for learning support services are established, the appropriate department chair, and/or the campus director meet with the service provider to ensure that the product or service being offered provides sufficient support toward the achievement of student learning outcomes (SLOs) and fits within the culture of MTI College. Once details have been determined and pricing has been negotiated (where applicable), final approval must be obtained through the president of the college.

Signed copies of contracts and agreements are maintained by the appropriate director or department chair; the original agreements are maintained by the CFO. All contracts and agreements are retained on file and reviewed on a periodic basis by the department chair and the campus director and/or the president. Current agreements for student learning resources and services have been reviewed within the last two years except for those established within the last calendar year. Should the College determine that a product or service no longer meets its needs, steps are taken to research and pursue alternatives.

Department chairs maintain documentation of the agreements supporting their respective subject areas, and work with curriculum specialists to ensure that the service or resource is incorporated into the curricula and the impact it has on student learning is monitored. Due to the nature of the externship agreements in the healthcare programs, the department chair for healthcare programs and the externship coordinator conduct regular site visits with all externship sites where students are assigned ([II.B.04.Ev.6](#)). In addition, exit interviews and evaluations are conducted at the end of each externship assignment to gain feedback on the student's performance and the quality of the externship experience ([II.B.04.Ev.7](#)).

The existing contracts MTI College maintains with external entities are consistent with the mission and goals of the institution. Externship contracts with medical offices and labs allow the College to provide valuable externship work experience for its students, improving their chances of gaining employment after completion of the program. The contract with Wright International Student Services (WISS) helps MTI provide better customer service to its graduates in the student loan repayment process and helps the institution fulfill its student loan

default monitoring responsibilities. WISS is the replacement for Inceptia Default Management, which the executive team determined was not performing at the level expected. Contracts with testing companies such as Pearson Vue and National Center for Competency Testing (NCCT) allow MTI to provide its students with convenient on-campus certification testing that complies with all state requirements.

Analysis and Evaluation

The College meets the Standard. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations. In addition, MTI continues to look for more opportunities to contract with external entities where it will be beneficial to the student's educational experiences. All such contracts are reviewed and evaluated to ensure the services being provided remain at the highest level and changes are made when a better alternative is available.

Conclusions on Standard III.D. Financial Resources

MTI's mission statement and vision are the foundation for the College's institutional planning and serve as a basis for the systematic and integrated approach the College takes in identifying, acquiring, and managing the resources it requires to reach its goals. As a for-profit college, MTI is dependent on annual tuition and other revenues to provide the support to sustain its student learning programs. Since these can vary due to fluctuations in enrollment, it is necessary to maintain significant financial reserves and to operate in a fiscally conservative manner to ensure financial stability. However, it is also imperative to continually offer the highest quality educational programs to benefit students and maintain enrollments at an appropriate level. For over fifty years, the College has successfully managed to fulfill its mission and vision by balancing these demands.

Financial planning is based on the prioritization of justified needs, sound research and planning, and the realistic assessment of available funds. The budget requests flowing from the annual master planning process, along with any other beneficial or necessary program or facility improvements that become apparent during the year, are considered in allocating available funds. Significant reserves are always maintained to ensure the financial viability of the institution and to provide sufficient funding to support the mission and vision.

Institutional documents including annual program reviews, master plans, and budget/resource allocation requests; monthly internally-prepared financial statements; annual externally-audited financial statements; annual external audit findings and other related documents reflect MTI's commitment to maintaining financial integrity and its practice of appropriately allocating financial resources toward the support of student learning programs and services. All of these are prepared and reviewed carefully to ensure their accuracy and credibility.

Throughout its over 50-year history, MTI has operated in a financially conservative manner, has

remained debt free, and has exercised prudence in building up financial reserves to help ensure stability. Still, the College remains aware it is dependent on student tuition to support its mission and programs. Serving a student population that is largely dependent on financial aid to attend college, the institution remains vigilant in its efforts to remain in compliance with all requirements so that federal- and state-provided financial aid will remain available to its students. As the bar is raised in areas such as graduation rates, placement rates, and student loan default rates, MTI knows that institutional success in these areas is a necessity. Accordingly, the College devotes significant time and effort to continually improving its metrics to fulfill its mission for the good of its students, and to ensure continued access to federal and state financial aid.

MTI does not fund its operation in any way through auxiliary activities, grants, or fundraising efforts. MTI's financial resources come directly from student tuition and book payments, the operation of the Paul Mitchell salon, and investment income. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations primarily by avoiding and minimizing such liabilities and obligations. MTI operates on a cash basis and does not utilize long-term debt to finance the operation or the acquisition of needed improvements

Improvement Plan(s)

N/A

Evidence List

- I.A.01.Ev.1 – Mission, Vision & Core Values - Review & Approvals
- I.A.02.Ev.1 – Student Achievement Data
- I.A.03.Ev.9 – Provisional Student Policy
- I.B.02.Ev.3 – 2018 Administration Departments' Master Plans
- I.B.07.Ev.5 – Excerpts from Faculty/Staff Surveys re: Master Plan Participation
- I.B.09.Ev.1 – 2018 Academic Departments' Master Plans
- I.C.02.Ev.2 – Institutional Planning Map
- I.C.13.Ev.2 – MTI Compliance Report 2018
- I.C.13.Ev.3 – Corrective Action Plan 2018
- II.A.01.Ev.6 – 2018 Executive Summary of MTI's Institutional Effectiveness in Program Review, Planning and Student Learning Outcomes
- II.A.02.Ev.13 – Program Review Template
- II.A.03.Ev.6 – 2017 Program Review Updates and Findings
- II.B.01.Ev.10 – EBSCOhost Database Agreement
- II.B.01.Ev.3 – Pearson Vue Agreement
- II.B.04.Ev.1 – LexisNexis Agreement
- II.B.04.Ev.2 – Moodle Agreement
- II.B.04.Ev.3 – PM Education
- II.B.04.Ev.6 – Student Externship Site Visit Form

II.C.03.Ev.4 – FAID Cal Grant Yearly Comparisons
III.B.01.Ev.4 – Excerpts from Executive Meeting Minutes re: Campus Safety and Facility Information
III.B.02.Ev.1 – Excerpts from Executive Meeting and Board of Trustees Minutes re: PM Building Upgrade
III.B.02.Ev.2 – Excerpts from Medical Department Program Review, Meeting Minutes, Executive Meeting Minutes and Sample Emails re: Medical Lab Upgrade
III.D.01.Ev.1 – 2017 Composite Score
III.D.03.Ev.1 – Sample Executive Meeting Minutes
III.D.03.Ev.2 – BOT Meeting Minutes 3-9-2018
III.D.04.Ev.1 – Executive Meeting Minutes 6-25-2015
III.D.09.Ev.1 – MTI Realignment excerpt from 5-5-2016 Executive committee Meeting minutes
III.D.10.Ev.1 – Chief Financial Officer – Job Description
III.D.10.Ev.2 – Business Officer – Job Description
III.D.11.Ev.1 – Paul Mitchell “Funraising”
III.D.12.Ev.1 – Excerpt from the Personnel Manual re: PTO
III.D.15.Ev.1 – MTI College Strategies for Default Management
III.D.15.Ev.2 – 2018 90-10 assessment
III.D.15.Ev.3 – Three-year CDR
IV.A.01.Ev.6 – Excerpt from 2018 Faculty/Staff Survey re: Communication and Participation
IV.B.02.Ev.1 – Sample CORE Report
IV.B.02.Ev.2 – Sample Rolling Retention Report

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

A. Decision-Making Roles and Processes

1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

Guided by its mission and vision, MTI College has a history of matching its words with its actions. This is due, in a large part, to the principles on which the College was founded, including an ongoing commitment to provide quality learner-centered education and meaningful support services that promote student achievement and success.

The College benefits from a system of shared governance that is supported by a shared vision and focus on student achievement and success. The College operates under a bicameral governing structure composed of a board of directors and a board of trustees. The board of directors is responsible for policy and leadership relating to the College's financial stability and for the control of the corporation's assets, including the management and oversight of MTI's reserve funds and investments, taxes, legal and accounting, and the institution's facilities and capital equipment. In addition, the board of directors negotiates matters relating to the compensation of the president. The board of trustees is an independent policy-making body responsible for guiding the College toward continuous success with its stated mission. The board of trustees provides oversight, direction and guidance to the college leadership in support of their efforts to fulfill the institution's mission. Through communications with executive committee members, the board stays abreast of institutional planning activities and operational issues. The board offers input and support to ensure the quality and effectiveness of the institution's student learning programs, student services, and the management of resources necessary to support them.

The stability of the president has been a significant factor in facilitating MTI's success over the life of MTI College. Throughout its fifty-four years of operation, the College has had only three presidents; the first was MTI's founder, Arnold Zimmerman, the second is his son, John Zimmerman, and the third is his grandson, Michael Zimmerman, who has held the position since September 1, 2017. The president is an active participant on the board of trustees and the board of directors and participates in the daily operation of the College. Through effective and ethical leadership, and clear communication of the institution's values and goals, the president empowers staff and faculty to carry out the overall vision and direction of the College.

For many years, MTI has benefited from the long-term stability of its leadership and governing boards. However, due to the passage of time, changes to board leadership and composition have occurred. John Zimmerman served as MTI's president and chief executive officer from 1987 to 2017. When he retired, his son, Michael Zimmerman, had been serving as the director of operations and was promoted to president beginning September 1, 2017. To ensure a smooth transition and to retain his wealth of institutional knowledge, John Zimmerman serves as a non-voting advisor to the board of trustees. The executive leadership and governing bodies of MTI are committed to ensuring the ongoing success of the institution by securing suitable leadership that will see MTI into the future without losing sight of its founding principles.

The day-to-day management of the College is driven by the executive committee consisting of the president, campus director, chief financial officer, and academic officer. The purpose of the executive committee is to oversee the operation of the College, including the institutional planning and assessment process, resource management, student success and satisfaction, and MTI's success in carrying out its mission. In addition, the executive committee reports on the

status of college operations to the board of trustees, solicits comment and approval for institutional planning, and implements board decisions in support of MTI's mission. Through *MTI's Executive Summary of Institutional Effectiveness in Program Review, Planning and Student Learning Outcomes*, the board of trustees' reviews outcomes and institutional progress and then provides guidance on institutional planning and improvement ([II.A.01.Ev.6](#)).

As outlined in the organizational chart, the institution is structured around clearly defined departments, each led by qualified and experienced managers who oversee the direction, efficiency, and effectiveness of the department ([IV.A.01.Ev.1](#)). Each department operates under a statement of purpose that is directly linked to MTI's mission, and maintains a set of measurable outcomes directed at supporting student learning. The statement of purpose for each department is on each departmental master plan ([IV.A.01.Ev.2](#)). Continuous quality improvement in the areas of student success and learning are at the heart of all evaluation and planning activities throughout the College, including the design and delivery of academic and student services, and the allocation and management of physical, financial, technology, and human resources. Emphasis is placed on assessing department-level impact on student learning and ensuring that MTI's learning programs, student support services, and learning resources facilitate and demonstrate the achievement of student learning outcomes (SLOs).

The three components of MTI College's ongoing planning and improvement cycle – program review, master planning, and budget/resource allocation – are closely tied. Assessment findings are incorporated into program review and master planning as indicators of progress in student learning and student achievement. Master planning goals and supporting objectives are derived in part from program review and assessment findings. Budget/resource allocation are based on requests made in support of improvement/action items identified in program review and master planning.

MTI's program review leads to improvements in all areas affecting student success ([II.A.02.Ev.15](#)). The process helps identify needed resources such as classroom equipment, technology resources, instructor training, and textbook-related supplies. In addition, as a result of program review, new student learning outcomes are developed, and existing outcomes are modified or omitted as a result of the campus-wide dialog that occurs as part of the process. The College relies on qualitative and quantitative information to inform decision-making and planning for improvement. Data stemming from program review and related assessment activities is collected, analyzed by departments and documented in the master plan. For targets that are not met, recommendations are made and translated into new goal statements for the next planning cycle ([II.A.03.Ev.6](#)).

The integration of program and department assessment plans and program review have helped establish master planning as the primary tool for institutional effectiveness. The master planning process is driven by ongoing dialog within and among the departments throughout the College. At the beginning of the planning cycle, departments identify goals geared toward student outcomes, student equity, academic quality, and institutional effectiveness with an over-arching goal of continuous improvement of student learning and achievement. An important part of the master planning process involves providing status updates in May and November. As evidenced by meeting minutes ([I.B.01.Ev.1](#)), and the master plan template itself ([II.A.02.Ev.12](#)), departments meet to discuss their progress and any challenges or obstacles they are facing, and

make adjustments to their plans as needed ([I.B.09.Ev.1](#))([I.B.02.Ev.3](#)). The scheduled updates keep the dialog going and helps departments keep themselves on track and moving forward.

At the end of the year, the *Executive Summary of MTI's Institutional Effectiveness in Program Review, Planning and Student Learning Outcomes* is compiled and distributed to the board of trustees, the executive committee, academic and administrative management, faculty and staff ([II.A.01.Ev.6](#)). This includes a summary of departmental master planning, assessments and program review, along with departmental budget requests and student achievement data. Follow-up activities typically include making curriculum adjustments, addressing identified learning gaps, ensuring that student support services and learning resources are available, ensuring that policies, procedures and practices are appropriate and carried out consistently, and striving for continuous improvement of institutional and learning processes.

The College's Annual Budget Review policy facilitates a strong and explicit link between the planning and budgeting processes ([IV.C.04.Ev.1](#)). All budget requests are tied directly to departmental goals and planning agenda items. No major policy, program, or structural change is approved without soliciting comment from campus constituencies and considering the impact the change will have on the institution's success with its mission, and on student learning and achievement.

MTI recognizes the importance of providing its constituencies with opportunities to contribute to the planning and decision-making process. MTI's leadership strives to create an environment that empowers the entire MTI community to work together in the spirit of continuously improving the value and effectiveness of the institution's programs and services. All employees are expected to play a positive role in fostering student retention and to actively contribute toward MTI's success with its stated mission. This expectation is the backbone of the entire MTI operation and is communicated through the institution's culture documents ([I.A.01.Ev.1](#)), on job descriptions ([IV.A.01.Ev.3](#)), the personnel manual ([I.A.03.Ev.4](#)), the Faculty Policy and Procedure Handbook ([I.C.10.Ev.2](#)), and other documents.

MTI is committed to maintaining an environment where staff, faculty, and students are empowered to take an active role in the planning, operation, and improvement of the College with the goal of maximizing student learning and success. The president and board of trustees set the tone and values of the institution, and welcome and encourage input and participation among all campus constituencies. Broad participation and input are manifested through well-attended institutional town hall meetings, pow wows, weekly executive committee and academic team meetings, and regularly scheduled department and master planning meetings. In addition, the College makes use of ad hoc committees and student advisory groups to help research and coordinate various activities and initiatives.

To facilitate communication, the president and other campus leaders make themselves available through an open-door policy that encourages both students and employees to feel comfortable sharing their feedback and suggestions. Occasionally, circumstances arise that carry a larger-scale impact, such as those affecting personnel issues, campus additions, policy changes, and new or outdated programs. When these situations arise, input is sought through focused dialog at town hall meetings ([IV.A.06.Ev.1](#)), ad hoc meetings, and meetings at the academic team ([I.B.07.Ev.2](#)), executive committee ([IV.A.01.Ev.4](#)), and department levels ([IV.A.01.Ev.5](#)).

As evidenced by the recent 2018 Faculty/Staff Survey feedback, the College maintains a supportive and inclusive environment that utilizes the talents of its faculty and staff in improving practices, programs and services ([IV.A.01.Ev.6](#)).

There are a variety of ways that student feedback is received from students. There are course evaluations after every course ([II.A.16.Ev.5](#)). These are reviewed by the department chair and instructor and used to make improvements in the courses. A new student survey is given to students after their first term. This is reviewed by the executive committee, Admissions department, Financial Aid and the academic team to see if there are areas that need to be improved in the early student experience ([II.A.16.Ev.6](#)). The results of the annual student survey are shared with all departments and reviewed to evaluate strengths as well as opportunities for improvement ([II.A.16.Ev.8](#)). There are also student advisory focus groups, where the student success advisor meets with small groups of students to discuss issues and gain feedback ([II.A.16.Ev.7](#)). There is also an electronic “Suggestion Box” on the e-learning website where students post their suggestions and answers are posted at regular intervals ([II.C.01.Ev.9](#)).

Students also have a variety of informal opportunities to have their opinions heard. The College maintains an open-door policy. On a daily basis, students have direct access to faculty and staff at all levels. Students do not need an appointment to meet with the deans, student success advisor, or department chairs. Based on the complexity of a student’s issue, the response may be immediate or may require additional time to seek assistance from other staff. For example, if a student has a recommendation for a new community service project, a brief conversation between one or two key staff members could be all that is needed for approval. However, if a student has an issue with a textbook, resolution may involve the curriculum specialist and/or department chair and require a bit more time. Issues of a more complex nature are typically addressed at weekly academic team meetings and/or executive committee meetings. Results from the 2018 annual student survey indicate that students view the college as providing a respectful environment and an institution that provides good communication to its students ([IV.A.01.Ev.7](#)).

Analysis and Evaluation

The College meets the Standard. The institution has formal and informal practices and procedures that encourage individuals, no matter their role, to bring forward ideas for institutional improvement. The institution has established systems and participative processes for effective planning and implementation for program and institutional improvement.

2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

A campus environment such as MTI's attracts a wide variety of faculty, staff, and students who possess a broad range of knowledge and experience that contributes to the educational experience. The College establishes and maintains written policies and procedures regarding employee and student participation in the decision-making process. Section 4.2 of the personnel manual addresses the importance of employee participation and discusses some of the opportunities for employees to become involved in the planning processes at the College ([IV.A.02.Ev.1](#)). All full-time positions are required to participate in planning and assessment activities as documented in their job descriptions ([IV.A.01.Ev.3](#)). Adjunct faculty members also have the opportunity to contribute to these activities as outlined in the curriculum section of their job description ([III.A.02.Ev.2](#)). The Faculty Policy and Procedure Handbook includes information regarding faculty participation and includes the policy about meeting attendance ([IV.A.02.Ev.5](#)).

Students have a strong influence on the institutional planning and improvement process through the feedback and input they share in student advisory group meetings ([II.A.16.Ev.7](#)); annual student surveys ([II.A.16.Ev.8](#)); new student surveys ([II.A.16.Ev.6](#)) and course evaluations ([II.A.16.Ev.5](#)); providing feedback during faculty observations ([IV.A.02.Ev.4](#)); the online MTI suggestion box ([II.C.01.Ev.9](#)); and through discussions with instructors, the deans, and department chairs.

MTI faculty and staff take active roles in the development, review, revision, and implementation of policies and procedures relating to their departments and/or areas of expertise. All employees are encouraged to become involved and provide input. The master planning, assessment and program review process has, as one of its main components, the goal of having departments work together on the process. The master planning template illustrates this ([II.A.02.Ev.12](#)).

Analysis and Evaluation

The College meets the Standard. Institutional policies and procedures describe the roles for each group in decision-making processes. These policies and procedures encourage staff, faculty, and student participation in matters which concern them, and take into consideration each group's perspective when making decisions. The institution regularly evaluates the extent to which these policies and procedures are functioning effectively.

3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard

As outlined in the organizational chart, the institution is structured around clearly defined departments, each led by qualified and experienced managers who oversee the direction, efficiency, and effectiveness of the department ([IV.A.01.Ev.1](#)). Each department operates under

a statement of purpose that is directly linked to MTI's mission, and maintains a set of measurable outcomes directed at supporting student learning ([IV.A.01.Ev.2](#)). Administrative departments have supervisors who, with their subordinates, ensure that the departmental goals are met.

Under the leadership of the campus director, each academic department is led by a department chair who has direct responsibility for faculty supervision, support and staffing; curriculum development and maintenance; and outcomes planning and assessment. In addition, each area of study is overseen by a curriculum specialist who is responsible for the development, maintenance, and distribution of all course materials in his/her designated subject area. Department chairs and curriculum specialists, who are also instructors themselves, work closely with faculty to ensure consistency, rigor, and adherence to academic policies and procedures. These responsibilities are documented in the position job descriptions which are reviewed annually ([IV.A.01.Ev.3](#)).

MTI's program review, master planning and budget/resource allocation processes rely heavily on staff and faculty participation. Prior to the beginning of the planning cycle, the institutional planning map, the previous year's master plan, and the current year's master planning template are distributed to each department. The institutional planning map is a calendar of the assessment and planning activities for the year. Broken down by month, the planning map lists key activities that support program review, program assessment, annual surveys, advisory boards, master planning, budget/resource allocation, and catalog production. The distribution of these documents typically coincides with the start of the planning cycle for the upcoming year and serves as a catalyst for faculty and staff involvement in institutional planning ([I.C.02.Ev.2](#)). Weekly academic team meetings ([IV.A.03.Ev.1](#)), as well as academic and administrative department meetings, offer forums for discussion regarding progress and upcoming deadlines ([IV.A.03.Ev.2](#)).

MTI's job descriptions clearly describe each employee's role and function within the College. All employees are expected to play a positive role in fostering student retention and in actively contributing toward MTI's success with its stated mission. In addition, all employees are expected to contribute to the institutional planning and decision-making process. Faculty and academic leadership have substantive and clearly defined roles in developing, maintaining and delivering programs and services that support student learning and achievement the job descriptions clearly outline these expectations ([IV.A.01.Ev.3](#)).

Analysis and Evaluation

The College meets the Standard. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

Faculty, curriculum specialists, and department chairs play critical roles in the development and modification of student learning outcomes (SLOs), programs, and services. New program offerings are typically researched jointly by the academic officer and department chair and are presented to the executive committee and board of trustees for approval. With guidance from the academic officer and the campus director, the department chairs work closely with their curriculum specialists and faculty to develop appropriate and measurable SLOs at the program-level and begin the process of designing courses with specific course-level outcomes that support student achievement of the program outcomes. Extensive dialog takes place among these individuals as well as with the Career Services department and resources outside of the College in order to develop a student learning program that complements MTI's mission and goals. As the curriculum is developed, it is reviewed and approved by the appropriate department chair and the campus director prior to implementation. Once the curriculum is in use, it is reviewed and updated on a regular basis as part of the annual program review cycle.

Responsibilities for recommendations about curriculum and student learning programs and services are clearly defined in the faculty and academic administrators' job descriptions ([IV.A.01.Ev.3](#)). Department chairs oversee the development and maintenance of the curriculum and manage the curriculum development assignments. Curriculum specialists ensure that curriculum is kept up to date and that instructors have access to the latest materials. Many times, the department chair is also a curriculum specialist. Full-time and Adjunct faculty are required to use the approved curriculum in order to have consistent achievement of student learning outcomes. If instructors want to make changes, they need to get the approval of the curriculum specialist and/or department chair. If curriculum needs to be developed, a department chair may use the Curriculum Development Form to ensure that the proper amount of compensation is given for the curriculum development ([II.A.02.Ev.1A](#)).

Assessment results for learning outcomes, for all courses and programs are used to improve programs. Faculty and academic leadership conduct in-depth assessments of each academic program on a regular basis ([II.A.01.Ev.4](#)). Course and program SLOs are assessed every four years with assessment results leading to action items for the following cycle. Each program and course have a specific written assessment plan that includes the SLOs, how the SLOs are measured, achievement targets, assessment findings and planned action items for improvement. Course assessments are completed by using the tools and targets described in the individual course assessment plans. Once the course assessments are completed, program assessments are done. Relevant assessment tools from the course-level are used in the program assessment. These are illustrated on the Outcomes and Assessment Map ([II.A.01.Ev.5](#)).

With the assistance and cooperation of instructors, assessment data is collected, organized, and analyzed. The data is used in direct comparisons with the achievement targets set at the beginning of the process. After analyzing actual versus target achievement, the assessment results are discussed in department meetings and ad hoc committee meetings to identify

inconsistencies and incongruities between course or instructor results. Departments examine sample submissions to identify areas in need of improvement, such as the wording of exam questions, the formats used for assessments, or grading inconsistencies. Findings are documented and form the basis of goals and action items for the next assessment cycle.

This institutionally established procedure ensures that there is regular assessment of the outcomes and that there is follow-through on action items that have been developed based on course and program assessments. Course assessments are documented individually and lead to the program outcomes assessments that are summarized by the departments in the program assessment document ([II.A.03.Ev.5](#)). Program reviews are completed each year and summarize all of the master planning, assessment, and other activities and information pertinent to the department. This information is summarized in the Program Review Updates and Findings form for each department ([II.A.03.Ev.6](#)). The findings from the assessments, program review and master planning process lead to action items for the next year's cycle.

The College maintains a policy for the review and approval of program-related changes. The policy applies to changes that are significant in nature and impact the delivery of one or more academic programs. Examples include changes to program-level SLOs, physical resources and equipment, facilities, personnel, technology, and other learning resources. The policy is intended to guide the planning and approval process, and was developed to help ensure that decisions are made with careful consideration and input from appropriate faculty and other key individuals who are directly involved in the delivery of the program ([IV.A.04.Ev.1](#)).

Analysis and Evaluation

The College meets the Standard. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

MTI College is built on a structure of clearly defined departments, including: Admissions, Financial Aid, Student Accounts, Business Office, Student Services, Career Services, Technical Services, and seven academic departments ([IV.A.01.Ev.1](#)).

Departments throughout the College recognize the interdependent nature of the programs and services they provide and work together to serve the needs of MTI's students. Following the 24-hour rule, all employees are expected to communicate in a consistent, responsive, and respectful manner to all members of faculty, students, and staff ([II.A.01.Ev.12](#)). While much dialog occurs informally within and among the departments, the College has two core committees designed to ensure the efficient operation of the institution, encourage dialog focused on quality and

improvement, and facilitate institutional planning and decision-making. The two core decision-making committees within MTI College are the executive committee and the academic team.

The executive committee oversees the operation of the College, including the institutional planning and assessment process, resource management, student success and satisfaction, and the institution's overall success in carrying out its mission. The committee regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of the institution's mission, programs, and services. In addition, the executive committee reports on the status of college operations to the board of trustees, solicits comment and approval for institutional planning, and implements board decisions in support of the institution's mission ([IV.A.05.Ev.1](#)).

The academic team is comprised of the campus director, the department chairs, the student success advisor and the deans. Other key personnel, such as the president, chief financial officer, the learning resource center coordinator and the director of career services attend on an as-needed basis. The team conducts weekly meetings to discuss issues related to the delivery of MTI's educational programs and support services. The main function of the academic team is to provide a forum for all academic departments to participate in the decision-making, problem solving, and planning processes for the academic branch. Academic team members plan and implement new policies and procedures and explore solutions to issues impacting student learning. Discussion of at-risk students is included for the purpose of finding the best strategies to help them succeed. In addition, the academic team meetings serve as a communication hub, addressing issues presented to them by faculty and staff, and disseminating information to the appropriate parties.

Requests, concerns, ideas, or suggestions that arise from students, staff, and faculty are typically addressed at the department level by the appropriate manager or department chair; however, as appropriate, they are referred to the academic team or the executive committee for discussion, consideration, and approval. In order to reach the most appropriate decision, input from other departments or decision-making bodies is solicited to provide additional perspective. Periodically, ad hoc committees are formed to conduct further research and report back to the group. The degree of dialog that takes place depends upon the nature of the question or request and may involve escalating the matter to the next level, particularly in instances involving the creation of, or change to policy. Policy recommendations made by the academic team ([IV.A.05.Ev.2](#)) are referred to the executive committee ([IV.A.05.Ev.3](#)) for review and final approval. As appropriate, the executive committee refers policy to the board of trustees for approval and notifies the academic team of the final decision ([IV.A.05.Ev.4](#)).

Every week, a retention committee meeting is held. It is attended by the student success advisor, deans, president, campus director, director of admissions, and chief financial officer. The purpose of the meeting is to discuss potentially at-risk students who are having issues with attendance, progress or behavior so that early intervention strategies can be developed to support the students. It is also a means of tracking the attendance of all students and to see if there are students who need assistance. Several times a term, the student success advisor will ask instructors for feedback on first term students as the committee is especially interested in making sure that new students are receiving the support they need. ([I.B.01.Ev.6](#)).

The assessment, master planning, program review and budget/resource allocation processes drive MTI's ongoing cycle of evaluation, planning, and improvement; foster effective communication; and encourage a collaborative work environment where there is wide participation and an open exchange of ideas within the framework and values of the institution. Using the mission statement and its emphasis on student learning and achievement as a guide, each department of the College identifies key areas of improvement; develops clearly stated, measurable goals; and works toward achieving those goals through focused planning, decision-making, and teamwork.

Assessment work takes place at the course, program and department levels. Dialog related to assessment continues to be widespread and focused on improving student learning and achievement. Findings are incorporated into the program review, master planning and budget/resource allocation processes from one cycle to the next ([II.A.03.Ev.5](#)).

The master planning process enables each department or workgroup to identify its own set of strategic goals and needs based on the its statement of purpose and the overall mission of the College. Through master planning, the College fosters effective communication and a collaborative work environment where there is an exchange of ideas and wide participation within the framework and values of the institution. Master planning empowers staff and faculty to take ownership of their goals and celebrate their accomplishments as they use their professional expertise to strive for institutional excellence. The process also creates strong connections between evaluation results and the effective use of these results in planning for improvement. Finally, at the end of the master planning cycle, departments reflect over the year, assess their accomplishments, and develop recommendations used to inform the next planning cycle ([I.B.02.Ev.3](#))([I.B.09.Ev.1](#)).

Program reviews are conducted each year for all academic programs. It is an intensive process that encompasses a review of SLOs and course mappings, prerequisites and course descriptions, competency levels and assessments of student achievement, resources and class materials used within each program, faculty resources and qualifications, admissions information and enrollment criteria, tuition levels and financial aid information, and institutional policies and procedures. It culminates with recommendations for the next master plan cycle ([II.A.03.Ev.6](#)). These recommendations, along with any identified budget/resource needs, are carried over to the following year and considered as possible master planning goals.

At the end of the year, feedback and initiatives that are recorded at the department-level in the department master plans are reported in *MTI's Executive Summary of Institutional Effectiveness in Program Review, Planning and Student Learning Outcomes* that is reviewed by the executive committee and board of trustees ([II.A.01.Ev.6](#)). This process allows the board to make timely and well-informed decisions related to the academic quality of the institution.

There are numerous examples of improvements made to the quality and effectiveness of MTI programs and services through the master planning efforts of staff and faculty. The underlying themes of these activities include MTI's commitment in action to quality education and student achievement of student learning outcomes (SLOs); the institution's reliance on informed dialog to guide institutional change; and the presence of sufficient organizational means to plan, implement, support, and evaluate these changes. The following are a few examples of these improvements:

- Previous feedback from employers and graduates indicated that certification is highly preferred when applying to medical assistant positions ([IV.A.05.Ev.5](#)). The College had adjusted curriculum to prepare students for the NCMA (Nationally Certified Medical Assistant) certification. In the fall of 2016, after reviewing the medical programs and impact on facilities and scheduling, the executive committee decided to create classes that were designed to help prepare medical students to pass their certification tests ([I.B.04.Ev.1](#)). These were implemented in the fall of 2017 with very positive results. There was an increase from 7 students taking the CCMA in the 2016-17 time period to 104 students taking the NCMA in the 2017-18 time period with an 88 percent pass rate. Seventy of the students had taken the TPA class. The development of the TPA courses was also tracked on the medical department's master plan for 2017 ([I.B.04.Ev.2](#)).
- Graduates were not activating with the College's Career Service department in a timely manner after finishing their programs. Changes were made to the Career Preparation curriculum to include a presentation by Career Services during the Career Prep class. In addition, as part of the course, students meet one-on-one with career services representatives and fill out the activation paperwork. The goal is to increase the number of students utilizing career services ([IV.A.05.Ev.6](#)).
- 4. In an effort to increase graduate preparation for employment at the larger local healthcare providers. A new medical lab was constructed by combining Room 112 and Room 114. This new lab will be stocked in accordance with the best practices of Sutter Healthcare and will also feature equipment designed in accordance with the Americans with Disabilities Act ([III.B.02.Ev.2](#)).
- The College created the student success advisor position to focus on outreach to at-risk students in an effort to improve student retention ([I.A.03.Ev.10](#)).
- The Paul Mitchell Cosmetology program implemented iPads for a more interactive curriculum and to better support the learning habits of a younger student body ([III.C.01.Ev.2](#)).

Analysis and Evaluation

The College meets the Standard. Staff and students are well informed of their respective roles. The various groups work collectively toward institutional improvements. The result of this effort results in documented institutional improvement. The College has developed structures of communication that demonstrate that it values all perspectives. The College demonstrates that consideration of these perspectives leads to setting institutional priorities and timely action

6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

Decision-making and communicating decisions happen through various channels such as e-mail, printed reports, daily pow wows, town hall meetings, weekly academic team meetings, executive committee meetings, faculty department meetings, and ad hoc planning committee meetings. All dialog centers on informed, collegial discussion that involves the sharing of data, the identification of solutions to various institutional challenges, the setting of goals and timelines, the assignment of responsibilities, and the monitoring of progress.

MTI College's small size, centrally located administration, and financial strength allow flexible and expeditious decision-making. Routine decisions are handled at the department-level through regularly scheduled department meetings. For decisions that need to be made prior to the next department meeting, ad hoc meetings with affected individuals are easily coordinated due to the College's flat organizational structure and close proximity of team members. Department leaders are empowered to make many decisions regarding their department without needing the approval from upper levels of management ([IV.A.01.Ev.5](#)).

Due to having all of the stakeholders involved in the decision-process, the decisions themselves are quickly communicated to the affected parties. Department meetings are helpful in disseminating information. In some situations, it is necessary to communicate information to larger groups of constituents beyond individual departments. A variety of methods are used to accomplish this including: mass emailing, town hall meetings ([IV.A.06.Ev.1](#)), and, more recently social media. For example, when it was decided to partner with a local fitness facility to offer students a reduced rate gym membership, Instagram was used to promote the partnership to the College's students ([IV.A.06.Ev.2](#)).

Decisions involving multiple departments or those that require approval from an upper level of management are funneled from the department level to the academic team and/or executive committee. Certain decisions, such as the approval of annual budget requests, are then taken to the board of trustees ([IV.A.06.Ev.3](#)).

Analysis and Evaluation

The College meets the standard and takes a systematic approach toward evaluation, planning, and improvement, and utilizes its program review, master planning, and budget/resource allocation processes and established communication and decision-making channels to encourage input and provide opportunities for involvement. Fortunately, due to the size and nature of the institution, MTI enjoys a degree of flexibility that allows the College to gather feedback on current projects and initiatives and make decisions on issues and needs as they arise.

7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

MTI is committed to ensuring its governance and decision-making structures and processes are consistent and effective in supporting institution-wide efforts to promote student learning and achievement. Weaknesses, inefficiencies or missed opportunities that are revealed through assessment and evaluation activities become the focus of discussion in department, academic team, and executive committee meetings. If a process is proving to be cumbersome, confusing, or ineffective, efforts are made to expedite a solution. Fortunately, due to the size and nature of the College, MTI enjoys a degree of flexibility that allows it to gather feedback on current projects and initiatives and respond quickly to issues and needs as they arise.

Feedback is an important component to ensuring that the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. One way that the College gains feedback is through surveys. Feedback from surveys are reviewed very closely and affect the College's planning goals. Staff, faculty and students are asked how well the College supports its mission in the annual surveys. In 2018, 100 percent of respondents in the faculty/staff annual survey ([I.A.04.Ev.3](#)) and 92.72 percent of respondents in the student annual survey ([I.A.04.Ev.2](#)) expressed satisfaction in this area. Both students ([IV.A.07.Ev.1](#)) and faculty/staff ([I.C.10.Ev.3](#)) show high levels of satisfaction with the college in general in the annual surveys. The satisfaction rate is monitored very closely, as are many of the other areas of the surveys. Information from the surveys are part of the assessment criteria in many master plans. They help departments evaluate their departments and help determine what areas need attention ([IV.A.07.Ev.2](#)).

Faculty and staff are given the opportunity to provide feedback on leadership and institutional effectiveness. In the 2018 Faculty/Staff Survey 83.33 percent of respondents were satisfied or very satisfied that "MTI regularly examines its own practices with the goal of improvement." No one was dissatisfied. Additionally, 94.44 percent of respondents were satisfied or very satisfied that the "President of MTI College is effective in leading the college toward success with the shared mission and goals" and 88.88 percent of respondents were satisfied or very satisfied that "MTI is continually improving" ([IV.A.07.Ev.3](#)).

Other ways that the College assesses the effectiveness of the executive committee, academic team, and the board of trustees is through the employer advisory board meetings, department meetings, and positive working relationships with its accrediting body and other external agencies and industry partners.

Each year, as part of the master planning and program review processes, participants are given the opportunity to evaluate each process itself. Toward the end of the master planning cycle, departments are asked to address the efficiency and effectiveness of master planning by answering the question, "How can the Master Plan/Departmental Review process be improved?" This question gives individuals and departments the opportunity to share observations and make

recommendations to improve the master planning process so that it continues to fit the needs of the department and the College. In a similar fashion, academic staff and faculty have the opportunity to provide feedback about the program review process. Completed program review reports submitted to the campus director include responses to the question, “Is there any way to improve the program review process?” The feedback and lessons learned from both processes are used to improve future planning cycles ([II.A.02.Ev.12](#)) ([II.A.02.Ev.13](#)).

The College recognizes the importance of providing its constituencies with opportunities to contribute to the planning and decision-making processes and works hard to create an environment that empowers the entire MTI community to work together in the spirit of continuously improving the value and effectiveness of MTI’s programs and services. The executive committee, the academic team, and the board of trustees play critical roles in fostering this environment and keeping the focus on maximizing student learning and the achievement of MTI’s student learning outcomes (SLOs).

In addition to this feedback, the College bases its assessment on the actual improvements and accomplishments that are made throughout the year. Reflecting on the results and recommendations from program and course assessments and the program review, master planning, and budget/resource allocation processes helps the executive committee, academic team, and the board of trustees assess their effectiveness in facilitating the development and delivery of quality student learning programs and services, and their ability to provide a solid infrastructure of policies, procedures, and processes upon which they are delivered. A lot of this information is contained in the *Executive Summary of MTI’s Institutional Effectiveness in Program Review, Planning and Student Learning Outcomes* ([II.A.01.Ev.6](#)).

The requirement of a periodic self-evaluation of the board of trustees’ performance is noted in the board bylaws. The most recent board evaluation was completed via survey by board members in 2019. The results were reviewed and discussed during the July 2019 board meeting ([IV.C.06.Ev.1](#)). MTI College has benefited from its stable and knowledgeable board membership. Almost all of the board members have over a decade of service to the College. In the board’s self-evaluation of its effectiveness and operating processes, the board feels that it performs its functions well and its operation is effectively supported ([IV.C.10.Ev.1](#)).

Periodically, the board asks selected staff and faculty to participate in a 360-degree evaluation of the president of the college. Those selected to participate in the evaluation work closely with the president on a regular basis. Participants are asked to complete an online appraisal of the president’s effectiveness; all feedback is kept anonymous. The most recent appraisal of the president was completed in April of 2019 by 11 participants, including the chairman of the board of trustees. The president’s appraisal was provided to the board of trustees and the campus director, who was instructed to share the appraisal as deemed appropriate ([IV.C.03.Ev.2](#)).

Analysis and Evaluation

The College meets the Standard. The institution regularly evaluates its governance and decision-making processes. The results of these evaluations are communicated across the campus

community. The institution uses the results of these evaluations to identify weaknesses and to plan for improvements.

Conclusions on Standard IV.A. Decision Making Roles and Processes

MTI College has established systems and policies that clearly define the roles of students, faculty, staff, and governing boards in the decision-making process. Value is placed on the diverse perspectives of both internal and external stakeholders. These groups collaborate effectively in guiding the institution's efforts in supporting its mission and working towards continuous improvement.

Administrators and faculty have a substantive role in institutional governance and influence in establishing policies, determining budget, and guiding planning. Faculty and academic administrators have responsibility for making recommendations on curriculum and other student learning programs. The role of the governing boards is clearly defined and works to support the institution's mission. Student perspectives and outcomes are inherent throughout each level of planning.

Improvement Plan(s)

N/A

Evidence List

- I.A.01.Ev.1 – Mission, Vision & Core Values - Review & Approvals
- I.A.03.Ev.4 – Personnel Manual
- I.A.03.Ev.10 – Student Success Advisor Job Description
- I.A.04.Ev.1 – Board of Trustees – Bylaws
- I.A.04.Ev.2 – Excerpts from Annual Student Survey – Culture Statements
- I.A.04.Ev.3 – Excerpts from Annual Faculty/Staff Survey – Culture Statements
- I.B.01.Ev.1 – Samples of Academic Department Meeting Minutes
- I.B.01.Ev.6 – Retention Meeting Information
- I.B.02.Ev.3 – 2018 Administration Departments' Master Plans
- I.B.04.Ev.1 – Excerpts from Executive committee Meeting Minutes
- I.B.04.Ev.2 – Certification Rates for Medical Department and Master Plan Excerpt
- I.B.07.Ev.2 – Excerpts from Academic Team Meeting Minutes re: Policies and Procedures
- I.B.09.Ev.1 – 2018 Academic Departments' Master Plans
- I.C.02.Ev.2 – Institutional Planning Map
- I.C.10.Ev.2 – Faculty Policy and Procedure Handbook
- II.A.01.Ev.4 – Program Assessment Schedule
- II.A.01.Ev.5 – Outcome and Assessment Map

II.A.01.Ev.6 – 2018 Executive Summary of MTI’s Institutional Effectiveness in Program Review, Planning and Student Learning Outcomes
 II.A.01.Ev.12 – 24-hour Rule
 II.A.02.Ev.12 – Master Plan Template
 II.A.02.Ev.13 – Program Review Template
 II.A.02.Ev.15 – Examples of Program Improvements because of the Master Plan/Program Review Processes
 II.A.02.Ev.1A – Proposal for Curriculum Development Form
 II.A.03.Ev.5 – Program Assessment Results
 II.A.03.Ev.6 – 2017 Program Review Updates and Findings
 II.A.16.Ev.5 – Course Evaluation Template
 II.A.16.Ev.5 – Course Evaluation Template
 II.A.16.Ev.6 – 2018 New Student Survey Results
 II.A.16.Ev.7 – 2018 Student Advisory Group Meeting Notes
 II.A.16.Ev.8 – 2018 Annual Student Survey
 II.C.01.Ev.9 – Responses to e-learning Suggestion Box
 III.A.02.Ev.2 – Adjunct Faculty Job Description
 III.B.02.Ev.2 – Excerpts from Medical Department Program Review, Meeting Minutes, Executive Meeting Minutes and Sample Emails re: Medical Lab Upgrade
 III.C.01.Ev.2 – Executive Meeting Minutes re: iPads
 IV.A.01.Ev.1 – Organizational Chart
 IV.A.01.Ev.2 – Examples of Statements of Purpose
 IV.A.01.Ev.3 – Sample Job Descriptions
 IV.A.01.Ev.4 – Executive Meeting Minutes 5-04-17
 IV.A.01.Ev.5 – Medical Department Meeting Agenda & Minutes
 IV.A.01.Ev.6 – Excerpt from 2018 Faculty/Staff Survey re: Communication and Participation
 IV.A.01.Ev.7 – Excerpt from 2018 Annual Student Survey re: Communication and Improvement
 IV.A.02.Ev.1 – Excerpt from Personnel Manual re: Employee Participation
 IV.A.02.Ev.3 – Faculty Observation Form
 IV.A.02.Ev.4 – Excerpt from Faculty Policy and Procedure Handbook re: Participation
 IV.A.03.Ev.1 – Sample Academic Team Meeting Agenda
 IV.A.03.Ev.2 – Sample Academic Department Meeting Agenda
 IV.A.04.Ev.1 – Procedure for the Review and Approval of Program-Related Changes - Policy
 IV.A.05.Ev.1 – Executive Meeting Minutes 7-19-18
 IV.A.05.Ev.2 – Sample Academic Team Meeting Minutes 10-5-17
 IV.A.05.Ev.3 – Executive committee Meeting Minutes 10-12-17
 IV.A.05.Ev.4 – BOT Meeting Minutes 3-6-15
 IV.A.05.Ev.5 – Medical Department EAB 10-18-18
 IV.A.06.Ev.6 – Career Services Presentations to Career Prep Classes

- IV.A.06.Ev.1 – Sample Town Hall Agendas
 - IV.A.06.Ev.2 – Instagram Post
 - IV.A.06.Ev.3 – Board of Trustees Meeting 5-22-19
 - IV.A.07.Ev.1 – Excerpts from 2018 Annual Student Survey re: Satisfaction
 - IV.A.07.Ev.2 – Examples of Survey Data in Master Plans
 - IV.A.07.Ev.3 – Excerpt from 2018 Annual Faculty/Staff Survey re: Improvements
 - IV.C.03.Ev.2 – 360 Survey – Michael Zimmerman
 - IV.C.06.Ev.1 – Board of Trustees Meeting 7-24-19
 - IV.C.10.Ev.1 – Board of Trustees - Self Assessment
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B. Chief Executive Officer

1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

The primary responsibility of the president is to ensure the success of the College in carrying out its stated mission. This responsibility is accomplished through a clear vision of institutional effectiveness, quality outcomes, strong leadership, strategic planning, and a team of competent managers who are individually responsible for specific areas of MTI's operation. The cornerstone of the president's vision for the College lies in nurturing the culture and the belief that the institution's continued success is dependent upon the success of its students ([IV.B.01.Ev.1](#)).

The College is organized and staffed to effectively deliver programs and services that support student learning and achievement. The president leads a talented and effective executive team, whose members have direct responsibility and accountability over key areas of the College. ([IV.A.01.Ev.1](#)).

Given that MTI is a relatively small institution, its president must possess a clear understanding of all areas of the College and provide effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. The president actively participates in the executive committee and the board of trustees (BOT) and is also a member of the board of directors. As such, the president provides guidance and leadership in a variety of areas as is evidenced by the executive master plan ([I.A.02.Ev.5](#)), BOT minutes ([IV.B.01.Ev.2](#)) and sample executive meeting minutes ([IV.B.01.Ev.3](#)).

MTI's president is an active and involved leader who maintains effective working relationships with his staff and faculty. He successfully communicates his vision, goals, and priorities for the College as it continues to expand and improve its program offerings and student services.

Through the effective leadership of its president and the support of a hardworking team of dedicated staff and faculty, MTI College continues to successfully fulfill its mission. In the 2018 Faculty/Staff Survey, 94.44 percent of respondents were satisfied or very satisfied that the “President of MTI College is effective in leading the college toward success with the shared mission and goals” ([IV.A.07.Ev.3](#)).

Analysis and Evaluation

The College meets the Standard. The president regularly communicates institutional values, goals, expectations, and other relevant information, to all stakeholders. The president communicates the importance of a culture of evidence and a focus on student learning. The institution has mechanisms in place to link institutional outcomes and research, particularly to the institution’s planning and resource allocation process. The president is responsible for guiding this process.

2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard

The College is organized and staffed to effectively deliver programs and services that support student learning and achievement. The president leads a talented and effective executive team, whose members have direct responsibility and accountability over key areas of the College ([IV.A.01.Ev.1](#)).

Key positions that the president has delegated authority to include executive team members described below:

- The campus director oversees the academic operation of the College. He chairs the weekly executive meetings and works in conjunction with the president and other campus leaders to set and implement goals for the institution as it strives for success with its stated mission ([IV.B.02.Ev.4](#)).
- The chief financial officer oversees the annual budget process and ensures that financial resources are sufficient to support student learning and achievement. He also acts as the human resources representative and supervises the Business Office, Financial Aid and Student Accounts departments ([III.D.10.Ev.1](#)).
- The academic officer/accreditation liaison officer coordinates the research and approval of new programs, creates policy for board consideration, and ensures that the institution is compliant with accreditation and related standards. She also conducts research and planning necessary for establishing and assessing institution and student learning outcomes. The

academic officer provides student data and research to the executive committee for planning and decision-making purposes ([I.C.05.Ev.1](#)).

These individuals, along with the president, comprise the executive committee, which meets on a weekly basis to discuss issues pertaining to student enrollment and retention, effectiveness of student learning and assessment, program development, institutional planning and improvement, resource management and allocation, and budgeting ([IV.B.02.Ev.1](#)) ([IV.B.01.Ev.3](#)) ([IV.B.02.Ev.2](#)).

The executive committee works together to support the operation of the College and drive plans for future improvement. The team takes a hands-on, thoughtful, and systematic approach toward planning and improvement; program review, master planning, and budgeting; and relies on established communication and decision-making structures to encourage input and provide opportunities for faculty and staff involvement. Because the president is an active participant on the board of directors and the board of trustees, there is a strong link between the governing boards and the executive committee that drives the College. All major decisions affecting the direction of the College and the allocation of physical and financial resources are carefully considered by the executive committee and referred to the board of trustees as appropriate ([IV.B.02.Ev.3](#)).

Analysis and Evaluation

The College meets the Standard. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:
 - establishing a collegial process that sets values, goals, and priorities;
 - ensuring the college sets institutional performance standards for student achievement;
 - ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
 - ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
 - ensuring that the allocation of resources supports and improves learning and achievement; and
 - establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

Evidence of Meeting the Standard

The president and executive committee drive the master planning process which has led to a number of improvements including an increase in staff and faculty awareness and involvement in institutional planning and improvement activities; a greater emphasis on goal setting and outcomes achievement at all levels; a clearer understanding and broader application of

assessment strategies; and stronger ties between evaluation, planning, and budget/resource allocation.

The institutional planning map is a tool that is used to establish a collegial process that sets values, goals, and priorities for the year. This is reviewed and evaluated by the president and executive committee each year and provides a timeline of the major institutional planning processes and other important events and deadlines for the year ([I.C.02.Ev.2](#)).

The president, executive committee and department chairs set annual institutional performance standards for student achievement and review the results and actual data of those standards in order to evaluate the institution's performance and make improvements where needed ([I.A.02.Ev.1](#)).

The president ensures that evaluation and planning rely on high quality research and analysis of external and internal conditions. The primary methods of planning and evaluation are the master planning, program review and assessment processes. Guided by the institution's master plan, the president leads the College toward the successful achievement of its goals. Master planning is a collegial process of open dialog, evaluation, and planning that encourages broad participation of MTI faculty and staff and utilizes feedback from institutional surveys, advisory boards, program reviews, and other feedback and assessment tools. The process has proven instrumental in establishing a common vision and shared commitment among MTI's faculty, management, and staff in regard to achieving the institution's overall mission and goals ([I.B.09.Ev.1](#)) ([I.B.02.Ev.3](#)).

Analysis of departmental progress can include anything from placement rates, certification rates and retention numbers to student accomplishment of course student learning outcomes as well as survey results. The president, executive committee and board of trustees review this information in the *Executive Summary of MTI's Institutional Effectiveness in Program Review, Planning and Student Learning Outcomes* ([II.A.01.Ev.6](#)). Results are evaluated and improvements that need to be made become action items in the next cycle. Additionally, departmental budget requests that are part of the executive summary are reviewed by the executive committee and president and the items that are approved are taken to the board of trustees for approval.

In addition to input and feedback from college constituencies and departments, the president relies on information and data to inform his decision making. The president stays current on institutional performance and monitors progress using the weekly Campus Operating Report for Executives (CORE) ([IV.B.02.Ev.1](#)), and data drawn from the CampusNexus campus management database. Annual and monthly student retention data ([IV.B.02.Ev.2](#)), attendance tracking ([I.B.01.Ev.6](#)), course evaluations ([II.A.16.Ev.5](#)), assessments of student performance ([II.A.03.Ev.5](#)), student surveys ([II.A.16.Ev.8](#)), and feedback from student advisory focus groups ([II.A.16.Ev.7](#)) are also utilized in the planning process for improving programs and services that support student learning and the achievement of the stated learning outcomes.

The president ensures that the allocation of resources supports and improves learning and achievement. In order to stay competitive and up to date, several recent program updates have been implemented with an allocation of resources directed at them so that student learning and achievement are supported.

In 2015, the president and executive committee approved a comprehensive remodel of the Paul Mitchell building ([III.B.02.Ev.1](#)). This project created additional instructional space and set up a more effective office layout for student support staff. The availability of additional facilities was instrumental in setting up the implementation of the Barbering program in 2018 ([IV.B.03.Ev.1](#)). Also, in 2018, the executive committee, under the supervision of the president, approved the construction of a new medical lab in the main building. This new lab would allow for an expanded clinical instruction environment, instruction on the use of ADA-compliant patient beds and on laboratory inventory management practices that are in use with major local healthcare systems ([III.B.02.Ev.2](#))([III.B.02.Ev.3](#)).

Analysis and Evaluation

The College meets the Standard. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment.

4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

The president holds the primary leadership role for accreditation at the College. The president assigns the accreditation liaison officer (ALO) to oversee the process and ensure that the College meets or exceeds eligibility requirements, accreditation standards, and commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements. The president and the ALO, as part of the executive committee, regularly meet to stay informed of eligibility requirements, accreditation standards, commission policies, and MTI's accreditation standing, including the status of the self-evaluation process. For the most recent self-evaluation process, executive committee members were assigned to serve as accreditation standard chairs closely aligned to their areas of expertise. In collaboration with the ALO, the president effectively delegates authority within the academic, staff, and administrative structures to assure compliance with accreditation requirements. In addition, the president has participated on a team-visit as an evaluator.

The president has been an active participant in the self-evaluation process, including being the Standard IV chair. Throughout the process, the president received regular reports from the ALO on MTI's accreditation activities through a standing self-evaluation progress meeting with the standard chairs ([IV.B.04.Ev.1](#)). During this self-evaluation process, the ALO took an extended medical leave to address a serious health issue. To fill this role and ensure there was no lapse in progress, the president recruited the former director of education to become the interim ALO in addition to her duties as department chair for the business and general education courses. Her familiarity with the college and knowledge of the Standards allowed the institution to continue its process of self-evaluation without major incident. In further support of the self-evaluation process, the president directed the interim ALO to hold a training on the purpose and import of the accreditation process at the College's campus-wide bi-annual town hall meeting

([IV.B.04.Ev.2](#)). The training involved a presentation with basic information about ACCJC and WASC and the components of the self-study and the opportunities for participation for faculty and staff ([IV.B.04.Ev.3](#)). Additionally, there was a break-out session where departments worked together to discuss their roles in helping students succeed and in institutional planning ([I.B.07.Ev.7](#)).

MTI takes pride in its efforts to maintain high standards of honesty and integrity in its working relationships with external agencies. MTI benefits greatly from the relationships it has maintained over the years with the ACCJC/WASC accrediting body and other external agencies. The College maintains positive, professional relationships, and takes a straightforward and honest approach toward communication, compliance, and follow-through. The College takes the Standards and recommendations of the Commission and other approval bodies seriously and responds thoroughly and expeditiously to all requests as evidenced in the institution's ACCJC follow-up reports, mid-term reports, and substantive change reports ([IV.B.04.Ev.4](#)).

Analysis and Evaluation

The College meets the Standard. The responsibility for ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies is ultimately the responsibility of the president. The College considers the ACCJC Accreditation Standards, policies, guidelines and expectations indisputable, and it consistently works toward full compliance.

5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

With the assistance of the executive committee and other key staff members, the president ensures the College employs best practices and remains in compliance with federal, state, and industry regulations. Institutional practices are reviewed on an ongoing basis at the department level by department chairs and their respective supervising member of the executive committee; the academic officer and accreditation liaison assists in ensuring compliance with accreditation standards; and the chief financial officer ensures compliance with U.S. Department of Education regulations and State of California employment laws.

In support of the mission, the president works with institutional leaders, staff, and faculty to incorporate the accreditation standards into daily operations, and ensure that all programs approved by external agencies, such as the Paralegal Studies, Cosmetology, Barbering, and Phlebotomy programs, operate in full compliance with all mandated regulations and requirements.

The president ensures that the College takes the standards, regulations, and recommendations of its accrediting and approval bodies seriously, and ensures that all inquiries and requests are addressed thoroughly and expeditiously. This is evidenced in the institution's ACCJC follow-up

reports ([IV.B.05.Ev.2](#)), mid-term reports ([IV.B.05.Ev.3](#)), and substantive change reports ([IV.B.05.Ev.4](#)); ABA mid-term reports, interim reports and program approvals ([IV.B.05.Ev.1](#)); State of California program applications ([IV.B.05.Ev.5](#))([IV.B.05.Ev.6](#)); Paul Mitchell Advanced Education inspections and assessments ([II.A.02.Ev.11](#)); and internal audits conducted to assess compliance with Department of Education regulations.

MTI is committed to a culture of doing what is right for all concerned. Anecdotal evidence and the fact that there have been no student complaints or lawsuits filed against the College for many years indicate that the College consistently follows through on this commitment. The last lawsuit filed against the College was an alleged wrongful termination suit approximately fifteen years ago. The College was not found at fault. MTI also contracts with a third-party CPA firm to conduct annual Department of Education audits of the institution. These audits have consistently shown no major findings of non-compliance and the College consistently receives the Department of Education’s highest composite financial rating.

Major institutional policies are approved by the board of trustees ([IV.B.05.Ev.7](#)). Policies affecting day-to-day operations are developed, reviewed and modified on a case-by-case basis by the academic team ([IV.B.05.Ev.8](#)) and executive committee ([IV.B.05.Ev.9](#)). As part of the review and modification process, input and feedback are solicited from staff, faculty and students as appropriate. Final approval of all policies must be obtained from the executive committee prior to distribution and implementation.

While the chief financial officer (CFO) is primarily responsible for the fiscal administration of the College ([III.D.10.Ev.1](#)), the president plays an active role in managing the budget and monitoring expenditures. The president evaluates revenue and expenditure reports on a monthly basis, and reviews and signs weekly checks for all invoices due. Prior to the president’s review, the CFO reviews the weekly payments before forwarding them to the president’s office. In conjunction with the executive committee and board of trustees, the president reviews and approves annual budget requests ([IV.A.06.Ev.3](#)), and monitors expenditures associated with their implementation on a quarterly basis.

Analysis and Evaluation

The College meets the Standard. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures. The president is responsible for assuring that actual practices of the College support the institution’s mission, goals, and policies. Additionally, the president is responsible for assuring that decisions and directives from the board of trustees are communicated and carried out by college leadership. With support from the executive committee, the president effectively oversees and manages the institutional budget and expenditures and ensures faculty and staff involvement in the budgeting and planning processes.

6. The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

The president maintains good working relationships with employers and community leaders. His relationship with the board of directors and board of trustees is collegial and effective. He is a visible presence on campus and interacts with staff, faculty, and students on a daily basis.

As his predecessors did, the president fosters a positive reputation for the College through his professional relationships and his community involvement. He has served on the Golden Sierra Workforce Development Board since 2014 and was appointed the vice chair in 2016. He has also served on the board of California Association of Private Postsecondary Schools since 2014.

The president is an active member of the executive team, board of directors, and board of trustees. As such, he provides guidance and leadership in a variety of areas as is evidenced by the executive master plan ([I.A.02.Ev.5](#)), BOT minutes ([IV.B.01.Ev.2](#)) and sample executive meeting minutes ([IV.B.01.Ev.3](#)).

In addition to his roles on the board of directors, board of trustees, and executive committee, the president maintains a visual presence on campus through his daily interactions with faculty, staff, and students, and by participating in town hall meetings, student barbeques and presiding over the semi-annual graduation ceremonies. He takes a personal interest in rectifying student concerns that rise above the normal level. In the 2018 Faculty/Staff Survey, 94.44 percent of respondents were satisfied or very satisfied that the “President of MTI College is effective in leading the college toward success with the shared mission and goals” ([IV.A.07.Ev.3](#)).

Analysis and Evaluation

The College meets the Standard. The president ensures that communities served by the College are involved in the decision-making and planning process and are regularly informed about the institution.

Conclusions on Standard IV.B. CEO

MTI College’s president is ultimately responsible for the quality of the institution and is effective in leading the institution’s planning and budgeting process, developing personnel, and evaluating the effectiveness of the College in supporting its mission. MTI’s administrative structure is organized with defined areas of responsibility and proper staffing.

The College’s cycle of planning and assessment coupled with widespread and thorough communication from the president on institutional priorities and outcomes allow for consistent institutional improvement towards fulfilling the College’s mission. The president is attuned to all

matters involving accreditation and clearly communicates those to faculty, staff, and the governing boards.

Improvement Plan(s)

N/A

Evidence List

I.A.02.Ev.1 – Student Achievement Data
I.A.02.Ev.3 – Rolling Retention Report
I.A.02.Ev.5 – Executive committee Master Plan
I.B.01.Ev.6 – Retention Committee Meeting Information
I.B.02.Ev.3 – 2018 Administration Departments’ Master Plans
I.B.07.Ev.7 – Notes from 3/1/2019 Town Hall Departmental Break-Out Session
I.B.09.Ev.1 – 2018 Academic Departments’ Master Plans
I.C.02.Ev.2 – Institutional Planning Map
I.C.05.Ev.1 – Academic Officer Job Description
II.A.01.Ev.6 – 2018 Executive Summary of MTI’s Institutional Effectiveness in Program Review, Planning and Student Learning Outcomes
II.A.02.Ev.11 – Paul Mitchell Certification Evaluation
II.A.03.Ev.5 – Program Assessment Results
II.A.16.Ev.5 – Course Evaluation Template
II.A.16.Ev.7 – 2018 Student Advisory Group Meeting Notes
II.A.16.Ev.8 – 2018 Annual Student Survey
III.B.02.Ev.1 – Excerpts from Executive Meeting and Board of Trustees Minutes re: PM Building Upgrade
III.B.02.Ev.2 – Excerpts from Medical Department Program Review, Meeting Minutes, Executive Meeting Minutes and Sample Emails re: Medical Lab Upgrade
III.B.02.Ev.3 – Medical Lab Building Upgrade Plan
III.D.10.Ev.1 – Chief Financial Officer – Job Description
IV.A.01.Ev.1 – Organizational Chart
IV.A.07.Ev.3 – Excerpt from 2018 Annual Faculty/Staff Survey re: Improvements
IV.B.01.Ev.1 – President Job Description
IV.B.01.Ev.2 – Board of Trustees Meeting Minutes 7-27-2018
IV.B.01.Ev.3 – Sample Executive Meeting Minutes
IV.B.02.Ev.1 – Sample CORE Report
IV.B.02.Ev.2 – Sample Rolling Retention Report
IV.B.02.Ev.3 – Board of Trustees Meeting Minutes 3-9-2018
IV.B.02.Ev.4 – Campus Director Job Description
IV.B.03.Ev.1 - Excerpts from Executive Meeting Minutes re: The Development of the Barbering Program
IV.B.04.Ev.1 – ISER Production Timeline

IV.B.04.Ev.2 – Agenda for March 1, 2019 Town Hall
IV.B.04.Ev.3 – Town Hall ACCJC Presentation 3/1/2019
IV.B.04.Ev.4 – Integrity in Relations with the Accrediting Commission Policy
IV.B.05.Ev.1 – ABA Re-approval Report
IV.B.05.Ev.2 – ACCJC Follow-up Report
IV.B.05.Ev.3 – ACCJC Midterm Report
IV.B.05.Ev.4 – Sample ACCJC Substantive Change Report
IV.B.05.Ev.5 – State of California Application for Approval – Barbering Program
IV.B.05.Ev.6 – State of California Application for Approval – Phlebotomy Program
IV.B.05.Ev.7 – Board of Trustees - Agenda & Meeting Minutes 9-27-18
IV.B.05.Ev.8 – Academic Team Meeting Minutes 7-19-18
IV.B.05.Ev.9 – Executive committee Meeting Minutes 7-26-18
IV.A.06.Ev.3 – Board of Trustees Meeting 5-22-19

C. Governing Board

1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard

The parent corporation, MTI Business Schools of Sacramento, Inc., is a California corporation established as a postsecondary educational entity under the laws of the State of California. The College operates under a bicameral governing structure composed of the board of directors and the board of trustees.

The board of directors is comprised of individuals who are shareholders of the parent corporation or are employed as officers of the corporation. In 1968, MTI became a California corporation and the institution's founder, Arnold Zimmerman, served as Chairperson of the board of directors. Since his passing in 2011, the president now oversees the board meetings. All of MTI's shareholders are members of the Zimmerman family, with Michael Zimmerman being the largest single shareholder. The board of directors is responsible for policy and leadership relating to the College's financial stability and for the control of the corporation's assets, including the management and oversight of MTI's reserve funds and investments, taxes, legal and accounting, and the institution's facilities and capital equipment. In addition, the board of directors negotiates matters relating to the compensation of the president and vice president. David Allen; Barbara Bussey, daughter of Arnold Zimmerman; and Michael Zimmerman, grandson of Arnold Zimmerman; currently serve on the board with Michael Zimmerman as the chairperson.

The board of trustees provides oversight, direction and guidance to college leadership in support of their efforts to fulfill the College's mission. Through communications with executive committee members, the board stays abreast of institutional planning activities and operational

issues. While the board of trustees is not responsible for the day-to-day decisions of the institution, it decides all major policies and issues affecting the educational aspects of the institution. The board offers input and support to ensure the quality and effectiveness of the institution's student learning programs, student services, and the management of all resources necessary to support them. Primary areas of focus include, but are not limited to the selection and evaluation of the president; student achievement and success; student learning outcomes (SLOs) and standards; admissions; accreditation; planning and goal setting; annual budget; and broad student, staff and faculty issues ([I.A.04.Ev.1](#)).

The MTI College Board of Trustees is comprised of the following members:

David Allen – MBA, California State University, Sacramento

David Allen has been actively involved with MTI College since 1982. As chief financial officer, he oversees the operations of the college administrative departments. He is an experienced institution evaluator for the Accrediting Council for Independent Colleges and Schools and has served the community as a member of the Arden-Arcade Community Planning Advisory Council.

Malcolm Carling-Smith – JD, McGeorge School of Law

Malcolm Carling-Smith served more than 30 years in the business world, first as a CPA in public accounting and then as a chief financial officer in private enterprises. Most recently he has served for 6 years at MTI College, initially as the director of compliance, and then for five years as campus director.

Roy Hurd – BSEE, Heald Engineering College

Roy Hurd is an accomplished business and community leader. He is known for his active community participation, which includes serving as the director of the Santa Rosa Chamber of Commerce and the Sonoma, Marin, Mendocino, and Lake Counties Better Business Bureau. He has more than 45 years of experience in postsecondary education; currently he is President of Empire College in Santa Rosa, California.

James Pardun – MA, University of Nevada, Reno

James Pardun is recently retired. Just prior to retiring, Mr. Pardun was a manager in Sacramento County's Economic Development Department. His responsibilities included business attraction, expansion, and retention; commercial corridor revitalization; and workforce development. Prior to his tenure with the Economic Development Department, he was the chief of operations for the Sacramento Works Employers Services Department at the Sacramento Employment and Training Agency (SETA), where he coordinated the resources of the Sacramento Training and Response Team (START) to meet the hiring and training needs of area businesses.

Michael Zimmerman – BA, University of California, Santa Barbara

Michael Zimmerman has been with MTI College since 2009 and began serving as the institution's president in 2017. In addition to his responsibilities at MTI, he has served on the board of directors for the California Association of Private Postsecondary Schools and as Vice Chair of the Golden Sierra Workforce Development Board.

Analysis and Evaluation

The College meets the Standard. The institution's bicameral governing structure delineates each board's accountability for academic quality, integrity, the effectiveness of learning programs and services, and institution's financial stability. The institution's board policies address quality improvement and adherence to the institution's mission and vision.

2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

Board members from both the board of trustees and board of directors have distinct backgrounds in government, industry, or education, which is essential for them to fulfill their stated role. Most members have significant tenure in their board terms, which allows for a comprehensive understanding of the College and its mission. The board of trustees and board of directors act as a collective entity, as evidenced in the meeting minutes, in which disparate views on critical issues are brought forth in constructive dialog. If additional clarification or data is needed, the members consult with the College's staff at that time. When the board reach a proposed decision, they vote on it collectively. Motions are passed with a majority vote and all of the members, whether dissenting or not, support the outcome moving forward. The chairperson of each board presents the final decision, recommendations, and/or observations to the appropriate staff at the College.

Analysis and Evaluation

The College meets the Standard. Both the board of trustees and board of directors take an active role in the success of the College. For both boards, decisions are made collectively and once a majority consensus is reached, each member of the board works to support that decision.

3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard

Due to the bicameral governing structure of the College, the president is appointed independently by both the board of trustees and board of directors. The term of his appointment is mutually agreed upon by both boards, and the board of directors determines his compensation. His authority is vested through both boards and includes responsibilities for all college educational and managerial affairs ([IV.C.03.Ev.1](#)).

The board of trustees maintains a close working relationship with the president. This relationship fosters the board's awareness of institutional successes and challenges which reflect upon the president's performance. Periodically, the board asks selected staff and faculty to participate in a 360-degree evaluation of the president of the college. Those selected to participate in the

evaluation work closely with the president on a regular basis. Participants are asked to complete an online appraisal of the president's effectiveness; all feedback is kept anonymous. The most recent appraisal of the president was completed in April of 2019 by 11 participants, including the chairman of the board of trustees. The president's appraisal was provided to the board of trustees and the campus director, who was instructed to share the appraisal as deemed appropriate ([IV.C.03.Ev.2](#)).

Analysis and Evaluation

The College meets the Standard. The president is jointly appointed by the board of trustees and board of directors. His performance is regularly evaluated. The boards offer a constructive critique based on input from members of the College community and offer suggestions for improvement in support of the College's mission.

4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Evidence of Meeting the Standard

While the board of directors is primarily responsible for managing the College's financial reserves and capital improvement plans, the board of trustees, established in 1996, is an independent policy-making body responsible for guiding the College toward continuous success with its stated mission. The board is responsible for establishing policies to assure the continuous quality, integrity, and effectiveness of the student learning programs and services for the College and takes into account the best interest of the constituencies it serves when making decisions or taking action. The board is comprised of a majority of members with no financial interest in the College and the board advocates for and defends the College and protects it from undue influence or pressure.

The board of trustees is responsible for all major policies and issues affecting the educational aspect of the institution, including approving the annual budget ([IV.C.04.Ev.1](#)). The board also regularly reviews and approves the College's mission and vision statements and the College's universal outcomes and core values ([I.A.01.Ev.1](#)). The board's bylaws mandate a majority of members have no financial interest in the college to ensure its ability to operate independently and as a reflection of the community's interest in the College's educational quality ([I.A.04.Ev.1](#)).

Analysis and Evaluation

The College meets the Standard. The board of trustees appropriately represents the public interest and lacks conflict of interest. The composition of the board reflects public interest in the institution.

5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs

and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

The board of trustees is responsible for ensuring that the College strives toward a continuous level of quality, integrity, and effectiveness of its student learning programs. All major decisions of the board include evidence that its approval supports the institution's stated mission. While the board of trustees is involved in fiscal and legal matters such as budgeting and contract approvals, the board of directors has the ultimate responsibility for serious legal matters and the institution's financial stability ([I.A.04.Ev.1](#)).

Analysis and Evaluation

The College meets the Standard. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

As established in its published bylaws, the board of trustees is currently comprised of five members: two of the members are officers of the institution, and three have no employment or ownership association with the institution. The board meets a minimum of three times a year and provides guidance and direction to ensure the quality, integrity, and effectiveness of MTI's student learning programs and services. The board bylaws were last reviewed and updated in July of 2019 ([IV.C.06.Ev.1](#)). As mentioned previously, MTI College operates under a bicameral governing system. Along with the board of directors, the board of trustees has ultimate responsibility for ensuring educational quality, institutional integrity, and financial stability. The board of directors is responsible for all policy relating to the control of the corporation's assets, including the management and oversight of MTI's reserve funds, investments, taxes, and accounting; facilities and capital equipment; and for the ultimate financial stability of the college ([I.A.04.Ev.1](#)).

Copies of the board of trustees' bylaws and meeting minutes are kept by the president. These documents are also maintained on the campus network. The bylaws for MTI's Board of Trustees are available for viewing by all employees and can be accessed on the campus computer network. The bylaws state the policies of the board including its size, duties, responsibilities, structure, and operating procedures. Board of trustees meeting minutes demonstrate that the board acts in a manner consistent with its written guidelines and responsibilities. The board periodically evaluates its policies and practices, and makes necessary modifications as needed ([IV.C.10.Ev.1](#)). The board of directors' bylaws are outlined in the College's Articles of Incorporation ([IV.C.06.Ev.2](#)) and meeting minutes are kept by the secretary and can be obtained via a request to the president.

Analysis and Evaluation

The College meets the Standard. The board of trustees' bylaws are comprehensive and are accessible via the campus network.

7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard

As stated in the bylaws for the Board of Trustees, Article III:

“The Board of Trustees shall have the authority to carry out all lawful functions that are permitted by these Bylaws. This authority, in consultation with the President, shall include, but shall not be limited to these illustrative functions:

- Determine and periodically review the mission and purposes of the college;
- Appoint the President, who shall be Chief Executive Officer of the College, and set appropriate conditions of employment;
- Establish the conditions of employment for key college officers who serve at the pleasure of the President in consultation with the Board of Trustees;
- Support the President and assess his or her performance;
- Review and approve proposed changes in the academic programs and other major enterprises of the College consistent with the mission, plans, and financial resources of the College;
- Approve institutional policies that bear on faculty appointment, promotion, and dismissal as well as personnel and anti-discrimination policies;
- Approve tuition and fees;
- Approve 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, including the protection of academic freedom;
- Approve all earned degrees, diplomas, and certificates through the faculty and President as they shall recommend;
- Serve actively as advocates for the college in appropriate matters of public policy in consultation with the President and other responsible parties as the Board of Trustees shall determine; and
- Periodically undertake or authorize assessments of the performance of the Board of Trustees ([I.A.04.Ev.1](#))

Representatives from the college administration, including the campus director, chief financial officer, president and the academic officer, regularly attend board of trustee's meetings in order to provide information and updates regarding institutional initiatives, challenges, master planning, and accreditation activities. Actions taken and policies and procedures approved by the board are communicated to the executive committee which ensures the information is disseminated to faculty, staff, and students as appropriate. As College and board policies become dated or as circumstances change, the board evaluates and revises them as appropriate ([IV.A.06.Ev.3](#)).

The minutes of the board of trustee's meetings show a consistent application of duties and actions focused on supporting the mission and purpose of MTI College. As evidenced in the board meeting minutes, institutional reports from college administration are to-the-point and contain all pertinent information needed to fully inform the board. An open, two-way communication exists between the board of trustees and college administration leading to well-informed decisions that support institutional quality and improvement. Given that 100 percent of the board of trustee's members have leadership experience in vocational education, MTI benefits from solid and reliable board guidance backed with many years of industry experience. Board-approved policies consistently include a focus on quality, integrity, and institutional improvement, along with the allocation of fiscal resources needed to be successful ([IV.A.05.Ev.4](#)).

All actions taken by the board are communicated to the executive committee, which ensures that the information is disseminated to staff and faculty via department meetings, academic team meetings ([IV.C.07.Ev.1](#)), e-mail, and occasionally hardcopy distribution. Documentation of MTI policies and procedures can be found on the campus network; in department training and reference manuals; and in the personnel manual ([I.A.03.Ev.4](#)), Faculty Policy and Procedure Handbook ([I.C.10.Ev.2](#)), and student handbook information and resources which are available online through the MTI e-learning website (elearning.mticollege.edu) ([I.C.01.Ev.4](#)). As appropriate, board-approved policies and procedures affecting students are communicated through social media, student advisory focus groups ([II.A.16.Ev.7](#)), classroom announcements, MTI e-learning website, and flyers and informational whiteboards positioned throughout campus.

Being that MTI College is a small single campus operation, it has experienced only minor legal or financial issues. The board of trustees' meeting minutes contain very few references to issues regarding legal matters or financial integrity. In addition, the College is a community-based institution with no ties to a large corporate entity. Given the absence of external demands for profit distributions or year-to-year expectations of gains over the previous year's results, MTI College is able to focus primarily on being a high-quality, learner-centered institution, and secondarily on being a profit-generating business. It has long been the policy of the board of directors to maintain sizeable financial reserves in order to withstand times of financial challenge and to avoid taking on long-term debt. This policy and approach toward resource management is fully supported by the board of trustees and board of directors, as seen through its decisions and actions ([IV.C.07.Ev.2](#)).

The requirement of a periodic self-evaluation of the board's performance is noted in the board bylaws. In May 2019, a board evaluation survey was completed by the board members. The

results were reviewed and discussed during the July 2019 board meeting in an effort to improve the overall effectiveness of the board ([IV.C.06.Ev.1](#)).

Analysis and Evaluation

The College meets the Standard. The board of trustees has a thought-out and consistent system for evaluating and revising its policies.

8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

As the board of trustees is primarily responsible for the educational quality of the College, it regularly reviews student learning outcomes and provides recommendations and observations to the College on continuous quality improvement. In conjunction with the annual submission of the College's budget proposal, the board is provided with *MTI's Executive Summary of Institutional Effectiveness in Program Review, Planning and Student Learning Outcomes* that provides a department-by-department update on department improvement initiatives, how they align to the College mission, and the initiatives current status ([II.A.01.Ev.6](#)). This information is presented to the board before the scheduled board of trustees meeting and discussed during the meeting ([IV.A.05.Ev.4](#)). This report guides the board's decision making on issues surrounding student achievement and learning and the College's effectiveness in support of its mission.

Analysis and Evaluation

The College meets the Standard. In addition to regular administration updates to the board of trustees, the board is aware of institution set standards and actual outcomes through its review of the annual *MTI's Executive Summary of Institutional Effectiveness in Program Review, Planning and Student Learning Outcomes*. The board uses this information to guide continuous institutional improvement in support of the College mission.

9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

The terms of office for members of the board of trustees are staggered, providing for a self-perpetuating board membership. As stipulated in the board's bylaws, trustees who have no financial interest or employment arrangement with the College can serve for nine full consecutive terms. The nine-term maximum may be waived for a trustee by a majority vote of the board. The board must specify the length of the extension, which may not exceed nine years. Trustees who have a financial interest or employment arrangement with the institution may serve indefinitely ([I.A.04.Ev.1](#)).

New board members are provided with a new-member orientation. The last orientation was conducted in 2019 with the induction of board member, Malcolm Carling-Smith. The orientation of a new board member typically coincides with the new member's first meeting with the board. The orientation includes the distribution of the board bylaws, informational materials about the College, a tour of the campus, an introduction of management staff, and a presentation by the president. Finally, the orientation includes special emphasis on accreditation. New board members are provided with detailed information on the ACCJC/WASC accreditation process and the accreditation standards. Due to Malcolm Carling-Smith already being quite familiar with the institution from his seven-year tenure as an employee, some of the aforementioned items were omitted for his orientation ([IV.A.06.Ev.3](#)).

Analysis and Evaluation

The College meets the Standard. The College has benefited from stable board membership with only one member leaving the board in the last ten years. However, in the event a new board member is appointed, the College has policies and procedures in place to ensure the new member is aware of their responsibilities and well-equipped to make decisions that support the College mission.

10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

The requirement of a periodic self-evaluation of the board's performance is noted in the board bylaws. In May 2019, a board evaluation survey was completed by the board members. The results were reviewed and discussed during the July 2019 board meeting in an effort to improve the overall effectiveness of the board ([IV.A.06.Ev.3](#)) ([IV.C.06.Ev.1](#)) ([I.A.04.Ev.1](#)).

In the board's self-evaluation of its effectiveness and operating processes, the board feels that it performs its functions well and its operation is effectively supported ([IV.C.10.Ev.1](#)).

Analysis and Evaluation

The College meets the Standard. The board of trustees has a self-evaluation process, as defined in its policies. The board uses the results from its self-evaluation to make improvements regarding its role, functioning, and effectiveness.

11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard

MTI College maintains a high standard of fairness and professional ethics for all parties who represent the College. An obligation rests with all parties associated with the College to perform their duties and represent themselves and the College in an honest, fair and courteous manner. The board of trustees maintains a Code of Ethics that defines the expectations of the trustees and describes the course of action to be taken in the event a board member violates the code. In addressing violations of the Code of Ethics, it states:

Any violation of the Code of Ethics will be subject to review by the Chair of the Board of trustees, who will recommend an appropriate course of action if one is deemed necessary. In the case of the Board Chair being involved in the violation, the matter will be considered by a quorum of the Board of trustees
[\(IV.C.11.Ev.1\)](#).

The Board of Trustees Code of Ethics was last reviewed and approved by the Board in July of 2019 [\(IV.C.06.Ev.1\)](#).

Analysis and Evaluation

The College meets the Standard. Due in a large part to its limited size and the consistency and longevity of its members, the MTI Board of Trustees has not had the need to address situations pertaining to violations of the Code of Ethics. Nevertheless, the policy is published and available if needed.

12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

The president is also the chief executive officer of the College and the chief advisor to the board of trustees as secretary. The president's authority is vested through both boards and includes responsibilities for all College educational and managerial affairs. The president is responsible for leading the College, hiring vice-presidents (in consultation with both Boards), implementing all board policies, keeping the boards informed on appropriate matters, consulting with the boards in a timely fashion on matters appropriate to its policy making functions, and serving as the key spokesperson for the College. In addition, the president has the authority to execute all

documents on behalf of the College and the board of trustees consistent with board policies and the best interests of the College ([IV.B.01.Ev.1](#))([I.A.04.Ev.1](#)).

Analysis and Evaluation

The College meets the Standard. As prescribed in the board of trustees' bylaws, the president has the authority to administer and implement board policies without interference and is responsible for the operation of the College. Due to the close working relationship between the president and the board, the College has been able to effectively implement board approved strategies and adapt those strategies as needs arise.

13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

The board of trustees is knowledgeable about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and is kept up to date on the institution's ACCJC accreditation status and reporting. Additionally, one of the trustees has experience as an evaluator on a visiting team for ACCJC, which benefits the College and the board in terms of offering insight on best practices for accreditation and updates to commission policies and requirements. Each board of trustees meeting includes an accreditation update by the academic officer and, if necessary, a discussion of issues at hand. Three of the board members were on writing teams for the 2019 Institutional Self-Evaluation Report ([IV.A.06.Ev.3](#)).

The board discussed and approved the timeline for the development of the 2019 Institutional Self-Evaluation Report, and board members were involved in the accreditation effort. Michael Zimmerman, David Allen, and Malcolm Carling-Smith were involved in the writing and review of the 2019 Institutional Self-Evaluation Report.

Analysis and Evaluation

The College meets the Standard. The board of trustees is informed on all important matters relating to accreditation and supports the College's efforts on decision-making and systematic improvement. The board is an active participant in the accreditation process.

Conclusions on Standard IV.C. Governing Board

The College's bicameral governing structure clearly defines the authority and role of both the board of trustees and board of directors. Both boards act as a collective entity when decisions are

reached and both delegate authority to the president to implement and administer board policies without interference.

The board of trustees has ultimate authority over the institution's educational quality. It ensures that policies are established in support of the institution's mission and act to ensure quality, integrity, and improvement of student learning programs and services. It acts in accordance with its Code of Ethics and has a policy for dealing with such violations.

The board of directors maintains control over the institution's financial reserves and allocates them with integrity in a conservative manner that ensures the longevity of the institution. While there has only been one serious legal matter in over the past decade of the College's history, which was ruled in the College's favor, the board of directors is responsible for making determinations on serious legal matters affecting the college.

Improvement Plan(s)

N/A

Evidence List

- I.A.01.Ev.1 – Mission, Vision & Core Values - Review & Approvals
 - I.A.03.Ev.4 – Personnel Manual
 - I.A.04.Ev.1 – Board of Trustees – Bylaws
 - I.C.01.Ev.4 – Catalog and Policy Locations on e-learning Website
 - I.C.10.Ev.2 – Faculty Policy and Procedure Handbook
 - II.A.16.Ev.7 – 2018 Student Advisory Group Meeting Notes
 - IV.A.05.Ev.4 – Board of Trustees Meeting Minutes 3-6-2015
 - IV.A.06.Ev.3 – Board of Trustees Meeting 5-22-19
 - IV.B.01.Ev.1 – President Job Description
 - IV.C.04.Ev.1 – Annual Budget Review Policy
 - IV.C.06.Ev.1 – Board of Trustees Meeting Minutes 7-24- 2019
 - IV.C.06.Ev.2 – Articles of Incorporation
 - IV.C.07.Ev.1 –Academic Team Meeting Minutes 3-25-15
 - IV.C.07.Ev.2 – Board of Trustees - Agenda & Meeting Minutes 3-9-2018
 - IV.C.11.Ev.1 – Board of Trustees Code of Ethics
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F. Quality Focus Essay

Introduction of Projects

As the College worked on the Institutional Self-Evaluation Report, it was determined that there were several areas that the College could focus on to improve student learning and student achievement and the Quality Focus Essay was an excellent way to organize the strategies for these plans. Feedback was obtained from faculty and staff in a variety of ways. These included but were not limited to a campus-wide town hall meeting, faculty and staff survey, departmental meetings, academic team meetings and executive committee discussions. Some of the discussion questions in these sessions included the following:

- If we were going to create MTI College today, knowing all the great things we already do, what would we do differently?
- What improvements to our programs, procedures, facility, technology etc. would you suggest?
- How can we better serve our faculty and staff?
- How can we better support our students?

Identification of the Problem

Enrollment in a degree program at MTI College is done one year at a time. An applicant who expresses interest in a degree, and passes all of the admissions assessments, is initially enrolled in the first year of his or her chosen degree program. Upon successful completion of the first-year curriculum and receiving the recommendation to advance by the appropriate department chair, the student is subsequently enrolled into the second year.

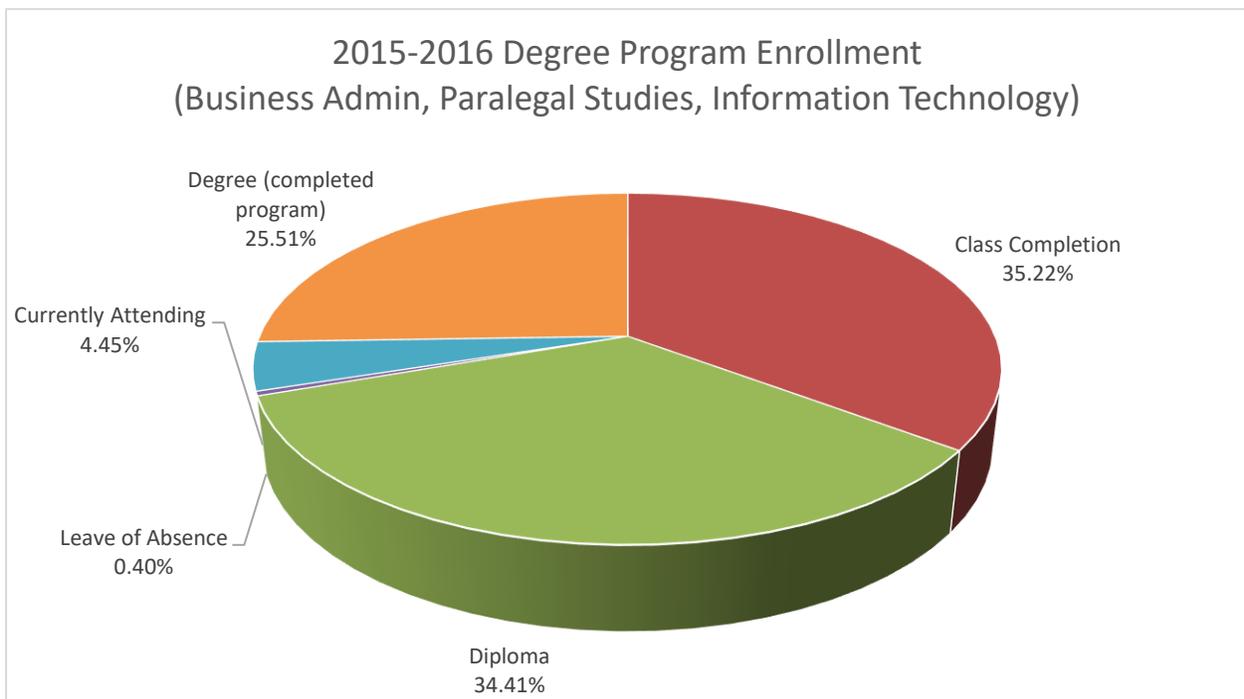
Each program's first year curriculum and student learning outcomes map to a comparable one-year diploma program. Consequently, should a student not advance, either based on his or her own decision or based on the recommendation of the department chair, the student is "dropped down" and awarded a diploma in that program. This process allows the student to be eligible for all services available to graduates even though that student did not complete the degree program he or she initially enrolled in. The philosophy behind this is that a graduate is better prepared to be more successful in their chosen career with a lower certificate from MTI College than no certificate at all.

Based on the data collected, the accreditation steering committee confirmed that there was a lower than acceptable percentage of students continuing to the second year of their degree programs. It was then decided to explore the reasons behind the lower degree completion rates and to develop strategies to this metric as it would lead to better academic achievement, and workforce preparation for MTI's graduates. The degree completion percentages have been low for several years, according to the student achievement data. A substantial number of students begin one of the three-degree programs (Information Technology, Paralegal Studies or Business Administration) but a significant number of these students do not complete their entire degree. Many earn a diploma, while some withdraw prior to completion. In previous years, there have

been discussions on how to improve the degree completion rate have but the QFE offered the College an opportunity to create formalized strategic plans to address this area of concern. A brainstorming session was conducted by the executive committee to identify the main points of interest and the type of data to be analyzed. The main questions that came up were:

- When do students decide not to continue to the second year?
- Why do students decide not to continue to the second year?
- How many students start a degree program?
- How many students progress into year two?
- How many students complete year two?

An analysis of students enrolling into degree programs during 2015 and 2016 calendar years and their current enrollment status was conducted. Approximately 25.51 percent (63 of 247) of the population completed an associate degree program, 34.41 percent (85 of 247) completed a diploma within their area of study and another 4.85 percent (12 out of 247) are still actively enrolled. 35.22 percent (87 out of 247) withdrew from the College prior to receiving enough credit to earn a degree or a diploma.



As the committee reflected on this information, a number of questions in respect to student learning and achievement needed to be considered:

- Are year one outcomes rigorous enough for a student to be successful in year two?
- Are prospective students put into the correct program at the start?
 - Do students have an understanding and an interest in completing the general education portion of the curriculum required to complete an associate degree?
 - Is the institution doing an adequate job assessing those applicants best suited for a degree program?

- Do students have the support they need to complete the program of study?
- What steps need to be taken to ensure students understand the importance of the basic skills, (e.g. - writing) and the soft skills (e.g. – interpersonal, professionalism) and of finishing a degree program?
- What elements can be implemented to help students maintain their motivation and ensure they are supported throughout their program?
- Is enrolling students into year one and year two of a degree program the most effective process for student retention?

Anticipated Impact on Student Learning and Achievement

A long-standing concern of the faculty and staff of the college has been that students may not be aware of the impact of decisions that are made to either cut-short or end their education. It is true that those students who choose to complete a diploma rather than the originally intended degree are generally employable. In fact, for the 2017-2018 award year, diploma program graduates that were available for placement secured employment at a rate of over 93 percent. However, information from our Career Services department tells us that the hourly wage for diploma graduates is typically 14 percent lower than their counterparts completing a degree program. Feedback from employers further indicates that advancement and earning potential increases for those that have earned a degree (and respective industry certification where applicable).

Outcome Measures

- An increase in the completion rates in the respective degree programs
- An increase in course retention and completion rates
- An increase in the number of students eligible for and choosing to advance to the second year of their degree program
- An increase in student preparation for the rigors of year two courses as evidenced by lower year two withdrawal rates
- An increase in student participation in certification exams
- An increase in the number of students successfully completing certification exams
- An increase in graduate earnings
- A decrease in student loan default rates

To integrate the action items and outcome measures developed through the QFE process into the College's regular cycle of assessment, planning and budgeting, a QFE-specific master plan has been created. This master plan will be monitored and updated by the executive committee with help from the academic team, and relevant administrative department leaders.

Action Plan(s)

1. Restructuring of the Student Services Department

For many years, MTI College followed a model of having a day dean and an evening dean. The deans' primary functions were to schedule students as well as provide support and advising as needed. In the regular surveying of new students, the deans had consistently high ratings for providing the assistance students need. However, there was concern that students were primarily receiving assistance as a result of the student approaching the dean about an issue rather than through proactive outreach to the students due to the structure of the student services department. In an effort to increase student support and outreach, the College will change the staffing model to one with more specialization for each team member. This new model will employ a single dean, whose primary function is student advising; a student success advisor, whose primary function is student retention activities, supporting the dean's efforts in student advising and coordinating campus events; and a registrar, whose primary function will be to register students into CampusNexus and schedule students.

Activity	Responsible Party	Resources	Timeline
Transition of student scheduling duties	Registrar	Dean, campus director	May – September 2019
Calibration of student advising duties	Dean and student success advisor	Campus director, academic team	June – September 2019
Refinement of retention activities	Student success advisor	Dean, retention committee, academic team	August – December 2019

2. Assessment of the Admissions Process

As MTI College is a non-standard term institution, students enroll into full programs during the admissions process rather than signing up for individual classes on an individual quarter- or semester-basis as they would at many traditional institutions. The first and second year of degree programs at MTI are considered individual programs. Students initially enroll into the first-year program and then go through a second admissions process to advance to the second year of the degree. This process introduces a potentially unnecessary break in the continuum of their progression towards completion of their degree. Furthermore, an assessment will be conducted on to determine if the admissions screening process is thorough enough to accurately assess the aptitude and needs of potential students wishing to enter degree programs. By streamlining the degree enrollment process and better selecting candidates for the degree programs, students will have a stronger mental mindset towards completion.

Activity	Responsible Party	Resources	Timeline
Initial assessment	Executive committee	Academic team, admissions department	November 2019
Evaluation of findings	Executive committee	Academic team, admissions department	December 2019 – January 2020
Development of goals and action items as necessary	Executive committee, director of admissions	Academic team, admissions department	February 2020
Implementation	Director of admissions	Executive committee, admissions department	March – June 2020

3. Guest/Alumni Speaker Series

A continued challenge students face is maintaining the motivation to complete their two-year degree program. There are many factors that may attribute to this, including failing to draw on their initial motivation for enrollment in college. Having relevant guest speakers could help to reinvigorate students and keep them focused on their goal. The College plans on scheduling program-specific guest speakers and alumni at regular intervals. These speakers can help provide information about jobs related to the programs, share their story of completing the program and remind students of the importance of completing their degrees and the benefits of doing so. Career Services will work with department chairs to schedule speakers at regular intervals during students' programs.

Activity	Responsible Party	Resources	Timeline
Identification of relevant topics	Department chairs, Career Services department	Faculty, students, alumni, surveys	Q3 2020
Identification of guest speakers	Department chairs, Career Services department	Faculty, employer advisory boards, alumni	Q4 2020
Development of implementation plan(s)	Department chairs, Career Services department	Guest speakers	Q4 2020 and Q1 2021
Implementation into program curriculum	Department chairs	Career Services department, student success advisor	Q2 2021

4. Peer Mentoring Program

Newly enrolled students without prior college experience, or with an extended gap between high school and college tend to be the most at-risk for attrition. As part of the initiative to best support this population, a focused *Peer Mentoring* program will be initiated. This will focus primarily on students in their first through third term of enrollment. Advanced-level students (those students in the latter portion of their first year of enrollment and those enrolled in their second year) will serve to guide this population in both study-skills and other academic related areas. The student success advisor, along with members of the academic team will need to consider the criteria for selection of those students that serve as mentors. The mentors will assist new students by helping them with problem-solving skills, developing ties to the school and reiterating the importance of finishing what they started.

Activity	Responsible Party	Resources	Timeline
Development of peer mentor responsibilities	Campus director, academic team	Learning resource center coordinator, faculty	Q4 2019
Development of mentor selection criteria	Campus director	Academic team	Q4 2019
Promotion of program	Student success advisor	Academic team, Learning Resource Center, Admissions department	Q1 2020
Selection of initial peer mentors	Student success advisor	Academic team	Q1 2020
Program implementation	Student success advisor	Academic team, Learning Resource Center	Q2 2020

5. Evaluation and Alignment of Year One Program Outcomes

The executive committee and academic team will undertake a multiphase project to evaluate the first-year course outcomes in order to assess their alignment with year two course and programmatic outcomes. For their respective degree programs, each department chair, in conjunction with programmatic faculty members will work to review individual course curriculum, lesson plans, projects, etc. with the express intent of ensuring alignment with and preparation for the courses in the second year of the program. This will be part of the regular program assessment process. It will be the responsibility of the department chairs and curriculum specialists, working with the campus director and departmental faculty to set the criteria for evaluation.

Activity	Responsible Party	Resources	Timeline
Evaluate course and program SLOs to determine where year one outcomes map to year two outcomes	Department chairs	Outcomes and Assessment Map, faculty, curriculum specialists	February – June 2020
Gather course assessment data for year one of the degree programs	Department chairs	Faculty, curriculum specialists	February – September 2020
Evaluate data to determine if there are gaps in the year one outcomes that map to year two outcomes	Department chairs	Faculty, curriculum specialists, employer advisory boards	September – November 2020
Update year one curriculum to improve year one outcomes mapping to year two outcomes	Department chairs	Faculty, curriculum specialists	November 2020 – March 2021
Gather course assessment data for year two of degree programs	Department chairs	Faculty, curriculum specialists	February – September 2021
Evaluate data to determine areas where student performance levels are low	Department chairs	Faculty, curriculum specialists	September – November 2021
Determine which outcomes in year one should be added/updated to strengthen student's preparation for year two courses	Department chairs	Faculty, curriculum specialists, employer advisory boards	November 2021 – January 2022
Update curriculum to reflect updated outcomes	Department Chairs	Faculty, curriculum specialists	February 2022 – June 2022
Track progress in program review and in the next assessment cycle	Department chairs	Faculty, curriculum specialists	Fall 2022 - 2025