

# **PEER REVIEW TEAM REPORT**

MTI College  
5221 Madison Avenue  
Sacramento, CA 95841

This report represents the findings of the peer review team that visited  
MTI College from October 7, 2019 to October 10, 2019.

Daniel Peck  
Team Chair

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**MTI College  
Comprehensive Evaluation Visit**

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Ms. Gohar Momjian  
ACCJC  
Vice President

## Summary of Evaluation Report

INSTITUTION: MTI College

DATES OF VISIT: October 7, 2019 to October 10, 2019

TEAM CHAIR: Daniel Peck

A nine-member accreditation peer review team visited MTI College (MTI) from October 7, 2019 through October 10, 2019, for the purpose of determining whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and USDE regulations. The team reviewed how the College is achieving its stated purposes and considered recommendations for quality assurance and institutional improvement for submission to the Accrediting Commission for Community and Junior Colleges (ACCJC) regarding the accredited status of the College.

In preparation for the visit, the team chair attended an ACCJC team chair workshop on August 1, 2019. The full nine-member peer review team attended an ACCJC team training workshop on September 5, 2019. In lieu of a face-to-face visit, the team chair held an introductory voice conference with the college president on August 14, 2019 and further conducted a pre-visit Zoom video-conference with the team chair, team assistant, college president, and college Accreditation Liaison Officer (ALO) on September 12, 2019. The team chair and team assistant communicated with the college president and ALO via email in the weeks leading up to the visit to finalize arrangements for the team's arrival.

The peer review team received the College's Institutional Self-Evaluation Report (ISER) and supporting evidence several weeks prior to the site visit. Team members found the ISER to be a comprehensive document detailing the processes used by the College to address Eligibility Requirements, Commission Standards, and Commission Policies. The team confirmed that the ISER was developed through broad participation by the entire college community including faculty, staff, students, and administration. The team found that the ISER provided sufficient information, detailing the College's current practices and identifying plans for improvement. The team further reviewed and provided comments to the College's Quality Focus Essay (QFE).

Prior to the visit, team members reviewed the ISER, were assigned standards for primary focus, and completed two written team assignments. Through this process, team members developed preliminary responses and identified areas for further inquiry, as well as requests for interviews and additional evidence. The team met the evening of October 6 and reviewed logistics and protocol for the visit and preparation of the team report, as well as held discussions regarding initial observations drawn from the review of the ISER and supporting evidence.

MTI College hosted an introductory reception for the visiting peer review team on the morning of October 7. During the timeframe of the visit, team members met with a cross-section of students, faculty, staff, and administrators in formal meetings, group interviews, and individual interviews. Team members also observed a meeting of the governing Board of Trustees, followed by the opportunity to interview the Board. Two open forums, held the evening of October 8 and the morning of October 9, provided College stakeholders and community members with opportunities to meet members of the peer review team, ask questions regarding the accreditation process, and contribute comments to inform the review process.

The team found the College was well-prepared for the team visit and that all members of the campus community were both welcoming and very accommodating to requests for meetings and additional evidence. The College provided outstanding support to the team as a whole and as individuals, leading to a positive and productive visit.

The team found that the College satisfies all Standards, Eligibility Requirements, Commission Policies and USDE regulations. The team specifically commends the College in the area of programs and services which prepare students for professional certifications and high rates of job placement.

The team was also deeply impressed by the many practices through which MTI has embedded a personalized customer service approach across the entire student experience, including:

- Individualized and consistent outreach to students by Admissions and Financial Aid officers to ensure completion of critical steps in the application process.
- The weekly Retention Team meeting, which reviews course attendance patterns for every enrolled student to identify students who may need additional contact.
- The innovative POPI program, by which students voluntarily identify a Person of Positive Influence, who is then contacted throughout the student's time at MTI. The POPI is provided both with recognition of completed milestones and with timely warnings when students appear to be struggling.
- The dedicated Test Pass Assurance (TPA) program, providing additional assistance for students as they prepare for certification and licensure.
- Extensive career services, supporting high levels of job placement post-completion.
- The open door policy of the entire campus, allowing for regular identification and response to student needs as they emerge.

## **Major Findings and Recommendations of the Peer Review Team Report**

### **Team Commendations**

#### Commendation 1:

The team commends the College for exemplary and innovative programs that prepare students for professional certification and high rates of job placement. (II.A.14)

### **Team Recommendations**

#### **Recommendations to Meet Standards:**

None identified.

#### **Recommendations to Improve Quality:**

None identified.

## Introduction

MTI College, located in the Northeast suburbs of Sacramento, has been providing quality career preparation education for over 50 years. A private college, MTI was founded by Arnold and Euna Zimmerman in 1965 when they 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. MTI was an acronym for Market Training Institute, which related to the most popular training program at the time: grocery checking.

The college quickly expanded to providing computer programming, secretarial, and data processing-related programs. In 1968, all ties were removed from the franchisor, MTI Business Schools of Hollywood, California. The founder, Harold Haase, allowed the Zimmermans to keep the name MTI Business School without any further financial obligations.

The college continued to grow and a new facility was built seven blocks from the original location. 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. Primary offerings at this point in time were data processing and secretarial programs.

Growth in enrollment and program offerings in the early 1990s led MTI to build more modern facilities at a new location. Construction was completed in 1993, and MTI moved into its current location on a four-acre site on Madison Avenue. Over the past 26 years, two additional buildings and site improvements have occurred, with total building space across the three buildings approximating 40,000 square feet. A substantial remodel of the Paul Mitchell Building occurred in 2015.

In 1994, MTI received approval from ACICS and the California Bureau for Private Postsecondary Vocational Education to offer Associate Degree programs, initially the Associate of Applied Science in Legal Assistance and the Associate of Applied Science in Computer Science. This eventually led MTI to seek ACCJC/WASC accreditation; MTI was granted candidacy status in 1999 and initial accreditation in 2002.

MTI experienced enrollment increases and declines associated with the nationwide technology bubble, ultimately leading MTI to pursue additional offerings. Healthcare was expanded to include medical assisting in 2003 and phlebotomy in 2008; cosmetology was added in 2006. The cosmetology program is built on initial curriculum and skill sets developed by John Paul Mitchell Systems.

The college has experienced significant stability at the highest leadership levels including the President and Board of Trustees. Notably, the college has had only three presidents in its history, each of whom are part of the founding family.

MTI College currently serves approximately 800 students in five primary areas: paralegal studies, healthcare, technology, business, and barbering and cosmetology. With the continued

introduction of federal and state regulations impacting student loan default rates, MTI has evolved from a mostly open admissions policy to a selective admissions policy today.

MTI's core mission is "to prepare its students with the knowledge, skills, and confidence necessary for pursuing successful careers." MTI has built its practices, services, and programs around this core mission, implementing an individualized customer service approach that provides support across the student life cycle in preparation for seeking and obtaining jobs in the student's chosen profession.



# Eligibility Requirements

## **1. Authority**

The team confirmed that MTI College is authorized to operate as a private degree-granting institution based on continuous accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC) 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.

The College meets Eligibility Requirement 1.

## **2. Operational Status**

MTI is operational with students actively pursuing degrees and diplomas. The College evidenced its operational status through a multi-year table which disaggregated the types of degrees and diplomas conferred over five years. Master planning and program review documents for degree and diploma granting programs provide additional data on persistence, completion, and job placement.

The College meets Eligibility Requirement 2.

## **3. Degrees**

The team confirmed that the majority of courses offered lead to a degree and/or transfer. MTI offers three educational programs that lead to associate degrees in Business Administration, Paralegal Studies, and Information Technology-Network Administration. Associate degrees require a minimum of 90 quarter units and are two academic years in length.

The College meets Eligibility Requirement 3.

## **4. Chief Executive Officer**

The team confirmed that MTI has a chief executive officer, appointed by the board of trustees, whose full-time responsibility is to the institution. The current president was appointed in 2016 and has served in the role since 2017. The president is personally committed to upholding the mission of MTI and, through effective leadership and communication, empowers faculty and staff to carry out the overall vision and direction of the College. The president does not serve as chair of the board.

The College meets Eligibility Requirement 4.

## **5. Financial Accountability**

MTI has an annual independent audit performed by a certified public accountant that it makes available. It was confirmed that the last three annual audit reports were completed. The College has implemented processes and procedures which include consistent review of student loan default rates, revenue streams, and assets to ensure compliance with federal financial aid requirements, including Title IV of the Higher Education Act. The College's three-year default

rate for student loans in 2016 was 11.5 percent. MTI demonstrates compliance with Title IV requirements.

The College meets Eligibility Requirement 5.

## **Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies**

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; other evaluation items under ACCJC standards may address the same or similar subject matter. The peer review team evaluated the institution’s compliance with Standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

### **Public Notification of a Peer Review Team Visit and Third Party Comment**

**Evaluation Items:**

<input checked="" type="checkbox"/>	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
<input checked="" type="checkbox"/>	The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the <i>Commission Policy on Rights and Responsibilities of the Commission and Member Institutions</i> as to third party comment.

[Regulation citation: 602.23(b).]

**Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

**Narrative**

A link advertising “ACCJC Peer Evaluation Team Visit: October 7-10” appears prominently at the top of MTI College’s homepage. A click on the link leads to a webpage dedicated to Accreditation, where an additional click leads to the college’s Institutional Self-Evaluation Report (ISER). The public is invited to review the report, and dates, times, and locations of two Public Forums with the Peer Review Team are advertised directly below the link to the ISER. MTI provided appropriate, albeit late, opportunity for third party comment.

**Standards and Performance with Respect to Student Achievement**

**Evaluation Items:**

<input checked="" type="checkbox"/>	The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution’s mission. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
<input checked="" type="checkbox"/>	The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
<input checked="" type="checkbox"/>	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements. (Standard I.B.3, Standard I.B.9)
<input checked="" type="checkbox"/>	The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level. (Standard I.B.4)

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

**Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

**Narrative:**

The College has established institution-set standards for student achievement aligned with its mission of providing students with the knowledge and skills to pursue successful careers. Standards are set and approved by department chairs, managers, and the College’s executive committee. MTI College standards include job placement rates, loan default rates, retention and

completion rates, disaggregated by College academic programs. These standards are included in MTI College's *Executive Summary of MTI's Institutional Effectiveness in Program Review, Planning, and Student Learning Outcomes*, which is distributed to the campus community and made available to the public.

## Credits, Program Length, and Tuition

### Evaluation Items:

<input checked="" type="checkbox"/>	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). (Standard II.A.9)
<input checked="" type="checkbox"/>	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution). (Standard II.A.9)
<input checked="" type="checkbox"/>	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). (Standard I.C.2)
<input checked="" type="checkbox"/>	Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice. (Standard II.A.9)
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Institutional Degrees and Credits</i> .

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

### Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

### Narrative:

Team members have reviewed credit hour assignments and degree program lengths to verify their reliability and accuracy and to ensure that the College adheres to good practices of higher education. Tuition at MTI College varies across degree offerings and is determined based on the clock hours of the program, the cost of instruction, and a cost comparison to similar programs at other colleges. The College posts the conversion formula for the use of clock hours to Carnegie units. MTI abides by the four required practices of the Commission *Policy on Institutional Degrees and Credits*.

## **Transfer Policies**

### **Evaluation Items:**

<input checked="" type="checkbox"/>	Transfer policies are appropriately disclosed to students and to the public. (Standard II.A.10)
<input checked="" type="checkbox"/>	Policies contain information about the criteria the institution uses to accept credits for transfer. (Standard II.A.10)
<input checked="" type="checkbox"/>	The institution complies with the Commission <i>Policy on Transfer of Credit</i> .

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

### **Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

### **Narrative:**

Transfer policies are available to students in the college catalog. MTI has a clear policy of accepting comparable credit hours earned in courses taken at accredited institutions provided that a grade of 2.0 (C) or above was earned. Transfer credits that are more than ten years old are generally not accepted. MTI complies with the Commission *Policy on Transfer of Credit*.

## Distance Education and Correspondence Education

### Evaluation Items:

<b>For Distance Education:</b>	
<input checked="" type="checkbox"/>	The institution demonstrates regular and substantive interaction between students and the instructor.
<input checked="" type="checkbox"/>	The institution demonstrates comparable learning support services and student support services for distance education students. (Standards II.B.1, II.C.1)
<input checked="" type="checkbox"/>	The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit.
<b>For Correspondence Education:</b>	
<input type="checkbox"/>	The institution demonstrates comparable learning support services and student support services for correspondence education students. (Standards II.B.1, II.C.1)
<input type="checkbox"/>	The institution verifies that the student who registers in a correspondence education program is the same person who participates every time and completes the course or program and receives the academic credit.
<b>Overall:</b>	
<input checked="" type="checkbox"/>	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1)
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the <i>Commission Policy on Distance Education and Correspondence Education</i> .

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

### Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the Institution does not meet the Commission's requirements.
<input type="checkbox"/>	The college does not offer Distance Education or Correspondence Education.

### Narrative:

MTI has an established Distance Education policy that defines and classifies courses offered through distance education. The policy includes expectations about how the instructor will initiate regular and substantive interaction with students. The college uses the learning



management system, Moodle, for instruction in all Distance Education courses and to verify the identity of a student who participates in a distance education course. MTI is compliant with the Commission *Policy on Distance Education and Correspondence Education*.

**Student Complaints**

**Evaluation Items:**

<input checked="" type="checkbox"/>	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
<input checked="" type="checkbox"/>	The student complaint files for the previous seven years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
<input checked="" type="checkbox"/>	The team analysis of the student complaint files identifies any issues that may be indicative of the institution’s noncompliance with any Accreditation Standards.
<input checked="" type="checkbox"/>	The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities. (Standard I.C.1)
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the <i>Commission Policy on Representation of Accredited Status</i> and the <i>Policy on Student and Public Complaints Against Institutions</i> .

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

**Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

**Narrative:**

MTI has a comprehensive student complaint and grievance procedure policy posted on the College’s online e-Learning platform and in the college catalog. Students are encouraged to voice their concerns through a campus-wide informal complaint process. Based on interviews, complaints are addressed within a 24 hour period.

MTI has been successful at addressing student complaints through the informal process. MTI has not had any informal complaints progress to formal complaints in the past seven years.

## **Institutional Disclosure and Advertising and Recruitment Materials**

### **Evaluation Items:**

<input checked="" type="checkbox"/>	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. (Standard I.C.2)
<input checked="" type="checkbox"/>	The institution complies with the Commission <i>Policy on Institutional Advertising, Student Recruitment, and Policy on Representation of Accredited Status</i> .
<input checked="" type="checkbox"/>	The institution provides required information concerning its accredited status.(Standard I.C.12)

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

### **Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

### **Narrative:**

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, information whiteboards, class announcements, and through college employees. In addition, the College has posted its disclosure information on its main webpage. <https://mticollege.edu/about/disclosures/>

The College also provides required information concerning its accreditation on its webpage. <https://mticollege.edu/about/accreditation/>

## **Title IV Compliance**

### **Evaluation Items:**

<input checked="" type="checkbox"/>	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE. (Standard III.D.15)
<input checked="" type="checkbox"/>	If applicable, the institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements. (Standard III.D.15)
<input checked="" type="checkbox"/>	If applicable, the institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range. (Standard III.D.15)
<input checked="" type="checkbox"/>	If applicable, contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required. (Standard III.D.16)
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Contractual Relationships with Non-Regionally Accredited Organizations</i> and the <i>Policy on Institutional Compliance with Title IV</i> .

[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.]

### **Conclusion Check-Off:**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

### **Narrative:**

The team has confirmed that MTI maintains an acceptable student loan default rate as outlined by the United States Department of Education (USDE). MTI is compliant with the 90/10 rule. A review of the MTI's audit reports supports that the college is compliant with Title IV and has the fiscal and administrative capacity to address any issues. MTI demonstrates compliance with the Commission *Policy on Contractual Relationships with Non-Regionally Accredited Organizations* and the *Policy on Institutional Compliance with Title IV*.

## Standard I

### Mission, Academic Quality and Institutional Effectiveness

#### I.A. Mission

##### General Observations:

MTI College (MTI) demonstrates its commitment to its students through its mission, which focuses on providing educational and career opportunities to its communities of learners. Through its use of program review, data analysis, planning, and resource allocation, MTI aligns its services, institutional goals, and resources to the educational and career needs of its learners. The mission is reviewed regularly, updated and approved by the Board of Trustees and communicated throughout the campus and the community the College serves.

##### Findings and Evidence:

MTI's mission relates the broad educational programs and intended student population it aims to serve by offering programs and services that "...prepare its students with the knowledge, skills, and confidence necessary for pursuing successful careers." The mission supports the intended student population by offering associate degrees and diplomas in programs that are industry-specific, focusing on recent high school graduates and adult learners in Northern California. The College demonstrates its commitment to student learning and achievement by assessing Student Learning Outcomes (SLO) data, program retention and completion data, as well as job placement rates as they relate to students. (I.A.1)

The College utilizes an array of data to determine its effectiveness in accomplishing its mission as it relates to the educational needs of its students. By utilizing institution-set standards, program review and master planning mapping, the College is able to set institutional priorities and goals to meet the educational and career needs of its students. (I.A.2)

MTI aligns its programs and services to its mission through its master planning and program review processes, regular review of student achievement and placement data, student retention data, student licensure pass rates, as well as assessment of student learning outcomes. Through data review, the College is able to appropriately plan and allocate resources towards areas and/or projects that support student learning and achievement. (I.A.3)

The mission statement is widely published and visible on the College's website, in the catalog and in other high-visibility areas. The Executive Committee and Board of Trustees approve the mission statement. MTI solicits feedback from students, faculty, and staff via annual surveys to inform the College's mission statement. All college employees, the Executive Committee, and Board of Trustees approved the current mission statement in May 2019. The mission statement is reviewed periodically and updated as necessary. (I.A.4)

## Conclusions:

The College meets Standard I.A.

## **I.B. Assuring Academic Quality and Institutional Effectiveness**

### General Observations:

MTI College's mission statement describes the mission to "...prepare its students with the knowledge, skills, and confidence necessary for pursuing successful careers." The College's Universal Goals, master planning, and program review alignment further exemplify commitment to student career placement and academic achievement. The College has established a cycle for sustained and collegial dialogue regarding student outcomes, program review, academic quality and rigor, institutional effectiveness, and substantive continuous improvement of student learning and achievement.

### Findings and Evidence:

MTI sustains collegial and substantive dialogue regarding student learning and achievement, academic quality, student equity, institutional effectiveness, and continuous improvement through established committees, department/area meetings, and assessment processes. Department/Area meetings provide a forum for disseminating campus news and updates and engaging in open dialogue. MTI regularly solicits feedback from students and staff regarding institutional effectiveness through annual surveys, master planning, and program review. 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*, which is made public.

Based on interviews, the team confirmed that MTI addresses its approach to student equity through tailored interventions and services for students who need additional support to achieve a positive outcome. This resulted in changes to policies for remediation (Provisional Drops) and enhanced employment skills (Professionalism Grade), financial payment plans, e-book options, and use of a voluntarily identified POPI (Person of Positive Influence): a person who can be contacted to further encourage student success. (I.B.1)

MTI defines and assesses student learning outcomes for all instructional and student support programs. The College's "Outcomes and Assessment Map" is an interactive tool that maps program, institutional and course level outcomes, ensuring that program outcomes are being met across the curriculum. Instructional departments and service areas utilize the master planning to indicate goals, achievements, and resource needs. Master plan data are integrated into program review for additional analysis and mapping. Instructional and non-instructional programs follow a four-year assessment cycle that allows for a deeper dive in program/area analysis, but all areas/departments complete a master plan and program review annually. At the end of each planning cycle, the results are documented in the College's annual report which 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. (I.B.2)

The College has established institution set standards for student achievement aligned with its mission, assesses how well it is achieving these standards for continuous improvement, and widely publishes this information. Standards are set and approved by department chairs, managers, and the Executive Committee. The College's standards include job placement rates, loan default rates, retention and completion rates disaggregated by its programs, and other mission-driven indicators. The standards are included in the College's annual report, which includes institution set standards and goals for continuous improvement, which is made public. (I.B.3)

The College's institutional planning and decision-making activities are largely data driven and involve dialogue with critical service areas and instructional departments. The College uses master planning, program review, assessments, annual surveys, course evaluations, and requests to inform budget and resource allocation. Each area and department uses the master plan and program review to assess its operations and identify areas for improvement, resource needs, and measurable goals. Findings are published in the College's annual report which is made available to campus staff and the public. The College also utilizes the "Campus Operating Review for Executives" (CORE) to monitor institutional performance and student learning and achievement. (I.B.4)

The College utilizes master planning, program review, surveys, and internal reports to assess student learning and achievement. Utilizing the College's master plan and program review process integrates student/program/course level-outcomes, providing qualitative and quantitative information, disaggregated by program type, time of day and modality. The College reviews completion data by program, incorporating various key metrics, particularly job placement, as this is critical to the College's mission. (I.B.5)

MTI disaggregates its data regularly to identify subpopulations of students. Students who attend morning or evening, with attendance below 80%, receiving a specific assessment score, and have not passed licensure exams, are examples of how MTI disaggregates its data and develops methods of intervention or strategies to improve student success. Intervention strategies include: payment plans, e-books, learning outcome adjustments, career counseling and exam preparation. The subpopulation analysis has also resulted in the implementation of a "Provisional Drop" status for students who have not passed a remediation course, but are allowed to re-enroll in the course without being charged, until the course is passed. This mitigates achievement gaps as it allows students to continue advancing towards their career goal without being discouraged. (I.B.6)

Through the results extracted from master planning, program review, course assessments, resource allocation processes, and student and staff surveys, the executive team ensures quality delivery of instruction and clearly delineated policies and procedures to assist with institutional operations. Master planning and program review are annual processes with an established four-year cycle comprehensive review, while policy review is a standing committee agenda. Policies reviewed on a regular basis involve federal procedures, student safety, Right-to-Know

information, personnel manual, placement rates, disclosures, and waivers. MTI has taken steps to improve its overall participation from employees in the master planning and budget allocation process. (I.B.7)

The College communicates its assessment and evaluation activities to the campus community. The College provides an annual report of these activities to the Executive Committee, Board of Trustees, and campus community. The annual report also includes the student learning outcomes (SLO) assessment schedule and the annual student achievement summary. MTI makes the annual report available through its e-learning website to all employees. Summaries are discussed, and opportunities for improvement are discussed. The visiting team viewed rich data that provided information on student success, job placement, professionalism grade, and student learning outcomes. (I.B.8)

The College uses the process of master planning and program review to guide its annual cycle of assessment, planning, and resource requests. Master planning information populates sections of program review, which provides the College with accomplishments, goals, and resource requests for instructional departments and service areas. This process allows the College to carry out its mission and to improve institutional effectiveness and academic quality through inclusion of short and long-term goals. MTI's process is systematic and allows for long and short range planning. The Executive Committee reviews and discusses information obtained from the overall assessment process to inform resource allocation and area/department improvements. (I.B.9)

#### Conclusions:

The College meets Standard I.B.

### **I.C. Institutional Integrity**

#### General Observations:

The College provides accurate and timely information to its staff, students, and the public through a variety of print and electronic resources regarding awards, cost of attendance, accreditation, commitment to teaching and learning, and career placement. MTI reviews its policies, procedures, and published documents on a regular cycle to ensure the integrity and currency of its statements and public information for compliance with external accrediting agencies as well as aligning its program and course offerings with its overall mission.

#### Findings and Evidence:

The College assures the clarity, accuracy, and integrity of the information provided to its current and prospective students, college personnel, and all persons/organizations related to its mission statement, outcomes, degree and diploma programs, and student support services. MTI utilizes print and other modalities to diffuse the information among its intended audience which is comprised of the college catalog, catalog supplements and addenda, program summary sheets, the student handbook, the admissions process, new student orientation, course syllabi, the College website, and the MTI College e-learning website. The College publishes its catalog and



related supplements during the first quarter of each cycle to ensure the most current and accurate information. (I.C.1)

MTI provides a print and an online catalog for students and prospective students that contains current information, facts, requirements, policies, and procedures. Committees update content annually and, when applicable, content is updated by the Executive Committee and Board of Trustees. In some cases, the master planning and program review process introduces changes to the catalog. (I.C.2)

The College continuously collects data to use for assessment, planning, and communication purposes. MTI formally and informally assesses the effectiveness of its programs, student learning and achievement, and student support services. Student learning is assessed through course and program assessments, program review, course evaluations, student surveys and the master planning process. Student and administrative service areas are assessed on a regular basis through the usage of student surveys, advisory board feedback, and program review. Departments and areas complete the Master Planning document annually which provides key data for program review. These two documents contain assessments, outcomes, goals, recommendations, and resource requests. The information is summarized in the *Executive Summary of MTI's Institutional Effectiveness in Program Review, Planning and Student Learning Outcomes*, which is revised by the Board of Trustees, Executive Committee, management and employees. Findings are also made public on the College website to inform current or prospective students as well as the community as a whole. (I.C.3)

The College's mission is to "...prepare its students with the knowledge, skills, and confidence necessary for pursuing successful careers". The College is dedicated to ensuring career advancement, goal completion and job placement for its intended student population. The visiting team viewed catalog entries, both print and online, that outlined the purpose, content, cost of attendance, cost of materials, course requirements of degree and diploma programs, as well as job placement statistics, to provide students with comprehensive information as they choose a career pathway. Information is regularly updated at the beginning of each quarter and overlaps with program review submission ensuring that the College's information is of highest integrity, accuracy, and clarity. (I.C.4)

MTI actively and regularly reviews its policies and procedures for quality and clarity, assuring the highest of integrity of its programs, services and institutional mission. The College has two core decision-making committees which consist of the Executive Committee and the Academic Team. These committees regularly review institutional policies, procedures, and publications to ensure integrity in all representation of the College's mission, programs, and services. Recommendations are vetted through the Executive Committee and are updated accordingly through many sources of print and online publications. (I.C.5)

MTI accurately informs current and prospective students on the cost of attendance, other fees, and required expenses. The College publishes this information in its catalog, program summary sheets, and online at the College website. (I.C.6)

The College utilizes and publishes board policies on academic freedom and responsibility that are applicable to all constituencies. The visiting team viewed the "Academic Freedom Policy" which was approved by the Board of Trustees, and is available in print, online and more extensively on the College e-learning website. The College also publishes a code of ethics and a

representation policy which are made available online, in college literature, and in handbooks for students and staff. (I.C.7)

The College establishes and publishes clear policies and procedures that promote honesty, responsibility, and academic integrity. The visiting team viewed policies in the print catalog, online through its website, and further delineated on the College's e-learning website. (I.C.8)

The College, through collaborative efforts and ongoing dialogue, creates an environment of academic freedom and integrity that promotes knowledge and the attainment of knowledge. The College has implemented structures to ensure that faculty distinguish between personal conviction and professional views through policies, handbooks and its e-learning website. The College's Academic Freedom policy protects faculty as well as students from censorship of ideas. With the Positive Representation policy, college faculty and staff are to conduct themselves in a positive and collegial manner when interacting with co-workers, students and the public. (I.C.9)

The College ensures that staff, faculty, administrators, and students conform to specific codes of conduct. The College's mission statement, vision statement, code of ethics, core values and universal outcomes instill professionalism among its campus community. The expected conduct is discussed at orientations, policies, handbooks and syllabi and made available via print, online and through the College's e-learning website. (I.C.10)

The College does not operate in a foreign location. (I.C.11)

The College complies with ACCJC eligibility requirements as well as public disclosure with reaffirmation of accredited status in 2013 and publication of the accreditation status available to students, staff and the public in print and online on its webpage. The College complies with the Eligibility Requirements, Accreditation Standards, Commission policies and guidelines, requirements for public disclosure, institutional reporting, team visits and prior approval of substantive changes. (I.C.12)

The College demonstrates honesty and integrity in its relationships with external agencies. This is exemplified through approvals with the American Bar Association, Veterans' Administration, U.S. Workforce Investment Act, and the U.S. Department of Education for Student Financial Aid. MTI also has an audit process performed twice annually, to ensure financials and appropriate drawdown of funds. (I.C.13)

The College's commitment to high quality education, student learning and achievement are paramount to its mission and not solely driven by fiscal solvency. The visiting team viewed how financial planning is integral to prioritization of needs, research, planning and feasibility. This was noted through the master planning, program review and assessment process. MTI successfully plans its resource allocation to ensure the success of students and staff. (I.C.14)

### Conclusions:

The College meets Standard I.C.

## **Standard II**

### **Student Learning Programs and Support Services**

#### **II.A. Instructional Programs**

##### General Observations:

The College prepares its diverse population for successful employment. Instructional programs are offered in fields of study that are consistent with the College's mission and with established higher education standards. The program offerings and curriculum are designed with employer and industry input to ensure the relevance of the programs. Curriculum in programs is designed to promote students' ability to pass licensure and certification exams. Students are given a Professional Grade so that they can demonstrate to prospective employers their preparation with desirable professional "soft" skills. Faculty ensure continuous quality improvement by engaging in ongoing assessment of course, program, general education, and universal outcomes. Faculty and staff regularly evaluate program success and respond quickly to address areas for improvement as they arise. Programs are designed using an outcomes approach so that students are prepared to enter the job market upon completion of their program. MTI places over 90 percent of students in jobs related to their training.

##### Findings and Evidence:

The College offers instructional programs in the areas of Business, Paralegal, Barbering, Cosmetology, Healthcare, and Technology. Programs align with the College's mission of preparing students with the knowledge, skills, and confidence needed for employment success. Instructional programs are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, achievement of degrees and certifications, and employment. Program offerings are driven by employment demand and current market needs. (II.A.1)

A curriculum specialist works with each respective department to ensure curriculum meets academic and professional standards. A Proposal for Curriculum Development form is a guide that is used by each department to determine if the curriculum developed is appropriate and describes how outcomes attainment progresses through a program.

Faculty engage in program review each year for all academic programs. SLOs are reviewed, assessment findings are summarized, and progress on actions are tracked for continuous improvement to improve teaching and learning strategies and to promote student success. The program review process is used to derive goals and action items which get incorporated into the master planning process. Advisory boards, which include professionals from related fields, review student learning outcomes to ensure that programs meet current industry needs and recommend changes to ensure currency. (II.A.2)

Assessment plans and maps aligning course and program outcomes have been developed for each program. Action items are gathered from formal assessments that occur once every four years, and progress is tracked and summarized within the program review process. Syllabi contain approved SLOs, and changes to syllabi must be approved by the department chair. Students receive a syllabus at the beginning of each course that includes the approved SLOs. SLOs and assessment results are reviewed annually as part of the program review process and employer advisory board meetings. (II.A.3)

The College offers two pre-collegiate courses titled *Computational Math* and *English Mechanics*. These courses are clearly distinguished from college-level credit curriculum. The courses were strategically developed to, in coordination with an assessment exam, help students overcome difficulties in math and English. Personnel at the College develop a plan of action to support students in these courses, and students participate in a 6-week review in which the College determines how likely the student is to succeed in MTI courses and the program. Students deemed unlikely to succeed are released from the program without any financial repercussions. (II.A.4)

All three of MTI's two-year degree programs have the equivalent of 60 semester units. Program practices are guided by industry consultants, community partners, state licensing agencies, the American Bar Association, and Paul Mitchell Advanced Education. (II.A.5)

The college catalog includes the length of each class and the time it takes to complete each program. Scheduling templates help to ensure a natural and efficient sequence of courses. Most certification programs are offered two or three times a year to provide ample opportunity for potential students to complete the program. Course offerings for all programs are scheduled in such a manner that a student can complete their program within a period of time consistent with established expectations in higher education. The Paul Mitchell Catalog Supplement delineates the required amount of clock hours, courses, and time periods needed to complete the Cosmetology and Barbering programs. (II.A.6)

MTI incorporates a variety of teaching methodologies and learning support services to support student success. Due to the fact that MTI's curriculum is designed to take students seamlessly from the classroom to the workplace, most programs utilize support services involving externships, inviting industry professionals, and simulating real workplace environments. The majority of classes are face-to-face, but some courses are offered online. Students enrolled in distance education must also be enrolled in face-to-face classes to maintain a presence on the campus.

Teach-the-Teacher orientations and new instructor trainings are offered, and they emphasize the importance of being aware of students' learning styles and how to plan lessons accordingly. Students are surveyed annually to indicate their satisfaction with the teaching methodologies. The team reviewed online courses and verified that regular and substantive interaction was taking place between students and the instructor. The team also verified that MTI uses the Moodle LMS to authenticate students and ensure that the student registered in an online course is the same person participating in the course. (II.A.7)

MTI, as an outcomes-based institution, requires students to demonstrate proficiency in SLOs upon successful completion of a course. MTI utilizes several department-wide course and program examinations. To reduce bias, the assessments are evaluated by all instructors who use them, and students can provide input about the assessments in course evaluations. During the assessment cycle, large samples of completed assessments are reviewed and analyzed by the department to see if there are areas of concern. Courses are evaluated for test bias by using a guide that gives specific examples of how a test could show bias, and the test is revised if any bias is identified. (II.A.8)

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 to receive meaningful feedback regarding their progress. All courses and programs are designed around clearly stated and measurable SLOs that use an outcomes-based system of grading. The Carnegie Unit System of measurement is used to determine credit hours. The Paul Mitchel program uses clock hours and the college follows the Federal standards for clock-to-credit hour conversions. (II.A.9)

MTI is not transfer-oriented, but MTI's Transferability-of-Credit policy is published in the college catalog, which is provided to prospective students as part of the admissions process. A student must complete at least 50 percent of a degree program's content at MTI, however, students with a college degree 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. The policy emphasizes that the transfer of MTI credits is up to the receiving college. MTI has articulation agreements with CSU Sacramento, Golden Gate University, and Brandman University, and MTI maintains a relationship with Lincoln Law Schools. (II.A.10)

MTI has Universal Outcomes that apply to all programs and General Education (GE) Outcomes that apply to degree programs, in addition to defined program outcomes. SLOs exist for all courses, including GE courses. The GE outcomes include outcomes that support communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives. Faculty participate in the process of determining courses appropriate for inclusion in the GE curriculum. (II.A.11, II.A.12)

The college catalog identifies degree requirements specific to each of the three academic programs. In addition to the overall areas, each of the two years of the degree program has a specific focus. Faculty have mapped the course-level SLOs to Program Learning Outcomes (PLOs) by developing the Outcomes and Assessment Map, which ensures that specialized courses include mastery of key theories and practices within the field of study. (II.A.13)

MTI offers several programs designed to prepare students for vocational licensure or certification. Program outcomes are developed with advisory boards, medical externship sites, industry and State of California certification requirements, the American Bar Association, Microsoft, CompTIA, and Paul Mitchell Advanced Education. The team was impressed by MTI's Test Pass Assurance (TPA) program that integrates test preparation and study skills into the curriculum of the Cosmetology, Barbering, Information Technology Network Administration & Security, A+ Technician, Medical Assistant, Medical Billing & Coding, and Phlebotomy

programs. The TPA program increased the number of students who take licensure and certification exams, and it has increased the pass rates of students taking those exams. The TPA program effectively promotes technical competencies that meet employment standards and strengthens students' preparation for external licensure and certification.

MTI uses a variety of indicators to evaluate students' technical and professional competencies including job placement data, instructor grading data, assessments, student performance in practicum/capstone courses and externships, and industry certification and licensure pass rates. In response to the increasing importance employers were placing on professional "soft" skills in prospective employees, the College created a Professionalism Grade in its grading system. The Grade offers students a way to demonstrate to prospective employers that they possess attitudes and behaviors valued in the workplace. As a result of MTI's focus on its mission related to employment, and through an ongoing careful review of job placement rates, MTI reported a 90 percent placement rate for the most recent student cohort. (II.A.14)

The College plans major changes to program offerings around the introduction of a new catalog in order to minimize disruption to existing students. 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. (II.A.15)

MTI regularly evaluates programs for relevance and currency through an ongoing process of assessment using the master plan and program review process. The *Executive Summary of MTI's Institutional Effectiveness in Program Review, Planning and Student Learning Outcomes* is compiled and distributed to all appropriate parties at the end of each master plan cycle.

MTI uses input from a variety of constituents to ensure relevant curriculum. The college calls on industry advisory committees to evaluate the currency of learning outcomes of instructional programs and the college acts quickly to make changes and develop new programs to keep up with quickly evolving fields. Students participate in new student surveys to gather input for improvement early on and in graduate surveys to evaluate effective job placement. Career Services also provides feedback about curriculum to departments as the office engages employers about emerging skills and graduate performance. (II.A.16)

#### Conclusions:

The College meets Standard II.A.

## **II.B. Library and Learning Support Services**

#### General Observations:

MTI maintains a variety of robust learning support services in their Learning Resource Center (LRC), labs, and clinics. The College provides program specific support as well as general support services to help students succeed in their program of study. Support services are accessible in person and online. The intensive learning support services directly promote MTI's

mission to “prepare its students with the knowledge, skills, and confidence necessary for pursuing successful careers.”

#### Findings and Evidence:

The LRC is fully furnished with equipment, personnel, and resources to assist students and faculty. The LRC is a certified Pearson VUE authorized testing center. Ample resources, such as the Test Pass Assurance (TPA) program, are provided to support student’s ability to meet program-specific educational goals. Outside of the LRC, MTI utilizes instructor-led labs, the EBSCOhost database, the MTI e-learning website (elearning.mticollege.edu), and well-equipped computer, medical, barbering, and cosmetology labs available for students. The learning management system Moodle is used to support online students and to augment in-person instruction. Evidence of many of these resources was observed in online courses. Ongoing reviews are performed to assess the effectiveness of the learning support services. Surveys are given to students, faculty, and staff to help to determine this effectiveness and to obtain information on areas which need improvement. (II.B.1)

The primary method of determining the need for new educational equipment comes from the *Executive Summary of MTI’s Institutional Effectiveness in Program Review, Planning, and Student Learning Outcomes*. Internal feedback from the annual student survey, academic team meetings, assessments, and program review inform MTI on resources which will best support student learning. MTI also looks to external entities such as employer advisory boards and industry partners like Paul Mitchell Advanced Education and the American Bar Association to give input for specific programs. Due to MTI’s structures and policies, as the need for educational equipment arise, those decisions to purchase can be made immediately by the Executive Board. The timeliness of these purchases enable MTI faculty to adapt curriculum quickly to job market changes. (II.B.2)

MTI surveys students, faculty, staff, and community members to ensure student learning outcome attainment. The team found evidence that surveys are regularly reviewed by faculty and staff for improvement. The College demonstrated that it evaluates services and takes time to address them, such as enhancing technology resource materials for students following surveys of the LRC. (II.B.3)

The College maintains agreements for learning support services which include LexisNexis, Pearson VUE, Moodle, Paul Mitchell Advanced Education, and EBSCOhost. The learning support services obtained through these agreements are more often than not incorporated into the curriculum. The College takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The Chief Financial Officer maintains a file of these agreements. Regular evaluation is done to determine if the support services are current to the curriculum and mission of MTI. (II.B.4)

#### Conclusions:

The College meets Standard II.B.

## II.C. Student Support Services

### General Observations:

The College offers student support services and resources that are in line with their mission. A students' academic progress is closely monitored by qualified and well-trained staff.

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 rates and retention rates. This is done to ensure that the College's primary focus is on student success.

Methodologies 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. Throughout the year, the College's 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 to develop improvement efforts.

In addition to providing on campus support services, the College also offers additional resources to support students with academic assistance, financial assistance, and career readiness. Some of these resources include:

- **Christina Smith Memorial Fund:** This fund provides resources for emergency situations that could prevent students from realizing their goals to graduate from MTI College and secure good jobs.
- **Guaranteed Graduate Program:** This program allows employers to hire MTI graduates with the confidence of knowing that their new employees have the backing of the college which prepared them for the job. The program offers career coaching and financial security to the student.
- **Provisional Student Policy:** The policy allows students, during the first six weeks of attending school to adjust to the demands of a college environment, to assess if the program rigor meets their expectations, and to ensure that their life circumstances 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, the needed support system to be successful, the academic support needed (in the form of tutoring or lab periods) to ensure their academic success, and the drive and determination to graduate.
- **Professionalism Grade:** The professional grade encourages students to focus on building their professionalism skills. The College has included a professionalism grade in its grading system.

The College has taken a proactive and intrusive approach to student retention. Every week, a retention committee meeting is held. It is attended by the college president, student success advisor, deans, campus director, 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 or assistance can be developed to support the student. Once issues have been identified, a success advisor contacts the



student to offer additional resources and garners a support network that also includes a voluntarily provided Persons of Positive Influence (POPI).

### Findings and Evidence:

MTI takes a personalized and intrusive approach to offering student support services. The college regularly surveys students for their satisfaction with the College's support services. Student Services programs identify departmental goals as part of their master plans. Achievement targets are set, and, over the year, data is collected and analyzed. Student services departments create written assessment plans and include action items for improving 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.1, II.C.2)

Each administrative department at MTI College has specific learning support outcomes in addition to Universal Outcomes that are focused on how the department helps students succeed in the College. Assessment of these support outcomes takes place through the master planning process that is informed by assessment from each support program. In addition, the College identifies the educational support needs of its students from admissions through graduate placement, and ensures that services and resources are appropriate, comprehensive, and reliable. Departments throughout the campus work together in support of student success. (II.C.2)

The College uses the LMS platform, Moodle, to provide resources for many of its programs. The retention committee effectively identifies unmet needs of students throughout the college. Hours for all student services, including access to the LRC, are structured to accommodate students attending classes during the day and evening hours. Students in online general education classes are also strategically placed in in-person classes, giving them access to support services offered at the college. (II.C.3)

The College does not offer athletics or formal co-curricular activities. However, some of the programs offer community service and social activities for the students in their programs. For example, the Paul Mitchell Program offers opportunities for students to provide free services to homeless individuals. (II.C.4)

The Student Support department includes the deans, student success advisor, career advisors 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 College operates under a 24-hour faculty/staff turnaround time for responding to student inquiries, complaints, and requests. Admissions advisors provide a wide range of guidance to potential and existing students. The day and evening deans, student success advisor and future professional advisor are the students' primary resources for academic advising and information. MTI has student success advisors who support retention by identifying and contacting at-risk students to offer support on a variety of issues such as satisfactory academic progress (SAP), attendance, and attitude/demeanor. (II.C.5)

Both student success and career staff participate in ongoing trainings that are related to student success, career and job placement, career assessment, and programmatic processes. Student services staff participate in FERPA training at the point of hire. Although training information is

included in the *MTI College Personnel Manual*, training at the college is decentralized and primarily offered through departments. (II.C.5)

MTI offers clear 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. The College takes earnest efforts in the admissions process to admit only those students who will benefit from the programs offered, and who the College will successfully be able to place in jobs. For example, as part of its 2018 master plan, the Admissions department identified several key goals and 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; and increasing the students' understanding of what to expect at MTI. (II.C.6)

The College clearly demonstrates that it regularly evaluates admissions and placement instruments and practices to validate effectiveness while minimizing biases. MTI has put in place a process for consistently reviewing placement instruments for effectiveness and bias. For example, 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. (II.C.7)

The College maintains student records permanently, securely, and confidentially, regardless of the form in which those files are maintained. Administrative files for current students are maintained in the main office in secure cabinets. Financial aid files are maintained for a period of four years beyond the award year of the student's last date of attendance. Electronic records are maintained on a secure server on the MTI campus, and backups are maintained in a locked, fire-proof file cabinet. (II.C.8.)

Students and staff are made aware of campus activities, resources, and support services through information boards positioned around campus, classroom announcements, informational flyers and notices, MTI's e-learning website ([elearning.mticollege.edu](http://elearning.mticollege.edu)), and Instagram. (II.C.8.)

### Conclusions:

The College meets Standard II.C.

## Standard III

### Resources

#### III.A. Human Resources

##### General Observations:

MTI assures the integrity and quality of its programs and services with regards to hiring of faculty, administrators, and staff. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the College in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. The *MTI College Personnel Manual* is updated yearly and is distributed to all new employees upon hiring. In accordance with the mission of the college, professional development is encouraged both in-house and off campus. MTI has identified the diversity of its employees as an area in which it would like to continue to improve.

##### Findings and Evidence:

MTI demonstrates that it has developed appropriate hiring criteria. The College annually reviews and updates its personnel manual. The most current manual is available both online and in printed form if requested. Due to the nature of the mission of MTI to prepare its students for the workplace, faculty are expected to have expertise in their areas including knowledge of work experience and certifications/licensures. MTI advertises open positions using appropriate venues to attract quality candidates. The College demonstrates it has a process to verify the qualifications of applicants and newly hired personnel. Checks are conducted on applications regarding the equivalency of degrees from non-U.S. institutions. MTI uses methods to ensure that qualifications for each position are closely matched to specific programmatic needs and that duties, responsibilities, and authority are clearly delineated. The College demonstrates that all job descriptions are directly related to the institutional mission. (III.A.1)

MTI demonstrates that it has a consistent process to verify that faculty selected for hire have adequate and appropriate knowledge of their subject matter. Faculty are selected based on their demonstrated knowledge of the subject, interpersonal skills, and ability to convey material to the students in a clear manner. The College has a formal process for vetting credentials, and other forms of preparation, to ensure that qualified faculty are selected for hire. Faculty candidates are required to complete a teaching demonstration before a panel. All new faculty go through a new faculty orientation. All faculty job descriptions include the responsibility for curriculum oversight and student learning outcomes assessment. (III.A.2)

MTI demonstrates that it has a process to determine whether administrators and other employees responsible for educational programs and services possess the qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality. The approximately forty-five administrators (including department chairs) all have the necessary

training to perform their job duties. High retention and graduation rates (above 70 percent for both) are an area which demonstrates the quality of the staff of MTI. (III.A.3)

MTI demonstrates that it verifies the qualifications of applicants and newly hired personnel. The education of faculty and administrators are listed in the catalog and all required degrees held are from institutions accredited by recognized U.S. accrediting agencies. (III.A.4)

MTI follows a prescribed system of evaluation for its employees that leads to improvement of job performance. Standardized templates are used for the assessment and documentation of employee performance. The College demonstrates that performance evaluations are completed on a regular basis. Evaluation criteria accurately measure the effectiveness of personnel in performing their duties. Evidence provided showed that “71 percent of respondents are ‘satisfied’ or ‘very satisfied’ that they receive feedback in the form of regularly scheduled performance evaluations.” MTI noted that they are working to improve this percentage to ensure all employees are receiving their evaluations in a timely manner. (III.A.5)

MTI demonstrates that it has the appropriate staffing levels for each program and service. The college currently maintains twenty-three full-time faculty and a full-time externship coordinator (who is also a qualified instructor). Eight of the full-time faculty also serve as curriculum specialists due to their extensive knowledge of the area. Department chairs (who are administrators) are also qualified to and may teach as part of their load. MTI currently has approximately fifty adjunct instructors. According to both the student and faculty surveys there is a high level of satisfaction with the teaching at MTI. (III.A.7)

MTI has policies and practices demonstrating that adjunct faculty have opportunities for professional development, are appropriately oriented to the College and its student populations, and are engaged in key academic processes. All new faculty, both full-time and adjunct receive orientation materials and training within their department and from the college as a whole. Adjunct instructors are welcome to attend department meetings and are compensated for attending meetings. Professional development is decentralized and available within each department. (III.A.8)

MTI has policies and practices to determine the appropriate number and qualifications for support personnel. Oversight of the MTI staff is dispersed amongst the executive management team. Both student and faculty/staff surveys show high satisfaction with the performance of staff at MTI. (III.A.9)

MTI has policies and practices to determine the appropriate number, qualifications, and organization of administrators. The College maintains sufficient levels of administrators, many of whom are cross trained in multiple areas having worked at MTI in various positions. If an administrator retires or resigns, the position is always evaluated to ensure that an appropriate replacement is obtained. (III.A.10)

MTI publishes its personnel policies and makes them available for review on a regular basis. The College ensures that it administers personnel policies and procedures consistently and equitably. Policies and procedures are reviewed during the year by departments to ensure the

currency of information. Ninety-five percent who participated in the faculty/staff survey felt that MTI's policies and procedures were clearly defined. (III.A.11)

MTI has methods to determine the kinds of support its personnel need and regularly evaluates the effectiveness of these programs and services. The College tracks and evaluates its record on employment diversity and equity, ensures that its personnel are treated fairly, and plans for the recruitment of diverse personnel in accordance with its mission. MTI's policies and practices promote an understanding of equity and diversity. For the faculty and staff currently at MTI, there is a commitment to foster an environment that is open and free from discrimination. An area of improvement, for which the college has identified, is to increase the diversity of position applicants. Compared to levels in 2013, the current make-up of the employees is majority women and majority white. (III.A.12)

MTI has an approved ethics policy for all of its personnel, which delineates consequences for violation. The code of ethics is posted in the *MTI College Personnel Manual*. The code of professional ethics was recently updated in 2019. All new employees receive a copy upon hire. (III.A.13)

MTI offers professional development programs consistent with its mission, has methods to identify professional development needs of its faculty and other personnel, and engages in meaningful evaluation of professional development activities and uses results for improvement. The College measures the impact of professional development activities on the improvement of teaching and learning. Employees of MTI are afforded every opportunity for both in-house and off campus professional development. Professional development opportunities are consistent with the mission and promote evolving job markets. (III.A.14)

All personnel records are maintained in accordance with MTI's policies which has provisions for keeping personnel records secure and confidential. Every employee has access to their records. No issues with records has ever been recorded. (III.A.15)

#### Conclusions:

The College meets Standard III.A.

### **III.B. Physical Resources**

#### General Observations:

MTI effectively utilizes physical resources to help achieve its mission and provide a safe, secure environment for students, faculty, and staff. MTI has a robust annual program review and master planning process. This planning process incorporates opportunity for facility and equipment recommendations. It allows the development of both short and long range plans. As recommendations move through the process, current and future needs are incorporated into the *Executive Summary of MTI's Institutional Effectiveness in Program Review and Student Learning Outcomes* for consideration from the Executive Committee and Board of Trustees as budgeted expenditure for the upcoming year. Facilities are evaluated regularly in a variety of

ways, including daily checks, input from campus recommending committees, and staff and student surveys.

### Findings and Evidence:

MTI ensures facilities are safe and sufficient to support its courses, programs and learning support services. MTI's Executive Committee meets weekly and is responsible for ensuring the physical resources are accessible, well maintained, and support a safe, secure environment. The College has an annual program review and master planning process that provides opportunity for departments to put forward equipment and facilities recommendations that are inclusive of safety improvements.

Additionally, a security company is used to patrol during evening and early morning hours, and security cameras are located in key areas. American Disabilities Act (ADA) upgrades have been incorporated in the latest Paul Mitchell building project. Facility needs are discussed during department meetings, academic team meetings and Executive Committee meetings.

The president, campus director, network administrator and chief financial officer perform an opening procedure on a daily basis that includes checking for safety issues. Faculty and staff are encouraged to report directly to the Technical Services Department when issues are found. The president and network administrator further serve as direct contacts for this purpose. MTI posts its annual security report and backs up key data both on and off campus. (III.B.1)

The College plans, maintains and upgrades physical resources in a manner that facilitates effective utilization and continuing quality in support of programs, services and achievement of its mission. MTI plans appropriately. MTI has an annual program review, master planning process and budget resource allocation process such that department chairs and faculty can identify resources needed to support their program. This includes an opportunity to recommend modifying or adding facilities. The annual program review process keys in on the College's institutional mission. There is also additional ongoing conversation that occurs at department and academic team meetings as encouraged by the employee participation policy. (III.B.2)

MTI plans and evaluates effectiveness of physical resources, supporting institutional processes. Evaluating effectiveness includes obtaining feedback from course evaluations, annual surveys and ad hoc surveys. Additionally, MTI solicits feedback through student advisory groups and a student suggestion box. External feedback comes from externship sites, industry partners, the American Bar Association, and Paul Mitchell.

Discussion at the Executive Committee focuses on issues and challenges being addressed by the academic team affecting delivery of MTI's student learning programs and support services, including facilities. The Executive Committee and the academic team are the key decision-making bodies when it comes to student learning. Requests and concerns that are not resolved at the department level are forwarded to these groups for discussion, consideration and approval. (III.B.3)

To assure long range capital plans support institutional improvement and reflect the total cost of ownership, MTI has an annual planning process that covers both short and long term planning for facilities and equipment. Annual program reviews and department level master plans include items for consideration in budget. Current and future needs are then incorporated into the *Executive Summary of MTI's Institutional Effectiveness in Program Review and Student Learning Outcomes* for consideration from the Executive Committee and Board of Trustees as budgeted expenditures for the upcoming year. This process incorporates facility and equipment needs. The program review process ties back to college goals. As part of the master planning process, each department reports on the status of ongoing projects per annual campus-wide budget policy incorporated into the master plan document. The process for the addition of the Paul Mitchell facility with subsequent upgrades in 2015 demonstrates the College's understanding of total cost of ownership. The College has no debt and has sufficient funds to maintain, improve and add new facilities. (III.B.4)

Conclusions:

The College meets Standard III.B.

### **III.C. Technology Resources**

General Observations:

MTI effectively uses its technology resources to help achieve its mission and to improve academic quality and institutional effectiveness. MTI has an annual planning and evaluation process that is used by the Technical Services Department (TSD) to develop plans, such that, they are identifying needs, maintaining and replacing software and hardware, as needed, to support student learning and ensure service improvement.

Findings and Evidence:

MTI ensures technology needs are safe and sufficient to support the College's mission in a variety of ways. MTI has an annual program review and master planning process that allows programs and departments to make requests for their department, including technology needs. Additionally, the TSD incorporates technology requests into its annual master plan as part of its annual planning process. MTI technology is sufficient for both distance education and traditional teaching and learning; Moodle is contracted to provide the learning management system. (III.C.1)

MTI continually plans for and updates technology in support of its programs through its annual planning processes to ensure that the quality and capacity are sufficient to support its overall mission, operations, programs and services. Utilization of an End of Life (EOL) tracking document, allows for hardware to be upgraded or phased out for administrative and academic programs. Additionally, technology resources are evaluated through student surveys, staff/faculty surveys, and student advisory group meetings. These evaluations are used to help

inform the TSD master plan. The 2018 plan incorporated recommendations to improve student satisfaction to a target of 90 percent following a decline satisfaction in the 2018 Annual Student Survey. (III.C.2)

MTI ensures technology resources are maintained to assure reliable access, safety and security. The College routinely backs up critical data, both on and off campus, through a third party data center. MTI has a primary CCI Telecommunications fiber connection for its internet services and maintains a Comcast cable connection for emergency standby. The TSD EOL document is used to track timing for phase out and upgrades. Additionally, the TSD master plan delineates the overall technology infrastructure, equipment and support necessary to meet the needs of the College and its students. (III.C.3)

MTI provides appropriate instruction and support to ensure the effective use of technology. New hires are provided training as part of the onboarding process. This includes orientations facilitated by department chairs and curriculum specialists and training opportunities on MTI's e-learning website. CampusNexus users also have access to training videos maintained by the producer of the software. Additionally, TSD provides targeted trainings for employees and is available for troubleshooting. (III.C.4)

MTI has written policies and procedures in place that guide the appropriate use of technology in the teaching and learning process. MTI has incorporated the effectiveness of technology-based resources in achievement of Student Learning Outcomes, to solicit feedback on how technology resources can be improved. This includes policies on Device Usage, Peer to Peer file sharing, social media and networking. (III.C.5)

#### Conclusions:

The College meets Standard III.C.

### **III.D. Financial Resources**

#### General Observations:

MTI effectively uses its financial resources to help achieve its mission and to improve academic quality and institutional effectiveness. It has a robust annual program review, master planning and budget resource allocation process that ties planning to its mission and to budget development. MTI also regularly evaluates allocated program resources.

#### Findings and Evidence:

Financial resources are sufficient to support and sustain student learning programs and manage its financial affairs in a manner that ensures financial stability. This is demonstrated by MTI's Financial Responsibility Composite Score reported to the Department of Education. Its most recently published score is the highest possible and reflects that MTI is in strong financial health. Additionally, MTI has no long term debt and its ending year cash and cash equivalents comprise



approximately 40 percent of annual expenditures. MTI allocates resources adequate to support student learning programs and services and improve institutional effectiveness through a robust annual program review, master planning and budget resource allocation process. Department chairs and faculty can identify needed resources that tie back to institutional goals and the College's institutional mission supporting programs and services. Program reviews and master plans incorporate budget requests. Resource requests that make it through the planning process are coalesced into the *Executive Summary of MTI's Institutional Effectiveness in Program Review and Student Learning Outcomes*. The executive committee reviews requests, as well as trends in student enrollment and retention as it develops the budget from recommendations. (III.D.1)

MTI has an annual planning process that covers both short and long term planning. Program reviews and master plans link planning to the mission and goals ensuring they are the foundation of financial planning. Current and future needs requested through the master plan are incorporated into the *Executive Summary of MTI's Institutional Effectiveness in Program Review and Student Learning Outcomes* for consideration from the executive committee and board of trustees as budgeted expenditures for the upcoming year. (III.D.2)

MTI has an Annual Budget Review policy that clearly defines the budget development process. The process starts annually with broad notification to administrative department managers, academic department managers, and program department chairs ensuring all constituencies have the opportunity to participate in the development of institutional plans and reviews. Input used in the development of program reviews and master plans is, in part, generated at department meetings, academic team meetings, student advisory meetings, employer advisory meetings and executive committee meetings. (III.D.3)

MTI's planning reflects a realistic assessment of financial resource availability and expenditure requirements. There is a clearly defined budget process that starts at the program review level to ensure it supports the mission, but is also vetted at the executive committee level to also ensure it is realistic in terms of financial resources available. MTI has strong internal controls as evidenced by positive financial audit reports. (III.D.4, III.D.5)

MTI's budget development process ensures appropriate resources are available to support student learning programs and services. MTI's response to external audit findings are comprehensive, timely and communicated appropriately. MTI has had compliance findings in the last three years. The response from MTI was quick and moved toward solving the compliance issues. There were repeat compliance findings in 2018 related to Gainful Employment compliance in part due to changes in the audit manual and transitions with Campus Management, the College's software provider. MTI responded when developing an action plan, reflecting it was reviewing changes made by Campus Management to ensure there were no continued issues. This was confirmed when team members attended a Board of Trustees meeting. MTI's executive team evaluates and assesses its financial and internal control systems. This is supported by its clean financial audit reports. (III.D.6, III.D.7, III.D.8)

MTI has sufficient cash flow and reserves to maintain stability during unforeseen financial emergencies. A review of MTI's most recent financial audit shows the college maintains a robust reserve. MTI's Financial Responsibility Composite Score reflects its strong financial health and

ability to withstand unforeseen circumstances. The College maintains appropriate insurance coverage, which includes life insurance policies on shareholders, equivalent to the shareholders ownership share. (III.D.9)

MTI practices the effective oversight of its finances, including contractual relationships. The program review process ties back to college goals. As part of the master planning process, each department reports on the status of ongoing projects per annual campus wide budget policy via the master plan document. MTI does not fund its operations through auxiliary income and grants. MTI is compliant with Title IV requirements. (III.D.10)

MTI financials reflect a history of planning for both future and long term financial solvency. MTI maintains a sizable reserve, has no long term debt and has minimal post-employment obligations. (III.D.11)

MTI has no long term debt, and has a philosophy of not incurring such debt. There are extremely limited post-employment liabilities which includes accrued unused paid time off and a small amount of deferred compensation. (III.D.12, III.D.13)

MTI's income is primarily from student tuition and book payments, with a small amount from Paul Mitchell salon revenues. Fundraising occurs as part of a collective effort by Paul Mitchell schools to raise scholarship funds for future students. (III.D.14)

MTI has implemented processes and procedures which include consistent review of student loan default rates to ensure compliance with federal financial aid requirements, including Title IV of the Higher Education Act. MTI has a default management plan and MTI's three-year default rate is compliant with USDE standards. MTI monitors its revenue sources to ensure compliance with the 90/10 rule. The 90/10 rule is a federal rule that caps the amount of revenue that a for-profit college can receive from Title IV funding at 90 percent. MTI receives approximately 70 percent of its funding from federal financial aid. (III.D.15)

The team reviewed several contracts and determined that MTI maintains contractual agreements with external entities that support its mission and goals. MTI has instituted internal controls to ensure contractual agreements are contributing to the quality of programs, services and operations. (III.D.16)

#### Conclusions:

The College meets Standard III.D.

# Standard IV

## Leadership and Governance

### IV.A. Decision-Making Roles & Processes

#### General Observations:

MTI is committed to providing quality learner-centered education and meaningful student support services that support student achievement and success. A board of directors oversees policy and leadership related to financial stability, and a board of trustees is responsible for leading the College toward continued success with its stated mission. The president is an engaged participant on both boards and also participates actively in the day-to-day operations of the College. The stability of the office of the president has been a significant factor in MTI's success, and the president empowers faculty and staff to carry out the vision of the College.

#### Findings and Evidence:

All campus constituencies have the opportunity to provide input on major policy, program, and structural changes. Town hall meetings, academic team meetings, department and master planning meetings, among others, provide opportunity for broad participation and input. Results from a recent faculty/staff survey indicate that the College maintains a supportive and inclusive environment. Students are encouraged to provide feedback through course evaluations, an annual student survey, and student advisory focus groups, along with a variety of informal opportunities. (IV.A.1)

MTI maintains written policies and procedures regarding employee and student participation in the decision-making process. All full-time employees of the College are required to participate in planning and assessment activities. Adjunct faculty also have the opportunity to participate. Student feedback is gathered through surveys, advisory group meetings, and an online suggestion box, among other means. (IV.A.2)

College policies and procedures clearly define roles of administrators and faculty in institutional governance. Employees have a voice in institutional policies, planning, and budget. College employees are encouraged and expected to play a positive role in fostering student retention and in actively contributing toward MTI's success in achieving its mission. (IV.A.3)

Faculty, curriculum specialists, and department chairs play roles in the development and revision of Student Learning Outcomes (SLOs). All faculty are required to use the approved curriculum in order to ensure consistent achievement of SLOs. SLO assessment results for all courses and programs are used to improve programs. MTI maintains a policy for the review and approval of changes to academic programs. (IV.A.4)

MTI has several clearly defined operational departments (Admissions, Financial Aid, Career Services, etc.) and seven academic departments. Requests and concerns expressed by students, faculty, and staff are typically addressed at the department level. The master planning process

enables each department to identify goals and needs and empowers faculty and staff to use professional expertise to contribute to institutional excellence. Changes to processes, procedures, and curriculum are made based upon the results of established college processes. (IV.A.5)

Department leaders are empowered to make decisions regarding their department without approval from upper levels of management. Decisions involving more than one department or those requiring approval from upper management are funneled from the department level to the appropriate team or committee. Certain decisions are taken to the board of trustees. The College uses a systematic approach for evaluation, planning, and improvement and uses program review, master planning, and budget/resource allocation processes to encourage input and provide opportunities for involvement. Decisions are communicated across the college in a variety of ways, such as email, printed reports, town hall meetings, weekly academic team meetings, executive committee meetings, faculty department meetings, and ad hoc planning committee meetings. (IV.A.6)

In the 2018 Faculty/Staff Survey, 83 percent of respondents expressed satisfaction with the way the College examines its practices with the goal of improvement. In addition to regular surveys, there is an evaluation component included in the program review and master planning processes. Areas for improvement that become evident through assessment and evaluation activities are widely communicated and discussed in department, academic team, and executive committee meetings. Because MTI is a small college, it enjoys a degree of flexibility that allows it to respond to internal and external suggestions quickly. For example, the College approved the purchase of ADA-compliant hospital beds for the medical program based on a suggestion that student lab experiences should align with practices used by major local healthcare systems. (IV.A.7)

#### Conclusions:

The College meets Standard IV.A.

### **IV.B. Chief Executive Officer**

#### General Observations:

MTI College has appropriate policies and procedures assigning authority over and responsibility for the institution to the president, who serves as the institutional chief executive officer (CEO). The president oversees all administrative and academic matters and has primary responsibility for the quality of the institution. The president serves on both the Board of Trustees, which carries oversight for academic matters at the institution, as well as on the Board of Directors, which maintains oversight of the financial health of the institution. The president leads an Executive Committee, which is the primary body for all planning, academic direction, budgeting, and operations at the college. This body meets weekly to guide operations and planning at the college.

MTI College has had three presidents since it opened in 1965, providing consistent and stable leadership. The founder, and first president, was succeeded by his son. The current president is

the grandson of the college's founder. Serving in the role since 2017, the president previously served as the director of operations.

### Findings and Evidence:

The president's primary responsibility is to ensure the success of the College in carrying out its stated mission. The president, who is appointed by the board of trustees to this full-time position, has the authority to administer board policy. The current president was appointed in 2016 and assumed the role in 2017. The commission was notified immediately of the change in presidency. In the 2018 Faculty/Staff Survey, 94 percent of respondents were satisfied or very satisfied that the president provides effective leadership. The president provides strong leadership across all areas of the college through a clear vision of institutional effectiveness, strategic planning, fiscal stability, and student success. (IV.B.1)

The president oversees an administrative structure appropriate to the size of the College and delegates authority to administrators and others according to their position within the institution. Positions include campus director, chief financial officer, and academic officer/accreditation liaison. Senior leadership serves on the executive committee. (IV.B.2)

The president and the executive committee guide the master planning process, which has led to improvements across the College. The institutional planning map outlines a collegial process that sets values, goals, and priorities for the upcoming year. The president, executive committee, and department chairs set annual institutional performance standards for student achievement. The president ensures that evaluation and planning rely on high quality research and analysis of external and internal conditions, that educational planning is integrated with resource planning to support student learning, that allocation of resources supports student learning and achievement, and that procedures are in place to evaluate overall institutional planning and implementation efforts to achieve the mission of MTI College. On-site interviews confirmed that the president provides direct guidance of institutional improvement through leadership of the Executive Committee (IV.B.3)

The president has the primary leadership role for accreditation at MTI and assigns the accreditation liaison officer (ALO) and accreditation standard chairs. At the president's direction, the ALO facilitated a training on the purpose and importance of the accreditation process at the College's bi-annual town hall meeting. Additionally, departments had the opportunity to participate in the process during breakout sessions. MTI takes pride in its efforts to operate with integrity and takes a straightforward approach toward communication, compliance, and follow-through with respect to accreditation reports. (IV.B.4)

The president ensures that the College employs best practices and remains in compliance with federal, state, and industry regulations. All inquiries and requests from accrediting and approval bodies are addressed thoroughly and in a timely manner. Institutional policies are approved by the board of trustees, and policies focused on daily operations of the College are approved by the academic team and the executive committee. The president reviews and approves annual budget requests. (IV.B.5)

The president maintains good working relationships with employers and community leaders. The president serves on the Golden Sierra Workforce Development Board and the board of the California Association of Private Postsecondary Schools. (IV.B.6)

Conclusions:

The College meets Standard IV.B.

### **IV.C. Governing Board**

General Observations:

MTI has a governing structure with two distinct boards with differing purposes and oversight. The five-member board of trustees has governing authority over MTI's educational quality and ensures that policies are established in support of the College's mission. The three member board of directors manages the College's financial reserves and allocates them in a conservative manner that ensures the stability of the College.

Although distinct in structure and purpose, the two boards have structures and processes to facilitate alignment of purpose and continuity of decisions. The college president and chief financial officer serve on both the board of trustees and the board of directors, as well as on the college executive committee, which oversees planning and operations of the College.

Findings and Evidence:

Bylaws establish the board of trustees as the governing board with authority and oversight for the academic quality, integrity and effectiveness of the academic programs and services to fulfill the mission of the College. The board of trustees has authority to decide all major policies and issues affecting educational aspects of the College. Through selection and evaluation of the president, the governing board has responsibility for the financial operations of the College. (IV.C.1)

The board of directors of MTI College is comprised of individuals who are shareholders of the parent corporation or are employed as officers of the corporation. All shareholders have direct ties to the family of the College's founder. The board of directors is responsible for the financial stability of the College through its conservative fiscal management of the financial reserves. In interviews, members of the board of directors noted the personal investment of shareholders and directors in preserving the legacy of the founding father and ensuring the stability of this 'family business.' (IV.C.1)

The governing board of trustees acts as a collective entity. The team reviewed examples in which dissenting opinions were voiced in advance of a decision, but then the board acted collectively once the decision was reached. (IV.C.2)

The governing board follows a clearly defined process for selection of the president; this process was last followed in 2016. The president's performance is evaluated regularly via a 360-degree evaluation, which includes input from positions across the college and both boards. The president's most recent evaluation was in April 2019. (IV.C.3)

Three of the five members on the current governing board have no financial interest in the College. Governing bylaws require that a majority of the board of trustees must have no financial interest in the College. Under these requirements, the board is able to act as an independent body that reflects the public interest in the College's educational quality. Review of minutes and team observations of a board meeting show active engagement in reviewing the currency of programs and quality of training and services. (IV.C.4, IV.C.11)

Policies establish the board of trustees with the responsibility to ensure that the College strives toward a continuous level of quality, integrity, and effectiveness of its student learning programs. The board of directors has ultimate responsibility for serious legal matters and the College's financial stability. As observed by the team, and as is evidenced in board minutes, the board of trustees receives regular reports on student enrollment, progress, and completion as well as the improvement of programs and services during board meetings and routinely provides guidance in these areas (IV.C.5)

Published bylaws outline membership, duties, responsibilities, structure, and operating procedures for the board of trustees. Board of trustees' bylaws are maintained on the campus network. Board of directors' bylaws are outlined in the College's Articles of Incorporation. Meeting minutes can be accessed by requesting a copy from the president. (IV.C.6)

Responsibilities of the board of trustees are outlined in the board's bylaws, which require a periodic self-evaluation of the board's performance. The governing board evaluates and revises policies and bylaws on an as needed basis. Team review of past minutes supports the assertion that the governing board acts in a manner consistent with its policies and bylaws (IV.C.7)

The board is provided with *MTI's Executive Summary of Institutional Effectiveness in Program Review, Planning and Student Learning Outcomes* in conjunction with the College's annual budget proposal. This report guides the board's decision making on issues related to student learning and achievement. In addition, the governing board routinely receives and discusses detailed reports on student enrollment, progress, completion, and career placement at most board meetings. (IV.C.8)

Membership on the five-member governing board of trustees is highly stable, with little turnover. Trustees with no financial interest or employment arrangement with the college can serve for nine consecutive three-year terms, with extensions possible through a majority vote of the board. Trustees with a financial interest or employment arrangement with the College may serve indefinitely. Moreover, selected trustees typically have an existing relationship with the College and are familiar with the mission and operations of the college. Accordingly, orientation is customized for each individual, but would include elements such as a copy of the bylaws, informational materials about the College, a campus tour, an introduction to management staff, and a presentation by the president. The orientation also includes information about accreditation. (IV.C.9)

The board of trustees does not have a formal training program for board development in the form of traditional workshops or classes. The board does engage in a form of board development, however, as individual board members serve within professional and business organizations and participate in industry specific meetings. Team members observed how information was brought back to the full board of trustees through the form of a report provided by one member to the rest of the board. Team members further observed how information relevant to current business and employment trends was presented and discussed during board meetings. The team encourages MTI to consider additional opportunities for ongoing board training to strengthen board effectiveness. (IV.C.9)

The requirement of a periodic self-evaluation of board performance is included in the board bylaws. The process of evaluation occurs through an administered survey to board members and subsequent discussion at a board meeting. The most recent board evaluation was completed in May 2019 and discussed at a board meeting in July 2019. (IV.C.10)

The board of trustees maintains a code of ethics, which defines expectations of trustees and describes the course of action that will result if a board member violates the code. The board has not had to implement this policy in recent memory, attributable to the consistency and longevity of board members. The Code of Ethics was last reviewed and approved by the Board in July of 2019. (IV.C.11)

The president has appropriately delegated authority to administer and implement board policies without interference and also has responsibility for the day-to-day operations of the College. Review of board meeting minutes provides evidence that the board appropriately respects this authority. (IV.C.12)

The board is informed about Eligibility Requirements, Accreditation Standards, Commission policies, accreditation processes, and the College's accreditation status. Team review of board minutes shows regular updates on the accreditation preparations and process. The board approved the timeline for the development of the 2019 Institutional Self-Evaluation Report, and three board members were involved in the accreditation effort. (IIV.C.13)

### Conclusions:

The College meets Standard IV.C.



## Quality Focus Essay

MTI's Quality Focus Essay (QFE) focuses on increasing interest and retention in degree programs so that more students earn a degree and benefit from enhanced employment opportunities. The QFE includes five specific actions to achieve this goal: Restructuring the student services department, assessing the admissions process, institutionalizing a guest/alumni speaker series, offering a peer mentor process, and evaluating and aligning program outcomes in year one.

The QFE was developed with broad input from stakeholders throughout the college community. This input, along with an analysis of enrollment and completion trends in degree programs, motivated the areas of focus. The team found that the QFE aligns with the College's Mission and that achievement of the proposed actions would strengthen the institution and promote student success. The QFE includes a clear plan with a timeline and responsible parties for accomplishing each activity. The team applauds MTI's integration of the QFE goals and action items into the College's institutional planning, budgeting, and assessment cycle which will also ensure that the plan is followed and monitored for effectiveness.

The team offers the following suggestions for the College's consideration to potentially enhance the impact of the QFE.

1. Establish specific benchmarks and targets to monitor student progress toward completing degree programs. For example, in addition to setting an aspirational course retention rate, a term-to-term persistence rate could serve as a valuable achievement metric to evaluate progress and make improvements if needed or to reinforce progress. Tracking continued enrollment over shorter time-frames based on the length of the program may also be appropriate.
2. Consider the positive impact the QFE actions have for all students. Students not enrolled in degree programs may also benefit from these actions. All students can be tracked for improved retention, persistence, and completion outcomes, which may inform program improvements leading students to complete their diploma programs.
3. Consider evaluating current and past students to identify any barriers that keep students from transitioning from one course in a sequence to the next. This could include an exploration of the various reasons that students have not advanced from year one to year two of the degree program.

The team concluded that MTI carrying out the actions outlined in the QFE would result in demonstrable improvements to the College's programming. Further, aspects of the QFE, such as regularly inviting guest speakers and providing a peer mentor program, should motivate students to continue working towards their educational goals.