



# **MTI College**

## **Self Evaluation Report of Educational Quality and Institutional Effectiveness**

### **In Support of Reaffirmation of Accreditation**

**Submitted by:**

MTI College  
5221 Madison Avenue  
Sacramento, CA 95841

**Submitted to:**

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

**Date: August 8, 2013**





### Certification of the Institutional Self Evaluation Report

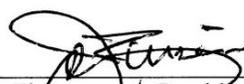
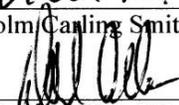
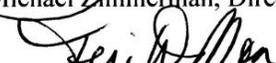
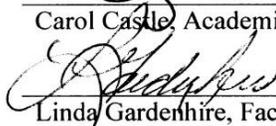
**To:** Accrediting Commission for Community and Junior Colleges,  
Western Association of Schools and Colleges

**From:** John Zimmerman  
MTI College  
5221 Madison Avenue  
Sacramento, California 95841

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

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

**Signed:**

 _____ John Zimmerman, President/CEO	7/25/13 (Date)
 _____ John Petersen, Chairperson, MTI Board of Trustees	7/30/13 (Date)
 _____ Malcolm Carling Smith, Campus Director	7/25/13 (Date)
 _____ David Allen, Chief Financial Officer	7/25/13 (Date)
 _____ Michael Zimmerman, Director of Operations	7/25/13 (Date)
 _____ Teri Dillon, Director of Education	7/25/13 (Date)
 _____ Eric Patterson, Director of Admissions	7/29/13 (Date)
 _____ Carol Castle, Academic Officer	7/25/2013 (Date)
 _____ Linda Gardenhire, Faculty	7/29/2013 (Date)

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## **Introduction**

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

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

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

Growth in enrollments and program offerings in the early 1990s facilitated the need for a new, more modern facility. A four-acre site was purchased ten miles away, in the suburbs of Sacramento. Construction was completed in 1993, and MTI moved to its existing location on Madison Avenue. Over the past 20 years, two additional buildings have been built, and numerous improvements have been implemented. Total building space available in the three buildings is approximately 40,000 square feet.

In 1994 MTI received approval from ACICS and the California Bureau for Private Postsecondary Vocational Education (BPPVE) to offer Associate Degree programs. The first degree programs offered were Associate of Applied Science in Legal Assisting and Computer Science. This was a significant change in the course of the college and eventually led the institution to seek ACCJC/WASC accreditation.

In 1995 MTI College made its first contact with John Petersen at the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges' office and was granted eligibility by the Commission on June 19, 1997. On June 21, 1999, MTI was granted candidacy status by the ACCJC followed by initial accreditation on January 8, 2002.

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

in 2006. Cosmetology is a unique program in that it utilizes curriculum and skill sets developed by John Paul Mitchell Systems through its advanced education division. Currently, MTI College offers programs in five key areas: paralegal studies, healthcare, technology, business, and cosmetology. The current enrollment is approximately 800 students with a balanced student population among the programs.

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

## **Summary of Major Developments**

### **Emphasis on Student Learning Outcomes, Planning and Assessment**

#### **Student Learning Outcomes**

As evidenced in the *College Status Report on Student Learning Outcomes Implementation* completed in October 2012, the College reached its goal of establishing a structure of defining and assessing student learning outcomes (SLOs). One hundred percent of MTI's courses, programs, and student learning and support activities have defined SLOs and ongoing assessments. In addition, SLOs have been identified and are assessed at the institutional level. MTI's institutional level SLOs are referred to as universal outcomes. SLOs have also been identified and are assessed for all general education courses.

#### **Outcomes Assessment**

In 2011, the academic departments began using formal course and program assessment plans. Each department drafted assessment plans to review their courses and/or full programs. Several programs completed the assessment process that year with the remaining programs completing the assessment process in 2012. Academic programs are now completing assessments biannually. Additionally, administrative departments began formalizing their assessment activities in 2011. Dialogue related to assessment continues to be widespread and focused on improving student learning and achievement. Findings are incorporated into the program review, master planning, and budget/resource allocation processes. The Outcomes and Assessment Map is a valuable tool that shows the relationship between outcomes at the course, program and universal (institutional) levels. The map helps the College ensure that all program outcomes are being met across the curriculum.

#### **Program Review**

In response to a recommendation made from the last reaccreditation visit, the College took steps to examine its program review process with the intent of formalizing the process and strengthening the links between program review results, planning and budgeting/resource allocation. In formalizing its approach to program review, MTI's goal was to create a process that was systematic, integrated and a source of reliable information that leads to good planning and informed decision-making. It was felt that the process must be manageable for faculty and staff, must not detract from student learning and support, and must be focused on

the elements that are most important to the College. The new model for program review was implemented in June 2008 under the supervision of the director of education.

### **Master Planning**

The goal of master planning is to ensure continuous quality improvement of the institution’s student learning programs, services, and overall institutional effectiveness. The master planning cycle starts near the beginning of each calendar year and runs through the fall. The cycle addresses and documents all phases of institutional planning and improvement. Since its inception in 2005, the master planning process has evolved and the documentation of the process has improved. In addition, stronger links have been established between assessment plans, program review, master planning and budget/resource allocation, resulting in an institution-wide approach toward planning and improvement that is based on documented need and measureable results.

## **Emphasis on Student Success**

### **Student Retention**

Student retention is one of the primary indicators used to evaluate MTI’s success with its mission. In 2012, the College experienced an increase in student retention from 68.4 percent in 2011 to 71 percent. In addition to student retention, the College uses its graduate job placement rate and student loan default rate as indicators of its success with its mission.

### **Student Loan Default Rate**

MTI’s student default rates are low, indicating that students are completing their programs, successfully obtaining employment, and repaying their loans.

Year	2-year Official Default Rate	3-Year Official Default Rate
2008	12.4%	N/A
2009	9.8%	14.4%
2010	7.8%	13.1% (Draft)
2011	5.5% (Draft)	Release date: early 2014

### **Graduate Job Placement Rate**

In addition, MTI’s job placement rates have remained high despite the sharp downturn in the nationwide economy. Job placement rates have been at 90 percent or higher for the last six years:

Year	Placement Rate*
2007	98%
2008	96%
2009	92%
2010	92%
2011	90%
2012	91%

\*Note: The placement rate represents the percentage of graduates actively looking for work and who are placed in jobs, or secure employment on their own, in or related to their field of study. The decrease in placement rates from 2007 to 2012 reflects the impact the economic environment has had on local employment.

### **New Student Committee**

The New Student Committee meeting is held four weeks into each term. The purpose of the meeting is to discuss potentially at-risk students whose names are brought to the committee's attention by faculty and staff who interact with them during the first term. When the committee meets, it tries to determine if MTI is a good match for the student and if the College can help the student overcome his or her challenges. If a student is determined to have the potential to be successful, the dean or future professional advisor works with the student and monitors his/her progress. If it is determined that MTI is not a good match for the student, the student's enrollment is cancelled, any student loans that have been disbursed are returned in full, and any outstanding balances are forgiven.

### **Cal Grant Offset**

In response to the California Legislature's move to reduce or eliminate Cal Grant awards in an effort to achieve reductions in state spending, MTI made the decision to help offset its students' loss of Cal Grant funding by replacing up to \$4,000 per eligible student. For the purpose of the offset, an eligible student is one who is on the California Student Aid Commission Cal Grant roster for 2012/2013 as a new Cal Grant recipient, and who returns a signed copy of the Cal Grant Offset acknowledgement form. As of February 2013, a total of 45 students responded to the Cal Grant Offset letters, and over \$114,000 has been committed by MTI to offset the Cal Grant loss for tuition expenses.

### **Incorporating Technology to Enhance the Learning Environment**

As of 2013, all lecture rooms have been upgraded with multimedia capabilities, including instructor workstations, screens, and overhead digital projectors. Plans are underway to upgrade the clinic floor of the Paul Mitchell building with a similar multimedia configuration so that learning leaders (instructors) in the Cosmetology program can offer instruction in the work environment and provide examples while a service is being performed.

Several instructors maintain their courses on the e-learning website ([elearning.mticollege.edu](http://elearning.mticollege.edu)). Students can access their courses anytime, from any computer that has internet access. Although course sites vary from one instructor to the next, students generally have access to the following information: course syllabus, assignments, expectations for the course or assignments, case studies, PowerPoint presentations, video resources, informational resources, links to websites and course evaluations.

The e-learning website is a valuable resource that includes access to select courses, weekly announcements, a calendar with upcoming events, updates from student advisory focus groups, links to various student surveys, the student handbook, and access to important student policies and procedures. The e-learning website also offers students the ability to access classroom files, learning resources, and campus information from anywhere there is

an internet connection. Students are able to turn in homework, and view their course progress on demand. To maximize visibility and encourage students to use the site, all classroom computers are configured with the e-learning website as the internet homepage. The site is updated weekly by the director of education, department chairs, and the director's assistant.

## Demographics and Institutional Data

### Demographic Data for the Communities Served by MTI College

Demographic Data 2010	Sacramento		Placer		El Dorado		Amador		San Joaquin		Yolo		Sutter	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<i>Total Population</i>	1,418,788	100	348,432	100	181,058	100	38,091	100	685,306	100	200,849	100	94,737	100
<i>Ethnicity</i>														
American Indian & Alaska native	14,308	1	3,011	0.9	2,070	1.1	678	1.8	7,196	1.1	2,214	1.1	1,365	1.4
Asian	203,211	14.3	20,435	5.9	6,297	3.5	419	1.1	98,472	14.4	26,052	13	13,663	14.4
Black or African American	147,058	10.4	4,751	1.4	1,409	0.8	962	2.5	51,744	7.6	5,208	2.6	1,919	2
Hispanic or Latino	306,196	21.6	44,710	12.8	21,875	12.1	4,756	12.5	266,341	38.9	60,953	30.3	27,251	28.8
Native Hawaiian or Pacific Islander	13,858	1	778	0.2	294	0.2	77	0.2	3,758	0.5	910	0.5	281	0.3
White	815,151	57.5	290,977	83.5	156,793	86.6	33,149	87	349,287	51	126,883	63.2	57,749	61
Multiracial	93,511	6.6	15,105	4.3	6,917	3.8	1,356	3.6	43,795	6.4	11,700	5.8	5,297	5.6
<i>Gender</i>														
Male	694,793	49	170,151	48.8	90,571	50	20,749	54.5	341,230	49.8	97,935	48.8	47,001	49.6
Female	723,995	51	178,281	51.2	90,487	50	17,342	45.5	344,076	50.2	102,914	51.2	47,736	50.4
<i>Age</i>														
17 or younger	99,820	7	24,986	7.2	12,506	6.9	1,881	4.9	56,165	8.2	12,693	6.3	7,146	7.5
18-20	105,680	7.4	24,298	7	12,522	6.9	2,288	6	58,382	8.5	19,318	9.6	7,377	7.8
21-25	101,908	7.2	17,936	5.1	8,958	4.9	1,648	4.3	48,451	7.1	27,185	13.5	6,286	6.6
26-30	107,922	7.6	19,560	5.6	8,682	4.8	1,778	4.7	46,230	6.7	15,141	7.5	6,528	6.9
31-35	98,724	7	19,613	5.6	8,562	4.7	1,862	4.9	44,585	6.5	13,027	6.5	6,138	6.5
36-40	95,195	6.7	21,871	6.3	9,993	5.5	2,048	5.4	44,909	6.6	11,827	5.9	5,879	6.2
41-45	95,640	6.7	24,694	7.1	12,210	6.7	2,470	6.5	45,829	6.7	12,086	6	6,101	6.4
46-50	102,072	7.2	27,232	7.8	15,516	8.6	3,114	8.2	47,474	6.9	12,524	6.2	6,548	6.9
51-older	98,464	6.9	26,107	7.5	16,830	9.3	3,255	8.5	44,365	6.5	12,306	6.1	6,194	6.5

Source: <http://factfinder2.census.gov>

## Demographic Data for the Communities Served by MTI College (continued)

Income	Sacramento County, California	
	Estimate	Percent
Total households	510,976	100%
Less than \$10,000	26,016	5.1%
\$10,000 to \$14,999	28,242	5.5%
\$15,000 to \$24,999	48,586	9.5%
\$25,000 to \$34,999	51,588	10.1%
\$35,000 to \$49,999	70,501	13.8%
\$50,000 to \$74,999	98,768	19.3%
\$75,000 to \$99,999	67,741	13.3%
\$100,000 to \$149,999	72,018	14.1%
\$150,000 to \$199,999	27,790	5.4%
\$200,000 or more	19,726	3.9%

Source: <http://factfinder2.census.gov>

## Enrollment by Award Year

The following tables show the total enrollment for the College, based on the July 1 - June 30 award year for the time period 2008 through 2012. As illustrated below, attendance in the day program is significantly higher than the night program. In addition, the student body overall is predominantly female.

Total Enrollment by award year	2008-2009		2009-2010		2010-2011		2011-2012	
	Night	Day	Night	Day	Night	Day	Night	Day
Male	95	127	101	115	101	100	95	77
Female	248	391	265	400	260	377	246	324
Total	343	518	366	515	361	477	341	401

Source: Master Student Summary 2008-2012

Student Enrollment by Gender	2008-2009		2009-2010		2010-2011		2011-2012	
	Male	Female	Male	Female	Male	Female	Male	Female
Night	95	248	101	265	101	260	95	246
Day	127	391	115	400	100	377	77	324
Total	222	639	216	665	201	637	172	570

Source: Master Student Summary 2008-2012

## Enrollment by Program

The following tables show the total enrollment for the College, based on the July 1 - June 30 award year for the time period 2008 through 2012.

Enrollment by Program	2008-2009					2009-2010				
	Male		Female		Total	Male		Female		Total
	Night	Day	Night	Day		Night	Day	Night	Day	
A+ Computer Technician	6	5	0	0	11	2	3	0	1	6
AA Business Administration 1	3	5	2	3	13	3	3	3	2	11
AA Business Administration 2	8	0	19	0	27	3	0	10	0	13
AA Paralegal Studies 1	8	6	14	13	41	5	8	25	13	51
AA Paralegal Studies II	20	0	73	0	93	19	0	104	0	123
AAS IT-Network Administration Yr. 1	10	20	0	4	34	8	16	1	1	26
AAS IT-Network Administration Yr. 2	6	0	2	0	8	24	0	0	0	24
AAS Microsoft Systems Engineer 1	1	1	0	1	3	0	0	0	0	0
AAS Microsoft Systems Engineer 2	5	0	1	0	6	0	0	0	0	0
Accounting Assistant	0	4	0	3	7	0	2	0	2	4
Accounting Technician	0	3	0	6	9	0	5	1	18	24
Administrative Office Professional	1	5	1	4	11	2	5	1	5	13
Business Office Assistant	0	0	0	1	1	0	0	1	2	3
Computer Applications Specialist	1	3	1	1	6	0	0	0	0	0
Cosmetology	2	3	49	127	181	2	8	54	101	165
IT-Network Administrator	11	0	1	0	12	16	0	1	0	17
Legal Administrative Assistant	0	1	9	15	25	0	1	8	20	29
Legal Receptionist/Document Administrator	0	0	3	3	6	0	0	1	3	4
Medical Assistant	0	10	14	45	69	0	6	5	39	50
Medical Assistant w/Phlebotomy	1	21	37	89	148	5	24	20	102	151
Medical Billing and Coding Specialist	0	8	13	30	51	0	5	16	51	72
Medical Office Assistant	0	1	2	4	7	1	1	4	12	18
Medical Office Assistant w/Phlebotomy	0	1	0	7	8	0	2	2	8	12
Microsoft Systems Engineer	1	0	0	0	1	0	0	0	0	0
Phlebotomy	0	7	0	35	42	0	1	0	16	17
Special	1	1	6	0	8	1	0	6	0	7
Special Advancing	0	0	0	0	0	0	0	0	0	0
Technical Support Specialist	10	22	1	0	33	10	25	2	4	41
<b>Totals</b>	<b>95</b>	<b>127</b>	<b>248</b>	<b>391</b>	<b>861</b>	<b>101</b>	<b>115</b>	<b>265</b>	<b>400</b>	<b>881</b>

Source: Master Student Summary 2008-2012

## Enrollment by Program (continued)

Enrollment by Program	2010-2011					2011-2012				
	Male		Female		Total	Male		Female		Total
	Night	Day	Night	Day		Night	Day	Night	Day	
A+ Computer Technician	2	5	0	1	8	2	3	1	0	6
AA Business Administration 1	3	2	4	1	10	6	2	8	2	18
AA Business Administration 2	9	0	6	0	15	8	0	2	0	10
AA Paralegal Studies 1	3	4	28	24	59	5	4	31	10	50
AA Paralegal Studies II	17	0	69	0	86	15	0	79	0	94
AAS IT-Network Administration Yr. 1	7	17	3	1	28	15	10	3	3	31
AAS IT-Network Administration Yr. 2	15	0	0	0	15	19	0	2	0	21
AAS Microsoft Systems Engineer 1	0	0	0	0	0	0	0	0	0	0
AAS Microsoft Systems Engineer 2	0	0	0	0	0	0	0	0	0	0
Accounting Assistant	0	0	0	1	1	0	0	0	2	2
Accounting Technician	0	4	0	14	18	0	3	0	9	12
Administrative Office Professional	4	0	2	0	6	0	1	0	6	7
Business Office Assistant	0	2	0	1	3	0	1	2	3	6
Computer Applications Specialist	0	0	0	0	0	0	0	0	0	0
Cosmetology	2	6	58	101	167	2	2	48	91	143
IT-Network Administrator	16	0	0	0	16	6	0	0	0	6
Legal Administrative Assistant	1	2	14	19	36	0	2	3	9	14
Legal Receptionist/Document Administrator	0	1	0	0	1	0	0	0	0	0
Medical Assistant	0	7	13	54	74	1	2	11	30	44
Medical Assistant w/Phlebotomy	4	13	23	100	140	10	19	26	96	151
Medical Billing and Coding Specialist	2	4	19	41	66	3	5	18	49	75
Medical Office Assistant	0	1	0	12	13	0	3	2	1	6
Medical Office Assistant w/Phlebotomy	0	0	0	1	1	0	0	0	0	0
Microsoft Systems Engineer	0	0	0	0	0	0	0	0	0	0
Phlebotomy	0	2	8	4	14	0	5	3	11	19
Special	1	1	7	0	9	0	0	3	1	4
Special Advancing	6	1	4	0	11	0	0	2	0	2
Technical Support Specialist	9	28	2	2	41	3	15	2	1	21
<b>Totals</b>	<b>101</b>	<b>100</b>	<b>260</b>	<b>377</b>	<b>838</b>	<b>95</b>	<b>77</b>	<b>246</b>	<b>324</b>	<b>742</b>

## Enrollment by Age

The following table shows the total MTI student enrollment, broken down by age. The data is self-reported by students and drawn from the annual student survey results for the years 2008 through 2012. Reporting is strictly voluntary and is done anonymously in conjunction with the annual student survey.

Student Enrollment by Age	2008		2009		2010		2011		2012	
	#	%	#	%	#	%	#	%	#	%
17 or under	3	0.90%	2	0.4	2	0.4	7	1.4	1	0.2
18-20	36	10.3	74	14.7	78	14.5	66	12.8	75	15.7
21-25	104	29.6	138	27.4	135	25.1	129	25	145	30.3
26-30	74	21.1	110	21.8	107	19.9	101	19.6	91	19
31-35	41	11.7	57	11.3	57	10.6	56	10.9	47	9.8
36-40	42	12	43	8.5	53	9.9	62	12	29	6.1
41-45	25	7.1	36	7.1	45	8.4	38	7.4	37	7.7
46-50	13	3.7	22	4.4	26	4.8	23	4.5	22	4.6
51 and older	12	3.4	17	3.4	31	5.8	27	5.2	26	5.4
No answer	1	0.3	5	1	3	0.6	7	1.4	6	1.3
Total	351		504		537		516		479	

Source: 2008-2012 Annual Student Survey

## Socio-Economic Data for MTI College Students (2011-2012 Award Year)

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

An analysis of MTI College's FISAP report (Report of Fiscal Operations and Application to Participate) as well as financial aid reports generated from the college's Student Information System shows the following data for the 2011-2012 award year:

Auto Zero EFC*	527
Total Pell eligible students (EFC between 0 and 5273)	835
Total non-Pell eligible (EFC between 5274 and 9999)	331

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

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

Dependent Undergraduate		
	Without Baccalaureate/ 1st Prof. Degree	With Baccalaureate/ 1st Prof. Degree
<i>Students with an Automatic Zero EFC</i>	129	0
Taxable and Untaxed Income		
\$0 - \$2,999	3	0
\$3,000 - \$5,999	1	0
\$6,000 - \$8,999	0	0
\$9,000 - \$11,999	1	0
\$12,000 - \$14,999	5	0
\$15,000 - \$17,999	3	0
\$18,000 - \$23,999	10	0
\$24,000 - \$29,999	8	0
\$30,000 - \$35,999	21	0
\$36,000 - \$41,999	21	0
\$42,000 - \$47,999	16	1
\$48,000 - \$53,999	29	0
\$54,000 - \$59,999	23	0
\$60,000 and over	142	3
<b>TOTAL</b>	<b>412</b>	<b>4</b>

Independent Undergraduate		
	Without Baccalaureate/ 1st Prof. Degree	With Baccalaureate/ 1st Prof. Degree
<i>Students with an Automatic Zero EFC</i>	390	8
Taxable and Untaxed Income		
\$0 - \$999	35	6
\$1,000 - \$1,999	9	1
\$2,000 - \$2,999	4	0
\$3,000 - \$3,999	18	1
\$4,000 - \$4,999	13	0
\$5,000 - \$5,999	16	0
\$6,000 - \$7,999	25	1
\$8,000 - \$9,999	35	0
\$10,000 - \$11,999	25	2
\$12,000 - \$13,999	31	2
\$14,000 - \$15,999	24	4
\$16,000 - \$17,999	24	0
\$18,000 - \$19,999	23	1
\$20,000 and over	310	28
<b>TOTAL</b>	<b>982</b>	<b>54</b>

## Enrollment by Ethnicity

The following table shows the total MTI student enrollment, broken down by ethnicity. The College does not require students to disclose their ethnicity at any time. Reporting is strictly voluntary and is done anonymously in conjunction with the annual student survey. The data below is self-reported by students and drawn from the annual student survey results for the years 2008 through 2012.

Student Enrollment by Ethnicity	2008		2009		2010		2011		2012	
	#	%	#	%	#	%	#	%	#	%
American Indian & Alaska Native	6	1.7	7	1.4	6	1.1	8	1.55	8	1.7
Asian American	36	10.26	43	8.5	49	9.1	40	7.75	51	10.5
Black or African American	44	12.5	52	10.3	56	10.4	37	7.2	36	7.5
Hispanic or Latino	44	12.5	69	13.7	76	14	90	17.4	92	19.2
Native Hawaiian or Pacific Islander	9	2.6	14	2.8	16	2.98	12	2.3	11	2.3
White	192	64.7	278	55.2	289	53.82	288	55.81	248	61.4
Multiracial	17	4.84	39	7.7	38	7.08	39	7.56	33	6.9
No answer	3	0.85	2	0	7	1.3	1	0.19	2	0.4
<b>Total</b>	<b>351</b>		<b>504</b>		<b>537</b>		<b>515</b>		<b>481</b>	

Source: 2008-2012 Annual Student Survey

## Faculty/Staff Ethnicity

The following table shows the ethnic breakdown of MTI faculty and staff. The College does not require employees to disclose their ethnicity at any time. Reporting is strictly voluntary and is done anonymously as part of the annual faculty/staff demographic survey. The data below is self-reported by MTI employees and drawn from the annual faculty/staff demographic survey results for the years 2008 through 2012.

Faculty/Staff by Ethnicity	2008		2009		2010		2011		2012	
	#	%	#	%	#	%	#	%	#	%
American Indian & Alaska Native	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Asian American	4	5.8	2	5.4	3	5.5	4	8.2	6	7.6
Black or African American	2	2.9	1	2.7	1	1.8	2	4.1	2	2.5
Hispanic or Latino	8	11.6	2	5.4	3	5.5	4	8.2	5	6.3
Native Hawaiian or Pacific Islander	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
White	46	66.7	30	81.1	45	81.8	35	71.4	59	74.7
Multiracial	8	13.0	2	5.4	3	3.0	3	6.1	7	8.9
No answer							1	2.0		

Source: 2008-2012 Faculty/Staff Annual Survey

## Student Retention

The following table shows student retention, by program. Figures are based on students whose graduation dates fall within the timeframe noted. Figures for 2008 and 2009 are based on the January - December calendar year. In 2010, the College began calculating student retention based on the July 1 - June 30 award year.

Program Description	2008		2009		2010		2011		2012	
	#	%	#	%	#	%	#	%	#	%
AAS IT-Network Administration Year 1			11/18	38.9	19/57	33.3	26/59	44.1	33/57	57.9
AAS IT-Network Administration Year 2				100	1/0	100	19/19	100	12/12	100
IT-Network Administrator							9/12	75	12/15	80
Technical Support Specialist	29/31	93.5	23/35	65.7	30/35	85.7	23/34	67.6	35/39	89.7
A+ Computer Technician	5/5	100	7/11	63.5	7/8	87.5	6/7	85.7	6/7	85.7
AA Paralegal Studies 1	24/65	40	42/77	45.5	48/92	52.2	46/105	43.8	38/92	41.3
AA Paralegal Studies 2	61/77	79.2	75/93	80.6	94/114	82.5	96/119	80.7	75/84	89.3
Legal Administrative Assistant	14/15	93.3	19/23	82.6	32/36	88.9	31/34	91.2	36/40	90
Legal Receptionist/Document Administrator			5/6	83.3	5/6	83.3	2/3	66.7	0	0
AA Business Administration 1	6/35	17.1	8/29	27.6	9/17	52.9	10/15	66.7	5/18	27.8
AA Business Administration 2	25/26	96.2	15/17	88.2	20/21	95.2	13/13	100	13/14	92.9
Administrative Office Professional	16/20	80	8/10	80	13/14	92.9	12/13	92.3	6/6	100
Business Office Assistant	7/8	87.5	6/6	100	1/2	50	1/1	100	2/5	40
Accounting Technician	14/20	70	16/20	80	14/19	73.7	21/27	77.8	15/18	83.3
Accounting Assistant	6/6	100	5/7	71.4	4/4	100	3/3	100	2/2	100
Medical Office Assistant					12/12	100	20/20	100	12/12	100
Medical Office Assistant w/Phlebotomy					17/17	100	17/17	100	1/1	100
Medical Assistant	23/43	53.5	36/44	81.8	43/57	79.6	42/55	76.4	51/64	79.7
Medical Assistant w/ Phlebotomy	29/42	69	51/93	54.8	76/154	49.4	100/166	60.2	79/118	66.9
Medical Billing and Coding Specialist	4/5	80	25/34	73.5	52/77	67.5	52/72	72.2	52/69	75.4
Phlebotomy	31/31	100	40/40	100	11/11	100	9/9	100	14/14	100
Cosmetology	113/169	66.9	108/170	63.5	108/183	59	121/189	64	111/172	64.5
Special/Advancing	0	0	1/1	100	0	0	0	0	0	0

Source: 2008-2012 Retention Summaries

## Annual Retention Rate

The following table shows overall student retention for the College. Figures are based on students whose graduation dates fall within the timeframe noted. Figures for 2008 and 2009 are based on the January - December calendar year. In 2010, the College began calculating student retention based on the July 1 - June 30 award year.

Annual Retention Rate	Percentage
2008	68.8%
2009	66.9%
2010	66.3%
2011	68.4%
2012	71.0%

Source: 2008-2012 Retention Summaries

## Job Placement

The table on the following page shows job placement rates, by program. There are two rates that are used to monitor job placement: unadjusted and adjusted.

The unadjusted rate represents the percentage of *total graduates* who are placed in jobs, or secure employment on their own, in or related to their field of study. The adjusted rate represents the percentage of *graduates actively looking for work* that are placed in jobs, or secure employment on their own, in or related to their field of study. A graduate is defined as an individual who successfully earns a diploma or degree. Job placement is defined as full-time or part-time employment in a training-related position where the employee receives financial compensation for duties performed. Unpaid internships or volunteer positions are not considered a job placement.

Figures are based on graduates who were placed within the timeframe noted. Figures for 2008 and 2009 are based on the January - December calendar year. In 2010, the College began calculating graduate placement based on the July 1 - June 30 award year.

Program Description	2008		2009		2010		2011		2012	
	#	%	#	%	#	%	#	%	#	%
AAS Microsoft Systems Engineer 1	14/37	37.8	11/32	34.4	0/1	0	1/0	0	1/0	0
AAS Microsoft Systems Engineer 2	14/14	100	17/17	100	3/3	100	1/0	0	1/0	0
AAS IT-Network Administration Year 1			11/18	38.9	19/57	33.3	26/59	44.1	33/57	57.9
AAS IT-Network Administration Year 2				100	1/0	100	19/19	100	12/12	100
IT-Network Administrator							9/12	75	12/15	80
Microsoft Systems Engineer	3/4	75	1/2	50	12/13	92.3	1/0	0	1/0	0
Technical Support Specialist	29/31	93.5	23/35	65.7	30/35	85.7	23/34	67.6	35/39	89.7
A+ Computer Technician	5/5	100	7/11	63.5	7/8	87.5	6/7	85.7	6/7	85.7
AA Paralegal Studies 1	24/65	40	42/77	45.5	48/92	52.2	46/105	43.8	38/92	41.3
AA Paralegal Studies 2	61/77	79.2	75/93	80.6	94/114	82.5	96/119	80.7	75/84	89.3
Legal Administrative Assistant	14/15	93.3	19/23	82.6	32/36	88.9	31/34	91.2	36/40	90
Legal Receptionist/Document Administrator			5/6	83.3	5/6	83.3	2/3	66.7	0	0
AA Business Administration 1	6/35	17.1	8/29	27.6	9/17	52.9	10/15	66.7	5/18	27.8
AA Business Administration 2	25/26	96.2	15/17	88.2	20/21	95.2	13/13	100	13/14	92.9
Administrative Office Professional	16/20	80	8/10	80	13/14	92.9	12/13	92.3	6/6	100
Business Office Assistant	7/8	87.5	6/6	100	1/2	50	1/1	100	2/5	40
Accounting Technician	14/20	70	16/20	80	14/19	73.7	21/27	77.8	15/18	83.3
Accounting Assistant	6/6	100	5/7	71.4	4/4	100	3/3	100	2/2	100
Medical Office Assistant					12/12	100	20/20	100	12/12	100
Medical Office Assistant w/Phlebotomy					17/17	100	17/17	100	1/1	100
Medical Assistant	23/43	53.5	36/44	81.8	43/57	79.6	42/55	76.4	51/64	79.7
Medical Assistant w/ Phlebotomy	29/42	69	51/93	54.8	76/154	49.4	100/166	60.2	79/118	66.9
Medical Billing and Coding Specialist	4/5	80	25/34	73.5	52/77	67.5	52/72	72.2	52/69	75.4
Phlebotomy	31/31	100	40/40	100	11/11	100	9/9	100	14/14	100
Cosmetology	113/169	66.9	108/170	63.5	108/183	59	121/189	64	111/172	64.5
Special/Advancing	0	0	1/1	100	0	0	0	0	0	0

Source: 2008-2012 Retention Summaries

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## 2013 ACCJC Self Evaluation Committee Structure

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### Steering Committee

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Carol Castle, Academic Officer/ALO (Chair)  
Michael Zimmerman, Director of Operations (Chair, Standard I)  
Teri Dillon, Director of Education/Department Chair (Chair, Standard II)  
David Allen, Chief Financial Officer (Chair, Standard III)  
Malcolm Carling Smith, Campus Director (Co-Chair, Standard IV)  
John Zimmerman, President (Co-Chair, Standard IV)

### Standard I - Institutional Mission & Effectiveness

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- I.A. Jennifer Handy, Faculty/Curriculum Specialist (Chair)  
Eric Patterson, Director of Admissions (Co-Chair)
- I.B. John Alcorcha, Department Chair (Chair)  
Karen Skeoch, Faculty (Co-Chair)

### Standard II - Student Learning Programs & Services

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- II.A. Teri Dillon, Director of Education/Department Chair (Chair)  
Ade Galvan, Faculty (Co-Chair)
- II.B. Carol Castle, Academic Officer/ALO (Chair)  
Sue Thornton, Dean/Director of Student Services (Co-Chair)
- II.C. Jack Boulier, Director of Learning Resource Center (Chair)  
Casey Miller, Faculty (Co-Chair)

### Standard III - Resources

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- III.A. Dinorah dela Rosa, Department Chair (Chair)  
David Allen, Chief Financial Officer (Co-Chair)
- III.B. Michael Zimmerman, Director of Operations (Chair)  
Linda Gardenhire, Department Chair (Co-Chair)
- III.C. David Vallergera, Technical Operations Director/Department Chair (Chair)  
Raquel Dispenziere, Learning Leader (Co-Chair)
- III.D. Malcolm Carling Smith, Campus Director (Chair)  
Paula Perez, Director of Financial Aid (Co-Chair)

### Standard IV - Leadership & Governance

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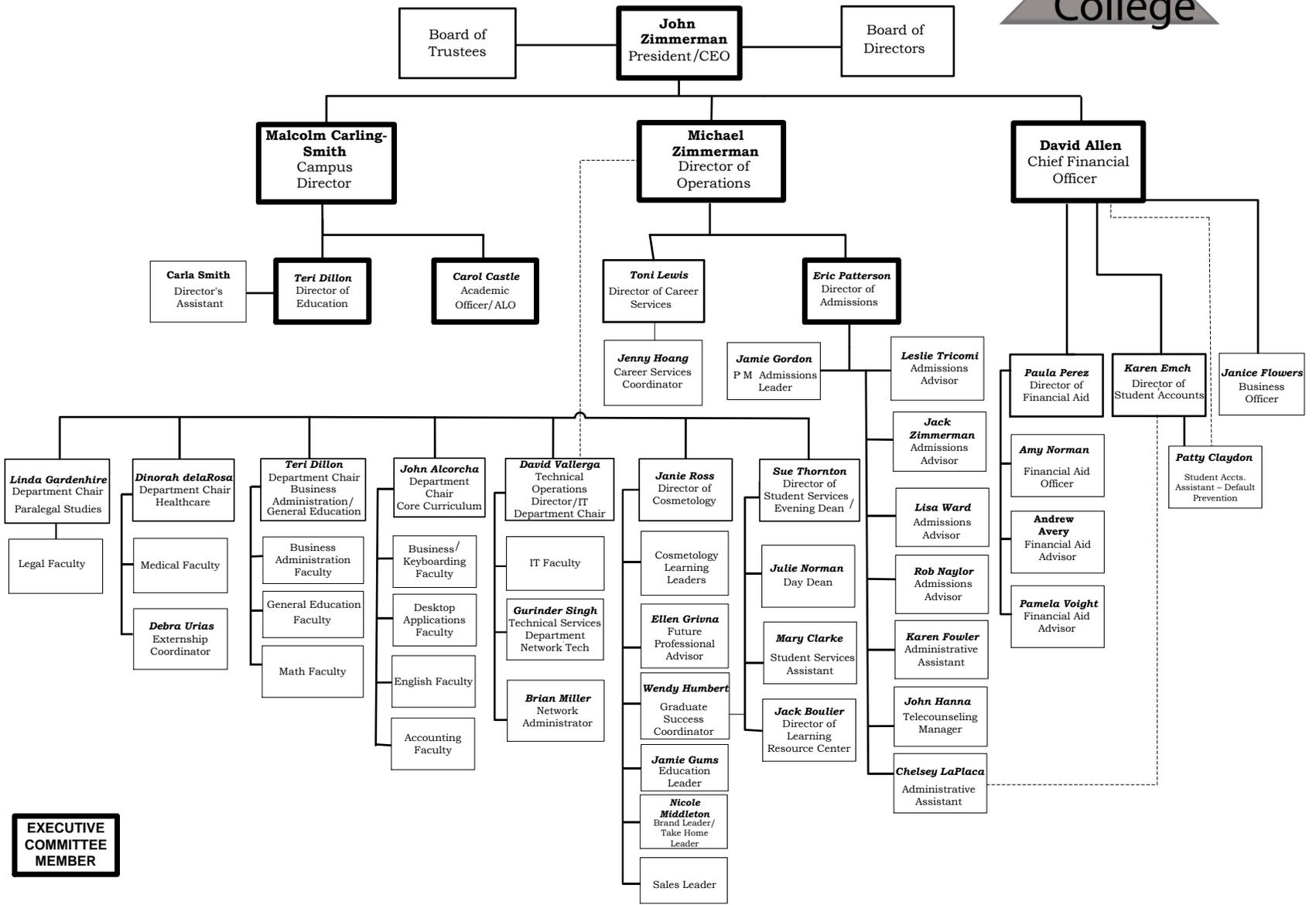
- IV.A. David Allen Chief Financial Officer (Chair)  
Julie Norman, Dean (Co-Chair)
- IV.B. John Zimmerman, President (Chair)  
Jill Bourque, Faculty (Co-Chair)

## Self Evaluation Report Production Timeline

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<b>2012</b>	
April	Steering Committee and Standards Teams were formed
May	Self Evaluation Report Kick-off
June	Using the accreditation standards as a guide, the standards teams conducted an initial assessment of the institution to identify areas of improvement. The groups were asked to make recommendations to address the deficiencies. The Steering Committee reviewed, prioritized, and assigned the recommendations to appropriate departments and committees.
July thru November	The recommendations resulting from the Initial Assessment were addressed by the Academic Team (ATM), Executive Committee, Faculty, and Staff. In addition, working on their own and with the Steering Committee, the standards teams identified what key activities to write about to demonstrate the degree to which the College meets the accreditation standards and themes.
Nov	A workshop was conducted for Standards Chairs and the Steering Committee to train the groups on MTI's approach toward writing the Self Evaluation Report.
December	Standards teams submitted drafts of descriptive summary sections, including references to supporting evidence, to Steering Committee for review and feedback.
<b>2013</b>	
February	Standards teams submitted drafts of self-evaluation sections, including references to supporting evidence, to Steering Committee for review and feedback.
March	Standards teams submitted drafts of planning agenda items to Steering Committee for review and feedback.
April thru July	Compilation, Editing, Review
July	Board of Trustees Review and Approval

# MTI Organization Chart



EXECUTIVE  
COMMITTEE  
MEMBER

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## **Certification of Continued Compliance with Eligibility Requirements for Accreditation**

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### **1. Authority**

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

### **2. Mission**

MTI's mission is the core element that drives the institution. Due to its reliance on its mission, MTI regularly reviews its mission statement to ensure that it accurately reflects the institution's educational purpose, intended student population, and dedication to student success. The current mission statement was last reviewed by the Executive Committee and presented to the Board of Trustees for approval on October 4, 2012. The mission is communicated internally and externally through the college catalog, marketing materials, course syllabi, the MTI website, department meeting minutes, Academic Team (ATM) meeting minutes, Executive Committee meeting minutes, department-level master plans, the faculty newsletter, the Faculty Policy and Procedure manual, the student handbook, Employer Advisory Board meetings, and Legal Advisory Board meetings. (Standard I.A.1)

### **3. Governing Board**

The College benefits from a system of shared governance that is supported by a common focus throughout the MTI organization. The College operates under a bicameral governing structure composed of a Board of Directors and a Board of Trustees. The Board of Directors is comprised of individuals who are shareholders of the parent corporation. The Board of Directors is responsible for all policy relating to the control of the corporation's assets, including the management and oversight of MTI's reserve funds, investments, taxes, facilities, capital equipment, and corporate real estate holdings.

The Board of Trustees is an independent policy-making body responsible for guiding the College toward continuous success with its stated mission. The Board of Trustees provides oversight, direction and guidance to college leadership in support of their efforts to ensure the quality, integrity, and effectiveness of the student learning programs and services. The Board of Trustees is currently comprised of five members; two of the members are officers of the institution, and three have no employment or financial association with the institution. The board maintains a code of ethics that defines the expectations of the trustees and describes the course of action to be taken in the event a board member violates the code. The code of ethics was last reviewed and approved in September 2012. (Standard IV.B.1., a., b., c.)

### **4. Chief Executive Officer**

For the over 25 years, John Zimmerman has served as the president and CEO of MTI College. The president maintains full-time responsibility to the College and serves at the pleasure of the Board of Trustees and Board of Directors for such term, compensation, and conditions of employment as the two boards mutually determine. (Standard IV.B.2.a, b.)

## **5. Administrative Capacity**

The day-to-day management of the College is driven by an executive management team consisting of the president, campus director, chief financial officer, director of operations, director of admissions, director of education, and academic officer. The institution is structured around clearly defined departments, each led by qualified and experienced managers who oversee the direction, efficiency and effectiveness of the department. MTI relies on an open and competitive employment process to attract well-qualified employees, and maintains sufficient staff and faculty who not only possess the professional training and experience necessary to effectively support MTI's mission and purpose, but embody the personal and professional characteristics and traits encompassed in the MTI culture. (Standard III.A.1., IV.A.1)

## **6. Operational Status**

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

In the 2011/2012 award year, MTI awarded 100 degrees and 422 diplomas. In that same year, the College experienced an increase in student retention from 68.4 percent in 2010/2011 to 71 percent. MTI's job placement rates have remained high despite the struggling economy. During the 2011/2012 award year, the Career Services department successfully helped 91 percent of its graduates obtain training-related employment. This rate represents the percentage of graduates actively looking for work and who are placed in jobs, or secure employment on their own, in or related to their field of study. Finally, MTI's student default rate continues to remain low, indicating that students are completing their programs, successfully obtaining employment, and paying off their loans. The draft 3-Year Official Draft Default Rate, released in 2010 was 13.1 percent. (2011-2012 ACCJC Annual Report, Standard I.A)

## **7. Degrees**

MTI fulfills its mission, goals, and objectives through the following two-year associate degree programs:

- Paralegal Studies (A.A. degree)
- Business Administration (A.A. degree)
- Information Technology and Network Administration (A.A.S. degree)
- Salon Management (A.A.S. degree)

In fall 2012, the total unduplicated headcount enrollment in degree applicable credit courses was 779. (2011-2012 ACCJC Annual Report, Standard I.A)

## **8. Educational Programs**

The College offers diploma and degree programs in the areas of law, technology, business administration, healthcare, and cosmetology. Specific objectives that support the institution's mission include equipping students with the practical and technical skills required by employers in the community, providing students with the breadth of knowledge and analytical skills needed

for advancement in the vocational and professional arenas, empowering students to be independent thinkers and effective communicators, instilling in students a sense of integrity, and inspiring them to become lifelong learners. Through its biannual assessment cycle, annual program review and master planning processes, and ongoing instructional oversight, the College ensures that all programs are of sufficient content and length, are conducted at appropriate levels of quality and rigor, and culminate in the achievement of the stated student learning outcomes (SLOs). (Standard II.A, II.A.4)

### **9. Academic Credit**

MTI's academic calendar follows the quarter system, and unless otherwise noted in the college catalog, course credit is determined using the Carnegie Unit system of measurement. When determining credit hours, the College applies the following definitions: 10 clock hours of lecture with 20 hours of out-of-class work equate to one hour of credit; and 30 clock hours of lab equate to one hour of credit. The College awards course credit based on the student's demonstrated level of achievement of the course SLOs. The college catalog and program summary sheets list the total clock hours and academic credit earned at the course- and program-levels. (II.A.2.h, i.)

### **10. Student Learning Achievement**

In support of its mission, MTI's instructional programs and support services are designed to help prepare students with the knowledge, skills and confidence for pursuing successful careers. The institution's commitment to student learning is demonstrated through its efforts to understand the needs of its students, provide the curricula and resources that promote student achievement of SLOs, and maintain an environment focused on assessment and continuous quality improvement. (II.A.2.a., b., e., f.)

The college catalog lists MTI's universal outcomes and includes complete descriptions of the objectives and SLOs for each of its academic programs. In addition, course syllabi include universal and course-level SLOs, which are reviewed with students on the first day of class. Course-level SLOs are mapped to program-level outcomes which ensure that course curricula and activities support and facilitate the achievement of program outcomes, in accordance with MTI's mission.

### **11. General Education**

MTI's degree programs require students to complete a minimum of 20 units of general education to qualify for graduation. Students must complete a minimum of four units in each of the five general education categories: communications, computation, humanities, social science, and natural science. Each year, the College reviews the general education curricula to ensure quality and rigor. In addition to course-level SLOs, all general education courses include the universal outcomes of written and verbal communication, professionalism, responsibility and accountability, and use of technology. (Standard II.A.3.a., b., c.)

### **12. Academic Freedom**

MTI's staff and faculty create an environment of academic honesty and openness that fosters the pursuit and dissemination of knowledge. MTI's Academic Freedom policy protects faculty members from censorship, restraint, or dismissal as a result of discussions, studies, investigations, presentations, or interpretations of the facts and ideas within their assigned

curriculum. While faculty have the right to present ideas and conclusions which they believe to be in accordance with available evidence, they also have the responsibility to acknowledge the existence of different opinions and to respect the right of others to hold those views. Faculty must clearly differentiate to students their opinions from the presentation of objective theories, facts, or ideas. Finally, faculty members must clearly differentiate the expression of personal opinion from the policy of the institution. (Standard II.A.7.a.)

### **13. Faculty**

MTI has a strong and stable full-time faculty that consists of thirty-one instructors, several of whom have been with the College for many years. Full-time faculty foster the consistent achievement of SLOs, maintain an open and positive learning environment, assess student performance, and coach students toward improvement. Due to their instructional experience and knowledge in the subject matter eight full-time faculty members also serve as curriculum specialists. Department chairs are also active members of the faculty and carry curriculum specialist responsibilities.

In addition to the full-time faculty, the College employs fifty-eight adjunct faculty members. Duties and responsibilities for full- and part-time faculty members are clearly stated in written job descriptions. The college catalog includes a list of full- and part-time faculty members and their degrees. (III.A.)

### **14. Student Services**

In support of its mission, the College identifies the educational support needs of its students from admissions and financial aid through academic advising and graduate placement, and ensures its students have access to support services that are meaningful, accessible, and support the achievement of SLOs. (II.B.1)

### **15. Admissions**

MTI is committed to admitting students who are able to benefit from its programs, and relies on admissions policies consistent with its mission. Admission into a program of study is determined through a personal interview at the College. The College approves admission for students who demonstrate potential to benefit based on aptitude, attitude, experience, and demeanor. (II.A.6., II.B.3.c, e.)

### **16. Information and Learning Resources**

MTI's mission is to prepare its students with the knowledge, skills, and confidence necessary to pursue successful careers. In support of this mission, MTI provides its students and faculty with access to a focused set of resources and tools that are current, relevant, and lead toward the achievement of SLOs. Resources include the Learning Resource Center, instructor-led labs, and well-equipped computer, medical, and cosmetology labs available for students to fine-tune their skills. In addition, because a significant portion of MTI's student population is comprised of working adults who spend limited time on campus, the College promotes lifelong learning by educating students about the many resources that are available online, through the public library system, and in the surrounding community. (II.C.1.a., e.)

### **17. Financial Resources**

MTI Business Schools of Sacramento, Inc, the owner of MTI College, has a proven history of sound financial management that includes maintaining sizable funds and managing financial resources and payment obligations to avoid incurring long-term debt. Because of this, when MTI assesses its financial stability and institutional effectiveness, there are no debt obligations to consider. The College relies on its mission statement as the basis for its institutional planning and engages in a systematic and integrated approach toward the identification, acquisition, and management of its resources in support of its student learning programs and services. Financial planning is based on the prioritization of justified needs, sound research and planning, and the realistic assessment of available funds. (III.D.1., a., b., c.)

### **18. Financial Accountability**

MTI practices effective oversight and management of its financial activities as demonstrated by its history of institutional and financial audits resulting in very few or no significant audit findings. Year-end financial statements are prepared by MTI's CPA firm as part of a comprehensive annual audit that includes a physical inventory of files and a thorough review of financial statements. The purpose of the audit is to assess the institution's accounting practices and obtain reasonable assurance that the financial statements are accurate and reliable. In addition to the year-end financial audit, a concurrent audit of the institution's financial aid activities is performed to ensure compliance with the federal Higher Education Act. Results of both audits are provided to the U.S. Department of Education and the Board of Directors. (III.D.2. a., b.)

### **19. Institutional Planning and Evaluation**

MTI's culture of continuous quality improvement drives its cycle of evaluation, planning, and improvement; fosters effective communication; and promotes a collaborative work environment where there is wide participation and an open exchange of ideas within the framework and values of the institution. Using the mission statement and its emphasis on student achievement and learning as a guide, each department throughout the College uses the program review, master planning, and budget/resource allocation processes to evaluate institutional effectiveness, identify key areas of improvement, develop clearly stated measurable goals, and work toward achieving those goals through focused planning, decision-making, and teamwork. (Standard I.B.)

### **20. Integrity in Communication with the Public**

Students and visitors to the College receive an MTI College catalog packet that includes a compact disc with the college catalog supplement, student handbook and the Cosmetology program supplement. In addition, students receive program summary sheets for the program(s) they are considering. The program summary sheets offer an at-a-glance overview of the program, including the program's objectives and description, enrollment requirements, program-level SLOs, a course listing, and federal program integrity disclosure information.

The college catalog and Cosmetology program supplements on the CD contain complete descriptions of MTI's program offerings, including program objectives, length, credit hours, SLOs, course listings, course descriptions, and prerequisites. The supplements also contain general information about the College, including the institution's address, telephone number, and website address; names and telephone numbers for college administrators and key resources; the

institution's mission and vision statements; course, program, and degree offerings; the academic calendar and program lengths; academic freedom statement; student financial aid and tuition information; available learning resources; the names and degrees of MTI administrators and faculty; and the members of the governing board. In addition, the supplements contain information regarding admissions requirements, student fees and other financial obligations, veteran services, accommodations for disabled students, financial aid, and requirements for degrees, certificates, graduation and transfer. Policies include, but are not limited to academic honesty; nondiscrimination; transferability of credits; grievance and complaint procedures; bullying and sexual harassment; and withdrawal and refund of fees. In addition, the School Rules section in the MTI College catalog supplement refers readers to the MTI student handbook for policies and other information not found in the catalog. (Standard II.B.2.)

### **21. Relations with the Accrediting Commission**

MTI College and its Board of Trustees affirm that the College consistently adheres to the eligibility requirements, accreditation standards, and policies of the Accrediting Commission for Community and Junior Colleges (ACCJC). The College describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. MTI complies with Commission requests, directives, decisions and policies, and makes complete, accurate, and honest disclosure. (Standard IV.A.4.)

## **Certification of Compliance with Commission Policies**

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### **Policy on Distance Education and on Correspondence Education**

MTI's Paralegal Studies OnlinePlus is an alternate delivery method that was added to MTI's Paralegal Studies degree program to give students the option of taking a portion of their program online.

The Paralegal Studies degree program is available through traditional classroom instruction and through a combination of traditional and online deliveries. The delivery option that includes the online component (OnlinePlus) is offered twice a year. Based on the requirements set by the ABA, students enrolled in the OnlinePlus delivery format earn a minimum of 15 quarter units (10 semester units) through traditional classroom instruction. These courses are scheduled throughout the length of the program and are taken on the MTI College campus. The online portion of the program is taken over the internet using the e-College course management system.

While all prospective students undergo skill assessments and participate in interviews with an admissions advisor, students who are interested in the OnlinePlus delivery are required to participate in an additional screening process to help ensure that they possess the prerequisite knowledge and skills to be successful in an online environment. Students must meet the following criteria before being admitted into the online program: basic keyboarding skills of at least 35 words per minute, working knowledge of the internet, ability to utilize email, and ability to create documents using Microsoft Word. Students who are not suited for online learning are advised to take the Paralegal Studies program in the traditional classroom setting.

Students enrolling in the OnlinePlus delivery option attend an additional orientation session specifically geared toward learning about the partial online program and its platform. Students have an opportunity to ask questions regarding the expectations of the program and are introduced to the course management system, the logistics of the program, and the online learning experience in general. The department chair demonstrates how the online program works and students participate in a hands-on tutorial.

Online students are carefully monitored by the department chair throughout the first four weeks of the first quarter. Then, as needed, the department chair tutors students in areas where they may need further assistance such as threaded discussions, timely postings and assignments, and executing quizzes. This reinforces student success in the online environment and helps ensure that students will not become lost in "cyber-space".

Writing samples, which students are asked to provide as part of the orientation process, are used to verify student identity in online courses. Instructors become quite adept at recognizing their students' work, and the original writing assessment is used as a basis for comparison when evaluating all submitted work. In addition, because several online instructors also teach on-ground classes and frequently have online students in attendance, individual writing styles are further established through more traditional means and the instructors become even more familiar with their students' writing styles.

All exams executed in the online delivery format are timed exams whereby students must complete the exam in one application without interruption. This type of restriction prevents students from logging off and seeking outside assistance. The majority of the exams are open book exams, which mirrors many of the traditional delivery classes. Open book exams require students to know the material well and demonstrate their understanding and ability to apply concepts while reducing the amount of stress and pressure that sometimes leads to academic dishonesty.

The department chair of Paralegal Studies and a select group of experienced MTI paralegal instructors are responsible for the development and delivery of the online paralegal courses. The instructors are chosen to participate based on their knowledge and effectiveness in teaching legal concepts and practices, their learner-centered approach to teaching, and their enthusiasm regarding online learning.

The curriculum is based on an approach recommended by the ABA, which separates the material into timed increments and includes an explanation of the learning activities in which the student is engaged, along with an estimate of the amount of time required to complete each task. Throughout the development process, attorneys and paralegals are consulted for feedback and input to ensure that the curriculum is comprehensive and in line with the demands and expectations of the legal community. In addition, the department chair and a legal curriculum specialist have attended several online curriculum development workshops hosted and conducted by eCollege curriculum consultants.

All online faculty members receive training and support in effective online instruction, designed by eCollege and MTI. In addition, those who assist in curriculum development receive additional training in the design, implementation and assessment of online learning.

All Paralegal Studies students are provided with unlimited, 24/7 access to the LexisNexis online research tool, which is funded by the College. This gives students the ability to conduct research and work on their assignments from any computer with internet access. Students are introduced to LexisNexis in their Legal Research (LA226) class and use the software throughout the program as they study jurisdictions, Shepardizing, and Deerings Annotated Codes. Because traditional courses are interspersed throughout the online delivery option of the program, students have the opportunity to utilize the legal resources in the Learning Resource Center (LRC) and other on-campus support services offered by the Business Office, Financial Aid, Academic Advising, Technical Support, Career Services, and the Department Chair.

As noted, MTI uses eCollege as its course-management system for the OnlinePlus delivery format. The platform was selected based on the following criteria: ease of use, reliability, hosting services, authoring tools, assessment tools, help-desk support, training and development support, security and cost.

The department chair of Paralegal Studies audits courses at the end of every quarter to ensure that the curriculum and instruction are leading toward student achievement of the stated learning outcomes (SLOs), and that sound teaching and assessment techniques are being employed. Feedback from observations, assessments, and course evaluations that are completed by students

provide valuable information regarding strengths, weaknesses and opportunities for making improvements. In addition, student work is acquired and evaluated as part of the ongoing assessment cycle. Changes are implemented to the curriculum based on the findings and analysis of SLO data.

The development and review of online curriculum follow the same procedures and standards as all other MTI courses. Online courses undergo an annual program review. Efforts are made to ensure that the rigor, depth, and breadth of the online courses are comparable to the same courses delivered through traditional classroom delivery. The lengths of the courses; types of assignments; level of interaction through discussion boards, emails and group work, assessments and feedback are all intended to correspond to their traditional classroom equivalents in terms of their impact on student learning and demonstrated levels of student achievement.

Oversight of the Paralegal Studies OnlinePlus delivery format is the responsibility of Linda Gardenhire, Department Chair for Paralegal Studies. As with all MTI student learning programs, the goal is to provide a high level of quality in instruction based on the achievement of SLOs. In addition to the responsibilities typically associated with supporting traditional instruction, added online oversight includes faculty training and support, curriculum development, instructional design and delivery, student support, and outcomes assessment.

#### **Policy on Institutional Compliance with Title IV**

MTI College takes its fiduciary duty very seriously. The College understands that its role is not limited to assisting students with their financial aid applications and managing the disbursements of their funds. The College is acutely aware that in managing student financial aid responsibly, it is also managing taxpayer monies that are intended to be an investment in the lives of individuals who contribute to the larger economy.

On an annual basis MTI College has two institutional audits performed. The first audit is conducted by an external certified public accounting firm, with the final work product being the College's financial statements. Audit findings and financial statements are prepared for the MTI College Board of Directors and a copy is sent to the U.S. Department of Education. The second audit specifically addresses the institution's compliance with the regulations guiding Student Financial Aid Title IV programs and the institution's Program Participation Agreement. This audit is conducted by a third-party auditing firm and includes a random review of student files with the intent to evaluate MTI's interactions with students and its compliance with the rules governing Title IV financial aid. Audit findings are addressed in a corrective action plan and the corrective measures are taken. In the last four audits, MTI's findings have been minor and have included incidents that were considered isolated. Each audit has been accepted by the U.S. Department of Education.

MTI College is also quite serious about managing the default rates of its graduates. The College has seen a decline in its most recently published cohort default rates as released by the U.S. Department of Education.

Year	2-year Official Default Rate	3-Year Official Default Rate
2008	12.4%	N/A
2009	9.8%	14.4%
2010	7.8%	13.1% (Draft)
2011	5.5% (Draft)	Release date: early 2014

### **Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status**

MTI College approaches student recruitment, advertising, and representation of accredited status with integrity and transparency. Students and visitors to the College receive an MTI College catalog packet that includes a compact disc with the college catalog supplement, student handbook and the Cosmetology program supplement. In addition, students receive program summary sheets for the program(s) they are considering. The program summary sheets offer an at-a-glance overview of the program, including the program’s objectives and description, enrollment requirements, program-level student learning outcomes (SLOs), a course listing, and federal program integrity disclosure information.

The college catalog and Cosmetology program supplements on the CD contain complete descriptions of MTI’s program offerings, including program objectives, length, credit hours, SLOs, course listings, course descriptions, and prerequisites. The supplements also contain general information about the College, including the institution’s address, telephone number, and website address; names and telephone numbers for college administrators and key resources; the institution’s mission and vision statements; course, program, and degree offerings; the academic calendar and program lengths; academic freedom statement; student financial aid and tuition information; available learning resources; the names and degrees of MTI administrators and faculty; and the members of the governing board. In addition, the supplements contain information regarding admissions requirements, student fees and other financial obligations, veteran services, accommodations for disabled students, financial aid, and requirements for degrees, certificates, graduation and transfer. Policies include, but are not limited to academic honesty; nondiscrimination; transferability of credits; grievance and complaint procedures; bullying and sexual harassment; and withdrawal and refund of fees. In addition, the School Rules section in the MTI College catalog supplement refers readers to the MTI student handbook for policies and other information not found in the catalog.

In addition to the catalog, the college website is an excellent resource that contains information about MTI’s mission and philosophy, programs of study, student support services, employment opportunities, placement services, top graduate profiles, enrollment procedures, accreditation and approvals, and federal program integrity disclosures. The website also offers various ways to contact an MTI College representative to obtain more information about the College. Content on the website is reviewed and updated on a periodic basis to ensure students and the public have access to the more current information.

MTI employs a staff of well-trained and experienced admissions advisors who help students make informed decisions about enrolling in school. During the admissions process, admissions advisors provide clear and accurate information regarding MTI's educational programs, student support services, entrance requirements, enrollment and advancement processes, transfer of credit, and financial aid. Additionally, admissions advisors answer any questions students may have and recommend the courses and programs that best match students' abilities and aptitude. When advising prospective students, admissions advisors make no guarantees of completion, employment or certification upon graduation. With regards to scholarships, MTI only judges applicants based on criteria related to merit or financial need. These criteria can include financial aid qualifications, assessment scores, and/or a personal essay.

MTI makes every effort to portray its accreditation as an institutional accreditation. No statements are made to infer accreditation is related to specific programs or in regards to any future changes in accreditation. The catalog packet is reviewed and updated by MTI staff and faculty as part of the program review cycle, and is made available to MTI constituencies during the first quarter of each calendar year. The program summary sheets and the MTI website are also reviewed and updated in conjunction with the release of the catalog.

### **Policy on Institutional Degrees and Credits**

In compliance with the policy on Institutional Degrees and Credits, the College maintains written policies and procedures for determining credit hours.

MTI College applies the following definitions when determining credit hours:

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

MTI's academic calendar is based on the quarter system. Unless otherwise noted in the college catalog, MTI determines credit hours using the Carnegie Unit system of measurement. The College awards course credit based on the student's demonstration of a minimal passing level of achievement of course SLOs. The minimum passing grade for courses at MTI is a D. However, many courses are prerequisites for other classes and it is required that prerequisites must be passed with a C- or better in order to progress to the next level.

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

As part of the annual program review process, department chairs review lecture, lab and homework hours for each course to verify that the credit hours assigned accurately reflect the make-up of the course. The MTI Curriculum Summary, which is updated annually

(January/February), contains course descriptions, course-level SLOs, credit hours, and clock hours (lecture, lab and homework) for each course.

### **Policy on Institutional Integrity and Ethics**

The Accrediting Commission's policy on Institutional Integrity and Ethics is supported and adhered to by MTI College. MTI acts with integrity in all of its activities and affairs dealing with students, staff, faculty, external agencies, the Commission and the general public. It accomplishes this through an established culture of doing what is in the best interest of the students served by the College. Serving the best interests of the students positively affects the interests of the public, staff, faculty and the Commission.

MTI College supports the Commission's Institutional Integrity and Ethics policy by providing current, complete and accurate information through all aspects of its operation and dealings. The College assures that the information regarding its educational programs, student outcomes and success, accreditation standing, admissions requirements, tuition and fees, student services and financial aid processes are clear and accurate. Evidence of this can be found in the College's admissions policies, graduate success reporting, transfer of credit, code of ethics, MTI's Rules for Success, and the student grievance procedures. The College represents its accredited status accurately to the public and would communicate any changes to its status in a timely manner. .

The College maintains published policies that ensure institutional integrity. These policies are readily accessible by faculty and staff, and clearly state the College's rules and expectations. Policy documentation also includes the process to be followed in the event a violation occurs. The College acts with the utmost respect for the accreditation process and its relationship with the Commission. This is shown in the way the College conducts itself with the Commission staff and in honoring the requests of the Commission in a timely and accurate manner.

### **Policy on Contractual Relationships with Non-Regionally Accredited Organizations**

Some institutions may contract responsibilities for programs and services, such as recruitment, admission, student support, on-line support, instructional curriculum materials, and student authentication processes to non-regionally accredited organizations. MTI College does not contract responsibilities for any of these essential functions but rather handles them with internal employees. There are no contract relationships with non-regionally accredited organizations to provide any of these services to MTI or its students.

## **Responses to Recommendations from the 2007 Educational Quality and Institutional Effectiveness Review**

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Through careful planning and a shared commitment to student achievement and success, MTI College has grown and evolved in many ways since its last Educational Quality and Institutional Effectiveness Review in 2007. In addition to the activities described in the 2010 Midterm Report, the following responses to the visiting team's recommendations illustrate how MTI has incorporated these recommendations to improve the overall quality of the College and its programs and services. A more detailed discussion of the activities mentioned in this section appears in the body of the Self Evaluation Report.

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### **Recommendation One**

**The college should initiate modifications in its planning processes based on an assessment of the degree to which institutional improvement is a direct result of the institutional planning process, with particular attention to the clarity and strength of the linkage between program review results and planning and resource allocation. Such an initiative should include a review of existing best practices and models of program review (particularly from colleges similar to MTI) that make effective use of institutional research.**

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The College has made substantial progress in formalizing its planning processes, and strengthening the links between evaluation, planning and resource allocation. Currently, the assessment, program review, master planning and budget/resource allocation processes are integrated into the institution's ongoing cycle of continuous quality improvement. Since the last Educational Quality and Institutional Effectiveness Review in 2007, MTI's evaluation, planning and budget/resource allocation processes have evolved. Stronger links have been established between assessment plans, program review, master planning and budget/resource allocation, resulting in an institution-wide approach toward planning and improvement that is based on documented need and measureable results.

In 2008, College began by forming a committee to examine its program review process and make recommendations for improvement. The committee researched program review models used by other academic institutions. In the process it became clear that MTI's existing program review included many of the same elements as other institutions; however, due to the size and nature of the College, reporting was done primarily through email communication or verbal discussion during department and ad hoc meetings; often times without minutes being taken. Moving forward, the College formalized and documented its processes, and incorporated various best practices into a draft model for program review. The committee's goal was to create a process that was systematic, integrated, and a source of reliable information to support planning and informed decision-making. In addition, the process had to be manageable for faculty and staff, could not detract from student learning and support, and had to focus on the elements that directly relate to student satisfaction and learning. The new model for program review was implemented in June 2008 under the supervision of the director of education.

Currently, program review is conducted each year for all academic programs. It is an intensive process that involves all departments throughout the College. With the assistance of faculty and staff, the director of education and department chairs conduct a thorough review of qualitative and quantitative survey results, certification and licensure pass rates, graduate placement data, student learning resources, and a review of the curricula to evaluate the efficacy of their programs and support services in terms of helping students achieve the stated student learning outcomes (SLOs). Program review leads to improvements in all areas affecting student success. The process helps identify needed resources such as classroom equipment, technology resources, instructor training, and textbook-related supplies. In addition, as a result of program review, new student learning outcomes are developed and existing outcomes are modified or omitted as a result of the campus-wide dialogue that occurs as part of the process.

Administrative departments conduct annual department reviews in conjunction with master planning. Similar to the academic programs, each administrative department has a specific assessment plan that measures the department's effectiveness in achieving its outcomes, and includes action items for improving its effectiveness and interactions with students. Department managers and their staffs identify SLOs and departmental goals each year. Achievement targets are set, and over the year data is collected and analyzed. Results are compared to the targets, and if targets are not met, action items are created for the next year's master plan.

Assessment work takes place at the course, program and department levels. MTI's academic programs follow a biannual assessment cycle. Dialogue is widespread and focused on improving student learning and achievement. Assessment findings are incorporated into the program review, master planning and budget/resource allocation processes from one cycle to the next. Each program and course has a specific written assessment plan that includes the SLOs and how they are measured, achievement targets, assessment findings, and planned action items for improvement. Administrative departments assess their outcomes every year as part of their master plan/departmental review. Similar to the academic programs, each administrative department has a specific assessment plan that measures the department's effectiveness in achieving its outcomes, and includes action items for improving its effectiveness and interactions with students.

Using the mission statement as a guide, each department uses the program review and master planning processes to identify key areas of improvement; develop clearly stated, measurable goals; and work toward achieving those goals through focused planning, decision-making, and teamwork. The master planning process provides departments with an organized approach toward planning, from establishing goals and tracking performance, to assessing and evaluating results, and finally, to applying what is learned toward continued growth and improvement. Each master plan begins with a review of data gathered from surveys, meetings, assessment results, program review, and classroom and/or workplace observations. The feedback used in determining new master planning goals takes the form of quantitative data such as survey results and assessment plans, and qualitative data such as anecdotal evidence gathered as part of department, student, and employer meetings.

Program review and master planning processes are closely tied to the budget/resource allocation process. Departments determine the time, materials, and/or compensation required for

implementing their goals as part of the master planning process. These resources are communicated in the form of budget/resource allocation requests. In 2012, the master plan template was expanded to include more detailed information regarding the resources needed to support each goal and a summary of related budget requests. With the addition of this information, the master plan for each department now serves as an excellent tool for tracking progress toward meeting department goals, and the acquisition of the resources necessary to support them.

Completed assessment reports, program reviews and master plans are submitted to the director of education and are made available to staff and faculty for review. In addition, the *Executive Summary of MTI's Institutional Effectiveness in Program Review, Planning and Student Learning Outcomes* is compiled and distributed annually to the Board of Trustees, management, faculty and staff.

The institutional planning map was created to help the College coordinate the timing of various surveys and other assessment activities so that the results and findings can be used to create a more complete picture of the institution, to better inform decision-making, and to ensure that the findings and recommendations from program review are taken into consideration during master planning and budgeting/resource allocation. The map is updated annually and is reviewed periodically throughout the year.

In addition to improving the program review and master planning processes, the committee and the Academic Team (ATM) focused on improving the review and analysis of survey results and other assessments; the distribution of survey findings and related information to department chairs; and the documentation of program review findings and recommendations. After the annual student and faculty/staff surveys are administered, copies of the surveys are circulated among academic leadership, department managers, and the Executive Committee. Copies are also made available for review by all staff and faculty in the staff lounge. The director of education conducts an analysis of the quantitative and qualitative data and identifies overall themes and key areas of concern. The director also compares results for certain key indicators to those from past surveys. This information is provided to ATM and the Executive Committee along with a list of recommended action items that would benefit the academic branch. As for the individual departments, department-specific data is extracted from the surveys and provided to department chairs for review. The chairs conduct their own analyses, solicit input from their faculty, and make recommendations for improvement.

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## **Recommendation Two**

**In order to provide more complete information to students and the public, the college should include all courses and program offerings in the catalog, and also include not only the degrees but also the fields of study of the faculty.**

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In response to this recommendation, the college catalog now includes the degrees earned and fields of study for all faculty members listed in the catalog. In addition, although the

Cosmetology program has its own separate program catalog, general information about the program, including the objectives, program outcomes, course listing and length of program are now included in the MTI College catalog. Students enrolling in the Cosmetology program receive a copy of the MTI College catalog and the cosmetology program supplement.

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### **Recommendation Three**

**The college should develop clear, written guidelines for assigning faculty whose formal academic training may not appear to qualify them for the courses they are assigned. Such guidelines should ensure that the faculty so assigned have education, training, and experience that is equivalent to that typically expected of instructors in those fields.**

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MTI defines the minimum qualifications an instructor must possess in order to teach various classes. These qualifications have been incorporated into the full-time and adjunct faculty job descriptions and are reviewed whenever an instructor is considered to teach a class for the first time. All instructors who apply to the College must possess the minimum qualifications noted in order to be considered for hire.

On occasion, an experienced MTI instructor may be considered to teach a course in a related subject area that he or she may not have formal academic training. Assignments of this nature are done very selectively and only after careful consideration of the instructor's education, training and experience, as well as the subject area and the depth and breadth of the course. First-time instructors are not allowed to teach courses for which they have not had formal academic training.

The instructor being considered for the assignment and the department chair meet to discuss the course and the instructor's qualifications. Factors taken under consideration include the nature of the course, the instructor's life and/or work experience that is relevant to the material and outcomes of the course, any related coursework that appears on the instructor's academic transcripts, and the instructor's past performance as a proven and effective MTI instructor. The goal is to determine if the instructor possesses the knowledge and experience comparable to the minimum qualifications to teach the course. In addition, the instructor meets with the curriculum specialist to review the curriculum in detail. If any concerns arise regarding the instructor's ability to teach the course, they are shared with the department chair immediately.

There are several courses that can only be taught by instructors who meet the specific requirements; instructors without the proper training or qualifications are not considered for the assignment. A list of these courses is included in the Faculty Qualifications section of the job description.

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## **Recommendation Four**

**The institution should review and consider providing department level budgets or other financial information to division managers to improve the program review as well as effective oversight and use of human, physical, technology, and financial resources.**

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As a private institution, it is MTI's prerogative not to share its financial data pro forma with staff and faculty as long as doing so does not interfere with their ability to meet the needs of the institution. Thus, the College continues to operate under the budgeting and resource allocation model that it has employed for the past several years in which information is shared as planning dictates and needs arise. MTI has found over the years that its approach is well-suited for the operation and allows department chairs and managers to work directly with the Executive Committee to understand priorities, identify needs, and obtain the resources – financial and otherwise – necessary to meet departmental goals. As there has been no evidence to indicate that this approach has had a negative impact on the institution or its financial position, the College is not comfortable with adding a new level of bureaucracy associated with departmental budgets which could potentially limit its flexibility.

Institutional planning and budget/resource allocation are closely tied. In 2007, the College integrated institutional planning and financial planning into its ongoing cycle of evaluation, planning, and improvement. The primary components of the cycle are program review, master planning, and budgeting; with program review and master planning informing the budget process. As institutional and departmental goals are identified through program review, master planning, department meetings, or through the course of day-to-day operations, discussions are held involving representatives from key areas within the College to ensure that the proposed outcomes will serve the best interests of students and fulfill the mission of the College. Once a goal is approved, an action plan is developed, including an explanation of the objectives, estimated timeframes, resource needs, estimated budgetary outlays, and potential obstacles that could impede implementation. The plan is presented to the Executive Committee which assists in fine-tuning the details, identifying solutions for overcoming obstacles, and approving funding.

Program review is completed by all academic departments and has proven effective, especially after format revisions made in 2011 and 2012. In 2011, a “closing the loop” section was added to document progress made on action items from the prior year. In 2012, a section was added to better document budget requests originating from the program review process. The process has resulted in many budget requests to fund necessary or desired improvements to the institution's programs and services. Annual requests for new or updated text books, the addition of projectors to the classrooms, the addition of centrifuges to the medical labs, and upgrades for computers and software are a few of the examples of the requests that flow into the financial planning process from the program review.

Master planning is carried out by all departments throughout the College. As part of the process, departments identify goals for the year, action items necessary to achieve the goals, target achievement levels, and expected completion dates. The planning process also incorporates the

identification of budget resources necessary to accomplish each goal. Resources may include improvements to a classroom or the purchase of computers, software, equipment or supplies. They could also take the form of training, salary compensation for additional hours needed to achieve the goal, and other miscellaneous resources identified by the department. Master plans are living documents with planning, assessment, and budget/resource allocation updates being made throughout the year on a quarterly basis. In 2012, the master plan template was expanded to include more detailed information regarding the resources needed to support each goal and a summary of related budget requests. With the addition of this information, the master plan for each department now serves as an excellent tool for tracking progress toward meeting department goals, and the acquisition of the resources necessary to support them.

All budget requests, most stemming from program review and master planning, are reviewed by the Executive Committee and are thoroughly discussed prior to approval. Expenditures greater than \$100,000 must be approved by the president and expenditures greater than \$1,000,000 must be approved by the Board of Directors. When significant expenditures are being considered, the project is carefully evaluated and competing bids or quotes are obtained to control costs. Financial resources are retained in the form of institutional reserves sufficient to fund the needs of the College's academic programs and administrative departments, including fixed asset upgrades as needed and possible campus expansion. When possible, equipment upgrades or additions are made during school breaks to minimize disruptions to student learning.

To assist with the planning and oversight of resources, the Campus Operating Review for Executives (CORE) report, was developed to provide a snapshot of the following key performance indicators:

#### Admissions (current and year-to-date)

- Inquiries
- Initial Appointments
- Enrollments for the Week
- Current enrollment numbers by program

#### Retention (month-to-date and year-to-date)

- Leave of Absences
- Drops
- Class Completions
- Graduates
- Active Population

#### Career Services (current and year-to-date)

- Placements
- Waivers
- Job Orders

#### Business/Financial Aid

- Students with incomplete financial aid packaging
- Cash payments 45-day past due

The content of the Core Report is provided by department managers and is reviewed and discussed by the Executive Committee at its weekly meeting. The report is useful in identifying trends and anomalies in campus activities. Further, as Executive Committee members also provide departmental oversight, this information is used directly to guide and improve performance on a daily basis.



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

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

### **I.A. Mission**

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

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#### **I.A.1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.**

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### **Descriptive Summary**

MTI College's mission is as follows:

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

For almost fifty years, MTI College has committed itself to preparing its students with the knowledge, skills, and confidence necessary for pursuing successful careers. In November 1996, the College formalized this commitment in a board-adopted mission statement that has since become the primary driving force behind all of its programs, services, and related activities. In 2008, after realizing that an increasing number of students were travelling from outside the Sacramento area to attend school at MTI, the College updated its mission to include a broader geographic area.

MTI fulfills its mission, goals, and objectives through the following two-year associate degree programs:

- Paralegal Studies (A.A. degree)
- Business Administration (A.A. degree)
- Information Technology and Network Administration (A.A.S. degree)
- Salon Management (A.A.S. degree)

Additionally, the College offers diploma programs in the areas of law, technology, business administration, healthcare, and cosmetology; and a certificate program in phlebotomy. Specific

objectives that support the institution's mission include equipping students with the practical and technical skills required by employers in the community, providing students with the breadth of knowledge and analytical skills needed for advancement in the vocational and professional arenas, empowering students to be independent thinkers and effective communicators, instilling in students a sense of integrity, and inspiring them to become lifelong learners. (I.A.16: MTI Catalog Supplement)

The student population that MTI serves includes the community of recent high school graduates and adult learners in Northern California who demonstrate the potential to benefit from the institution's educational programs. MTI recognizes that student success begins even before the student enrolls in a program, and each step from admissions through graduation is an opportunity to foster success. Thus, all of MTI's programs and services are designed with student success in mind.

Supporting student learning and success is a priority for all employees of the College. In 2011, the College adopted the following vision statement to support the institution's mission, to focus the energy and efforts of staff and faculty, and to create a sense of shared commitment to student success:

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

Assistance and support are offered to students through the following departments and individuals on campus:

- Student Services
- Learning Resource Center
- Admissions
- Career Services
- Financial Aid
- Student Accounts
- Technical Services
- Business Office
- Paul Mitchell (PM) Take Home
- PM Graduate Success Coordinator
- PM Future Professional Advisor
- PM Front Desk

All of MTI's academic programs include program-level outcomes, universal outcomes and course-level outcomes. Universal outcomes are institutional outcomes that apply to all students, regardless of their program of study. Degree programs include a general education component that includes a specific set of GE-oriented outcomes. MTI's academic programs follow a biannual assessment cycle. Each program and course has a specific written assessment plan that includes the student learning outcomes (SLOs), how the SLOs are measured, achievement targets, assessment findings, and planned action items for improvement. Administrative departments assess their outcomes every year as part of their master plan/departmental review. Similar to the academic programs, each administrative department has a specific assessment plan that measures the department's effectiveness in achieving its outcomes, and includes action items for improving its effectiveness and interactions with students.

Each student receives an MTI catalog packet that includes a detailed program information sheet and a CD that contains the college catalog supplement, student handbook, and the Cosmetology program supplement. Students receive a syllabus at the beginning of each course at MTI. At minimum, the syllabus includes the course description, prerequisites, required textbook(s) and/or materials, SLOs, universal outcomes, method of instruction, method of evaluation and grading, the academic honesty policy, classroom policies, and session-by-session outline. Course grades are based directly on evidence supporting student achievement of the stated SLOs, and the syllabus includes a curriculum map that indicates how each SLO is assessed.

### **Self-Evaluation**

MTI College is driven by a mission that is focused on preparing students with the knowledge, skills, and confidence necessary for pursuing successful careers. The College is a small, single-campus institution with no ties to large corporate entities. Unlike many larger community colleges, MTI does not offer athletic, performing arts, or general interest programs. Instead, the focus of all MTI programs and support services is on helping students prepare to reach their employment and career goals. Further, because it is independently owned, there are no external demands for profit distributions or year-to-year expectations of gains over the previous year's results. Thus, the College is able to maintain a singular focus on being a high-quality, learner-centered institution.

The mission statement defines MTI's broad educational purposes, its intended student population, and its commitment to achieving student learning. In support of its mission, MTI offers terminal occupational degree and diploma programs that are attractive to students and responsive to the needs of the local employment community. MTI's specialized technology, legal, business, healthcare, and cosmetology programs are designed to help students prepare for successful careers in a short period of time, and where applicable, prepare them for industry certifications and licensure valued by employers. Although MTI's programs are vocationally-oriented, students are also prepared to continue their education to the next levels through articulation agreements and other opportunities made available through MTI's WASC accreditation and industry partnerships. All degree programs include a general education component designed to provide a multi-dimensional educational experience, promote students' lifelong learning, and develop students' critical reasoning and effective communication skills. Finally, in addition to SLOs that are specific to particular fields of study, all MTI programs

include outcomes that are universal in nature. MTI's universal outcomes are interwoven with the SLOs in each program and apply to all students regardless of their major. MTI's universal outcomes include communication skills, problem-solving skills, customer service, responsibility and accountability, strategies for lifelong learning, use of technology, and professionalism.

MTI makes it a priority to allocate the resources necessary to provide personal attention through a small student/faculty ratio; hands-on training in well-equipped computer labs; employment-driven degree and diploma programs designed to meet the needs of business and industry through balanced curriculum centered on the development of knowledge and competency in specific fields and in general studies; fast-track programs designed to help students take the next step in their chosen fields; career assistance for graduates to secure program-related employment; and quality accreditation and approvals to ensure optimum recognition for students completing their programs.

MTI's focus is on student success in the classroom and on the job. In the Admissions department, the goal is to connect individuals with the MTI program that best suits their interests and abilities. From orientation through graduate placement, the College promotes a shared vision in which students work in partnership with staff and faculty in a learner-centered, outcomes-oriented environment. This vision is communicated through MTI's Vision for Learning and Rules for Success, which can be seen on posters throughout campus and in the student handbook, the Faculty Policy and Procedure manual, the personnel manual, catalog supplements, and course syllabi. (I.A.8: Course Syllabi, I.A.18: MTI Personnel Manual, I.A.20: Paul Mitchell Cosmetology Program Supplement, I.A.24: Student Handbook, Faculty Policy and Procedure Manual)

The College strives to align its programs and services with its intended student population. For example, over forty percent of MTI's student body consists of individuals who are employed on a full-time or part-time basis. To accommodate the working student, the College offers courses during the day, evening, and on Saturdays. Students in the Paralegal Studies Year Two program also have the option to take certain courses in an online format. When survey respondents were asked what they liked best about MTI, many students mentioned the flexibility of class times. In addition, day, evening, and online students all have access to learning support services and assistance offered by the College. Hours for student services are structured to accommodate students attending classes during day and evening hours, Monday through Friday. In addition, the director of education is available to support students who are on campus for Saturday classes. Due to the unique nature of the Cosmetology program, key personnel with industry-specific backgrounds are available to support students Tuesday through Saturday. Finally, because traditional on-campus courses are interspersed throughout MTI's Paralegal Studies OnlinePlus delivery format, online students have the opportunity to make use of the law library and other learning support services while they are on campus. (I.A.2: 2012 Annual Student Survey)

Student retention is one of the primary indicators used to evaluate the MTI's success with its mission. In 2012, the College experienced an increase in student retention from 68.4 percent in 2011 to 71 percent.

## Annual Student Retention\*

Year	Degree & Diploma Programs*	Paul Mitchell Cosmetology	Institutional Combined
2008	69.5%	66.9%	68.8%
2009	67.9%	63.6%	66.9%
2010	68.2%	59.2%	66.3%
2011	69.4%	64.0%	68.4%
2012	72.7%	64.5%	71.0%

\*Due to the unique nature of the Paul Mitchell Cosmetology program, retention numbers are reported separately. (Annual Retention Summaries)

Recent initiatives that have contributed to the increase in student retention include the following:

- The College Success (B112) course was re-designed in 2011 to emphasize effective thinking and self-management skills that empower students to take control of their education and career paths. (I.A.8: Course Syllabi)
- Two non-credit classes, Computational Math (M101) and English Mechanics (E050), were added in 2004 and 2010 respectively, to assist students who are capable of succeeding at MTI, but could benefit from a review of basic skills. These two classes are provided without additional cost to the student, which underscores MTI's commitment to offering resources and support to ensure student success. (I.A.8: Course Syllabi)
- The New Student Committee meeting is held four weeks into each term. The purpose of the meeting is to discuss potentially at-risk students whose names are brought to the committee's attention by faculty and staff who interact with them during the first term. When the committee meets, it tries to determine if MTI is a good match for the student and if the College can help the student overcome his or her challenges. If a student is determined to have the potential to be successful, the dean or future professional advisor works with the student and monitors his/her progress. If it is determined that MTI is not a good match for the student, the student's enrollment is cancelled, any student loans that have been disbursed are returned in full, and any outstanding balances are forgiven. (I.A.19: New Student Committee Meeting and Rubric)

Student retention is an institutional goal that is included on every department's master plan, and every employee's performance evaluation. Retention is monitored very closely at the course-, program- and institutional-levels. Retention snapshots are generated each quarter, rolling retention figures are reviewed by the Executive Committee each month, and retention summaries are distributed to the Executive Committee and department chairs each year. (I.A.3: Annual Retention Summaries, I.A.14: Master Plans, I.A.21: Performance Evaluation Forms, I.A.22: Retention Snapshot (Sample), I.A.23: Rolling Retention Report (Sample))

In addition to student retention, the College uses its graduate placement rate as an indicator of its success with its mission. During the 2011/2012 award year, MTI's Career Services department successfully helped 91 percent of its graduates obtain training-related employment. This rate represents the percentage of graduates actively looking for work and who are placed in jobs, or secure employment on their own, in or related to their field of study. The Career Services department includes two full-time staff members and one part-time assistant. Career Services assists MTI students and graduates by offering coaching and guidance throughout the job search and interviewing process; helping students and graduates fine-tune their resumes and cover letters; conducting mock interviews to help students and graduates reinforce their skills and build confidence; maintaining a job board and sending weekly emails to keep students apprised of current employment opportunities in the community; and cultivating relationships with employers and maintaining a reputation of being responsive to requests and providing qualified employee candidates.

Job placement rates and activities are evaluated annually through a career services audit. As part of the audit, placement calculations are verified, a sample of graduates are called for feedback on customer service and support, documentation and tracking of student waivers are verified, and compensation rates by program are reviewed. The results of the audit are shared with the director of the Career Services department and the Executive Committee, and are used to inform planning and decision-making. (I.A.7: Career Services Audit)

The College understands the value of industry certification and licensure in terms of validating an individual's knowledge and skill, and obtaining employment. MTI currently offers several programs designed to prepare students for vocational licensure or certification. The Cosmetology program prepares students to become licensed cosmetologists, the Phlebotomy program prepares students for the Certified Phlebotomy Technician I (CPT1) certification, the Medical Billing and Coding Specialist program prepares students for the Certified Coding Associate (CCA) certification or the Certified Medical Reimbursement Specialist (CMRS) certification, and the Medical Assistant program prepares students for the California Certified Medical Assistant (CCMA) certification. In addition, MTI's technology programs help students prepare to pass the rigorous Microsoft Certified IT Professional (MCITP) and CompTIA A+ technician exams.

The Test Past Assurance (TPA) program helps students in the information technology and healthcare programs prepare for certification. As part of the TPA, students are given practice tests and are offered coaching. The TPA tests are selected to match the concepts and skills on the actual certification tests. For the Cosmetology program, the Mock Board is similar to the TPA in that it prepares students for the state of California Board of Barbering and Cosmetology licensing exam. All cosmetology students are strongly encouraged to participate in the Mock Board, which provides them with a significant added value not offered at other cosmetology schools.

As a result of MTI’s TPA programs, certification and licensure pass rates are consistently high.

Certification/License	Pass Rate	Timeframe
Comptia A+ Technician	94%	2010 to present
Microsoft (MCSA) *	79%	2012
Phlebotomy (CPTI)	97%	2012
Medical Assistant (NCCT)	100%	2012
California Certified Medical Assistant (CCMA)	100%	2012
Certified Coding Assistant (CCA) *	50%	2012
Certified Medical Reimbursement Specialist (CMRS) – New	Not available	Not available
Cosmetology	95%	2011– 2012

\* Note: As discussed in Standard II.A.5, the institution is aware of the need to address the pass rates for the Microsoft (MCSA) and Certified Coding Assistant (CCA) certifications. Work is in progress to increase the pass rates to levels comparable with the other certifications.

MTI’s Learning Resource Center is a certified Prometric and Pearson/VUE authorized testing center where students and faculty can take CompTIA, Microsoft, medical, and other industry-related certification exams. The College continually seeks out ways to assist students in achieving certification/licensure, as evidenced by a recent decision to cover the cost of the California Certified Medical Assistant (CCMA) exam for all medical assisting students; a decision made based upon employer demand for certified candidates.

The College continually looks for ways to improve the quality and responsiveness of its programs and services, and relies on a continuous cycle of evaluation, planning, and improvement. The cycle is driven by the program review, master planning, and budget/resource allocation processes. MTI faculty and staff work collaboratively toward the achievement of shared goals, and rely on the MTI community for feedback, input, and suggestions for improvement.

Results from the 2012 annual faculty/staff survey indicate the following

- 93 percent of respondents are “satisfied” or “very satisfied” that they have the opportunity to participate in master planning and other planning processes.
- 100 percent of respondents are “satisfied” or “very satisfied” with their employment experience at MTI College.
- 98 percent of respondents are “satisfied” or “very satisfied” that MTI is continually improving.
- 100 percent of respondents would recommend MTI to friends and relatives.

Results from the 2012 annual student survey indicate the following

- 93 percent of respondents are “satisfied” or “very satisfied” with MTI College.
- 81 percent of respondents are “satisfied” or “very satisfied” that MTI is continually improving.
- 96 percent of respondents would recommend MTI to friends and relatives.

### **Planning Agenda**

No additional planning items have been identified at this time.

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**I.A.2. The mission statement is approved by the governing board and published.**

**I.A.3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.**

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### **Descriptive Summary**

MTI’s mission is the core element that drives institutional planning and effectiveness. Due to its reliance on its mission, MTI regularly reviews its mission statement to ensure that it accurately reflects the institution’s educational purpose, intended student population, and dedication to student success.

The MTI College Board of Trustees is the body that sets the mission of the College and has institutional authority over all academic and college functions as set forth in their bylaws. As stated in the Board of Trustees Bylaws,

*“The Board of Trustees shall have the authority to carry out all lawful functions that are permitted by these Bylaws. This authority, in consultation with the President, shall include, but shall not be limited to these illustrative functions: determine and periodically review the mission and purposes of the college...”*

(I.A.6: Board of Trustees - Bylaws)

The mission is communicated internally and externally through the college catalog, marketing materials, course syllabi, the MTI website, department meeting minutes, Academic Team (ATM) meeting minutes, Executive Committee meeting minutes, department-level master plans, the faculty newsletter, the Faculty Policy and Procedure manual, the student handbook, Employer Advisory Board meetings, and Legal Advisory Board meetings.

The Executive Committee is responsible for reviewing the mission statement and making recommendations to the Board of Trustees. Effective 2007, the process to update the mission statement was incorporated into the annual program review cycle. The process begins with an initial review made by the Executive Committee. If it is determined that a material change to the

mission is necessary, the Executive Committee drafts proposed language and presents it to staff and faculty for review. Feedback and suggestions are then sent back to the committee, where a final draft is written and presented for final review prior to submission to the Board of Trustees for final approval. (I.A.13: Institutional Planning Map)

### **Self-Evaluation**

Using the institution's governance and decision-making processes, MTI reviews its mission statement on a regular basis and revises it as necessary. The current mission statement was last reviewed by the Board of Trustees and unanimously reaffirmed on October 4, 2012. (I.A.5: Board of Trustees - Agendas & Meeting Minutes)

The original mission statement was created in November 1996 and was reviewed regularly and updated on an as-needed basis. Prior to the introduction of the current master planning and program review processes, the review of the mission statement was included as one of the annual goals of the Strategic Planning Development and Implementation Committee (SPDIC). In 2007, the decision was made to incorporate the review and approval of the mission statement into the program review process. The Executive Committee is responsible for the initial review, followed by input from staff and faculty, and final approval by the Board of Trustees. This process has fostered broad participation in reviewing the mission statement. In 2008, an update to the mission was made under the revised process. The Board of Trustees has reviewed and approved the mission statement six times in the last six years: October 2007, July 2008, September 2009, May 2011, December 2011, and October 2012. (I.A.17: MTI Mission)

### **Planning Agenda**

No additional planning items have been identified at this time.

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## **I.A.4. The institution's mission is central to institutional planning and decision making**

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### **Descriptive Summary**

MTI's mission statement is central to all institutional planning and decision-making activities. The College takes a systematic approach toward ensuring institutional efficiency and effectiveness that is driven by its annual program review, master planning, and budget/resource allocation processes. These three core processes are interrelated and part of an ongoing cycle of assessment, planning, implementation, evaluation, and improvement. The processes are designed to empower staff and faculty to take ownership of the institution's strategic goals and use their professional expertise to achieve institutional excellence and student success.

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

levels. By the end of 2011, assessment plans were developed by all academic and administrative departments. Dialogue related to assessment continues to be ongoing, widespread, and focused on improving student learning and achievement. The College’s low graduate default rates and high job placement rates are two indicators of MTI’s ongoing success in fulfilling its mission.

Finally, because every department on campus contributes to student learning and success, the mission is made very visible to serve as a constant reminder of MTI College’s primary focus. The statement appears at the top of each department’s master plan, on meeting agendas, in student and employee handbooks, on course syllabi, and on employee pay stubs.

**Self-Evaluation**

MTI’s commitment to its mission can be seen throughout the organization and its culture. The College achieves its goals through careful planning, informed decision-making, and broad participation, along with a proactive, solution-oriented approach toward improving student learning and achievement and the effectiveness of its programs and services. The College encourages thoughtful, informed, and honest dialogue among key players and bases its decisions on accurate, current, and reliable information. This commitment can be seen in agendas and minutes from department meetings, Academic Team (ATM) meetings, Executive Committee meetings, and Board of Trustees meetings. (I.A.4: ATM Meeting Minutes, I.A.5: Board of Trustees – Agendas & Meeting Minutes, I.A.9: Department Meeting Minutes, I.A.10: Executive Committee Meeting Minutes)

In conjunction with the program review and budget/resource allocations processes, MTI’s master planning process encourages a culture of continuous quality improvement; fosters effective communication; and promotes a collaborative work environment in which there is broad participation and an open exchange of ideas. Each department has a statement of purpose that stems directly from the institution’s mission and describes the scope, purpose, and objectives of the department. This statement, combined with the institution’s mission, forms the framework around which the department operates. Every year, each department sets at least one master planning goal focused on the achievement of student learning outcomes. In addition, proposed changes affecting academic programs, student services, and their supporting resources are all made with the following question in mind: “How does this help MTI fulfill its mission?”

In 2005, the College performed an academic audit to improve the overall quality of its academic programs and services. The impact of the resulting changes continues to be seen in the College’s student retention rate, which reached 71.1 percent in 2012. Other clear indicators of MTI’s success with its mission are its default rates and job placement rates. MTI’s student default rates are low, indicating that students are completing their programs, successfully obtaining employment, and repaying their loans.

Year	2-year Official Default Rate	3-Year Official Default Rate
2008	12.4%	N/A
2009	9.8%	14.4%
2010	7.8%	13.1% (Draft)
2011	5.5% (Draft)	Release date: early 2014

In addition, MTI's job placement rates have remained high despite the sharp downturn in the nationwide economy. Job placement rates have been at 90 percent or higher for the last six years:

Year	Placement Rate*
2007	98%
2008	96%
2009	92%
2010	92%
2011	90%
2012	91%

\*Note: The placement rate represents the percentage of graduates actively looking for work and who are placed in jobs, or secure employment on their own, in or related to their field of study. The decrease in placement rates from 2007 to 2012 reflects the impact the economic environment has had on local employment.

Other activities resulting from informed dialogue and careful planning guided by the institution's mission include an updated system of tracking student retention; the creation of New Student Committee meetings to proactively identify at-risk students and deliver support and guidance; an increased emphasis on celebrating student success and academic achievement through awards and recognition programs such as the Master Student program and a semi-annual writing contest; improved student support and interaction from orientation through graduation and career placement; and a successful transition to outcomes-based learning and assessment. (I.A.15: Student Recognition, I.A.19: New Student Committee Meeting and Rubric, I.A.25: Writing Contest Flyer)

Ultimately, the result of MTI's commitment to careful planning and thoughtful decision-making in the pursuit of its mission is evidenced through its ongoing stable enrollment, increasing student retention rates, and outstanding program-related job placement.

### **Planning Agenda**

No additional planning items have been identified at this time.

## **I.B. Improving Institutional Effectiveness**

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

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### **I.B.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.**

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#### **Descriptive Summary**

MTI maintains an ongoing, self-reflective dialogue focused on the improvement of student learning and institutional processes. This collegial dialogue occurs informally within and among the academic and administrative departments on a daily basis, and formally through the institution's annual program review, master planning process, budget/resource allocation process, department meetings, management meetings, student advisory focus groups, and established decision-making structures. In addition, MTI's faculty, curriculum specialists, and department chairs work collaboratively to define student learning outcomes (SLOs), assess learning, and analyze assessment results in order to support the continuous improvement of MTI's programs and student support services.

Master planning is the primary vehicle through which the College conducts its annual cycle of assessment and planning. The goal of master planning is to ensure continuous quality improvement of the institution's student learning programs, services, and overall institutional effectiveness. The master planning cycle starts near the beginning of each calendar year and runs through the fall. The cycle addresses and documents all phases of institutional planning and improvement, and consists of the following phases:

**Evaluation** - Each master planning cycle begins with a review of the results and recommendations from the previous master plan, the results from annual and ongoing surveys administered to constituencies of the College, the results of annual course and department assessments, recommendations from the Employer Advisory Board, and discussions from department meetings. The information gathered from these sources is used to inform goal setting for the next planning cycle.

**Planning** - Each master plan includes specific goals and outcomes determined by the members of the department. Department heads organize the goals and outcomes and facilitate their achievement. Department members pool their knowledge and experience in framing and outlining the objectives and steps needed to successfully implement goals. Action items are identified, target completion dates are set, and key personnel are

assigned. Once the plan is approved and work gets underway, the goals and steps necessary for implementation are updated throughout the implementation cycle and are refined on an as-needed basis.

**Resource Allocation** - The planning process also includes the identification of budget resources necessary to complete each goal. Each stated goal/outcome includes the budget or resource requirements needed to successfully implement the objective. Resources may include improvements to a classroom or the purchase of computers, software, equipment or supplies. They could also take the form of training, salary compensation for additional hours needed to achieve the goal, and other miscellaneous resources identified by the department.

**Implementation** - Department members work on master planning objectives throughout most of the calendar year. Written master plan updates are due in April, July, and October. Department heads facilitate the allocation of planned and unplanned budget resources. As progress is made and goals are attained, the master plan document is updated.

**Re-Evaluation** - Upon completion of the master planning cycle, each department reflects on their results, celebrates their accomplishments, and develops recommendations for the next planning cycle. Celebrations and recommendations are documented in the master plan along with anticipated resources needed to make continued progress.

Since its inception in 2005, the master planning process has evolved and the documentation of the process has improved. In addition, stronger links have been established between assessment plans, program review, master planning and budget/resource allocation, resulting in an institution-wide approach toward planning and improvement that is based on documented need and measureable results.

As noted, master planning relies on collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes. Department heads review the results from previous master plans and program reviews, and facilitate discussions in department and ad hoc committee meetings. As a team, each department defines its goals in three categories: institution-wide, department, and SLOs. Along with each goal, the department identifies the resources it needs and how it will measure success. Department members work independently and as a group toward fulfilling the master planning goals, and report back to the department head throughout the year.

Progress is documented in the form of quarterly updates which are shared throughout the year at department meetings, Academic Team (ATM) meetings, Executive Committee meetings, and Town Hall meetings. These progress updates keep faculty and staff informed of the latest developments, and provide opportunities for further dialogue. Formal master planning reports are submitted to the director of education on a quarterly basis, and are shared with the Executive Committee. Toward the end of the master planning cycle, data is collected and analyzed by the departments, and recommendations are made to address the targets that were not met. In this way, the end of one master planning cycle serves as a direct first-step for the next planning cycle.

(I.B.15: ATM Meeting Minutes, I.B.26: Department Meeting Minutes, I.B.32: Executive Committee Meeting Minutes, I.B.44: Master Plans, I.B.58: Town Halls)

Program reviews are conducted each year for all academic programs. Program review is an intensive process that involves all departments throughout the College, and encompasses a review of SLOs and course mappings, prerequisites and course descriptions, competency levels and assessments of student achievement, resources and class materials used within each program, faculty resources and qualifications, admissions information and enrollment criteria, tuition levels and financial aid information, and institutional policies and procedures. With the assistance of faculty and staff, the director of education and department chairs conduct a thorough review of qualitative and quantitative survey results, certification and licensure pass rates, graduate placement data from the Career Services department, and a review of the curricula to evaluate the efficacy of their programs and support services in terms of helping students achieve the stated SLOs. Program review leads to improvements in all areas affecting student success. The process helps identify needed resources such as classroom equipment, technology resources, instructor training, and textbook-related supplies. In addition, as a result of program review, new student learning outcomes are developed and existing outcomes are modified or omitted as a result of the campus-wide dialogue that occurs as part of the process. (I.B.39: Institutional Planning Map, I.B.54: Program Review)

Administrative departments conduct annual department reviews in conjunction with master planning. Similar to the academic programs, each administrative department has a specific assessment plan that measures the department's effectiveness in achieving its outcomes, and includes action items for improving its effectiveness and interactions with students. Department managers and their staffs identify SLOs and departmental goals each year. Achievement targets are set, and over the year data is collected and analyzed. Results are compared to the targets, and if targets are not met, action items are created for the next year's master plan. Assessment tools include survey results, the New Student Committee watch list, student retention rates, audit findings, placement rates, work study performance rubrics, advisory assessments, booking rates, and the Campus Operating Review for Executives (CORE) report. (I.B.6: Administrative Department Master Plans)

Throughout the year, dialogue regarding assessment and planning for improvement occurs informally among the faculty and staff on a daily basis, and more formally through department meetings, ATM meetings, Executive Committee meetings, the assessment process, program review, and the master planning and budget/resource allocation processes. The common thread that runs through master planning, program review and the assessment process is the focus on student achievement of SLOs and maximizing institutional effectiveness. The *Executive Summary of MTI's Institutional Effectiveness in Program Review, Planning and Student Learning Outcomes* is compiled and distributed to the Board of Trustees, the Executive Committee, academic and administrative management, faculty and staff. In addition, the content of the summary report is presented at the annual Town Hall meeting in December. The contents of the summary are discussed extensively at the department-level and by ATM and the Executive Committee. Follow-up activities typically include making curriculum adjustments, addressing identified learning gaps, ensuring that student support services and learning resources are available, ensuring that policies, procedures and practices are appropriate and carried out

consistently, and striving for continuous improvement of institutional and learning processes. (I.B.33: Executive Summary of MTI's Institutional Effectiveness in Program Review, Planning and Student Learning Outcomes)

Regular input from students, employers, staff, and faculty stimulates much of the dialogue centered on the goal of maximizing student learning and success, and forms the foundation for the improvements made through the master planning and program review processes. Student feedback is gathered through course evaluations, surveys, and student advisory focus groups. Anonymous course evaluation surveys provide details about the perceived quality of instruction, instructor support, curriculum efficacy, and the quality of materials and other resources. Course evaluation responses are reviewed by the respective department chair and released to faculty after the collection of final course grades. Feedback regarding early student experiences is collected in the 12-week survey. Students complete the survey after attending their first twelve weeks of classes. Information collected includes feedback on the admissions process, the financial aid process, new student orientation, and support from the deans, the learning resource center, and faculty. (I.B.2: 2012 12-week Surveys (Combined), I.B.10: Annual Faculty and Staff Surveys, I.B.12: Annual Student Surveys, I.B.25: Course Evaluation Templates, I.B.29: Employer Surveys)

The College conducts annual surveys to gather input and feedback from students, faculty, staff, and employers. The information collected provides a comprehensive picture that quantitatively and qualitatively informs the College's decision-making and departmental goal setting. Valuable feedback regarding student learning in relation to actual employer needs and expectations is collected at the semi-annual Employer Advisory Board and Legal Advisory Board meetings. The advisory boards are comprised of representatives from employers that hire MTI College graduates as well as other industry advisors.

When faced with issues or requests that broadly impact the College, MTI solicits input from various departments and decision-making bodies in order to gain additional perspective, and often forms ad hoc committees as needed to research matters further. The dialogue is collegial, informative, and focused, and depending on the nature of the issue or request, may involve escalating matters to the Board of Trustees for consideration.

MTI's academic departments conduct faculty meetings on a regular basis. Most meetings are scheduled in the late afternoon to maximize participation of adjunct and full-time faculty. The meetings provide a forum for disseminating campus news and updates and engaging in open dialogue focused on maximizing student achievement and the effectiveness of the learning environment. Faculty members provide important feedback and input into the continuous improvement of MTI's curricula, courses, and programs, and discuss topics ranging from resource needs to solutions for resolving classroom challenges. In addition, faculty and staff use this time to discuss master planning and the department's progress toward the achievement of its goals. Updates are made to the master planning worksheets immediately after these meetings. (I.B.26: Department Meeting Minutes)

Requests, concerns, ideas, or suggestions that arise from students, staff, and faculty are typically addressed at the department level by the appropriate manager or department chair; however, as

appropriate, they are referred to the Executive Committee or the Academic Team (ATM) for discussion, consideration, and where applicable, a decision. The status of notable department goals are also discussed in the Executive Committee and ATM meetings. The Executive Committee, which consists of the president, campus director, director of operations, chief financial officer, director of admissions, director of education, and academic officer, oversees the operation of the College, including the institutional planning and assessment process, resource management, student success and satisfaction, as well as the institution's success in carrying out its mission. The committee regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of the institution's mission, programs, and services. ATM is comprised of the campus director, director of education, department chairs, deans, and the director of student services, and meets weekly to discuss issues related to the delivery of MTI's academic programs and to provide a forum for all academic departments to participate in the decision-making, problem solving, and planning processes. Summaries of discussions and actions taken by ATM are disseminated to faculty during department meetings and via e-mail communication when warranted.

### **Self-Evaluation**

MTI maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Over the past eight years, the master planning process has proven to be an effective tool in supporting institutional planning and effectiveness. Each department identifies its own set of goals based on its statement of purpose and the overall mission of the College. When setting their goals, departments look back upon the results of the previous master planning cycle, program review, course and program assessments, and the daily needs of the College. In this way, results from one planning cycle are used to help develop plans for the next. Further, since master planning goals are discussed in department meetings and in ad hoc committees, all department members have the opportunity to participate in the process. Because of this, the goals that are set reflect the knowledge and experience of instructors and managers directly involved with student learning on a daily basis.

The master planning process empowers staff and faculty to take ownership of their goals and celebrate their accomplishments as they use their professional expertise to strive for institutional excellence. As an example, based on the recommendations offered by the Employer Advisory Board, it was determined that students could benefit from more exposure to job interviewing skills and awareness of workplace skills such as conflict resolution. As part of the Business Administration-Year One master plan, department members set a goal to expand the B120 Career Preparation course from twenty hours to forty hours of content. Over the course of the 2011 master planning cycle, B120 was expanded. Assessment data continues to be collected to determine the impact of the added content on student learning. Based on assessment findings, additional goals may be added to upcoming master plans. Nevertheless, improvements in student job search preparedness have continued to serve MTI's ongoing emphasis on graduate job placement. (Business Department Year 1 - 2011 Master Plan)

As another example, in 2011 the Business Administration/General Education (BA/GE) department set a master plan goal to improve the quality of group research projects by tracking and assessing student performance. Being the first year that assessment plans were in place, the process provided evidence of grading inconsistencies that had been overlooked prior to the review. Master planning was used to track the assessment process, including the collection and evaluation of the results, and the eventual changes that were made to course project grading. The changes resulting from the assessment continue to evolve with the 2012 BA/GE master planning cycle. (I.B.16 BA GE Departments – 2011 Master Plan, I.B.17: BA GE Departments – 2012 Master Plan)

MTI faculty strongly support student learning and work collaboratively toward maximizing the quality of the learning experience and student achievement of SLOs. All subject areas are assigned curriculum specialists who oversee the curricula and ensure that appropriate rigor, learning activities, and assessments exist to promote outcomes achievement. The curriculum specialists work closely with faculty to ensure that student learning is supported through meaningful, relevant assignments that allow students the opportunity to practice what they learn and receive clear feedback regarding their performance.

### **Planning Agenda**

Ongoing self-assessment of the master planning process will provide possible recommendations for improvement over time.

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**I.B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.**

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### **Descriptive Summary**

The institution sets goals to target its performance and to evaluate and improve its effectiveness consistent with its stated purposes.

MTI College establishes its primary strategic goals and objectives through the institution-wide planning process called master planning. The master planning process revolves around the identification of key areas of improvement; the development of clearly stated measurable goals; assessment mechanisms to identify actual achievement; the implementation of goals through focused planning, decision-making, and teamwork; and a re-evaluation process to connect one cycle of planning to the next.

Master planning goals and objectives are developed through broad-based participation from staff and faculty, and are communicated in clear and measurable terms. The goals stem from the institution's mission, vision statement, and the department's statement of purpose. For master

planning purposes, in order to keep the plan manageable and meaningful, the department's goals are not intended to be all-encompassing, but rather, to be focused on what is most important to the department in terms of helping students succeed. In other words, while student learning and success is always the goal, what can the department do this year to be more effective in helping students learn and achieve?

The goals fall into the following three categories:

- **Department Goals/Outcomes**  
Statements that reflect: 1) what the department expects to accomplish operationally; 2) the impact of the department on students' or employees' experience at MTI qualitatively, quantitatively, etc.
- **Student Learning Outcomes**  
Statements that reflect what the department expects to accomplish in terms of supporting student learning and achievement. This could include what students will gain from their experience interacting with the department.
- **Institutional Goals/Outcomes**  
Statements that reflect what the department will do to support the accomplishment of MTI's institutional goals.

Once the goals are set, each one is assigned an owner. The owner is the employee who is primarily responsible for moving the goal forward and tracking its progress. In addition, assessment tools or evaluation methods used to measure success are identified, along with achievement targets. Finally, the department identifies the resources necessary to achieve success. These resources filter into the budget/resource allocation process for review and approval by the Executive Committee.

As the department works toward achieving its goal(s) throughout the year, it documents and reports its progress in the master planning worksheet. Progress is shared with other departments, the Academic Team (ATM), and the Executive Committee. At the end of the planning year, the department assesses its accomplishments according to its assessment plan and logs actual achievement as compared to its targets. The process culminates in a review of findings and recommendations for future planning. The final recommendations form the basis for new goal setting in the next cycle of master planning. (I.B.26: Department Meeting Minutes, I.B.44: Master Plans)

In addition to the master planning goals, other performance goals are set throughout the institution. Some of these goals are tied to a specific target such as a number or percentage, while others are more broadly stated. For example, the College has a specific institutional student retention goal of 70 percent. It also has a goal to keep its three-year cohort student loan default rate below 15 percent. Regardless of the nature of MTI's goals, they are communicated widely among staff and faculty who work collaboratively toward their achievement.

## **Self-Evaluation**

MTI sets goals and assesses progress toward achieving its goals in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation activities are based on analyses of both quantitative and qualitative data.

The master planning process provides departments with an organized approach toward planning, from establishing goals and tracking performance, to assessing and evaluating results, and finally, to applying what is learned toward continued growth and improvement. Each master plan begins with a review of prior data gathered from surveys, meetings, assessment results, program review, and classroom and/or workplace observations. The feedback used in determining new master planning goals takes the form of quantitative data such as survey results and assessment plans, and qualitative data such as anecdotal evidence gathered as part of department, student, and employer meetings.

The master planning process integrates planning and budgeting/resource allocation by providing a direct link between goals and budget/resource allocation requests. Each department identifies the resources it needs to attain its goals and expresses them in the form of budget/resource allocation requests. When the Executive Committee reviews the budget/resource allocation requests, it can also review the goal that is trying to be achieved. Further, as master planning updates are made throughout the year, the status of the budget/resource allocation requests can also be seen. (I.B.9: Annual Budget Review, I.B.32: Executive Committee Meeting Minutes, I.B.44: Master Plans)

Department leaders provide guidance and encouragement to team members as they work collaboratively toward achieving their goals. Each goal that is established by a department is measurable and assigned a target. The status and implementation of objectives that support master planning goals are discussed and monitored at department meetings. As each goal is achieved, the achievement target is measured directly against actual achievement results. Dialogue and feedback between departments is encouraged as a means of communicating and collaborating on objectives that may find purpose in other areas of the institution. (I.B.26: Department Meeting Minutes)

As a result of the master planning process, one hundred percent of MTI's programs and courses, including general education, have defined student learning outcomes with ongoing assessments in place. Institutional outcomes, referred to as universal outcomes are interwoven and assessed throughout the programs and courses. All of MTI's administrative and student services departments have defined outcomes and goals that are measured annually and used to inform planning and improvement. In 2012, the institution's annual student retention rate exceeded 70 percent, and the College received notification that its most recent official three-year cohort student loan default rate was below 15 percent. The Salon Management program has been implemented, and the Application Development program has been approved and is in the planning stage. Finally, graduate competency levels have increased, resulting in consistently high industry certification pass rates and a greater than 90 percent job placement rate year-over-year for graduates seeking assistance through the Career Services department. These are but a few examples of the many ways the master planning process has benefitted the College and its

students. (I.B.1: 2011-2012 ACCJC Annual Report, I.B.5: ACCJC College Status Report on SLO Implementation, I.B.44: Master Plans, I.B.49: Outcomes and Assessment Map)

In terms of other performance goals used to inform evaluation, decision-making, and improvement, the following are some key examples:

- **Job Placement goals** – the College does not have a set goal for its job placement rate; however, in support of its mission, the College strives to keep its placement rate high. When placement rates begin to dip, the College assesses the employment market and also evaluates its programs to ensure the curriculum is current and appropriate, instructional levels are high, and students are achieving the SLOs. During the 2011/2012 award year, MTI’s Career Services department successfully helped 91 percent of its graduates obtain training-related employment. This rate represents the percentage of graduates actively looking for work and who are placed in jobs, or who secure employment on their own, in or related to their field of study. (I.B.11: Annual Retention Summaries)
- **Student Retention goals** – the institutional goal for student retention is 70 percent. The College monitors retention very closely at the classroom, program, and institutional levels. When retention numbers show a decrease, the College looks at various factors that impact student success and makes adjustments and improvements to its programs and services. For the 2011/2012 award year, the College maintained a student retention rate of 71.1 percent. (I.B.11: Annual Retention Summaries)
- **Student Loan Default Rates** - the institutional goal for its cohort student loan default rate is less than 15 percent. The College strives to keep its default rates as low as possible by maintaining high standards for admissions, providing quality instruction and content-rich academic programs, and proactively supporting student needs to ensure retention and success. The most recent figures released by the federal Department of Education indicate a 2-year official default draft rate of 5.5 percent (2011) and a 3-year official draft default rate of 13.1 percent (2010). These rates represent an improvement from the prior year’s rates. The draft rates released by the federal Department of Education in February of 2012 indicated a 2-year official default draft rate of 7.8 percent (for the 2010 cohort default rate) and a 3-year official draft default rate of 14.7 percent (for the 2009 cohort default rate).
- **Student Achievement Standards** – in response to the recent ACCJC requirement, the following student achievement standards have been put in place in 2013. Actual performance for 2012 has been included for reference. (I.B.1 2011-2012 ACCJC Annual Report)

	Institutional standard (new)	2012 Performance
Student Course Completion (fall)	85%	89.7%
Student Persistence *	85%	87.9%
Degree Completion**	60%	90.9%
Diploma Completion**	70%	74.0%

\*Student retention based on August to December timeframe

\*\*Program completion based on academic year

### Planning Agenda

No additional planning items have been identified at this time.

**I.B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re- evaluation. Evaluation is based on analyses of both quantitative and qualitative data.**

### Descriptive Summary

MTI continually assesses its progress toward achieving its goals and success in fulfilling its mission.

Being a cyclical process, the development of each new master plan begins with an evaluation of previous master plan results, program review findings and recommendations, assessment plan results, survey results, retention objectives, and a review of the current needs and challenges facing the department. While an individual master plan cycle extends through nearly one calendar year, some goals require more work and time than a single cycle can provide. Some goals, therefore, persist beyond a single annual cycle. Alternatively, the completion of some goals spurs the need for new yet related goals in upcoming master plan cycles.

Discussions to determine master planning goals occur at the beginning of each calendar year. Department heads evaluate the recommendations and findings of the previous year to provide a focus during department meetings. Department meetings provide a forum for new ideas and suggestions. Department members define the master planning goals, assign the goals to owners, list the resources necessary to complete each goal, and identify targets and methods for determining success.

Upon completion of the master planning cycle, which occurs in the fall, teams review the year's accomplishments and evaluate the results against the targets that were set at the beginning of the cycle. Findings are shared with other departments as appropriate, as well as the Academic Team (ATM), Executive Committee, and at Town Hall gatherings.

Program reviews are conducted annually and provide valuable information regarding the quality and effectiveness of MTI's academic programs and services. The review encompasses student learning outcomes (SLOs) and course mappings, prerequisites and course descriptions, competency levels and assessments of student achievement, resources and class materials used within each program, faculty resources and qualifications, admissions information and enrollment criteria, tuition levels and financial aid information, and institutional policies and procedures. With the assistance of faculty and staff, the director of education and department chairs conduct a thorough review of qualitative and quantitative survey results, certification and licensure pass rates, graduate placement data from the Career Services department, and a review of the curricula to evaluate the efficacy of their programs and support services in terms of helping students achieve the stated SLOs. (I.B.54: Program Reviews)

In addition to program review, faculty and academic leadership conduct in-depth assessments of each academic program. Course and program SLOs are assessed biannually with assessment results leading to action items for the following year. Each program and course has a specific written assessment plan that includes the SLOs, how the SLOs are measured, achievement targets, assessment findings and planned action items for improvement.

Course assessments are done using the tools and targets described in the individual course assessment plans. Once the course assessments are completed, program assessments are done. Relevant assessment tools from the course-level are used in the program assessment. The universal and general education outcomes are assessed every two years as part of the program-level assessment. Data is collected and analyzed to see if outcomes targets are met. For outcomes whose targets are not met, action items are created by faculty and staff and incorporated into master planning for the following year. (I.B.53a: Program Assessment - Assessment Plans, I.B.24a: Course Assessment - Assessment Plans, I.B.53b: Program Assessment - Completed Assessments, I.B.24b: Course Assessment - Completed Assessments)

Administrative department leadership and staff identify SLOs and departmental goals each year. The departments work collaboratively to achieve their goals and assess their progress as part of their annual departmental review. Similar to the academic programs, each administrative department has a specific written assessment plan that measures the department's effectiveness in achieving its outcomes and includes action items for improving its effectiveness and interactions with students. Achievement targets are set, and over the year data is collected and analyzed. Results are compared to the targets, and if targets are not met, action items are created for the next year's master plan/departmental review. Assessment tools include survey results, the New Student Committee watch list, retention rates, audit findings, placement rates, the work study performance rubric, advisory assessments, booking rates, and the Campus Operating Review for Executives (CORE) Report. (I.B.6: Administrative Department Master Plans)

Completed assessment reports are submitted to the director of education and are made available to staff and faculty for review and consideration for future planning.

## **Self-Evaluation**

Over the years, MTI has developed and fine-tuned an ongoing system of evaluation and planning that has enabled it to incorporate best practices and improve student learning and achievement. MTI's assessment, program review, master planning and budget/resource allocation processes focus on student achievement of SLOs and maximizing institutional effectiveness.

Assessment planning formally began in 2008 and continues to evolve as a critical tool for measuring institutional and academic effectiveness. Assessment work takes place throughout the College at the course, program and department levels. In 2011, each academic department drafted its first assessment plan to review its courses and/or full programs, and initiated formal course and program assessments. In the latter part of the year, assessment activities were expanded to include the administrative departments. To date, the whole College has gone through one assessment cycle. For many, the notion of assessment is relatively new; particularly for the administrative departments. Thus, making assessment a regular part of the planning cycle has taken some time. Nevertheless, dialogue related to assessment continues to be widespread and focused on improving student learning and achievement.

For academic programs, assessment plans represent a thorough review of student achievement of SLOs at the course- and program-levels as measured by assessment tools such as exams and projects. As part of the assessment plan, department chairs, with the help of curriculum specialists and faculty, determine satisfactory achievement targets for each course- and program-level SLO. Assessments used to measure student achievement are also identified. With the assistance and cooperation of instructors, assessment data is collected and organized over a period of five to six terms. The goal is to obtain a sample of assessment results spanning multiple courses, different student populations, and multiple instructors. The assessment results that are collected provide data on actual achievement that is used in direct comparisons with the achievement targets set at the beginning of the process. After analyzing actual versus target achievement, the assessment results and findings are discussed in department and ad hoc committee meetings to identify inconsistencies and incongruities between course or instructor results. Departments examine sample submissions to identify areas in need of improvement, such as exam question format or grading inconsistencies. (I.B.24a : Course Assessment - Assessment Plans, I.B.38: Inservice Training, I.B.39: Institutional Planning Map, I.B.53a: Program Assessment - Assessment Plans)

As evidenced in the following excerpt from the *College Status Report on Student Learning Outcomes Implementation* completed in October 2012, the College has reached its goal of establishing a structure of defining and assessing student learning outcomes. (ACCJC College Status Report on SLO Implementation)

**PROFICIENCY RUBRIC STATEMENT 1: NUMERICAL RESPONSE**  
**QUANTITATIVE EVIDENCE/DATA ON THE RATE/PERCENTAGE OF SLOs DEFINED AND ASSESSED**

1. Courses
  - a. Total number of college courses (active courses in the college catalog, offered on the schedule in some rotation): 112
  - b. Number of college courses with defined Student Learning Outcomes: 112  
Percentage of total: 100%
  - c. Number of college courses with ongoing assessment of learning outcomes: 112  
Percentage of total: 100%
2. Programs
  - a. Total number of college programs (all certificates and degrees, and other programs defined by college): 23
  - b. Number of college programs with defined Student Learning Outcomes: 23  
Percentage of total: 100%
  - c. Number of college programs with ongoing assessment of learning outcomes: 23  
Percentage of total: 100%
3. Student Learning and Support Activities
  - a. Total number of student learning and support activities (as college has identified or grouped them for SLO implementation): 9
  - b. Number of student learning and support activities with defined Student Learning Outcomes: 9; Percentage of total: 100%
  - c. Number of student learning and support activities with ongoing assessment of learning outcomes: 9; Percentage of total: 100%
4. Institutional Learning Outcomes
  - a. Total number of institutional Student Learning Outcomes defined: 7
  - b. Number of institutional learning outcomes with ongoing assessment: 100%

Assessment findings are incorporated into the program review, master planning and budget/resource allocation processes. Master planning goals and supporting objectives are derived in part from program review and assessment findings. The College uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses, programs and student support services. The quality and effectiveness of MTI's programs and services are evaluated and improved through the assessment, program/departmental review, master planning, and budgeting/resource allocation processes. In addition to the assessment plan findings, input and feedback are gathered from department meetings, the Career Services department, the Employer Advisory board and the Legal Advisory board. Additional information is gathered from legal employer surveys, student surveys, course evaluations, faculty/staff surveys, and comparisons of similar programs at similar institutions.

The College relies on qualitative and quantitative information to inform decision-making and planning for improvement. Data stemming from program review and related assessment activities is collected, analyzed by departments and documented in the master plan. For targets that are not met, recommendations are made and translated into new goal statements for the next planning cycle. Throughout the year, dialogue regarding assessment occurs informally among the faculty and staff on a daily basis, and more formally through department meetings, ATM meetings, Executive Committee meetings, the assessment process, program review, and the master planning and budget/resource allocation processes. In addition, the Executive Committee closely monitors several key performance indicators in the areas of admissions, student retention, career services, and business/financial aid. The information is reviewed and discussed weekly and is used to identify trends and drive improvement efforts.

The integration of program and department assessment plans and program review have helped establish master planning as the primary tool for institutional effectiveness. In 2011, the Business Administration Year 2 program assessment results indicated that grading inconsistencies existed between instructors teaching the same courses. The disparity in grading led to the development of a master plan goal to improve grading standards to improve consistency. In 2012, the department established the goal to improve consistency in grading research papers in order to increase the overall quality of the papers. Throughout 2012, department members met at the conclusion of each term to compare graded results. The dialogue among department members eventually led to an improvement in results, but grading disparities continued to persist. This led to a recommendation to continue conducting grade reviews in the next master planning cycle. The department based its progress on the results discussed in their meetings, as well as the raw score results over the course of the review, which indicated that disparity in grading diminished from a range of 34 to 71 percent (37 percentage point difference) between instructors to 31 to 60 percent (29 percentage point difference). The master plan process provided an effective vehicle to identify the problem, develop a plan to address the issue, and chart the efforts to improve. (I.B.17: BA GE Departments – 2012 Master Plan, I.B.20: Business Administration Year 2 - 2011 Program Assessment)

### **Planning Agenda**

No additional planning items have been identified at this time.

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**I.B.4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.**

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### **Descriptive Summary**

MTI continuously utilizes feedback gathered from students, faculty, staff, and employers in determining the efficacy of institutional and academic processes. In support of its mission, the satisfaction of MTI's students, graduates, and employers is paramount to all aspects of the

organization. MTI's small size lends itself to an agile mentality that is ready to respond to the needs of its students and the demands of the local job market.

The College is committed to the inclusion of staff and faculty in its institutional planning efforts, including the development and maintenance of programs valued by students and the employer community, the creation and delivery of comprehensive curricula resulting in demonstrated student achievement of measurable learning outcomes, the allocation of resources and funding necessary to fulfill the institution's mission, and the creation and consistent delivery of meaningful student services. Staff and faculty contribute to the planning process through regular department meetings; Town Hall meetings; the annual faculty/staff survey; participation in the assessment, program review, master planning, budgeting/resource allocation processes; and a variety of ad hoc committees. Additional feedback and input is gathered through annual performance evaluations and informal discussions. Faculty members receive student feedback in their respective courses through course evaluations and instructor observations. This provides valuable information that helps instructors identify successful tactics and areas in need of improvement. (I.B.9: Annual Budget Review, I.B.10: Annual Faculty and Staff Surveys, I.B.25 Course Evaluation Templates, I.B.26: Department Meeting Minutes, I.B.39: Institutional Planning Map, I.B.4: Instructor Observation Form, I.B.50: Performance Evaluation Forms, I.B.58: Town Halls)

Participation in the planning and decision-making process and sharing of input and feedback is encouraged throughout the organization. Students provide their opinions about instructors and courses at the end of every term through course evaluations. The 12-week survey provides timely feedback from students regarding the early stages of their programs. Student advisory focus groups (formerly student advisory groups) provide a forum for students and key members of MTI's faculty and staff to hear and discuss issues that concern students. The annual student survey offers the College a broad review of many aspects of the student experience, from course and program satisfaction to student awareness of available resources and student perceptions of the administrative departments at MTI. Staff Pow Wow meetings are a part of the Paul Mitchell Cosmetology program and provide a communication channel between students and respective faculty and staff. (I.B.2: 2012 12-week Surveys (Combined), I.B.12: Annual Student Surveys, I.B.25: Course Evaluation Templates, I.B.52: Pow Wow Meeting Minutes, I.B.57: Student Advisory Group - Student Advisory Focus Group)

The College uses feedback from graduates and employers to help determine the status of existing programs and the potential need for changes or new programs. Representatives from the Career Services department and the department chairs meet regularly with employer representatives at MTI-hosted Employer Advisory Board and Legal Advisory Board meetings. These gatherings provide direct feedback from employers that actively hire and support MTI graduates. Employer representatives provide valuable feedback to identify trends in the current job market that influence changes required in MTI programs. The meetings also provide networking opportunities that enhance MTI's pool of resources when questions or challenges arise throughout the year. The Career Services department gathers feedback from students through graduate surveys, and maintains an active LinkedIn.com social networking group to help maintain relationships with graduates and gather feedback on actual working conditions in the field. Finally, students who have recently completed certain programs are asked to complete an

“end-of-program” survey to share their perceptions regarding how well MTI prepared them with the knowledge and skills necessary to be successful in their chosen fields, and to identify where improvements can be made. Survey results are reviewed by the respective department chairs and become part of the data that is used in the assessment, program review and master planning processes. (I.B.28: Employer Advisory Board Meeting Minutes, I.B.30: End-of-Program Surveys, I.B.35: Graduate Survey, I.B.42: Legal Advisory Board Meeting Minutes, I.B.43: Legal Graduate Survey ABA)

The master planning process helps the College sustain its culture of assessment, planning, and improvement; fosters effective communication; and maintains a collaborative work environment that encourages broad participation and an open exchange of ideas within the framework and values of the institution. Using the mission statement and respective statements of purpose, each department uses the master planning process to identify key areas of improvement, develop clearly stated measurable goals, and work toward achieving those goals through focused planning, decision-making, and teamwork.

Master planning provides ongoing fuel for the next generation of goals through its cyclical structure. Every year the College challenges itself to be better than the previous year in terms of meeting the educational needs of its students. The Academic Branch utilizes the master planning and annual program review processes to assess, modify, and improve current program offerings and individual classes. The program review process is carried out by the director of education, department chairs, curriculum specialists, and faculty, and begins with the review and update of program SLOs based on data collected from a variety of internal and external sources. The administrative departments throughout the College use the master planning process to evaluate their processes, and implement plans to improve their efficiency and effectiveness at meeting the needs of MTI’s students and other constituencies. (I.B.39: Institutional Planning Map, I.B.44: Master Plans, I.B.54: Program Review)

Program review and master planning processes are closely tied to the budget/resource allocation process. Departments determine the time, materials, and/or compensation required for implementing their goals as part of the master planning process. These resources are communicated in the form of budget/resource allocation requests. The Executive Committee and the Board of Trustees review planning items and associated budget/resource allocation requests. Upon approval, the Executive Committee works with the departments to begin planning and implementation. Master plan updates and related budget/resource allocation requests are reviewed on a quarterly basis. (I.B.4: 2013 - April 30th Budget Update, I.B.9: Annual Budget Review, I.B.19: Board of Trustees - Agendas & Meeting Minutes, I.B.32: Executive Committee Meeting Minutes, I.B.44: Master Plans, I.B.54: Program Review)

### **Self-Evaluation**

MTI’s planning processes are broad-based, offer opportunities for input by MTI constituencies, allocate necessary resources, and lead to improvement of institutional effectiveness. The College maintains the following policy regarding employee participation in the planning and decision-making process:

### ***Employee Participation***

*MTI recognizes the importance of providing employees with opportunities to contribute to the decision-making process. Such opportunities include, but are not limited to, the Master Planning process, Program Review, department and faculty meetings, Pow Wow meetings, Town Hall meetings, ad hoc committees, Student Advisory Group [student advisory focus group] meetings, Employer Advisory Group meetings, etc. In addition, the college maintains an open-door policy and encourages all employees and students to proactively communicate their ideas, opinions, feedback, and suggestions. Our goal is for the entire MTI community to work together in the spirit of continuously improving the value and effectiveness of our programs and services. (I.B.48: MTI Personnel Manual)*

Results from the 2012 annual faculty/staff survey indicate the following:

- 93 percent of respondents are “satisfied” or “very satisfied” that they have the opportunity to participate in MTI’s Master Planning/Departmental Review or other planning processes.
- 97 percent of respondents are “satisfied” or “very satisfied” that MTI provides a positive work environment.
- 93 percent of respondents are “satisfied” or “very satisfied” that MTI College departments on campus work collaboratively toward the achievement of institutional objectives.
- 82 percent of respondents are “satisfied” or “very satisfied” that College leadership involves students in its improvement processes.
- 93 percent of respondents are “satisfied” or “very satisfied” that MTI uses evaluation and assessment practices effectively for improvement.
- 93 percent of respondents are “satisfied” or “very satisfied” that their respective department’s Master Planning/Departmental Review process is effective.

From the students’ perspective, results from the 2012 annual student survey indicate the following:

- 81 percent of respondents are “satisfied” or “very satisfied” that MTI College is continually improving.
- 78 percent of respondents are “satisfied” or “very satisfied” that MTI College leadership involves students in its improvement .

While survey feedback is positive, it also validates the need to continually evaluate and improve the planning process itself in order for it to continue to be effective.

MTI has found that a major advantage of the master planning process is the degree of input from and participation by staff and faculty throughout the organization. Each department follows an established format that guides the creation of its master plan. Through a review of program review and assessment findings; evaluation of feedback from students, staff, faculty, and employers; and focused dialogue on improvement the department decides upon measurable goals and objectives for the coming master planning year. Group members volunteer to take on various responsibilities toward achieving the stated objectives and commence work toward achieving

them. All members are encouraged to seek the input and assistance of outside departments and to utilize survey data and other research results. (I.B.15: ATM Meeting Minutes, I.B.19: Board of Trustees - Agendas & Meeting Minutes, I.B.26: Department Meeting Minutes, I.B.32 Executive Committee Meeting Minutes, I.B.44: Master Plans)

The master planning process integrates planning and budgeting by providing a direct link between goals and budget/resource allocation requests. Each department identifies the resources it needs to attain its goals and expresses them in the form of budget/resource allocation requests. When the Executive Committee reviews the requests, it also reviews the goal that is trying to be achieved. As master planning updates are made throughout the year, the status of the budget/resource allocation requests is updated as well. (I.B.9: Annual Budget Review, I.B.32: Executive Committee Meeting Minutes, I.B.44: Master Plans)

As an example of the process, in late 2010 the Employer Advisory Board (EAB) provided multiple recommendations to help bolster workplace professionalism skills and interview skills. The EAB's recommendations led to a master planning goal within the Core Curriculum department that supports the Career Preparation class. The department worked on expanding the Career Preparation class during the first half of 2011. The need for curriculum development time and compensation was approved by the Executive Committee. Within a year of the Employer Advisory Board's recommendation, the Career Preparation class had undergone a curriculum overhaul to double the length of the course from twenty to forty hours, with the additional hours being spent on professionalism skills and interview techniques. By 2012, the expanded format became the standard for Career Preparation and the institution reported back to the Employer Advisory Board on the successful deployment of the course. (I.B.21: Business Department Year 1 - 2011 Master Plan, I.B.28: Employer Advisory Board Meeting Minutes)

### **Planning Agenda**

No additional planning items have been identified at this time.

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**I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.**

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### **Descriptive Summary**

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

Two of the main indicators of MTI's success with its mission are student retention and graduate placement. The institution's campus management system continuously tracks student retention data. MTI employs multiple reporting mechanisms for reviewing and communicating institutional retention data:

### **Annual Retention Calculation**

This calculation produces student retention data related to each academic program and an overall retention rate for the campus as a whole. The figures within the report are used to define master planning goals and activities to support overall student retention. The results of the retention report receive wide communication among all departments in order to promote a high level of awareness of the institution's effectiveness. (I.B.11: Annual Retention Summaries)

### **Rolling Retention Calculation**

Rolling Retention is used to document and track enrollment trends on a rolling six-month and one-year basis. The Executive Committee reviews a monthly Rolling Retention Calculation to identify trends in retention that provide a different vantage from the snapshot offered by the Retention Summary report. The data provided by the Rolling Retention calculation offers a closer look at the daily and weekly shifts in retention. (I.B.56: Rolling Retention Report (Sample))

### **Class-Level Retention Calculation**

Instructors calculate their classes' student retention figures as part of the grade reporting process. These records are maintained by the director's assistant and reviewed at least once each quarter by the director of education. Beginning in 2011, annual summaries of instructor retention rates by class became part of faculty annual Performance Evaluation reports. This provides each instructor with documentation on his or her retention effectiveness and serves as a benchmark for future improvement. (I.B.40: Instructor Grade Sheet (Sample), I.B.50: Performance Evaluation Forms)

In addition to student retention, the College uses its certification pass rates and job placement rate as indicators of its success with its mission. The College publishes its job placement rate for the institution as well as for individual programs. This information is shared with the MTI community through Executive Committee meeting minutes, program summary sheets, annual retention summaries, placement reports sent to key managers, e-mail announcements, on-campus postings, the MTI e-learning website ([elearning.mticollege.edu](http://elearning.mticollege.edu)), and the college website ([mticollege.edu](http://mticollege.edu)). (I.B.11: Annual Retention Summaries, I.B.32: Executive Committee Meeting Minutes, I.B.51: Placement Report (Samples), I.B.55: Program Summary Sheets)

As part of the federal Department of Education program integrity/gainful employment regulations that took effect July 1, 2011, the College began including program disclosure data on its website and in its program summary pages. This information is intended to communicate matters of institutional quality to potential students, thus helping them to make informed decisions about selecting a college. This information includes student on-time graduation rates, median loan debt incurred by students, associated program costs, program placement rates, and sample occupations. (MTI College website ([mticollege.edu](http://mticollege.edu)), I.B.55: Program Summary Sheets)

As an overview of MTI's general status, the weekly Campus Operating Review for Executives (CORE) report provides the Executive Committee with timely information about key operational items. The CORE report provides weekly updates on retention, graduate placement, financial aid and student account issues, admissions advisor activity, certification/licensure pass rates, externship placements, and current new student enrollments. The CORE report allows the Executive Committee to make timely decisions on sudden or unexpected fluctuations in these significant elements of the operation. (I.B.22: CORE Report (Sample))

As part of its ongoing cycle of evaluation and planning, the College conducts a variety of surveys and evaluations. The surveys are designed to gather information and feedback to be used in improving the quality of MTI's programs and services. Results of surveys are distributed to the appropriate academic and administrative departments and are used as the basis for dialogue regarding future planning and improvement. Survey themes for the annual student survey are also made available on the MTI e-learning website ([elearning.mticollege.edu](http://elearning.mticollege.edu)) for students and employees to review. (I.B.2: 2012 12-week Surveys (Combined), I.B.10: Annual Faculty and Staff Surveys, I.B.12 Annual Student Surveys, I.B.25: Course Evaluation Templates, I.B.35: Graduate Survey, I.B.43: Legal Graduate Survey ABA)

Assessment results and corresponding institutional plans are communicated as appropriate to MTI constituencies, community and industry partners, and accrediting bodies. This is done through e-mail, printed reports, newsletters, daily Pow Wows, Town Hall meetings, weekly Academic Team (ATM) meetings, Executive Committee meetings, faculty department meetings, and ad hoc planning committee meetings. All dialogue centers on informed, collegial discussion that involves the sharing of data, the identification of solutions to various institutional challenges, the setting of goals and timelines, the assignment of responsibilities, and the monitoring of progress. (I.B.15: ATM Meeting Minutes, I.B.26: Department Meeting Minutes, I.B.32: Executive Committee Meeting Minutes)

MTI participates in an annual audit designed to measure the College's compliance with its Program Participation Agreement. The audit includes a review of financial aid and other compliance policies, as well as a comprehensive review of active and dormant student files. The auditor reviews student files to determine compliance with the Audit Guide that is published by the U.S. Department of Education. Data elements reviewed include student status reporting, financial aid disbursements, and refunds. Should the auditor determine that a finding is appropriate, the College prepares a "Corrective Action Plan" that is designed to address the issue and reduce or eliminate future occurrences. (I.B.23: Corrective Action Plan (Sample))

Finally, MTI College takes its relationships with the Commission and other external agencies very seriously and provides comprehensive, accurate responses to all requests for information on a timely basis.

### **Self-Evaluation**

MTI's ongoing assessment activities are continually monitored to ensure that they produce meaningful information that is reflective of the quality of the institution. Further, the College is

committed to ensuring that its constituencies have access to the information they need to support their planning and decision-making activities in support of student learning and achievement.

The primary goals of MTI's assessment and planning processes are to ensure that its student learning programs are current, appropriately rigorous, and outcomes-based; its student services are meaningful and support student learning and success; and the commitment to the institution's mission is upheld with integrity and professionalism. Assessment planning provides thorough documentation of course- and program-evaluation. The Academic Branch benefits from detailed assessments of SLO achievement that are conducted at the course, program and institutional levels. Assessment findings serve as a starting point for new master planning goals as well as benchmarks for future assessment work. Department chairs store assessment data and retain samples for comparison from one year to the next with an eye toward improvement. The samples of exams, projects, or portfolio assessments in physical or digital format provide excellent reference material for future comparisons to new assessments. (I.B.14: Assessment document collection, MTI e-learning website ([elearning.mticollege.edu](http://elearning.mticollege.edu)))

Online course evaluations completed by students at the end of each term provide excellent feedback on the classroom learning experience. This information is reviewed by the department chairs, curriculum specialists, and faculty members, and is used to assess the effectiveness of course materials, teaching methodologies, and instructors. In late 2012, the institution began migrating from its old course evaluation tool to a new survey collection system that allows for easier customization of evaluation questions and survey format. The online survey gives students the ability to share feedback on class materials, facilities, curriculum, and quality of instruction. The new system provides the College with the ability to better track trends in course-level quality assurance. (I.B.25: Course Evaluation Templates)

Results from the annual, 12-week, and ad hoc surveys are compiled and made available for staff and faculty review, and are used extensively by the Academic Team (ATM) and the Executive Committee in prioritizing needs, setting goals, allocating resources, and monitoring and reporting progress. The Executive Committee and ATM are two of the core decision-making bodies that impact institution-wide practices and improvement of student learning. Requests, concerns and ideas that arise from students, staff, and faculty are typically addressed at the department level; however, as appropriate, they are referred to the Executive Committee or ATM for discussion, consideration and approval. Periodically, ad hoc committees are formed to conduct further research and make recommendations. Discussions are focused on how the College can best support student learning and achievement, and decisions are based on supporting information that is both quantitative and qualitative in nature.

Year-end financial statements are prepared by MTI's CPA firm as part of a comprehensive annual audit that includes a physical inventory of files and a thorough review of financial statements. The purpose of the audit is to assess the institution's accounting practices and obtain reasonable assurance that the financial statements are accurate and reliable. In addition to the year-end financial audit, a concurrent audit of the institution's financial aid activities is performed to ensure compliance with the federal Higher Education Act. Results of both audits are provided to the U.S. Department of Education and the Board of Directors. This information is maintained by the chief financial officer and shared with the president, campus director and

director of operations for planning and decision-making purposes. (I.B.13: Annual Title IV Compliance Audits, I.B.18: Board of Directors Meeting Minutes)

The Admissions department uses student feedback, student enrollment and retention data, and input from faculty at New Student Committee meetings to evaluate admissions practices and assessment instruments. The 12-week student survey collects feedback on the admissions and orientation processes while the experiences are still fresh in students' minds. This feedback is collected and analyzed by the director of education, who shares the results with the director of admissions as they work collaboratively toward improving admissions practices and orientation. (I.B.2: 2012 12-week Surveys (Combined))

The Career Services department publishes monthly placement reports, which are made available to all members of the MTI community. In addition, yearly placement statistics for each program are published on the institution's website and on program summary sheets in December. This information is included when assessing the effectiveness of MTI's programs and services. As part of its commitment to student success and institutional integrity, MTI asks both students and employers to regularly evaluate the effectiveness of its job placement practices and instruments. Feedback is collected from student surveys, graduate surveys, employer surveys, and the Employer and Legal Advisory boards. Results are not only used to improve the placement services, they are also shared with academic departments to inform decision-making affecting curriculum content and assessments. (I.B.28: Employer Advisory Board Meeting Minutes, I.B.29: Employer Surveys, I.B.35: Graduate Survey, I.B.42: Legal Advisory Board Meeting Minutes, I.B.43: Legal Graduate Survey ABA, MTI College website (mticollege.edu), I.B.5: Placement Report (Samples), I.B.55: Program Summary Sheets)

Finally, in 2012 in an effort to place increased emphasis on student retention as a prime indicator of institutional effectiveness, modifications were made to the annual performance evaluation procedure. To ensure that all personnel at MTI maintain an awareness of their role in student retention, the annual performance evaluation reports were updated to include a student retention rate relevant to the employee. For example, an instructor's evaluation includes the retention rates for courses he/she has taught over the course of the year. A department chair's evaluation includes the retention rates for the programs and courses that he or she oversees. Executive Committee members and certain administrative departments include the retention rate for the College as a whole. Collectively, the awareness of individual retention rates ties quality assurance directly to each member of the institution. (I.B.50: Performance Evaluation Forms)

### **Planning Agenda**

No additional planning items have been identified at this time.

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**I.B.6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.**

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### **Descriptive Summary**

MTI College ensures that its planning, decision-making and resource allocation processes effectively support the institution and its goals. One of the driving forces behind the institution's effectiveness as a whole is the president's philosophy of 'Don't expect...inspect'. This is a philosophy that is shared by the Executive Committee and serves the College well at all levels of the operation. If it is determined that any of the institution's processes or evaluation mechanisms become an obstacle toward the achievement of institutional goals, or fail to meet expectations or provide the necessary information, adjustments are made accordingly.

Over the past six years, the program review, master planning and budgeting/resource allocation processes have evolved from being three independent processes, to one comprehensive and integrated approach toward evaluation, planning, and improvement. In response to a recommendation made from the last reaccreditation visit, the College took steps to examine its current program review process with the intent of formalizing the process and strengthening the links between program review results, planning, and budgeting/resource allocation. A committee was formed, consisting of the vice president of operations at the time, director of education, academic officer, and the department chair for core education, who is also a faculty member. The committee researched program review models used by other academic institutions and developed a new model for the College that incorporated a variety of best practices. The model was reviewed and adopted with modification by the Academic Team (ATM) and the Executive Committee.

Each year, as part of the master planning and program review processes, participants are asked to evaluate each process itself. Toward the end of the master planning cycle, departments are asked to address the efficiency and effectiveness of master planning by answering the question, "How can the Master Plan/Departmental Review process be improved?" This question gives individuals and departments the opportunity to share observations and make recommendations to improve the master planning process so that it continues to fit the needs of the department and the College. In a similar fashion, academic staff and faculty provide feedback about the program review process. Completed program review reports submitted to the director of education include responses to the question, "Is there any way to improve the program review process?" The feedback and lessons learned from both processes are used to inform improvements made for future cycles. In 2011, the master planning and budget/resource allocation processes underwent revision to increase their benefits for the administrative departments. (I.B.44: Master Plans, I.B.54: Program Review)

## **Self-Evaluation**

In formalizing its approach to program review, MTI's goal was to create a process that was systematic, integrated and a source of reliable information that leads to good planning and informed decision-making. In addition, it was felt that the process must be manageable for faculty and staff, must not detract from student learning and support, and must be focused on the elements that are most important to the College; those that directly relate to student satisfaction and learning. The new model for program review was implemented in June 2008 under the supervision of the director of education.

As part of the redesign, several improvements were made. MTI's evaluation and planning processes were documented in an institutional planning map. Findings and recommendations from program review were centrally documented in the form of the Annual Program Review Update & Findings report. Systematic links between program review, master planning and budgeting/resource allocation were made more explicit. The analysis and synthesis of survey data was expanded and improved in order to provide more usable information for planning and decision-making. Finally, biannual program assessments were added to the program review cycle. (I.B.54: Program Review)

The institutional planning map helps the College coordinate the timing of various surveys and other assessment activities so that the results and findings can be used to create a more complete picture of the institution, to better inform decision-making, and to ensure that the findings and recommendations from program review are taken into consideration during master planning and budgeting/resource allocation. The planning map includes quarterly reporting for academic departments, annual surveys, Employer Advisory Board meetings, Board of Trustees meetings, program review, master planning, budget/resource allocation, catalog production and accreditation activities. The map is updated annually and is reviewed periodically throughout the year. (I.B.39: Institutional Planning Map)

In addition to improving the program review process, the committee and ATM made improvements to the review and analysis of survey results and other assessments; the distribution of survey findings and related information; and the documentation of program review findings and recommendations. As a result, after the annual student and faculty/staff surveys are administered, copies of the completed surveys are circulated among the Executive Committee and ATM, and are made available to all staff and faculty in the staff lounge. The director of education (DOE) conducts an analysis of the quantitative and qualitative data and identifies overall themes and key areas of concern. The DOE also compares results for certain key indicators to those from past surveys. This information is provided to ATM and the Executive Committee along with a list of recommended action items. In addition, department-specific data is extracted from the surveys and provided to department chairs for review. The chairs conduct their own analyses, solicit input from their faculty, and make recommendations for improvement. (I.B.10: Annual Faculty and Staff Surveys, I.B.12: Annual Student Surveys)

Feedback regarding master planning led to significant changes in 2011. Prior to 2011, the College found that while academic departments were seeing the benefits of master planning, several administrative departments were having difficulty applying the process. With input from

department managers, the director of education and the academic officer redesigned the master planning process. More structure was added, and the master planning template was redesigned to be more user-friendly and more complete in terms of the information being documented and tracked. In addition, budgeting/resource allocation requests were added to the master planning template in 2012 in order to more closely tie budget/resource allocation requests to planning, and to better track the status of these requests throughout the year. As of this writing, the College has completed one full cycle using the revised template, and is in its first year of tracking budget/resource allocation as part of master planning. The College looks forward to receiving feedback at the end of the year. (I.B.44: Master Plans, I.B.54: Program Review)

In 2011, the College reviewed many of its internal functions to ensure compliance with federal program integrity and gainful employment regulations. MTI's academic officer and Executive Committee conducted a full review of regulation requirements. The following is a sample of some improvements that resulted from this review:

- Institutional tracking for retention and placement rates was converted to award year and published on program summary sheets and the MTI College website
- Disclosure data, including SOC/CIP codes, on-time graduation rates, costs by program, job placement rates by program, and median loan debt by program, was added to MTI marketing materials and the website
- Marketing materials and the MTI College website were redesigned
- Program summary sheets were introduced
- MTI enrollment agreements were redesigned
- Admissions training materials were updated
- Admissions interviews are now observed weekly for quality control
- MTI Code of Ethics was revised
- An annual audit of job placement activities was instituted (2010)
- Satisfactory academic progress (SAP) policy was revised
- Satisfactory academic progress tracking was implemented in CampusVue
- Grading system was reviewed and updated
- High School Diploma Validation policy was formalized
- Incentive Compensation policy was documented
- A standardized worksheet for calculating course credit was developed

(I.B.3: 2012 Credit Hour Calculations, I.B.7: Admissions Advisor Interview Observation, I.B.8: Admissions Training Binder, I.B.11 Annual Retention Summaries, I.B.27: Employee Code of Ethics, I.B.31: Enrollment Agreements, I.B.34: Grading System, I.B.36: High School Diploma Requirement and Validation, I.B.37: Incentive Compensation, I.B.55: Program Summary Sheets)

The College has benefitted greatly from its increased emphasis on the continuous quality improvement of student learning programs and services; student achievement of SLOs; regulatory compliance; low default rates; and high certification and job placement rates. However, being a relatively small institution, demands are placed on faculty and staff that extend beyond their primary job functions. As a result, the College found that the limits of faculty and staff were taxed during the WASC self-assessment process. As a result, the College witnessed several departments struggle at times in terms of meeting deadlines and due dates. The College

values the commitment and contributions of its faculty and staff, and sees this challenge as an opportunity to improve its efficiency in scheduling, planning, and managing workloads.

### **Planning Agenda**

The College intends to explore ways to improve the consistency of reporting on the effectiveness of its planning mechanisms and make improvements where necessary. In addition, the College will consider changes that can be made in the planning and scheduling of deadlines and due dates to ensure that assessment and planning processes continue to be meaningful and worthwhile. Specifically, the College will strive to manage due dates for deliverables in a manner that has them scheduled more evenly throughout the year.

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**I.B.7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.**

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### **Descriptive Summary**

Ongoing attention is focused on improving the effectiveness of the institution's planning, decision-making, and organizational structures.

The quality and effectiveness of MTI's evaluation mechanisms are determined based on their ability to provide accurate and meaningful information that can be used to improve the ongoing achievement of SLOs and the quality of the institution's support services. The College evaluates its effectiveness using feedback and information from a broad range of sources including program-, course- and institutional-level SLO assessments; course evaluations; annual student and faculty/staff surveys; ad hoc surveys; retention snapshots and summaries; job placement reports; employer and legal advisory boards; department meetings, daily Pow Wows, semi-annual Town Hall meetings, and positive working relationships with the accrediting body and other external agencies and industry partners. The College not only uses this information to improve the quality of its student learning programs and services; it uses it to improve the policies, procedures, and processes upon which they are delivered.

Planning and resource allocation processes that have been modified as a result of self-reflective evaluation include the annual program review process; the annual student and faculty/staff surveys; and the institution's budget policy. (I.B.9: Annual Budget Review, I.B.10: Annual Faculty and Staff Surveys, I.B.12: Annual Student Surveys, I.B.19: Board of Trustees - Agendas & Meeting Minutes, I.B.32: Executive Committee Meeting Minutes, I.B.39: Institutional Planning Map)

### **Self-Evaluation**

MTI assesses its evaluation mechanisms by determining how useful and meaningful the resulting information is in terms of improving its instructional programs, student learning, and support

services. Assessment, survey and evaluation results are carefully reviewed by key managers to ensure that they solicit the type of feedback and information needed in order to maintain and improve best practices throughout the institution.

The institution's management culture is outcomes-driven, and policies and procedures are designed to be clearly stated and practical. Feedback obtained through surveys, meetings, and discussions throughout the year provides insight into MTI's effectiveness. Areas of weakness or inefficiency become the focus of discussion at department, Academic Team (ATM), and Executive Committee meetings. If a process proves cumbersome, confusing, or ineffective, efforts are made to expedite a solution. Fortunately, due to the size and nature of the institution, MTI enjoys a degree of flexibility that allows the College to gather feedback on current projects and initiatives and respond quickly to issues and needs as they arise.

Results from the 2012 annual faculty/staff survey includes the following:

- 97 percent of respondents are “satisfied” or “very satisfied” that MTI regularly examines its own practices with the goal of improvement
- 93 percent of respondents are “satisfied” or “very satisfied” that MTI uses evaluation and assessment practices effectively for improvement
- 94 percent of respondents are “satisfied” or “very satisfied” that the MTI campus facilities and learning resources (buildings, classrooms, equipment, etc.) are in good condition.

Ongoing attention will continue to be focused on improving the effectiveness of the institution's planning, decision-making, and organizational structures.

### **Planning Agenda**

No additional planning items have been identified at this time.

## **List of Supporting Evidence for Standard I**

### **I.A. Mission**

- I.A.1 2012 Annual Faculty and Staff Survey
- I.A.2 2012 Annual Student Survey
- I.A.3 Annual Retention Summaries
- I.A.4 ATM Meeting Minutes
- I.A.5 Board of Trustees - Agendas & Meeting Minutes
- I.A.6 Board of Trustees - Bylaws
- I.A.7 Career Services Audit
- I.A.8 Course Syllabi
- I.A.9 Department Meeting Minutes
- I.A.10 Executive Committee Meeting Minutes
- I.A.11 Executive Summary of MTI's Institutional Effectiveness in Program Review, Planning and Student Learning Outcomes (Folder: Executive Summary - Program Review, Planning & SLOs)
- I.A.12 Faculty Policy and Procedure Manual
- I.A.13 Institutional Planning Map
- I.A.14 Master Plans
- I.A.15 Student Recognition
- I.A.16 MTI Catalog Supplement
- I.A.17 MTI Mission
- I.A.18 MTI Personnel Manual
- I.A.19 New Student Committee Meeting and Rubric
- I.A.20 Paul Mitchell Cosmetology Program Supplement
- I.A.21 Performance Evaluation Forms
- I.A.22 Retention Snapshot (Sample)
- I.A.23 Rolling Retention Report (Sample)
- I.A.24 Student Handbook
- I.A.25 Writing Contest Flyer

## **I.B. Improving Institutional Effectiveness**

- I.B.1 2011-2012 ACCJC Annual Report
- I.B.2 2012 12-week Surveys (Combined) (Folder: 12-week Survey)
- I.B.3 2012 Credit Hour Calculations
- I.B.4 2013 - April 30th Budget Update
- I.B.5 ACCJC College Status Report on SLO Implementation
- I.B.6 Administrative Department Master Plans
- I.B.7 Admissions Advisor Interview Observation
- I.B.8 Admissions Training Binder - AVAILABLE ON CAMPUS
- I.B.9 Annual Budget Review
- I.B.10 Annual Faculty and Staff Surveys
- I.B.11 Annual Retention Summaries
- I.B.12 Annual Student Surveys
- I.B.13 Annual Title IV Compliance Audits – AVAILABLE ON CAMPUS
- I.B.14 Assessment document collection – AVAILABLE ON CAMPUS
- I.B.15 ATM Meeting Minutes
- I.B.16 BA GE Departments – 2011 Master Plan
- I.B.17 BA GE Departments – 2012 Master Plan
- I.B.18 Board of Directors Meeting Minutes – AVAILABLE ON CAMPUS
- I.B.19 Board of Trustees - Agendas & Meeting Minutes
- I.B.20 Business Administration Year 2 - 2011 Program Assessment
- I.B.21 Business Department Year 1 - 2011 Master Plan
- I.B.22 CORE Report (Sample)
- I.B.23 Corrective Action Plan (Sample)
- I.B.24a Course Assessment – Assessment Plans
- I.B.24b Course Assessment – Completed Assessments
- I.B.25 Course Evaluation Templates
- I.B.26 Department Meeting Minutes
- I.B.27 Employee Code of Ethics
- I.B.28 Employer Advisory Board Meeting Minutes
- I.B.29 Employer Surveys
- I.B.30 End-of-Program Surveys
- I.B.31 Enrollment Agreements
- I.B.32 Executive Committee Meeting Minutes
- I.B.33 Executive Summary of MTT's Institutional Effectiveness in Program Review, Planning and Student Learning Outcomes (Folder: Executive Summary - Program Review, Planning & SLOs)
- I.B.34 Grading System
- I.B.35 Graduate Survey
- I.B.36 High School Diploma Requirement and Validation
- I.B.37 Incentive Compensation
- I.B.38 Inservice Training
- I.B.39 Institutional Planning Map

- I.B.40 Instructor Grade Sheet (Sample)
- I.B.41 Instructor Observation Form
- I.B.42 Legal Advisory Board Meeting Minutes
- I.B.43 Legal Graduate Survey ABA
- I.B.44 Master Plans
- I.B.46 MTI College website (mticollege.edu)
- I.B.47 MTI e-learning website (elearning.mticollege.edu)
- I.B.48 MTI Personnel Manual
- I.B.49 Outcomes and Assessment Map
- I.B.50 Performance Evaluation Forms
- I.B.51 Placement Report (Samples)
- I.B.52 Pow Wow Meeting Minutes
- I.B.53a Program Assessment - Assessment Plans
- I.B.53b Program Assessment - Completed Assessments
- I.B.54 Program Review
- I.B.55 Program Summary Sheets
- I.B.56 Rolling Retention Report (Sample)
- I.B.57 Student Advisory Group - Student Advisory Focus Group
- I.B.58 Town Halls

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## **Standard II: Student Learning Programs and Services**

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

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

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this Standard are broadly applicable to all instructional activities offered in the name of the institution.

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**II.A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.**

**II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.**

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### **Descriptive Summary**

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

MTI's success over the past 48 years has been predicated on the institution's ability to identify and meet the educational needs of its students. The College evaluates the educational needs of its students and adapts in order to provide academic experiences that build upon existing knowledge and skills that students possess when they start their programs. The College offers programs that meet the needs of the employment market, and appeal to a broad range of students. In addition, by offering competitive financial aid and scholarship packages, MTI is able to assist many students in reaching their career goals.

MTI offers programs in the fields of Business, Law, Cosmetology, Healthcare, and Technology. Knowing that one size does not fit all, the College offers multiple programs within each field of study in order to provide students with the knowledge and skills necessary to help them reach their specific goals. For example, students who seek to become receptionists or file clerks may have their needs met through the Business Office Assistant fast-track program, while other students may require more in-depth training and experience found in the Business Administration degree program.

All of MTI's programs share the following objectives in support of the institution's mission:

- To equip students with the practical and technical skills required by employers in the community;
- To provide students with the breadth of knowledge and analytical skills needed for advancement in the vocational and professional arenas;
- To empower students to be independent thinkers and effective communicators;
- To instill in students a sense of integrity and inspire them to become lifelong learners.

To meet the needs of its students, the College maintains a relatively small student/faculty ratio to ensure personal attention, and offers hands-on training in well-equipped computer application instruction labs; employment-driven programs designed to meet the needs of business and industry; and job placement assistance for graduates in program-related employment. Further, the College works hard to maintain its regional accreditation and external agency approvals in order to maintain its reputation as a quality institution among students and employers.

MTI's success at meeting the objectives of its mission is evidenced by its high rates of enrollment, retention, certification and licensure, and program-related job placement. When applicable, MTI's classes simulate actual work conditions and employment scenarios. Program lengths are determined on the basis of the time required to prepare the average individual for a given job. Course standards are influenced by constant attention to local employers' needs and input from faculty and industry experts. Finally, professionalism and confidence are emphasized throughout all of MTI's programs.

MTI is committed to research and analysis to identify student learning needs and assess students' progress toward achieving stated SLOs. Through a continuous cycle of evaluation, planning and improvement, MTI uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. Key activities that support this effort include the assessment process, program and departmental review, the master planning process, and budget/resource allocation. Input and participation are encouraged through department meetings, the Employer Advisory Board, the Legal Advisory Board, and the Career Services department. Other valuable sources of information include legal employer surveys, comparisons of similar programs at similar institutions, student and faculty surveys, graduate surveys, student retention rates, certification and licensure pass rates, placement rates, and direct input from faculty and staff. The College relies on qualitative and quantitative information it receives from these sources to inform its planning efforts.

As an outcomes-based institution, SLOs at the institution, department, program, and course levels are developed and reviewed each year. At MTI, institutional outcomes are referred to as universal outcomes. Instructors provide feedback and input into the continuous improvement of curriculum, courses, and programs. Employer advisory boards provide input regarding the scope and content of MTI's programs and courses, and the relevance and appropriateness of program- and course-level SLOs and assessments.

Assessment is an ongoing process, and the College continuously collects data for assessment, planning, and communication purposes. All courses employ outcomes-based grading. Students must demonstrate proficiency in order to successfully complete their courses and programs. Assessment tools include rubrics, research projects, case studies, presentations, practical application scenarios, and examinations. Course credit is awarded based on students' demonstrated achievement of the SLOs.

Faculty and academic leadership assess student learning at the course and program levels through a variety of means, including course evaluations, outcomes-based grading, assessment tools, norming sessions, student surveys, graduate surveys, and the program review and master planning processes. Course and program SLOs are assessed biannually with assessment results leading to action items for the following year. The universal and general education outcomes are assessed every two years as part of the program-level assessment. Administrative and student support departments assess their outcomes annually through the master planning/department review process.

In 2011, the academic departments began using formal course and program assessment plans. Each department drafted assessment plans to review their courses and/or full programs. Several programs completed the assessment process that year with the remaining programs completing the assessment process in 2012. Academic programs are now completing assessments biannually. Additionally, administrative departments began formalizing their assessment activities in 2011. Dialogue related to assessment continues to be widespread and focused on improving student learning and achievement. Findings are incorporated into the program review, master planning, and budget/resource allocation processes. The Outcomes and Assessment Map is a valuable tool that shows the relationship between outcomes at the course, program and universal (institutional) levels. The map helps the College ensure that all program outcomes are being met across the curriculum.

Program review is conducted each year for all academic programs. The review encompasses the planning activities that take place over the year and brings together a variety of data used to help the department evaluate its effectiveness and make recommendations for improvement. SLOs are reviewed, assessment findings are summarized, resources are evaluated, and progress on action items is noted. In addition, survey results, course evaluations, master plan updates and information from the employer and legal advisory boards are evaluated in order to identify opportunities for improvement.

As discussed in Standard I.B., master planning is the primary vehicle through which the College conducts its annual cycle of assessment and planning. Master planning action items that are focused on the continuous quality improvement of MTI's instructional programs are derived

primarily from the assessment and program review processes. The year-long master planning process involves all departments throughout the College, and focuses on the quality of student learning and the efficiency and effectiveness of MTI's programs and institutional processes. Each department identifies between two and five goals or outcomes that it wants to focus on over the year. The department works as a team to develop plans for achieving their objectives and criteria for measuring success. The department then meets several times over the year to assess their progress toward achieving their goals.

MTI's academic departments hold faculty meetings at least once each quarter. These meetings serve several purposes:

- They provide a forum for the dissemination of information to faculty to ensure that they are informed about changes, updates, or other important information.
- They allow faculty to provide important feedback and input into the continuous improvement of curriculum, courses, and programs. The faculty is instrumental to the curriculum development process, including the identification and maintenance of SLOs and assessment tools used to measure student achievement of the SLOs.
- They bring together administrators and faculty for both short-term and long-term planning.

The department chairs facilitate the meetings and distribute notes to ensure that all department members receive important information and updates.

Because the focus of its mission is on helping students prepare for successful careers, the College closely monitors the needs and expectations of the employment community. The Career Services department works directly with employers to understand the market and assist students in finding jobs. Information and feedback is gathered from the Employer Advisory Board, the Legal Advisory Board, graduate surveys, and paralegal employer surveys. Placement statistics and trends, and certification and licensure pass rates are used to inform the institution's decision-making regarding its programs, courses, and methodologies. Feedback regarding students' learning needs and perceptions is gathered from the annual student survey, 12-week student surveys, end-of-program surveys, graduate surveys, course evaluations, Pow Wows, and interactions with faculty and staff. (II.A.3: 2012 12-week Surveys (Combined), II.A.16: Annual Student Surveys, II.A.26: Course Evaluation Templates, II.A.33: Employer Advisory Board Meeting Minutes, II.A.34: Employer Surveys, II.A.35: End-of-Program Surveys, II.A.45: Graduate Survey, II.A.53: Legal Advisory Board Meeting Minutes, II.A.54: Legal Graduate Survey ABA)

MTI's program and curriculum development are largely employer and market driven. Information is gathered from a variety of sources in order to develop programs and curriculum that are high-quality, rigorous, and cohesive. Sources of information include the U.S. Bureau of Labor Statistics, the State of California Employment Development Department, the MTI Employer Advisory Board, the local employer community, and several online resources. For new and existing programs, curriculum specialists and/or department chairs periodically review

similar programs from other colleges in the area. In addition, because some of MTI's faculty members also teach at other institutions, they are able to provide insight and feedback about comparable classes and programs.

The College understands the value of industry certification and licensure in terms of validating an individual's knowledge and skill, and in obtaining employment. MTI currently offers several programs designed to prepare students for vocational licensure or certification through the State of California. The Cosmetology program prepares students to become licensed cosmetologists, the Phlebotomy program prepares students for the Certified Phlebotomy Technician I (CPT1) certification, the Medical Billing and Coding program prepares students for the Certified Coding Associate (CCA) certification or the Certified Medical Reimbursement Specialist (CMRS) certification, and the Medical Assistant program prepares students for the California Certified Medical Assistant (CCMA) certification. In addition, MTI's technology programs help students prepare to pass the rigorous Microsoft Certified IT Professional (MCITP) and CompTIA A+ technician exams.

Finally, MTI's ACCJC accreditation and program approvals help the College maintain its integrity and credibility. Through periodic self-evaluation, reporting, and outside review, the College is compelled to employ best practices and continually improve the quality of its programs and services. In August 2011, the College received its re-approval as an American Bar Association (ABA)-approved institution. Following the institution's February 2011 ABA visit, the site visit report stated, "MTI College has a strong paralegal studies program under the capable direction of Linda Gardenhire. The students and graduates express a high level of satisfaction with the instruction received and their preparation to enter the paralegal profession. The administration (including the highest level) is very interested in and supportive of the Program." (II.A.1: 2011 ABA Site Visit Report)

### **Self-Evaluation**

In support of its mission, MTI's instructional programs and support services are designed to help prepare students with the knowledge, skills and confidence for pursuing successful careers. The institution's commitment to student learning is demonstrated through its efforts to understand the needs of its students, provide the curricula and resources that promote student achievement of student learning outcomes (SLOs), and maintain an environment focused on assessment and continuous quality improvement.

The College relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes. MTI's mission and programs focus on adult learners who have successfully completed high school or received their high school equivalency. In recent years, the College has become increasingly vigilant in identifying the educational needs of incoming students. This vigilance has been particularly necessary when it comes to basic math and English skills. Concerns regarding quality of student writing led to the formation of a committee comprised of the director of education and full-time and adjunct English faculty members. The committee identified specific issues and investigated probable causes. This baseline investigation revealed that students who were struggling with grammar, usage, and basic writing skills needed supplemental instruction and support. This instruction was provided in a

pilot course; however, even with supplemental instruction, it was found that a number of students had significant challenges that could not be remediated in a short period of time.

Often the students who struggle the most with English are the ones who end up dropping from the program. In 2009, the Executive Committee approved the addition of a writing assessment to the admission's testing process. Students are given a writing assessment test during the admissions process. A rubric is used to grade the assessment. If prospective students do not score above a certain level, they are not enrolled in school. However, if it is determined that low-scoring students have a good chance of succeeding in the program and are just in need of remediation, they are scheduled into the English Mechanics (E050) course. The current pass rate for E050 class is between 93 and 94 percent. In addition, retention in the English Fundamentals (E100) course has increased significantly since E050 was introduced in August 2009.

### **Retention in E100 English Fundamentals**

Year	Course Retention
2009	87.24%
2010	91.36%
2011	99.99%

Similar issues with mathematics led to the development of a remedial math course and a skills assessment used to place students in the appropriate level math course. The Math department developed course and entrance assessments with input from faculty, and consideration of similar remedial math courses at other institutions. Before putting the math entrance assessment in place, the curriculum specialist piloted the assessment in existing Mathematics in Business (M110) classes to check its validity. The Computational Math (M101) course was introduced in 2003 and has had a positive impact on students who previously would have struggled.

The College has found that most students who drop from school do so within their first term. Because of this, new students are monitored very closely during this time. The director of education, deans, department chairs, admissions staff, campus director, and first-term instructors participate on the New Student Committee. The purpose of the New Student Committee is to discuss at-risk students to determine how they can best be served. The committee meets during the fourth week of the term, and students' names are brought to the committee's attention by faculty and staff. The committee discusses observations and feedback regarding the students; many of whom experience difficulties adapting to the academic rigor and demands of attending school. The committee also celebrates early student successes. When discussing at-risk students, the committee tries to answer two questions:

- Is MTI a good match for this student?
- Can we help this student?

If it is determined that MTI is a good match and the College can help the student overcome his or her difficulties, the dean, department chair or future professional advisor will work with the student to develop a plan of action and provide the resources and/or support the student needs to succeed. Students who are in English Mechanics (E050) and Computational Math (M101) are

automatically reviewed by the committee at the 6-week mark to verify the likelihood of successfully completing the course(s) and the program. If it is determined that MTI is not a good match for the student and the College is unable to help the student succeed, the student's enrollment is cancelled, any student loans that have been disbursed are returned in full, and any outstanding balances are forgiven. The decision to discontinue a student must be made within the first six weeks of attendance, except where there are extenuating circumstances. It is important to note that MTI's intent is not to provide students with a trial period, but rather to focus on early intervention in order to help at-risk students, and to understand the challenges students face during the early weeks of school in order to improve student retention. Admissions personnel attend the New Student Committee meetings in order to provide information on new students, gain insight into how their students are progressing, and to identify opportunities to improve and adjust the admissions process. (II.A.62: New Student Committee Meeting and Rubric)

The biannual assessment cycle is beneficial to maintaining the quality and integrity of MTI's academic programs. Since 2011, all academic departments have completed assessments at the program, course, and institutional levels. With each assessment cycle, data is collected and analyzed by staff and faculty, and plans are made to address targets that are not met. These plans, along with program review findings and budget/resource allocation requests from the previous cycle are incorporated into the master plan for the upcoming year. A summary of progress is included in the next program review along with recommendations and budget requests focused on improving student learning. Completed assessment reports and program reviews are submitted to the director of education and are made available to staff and faculty for review. In addition, the *Executive Summary of MTI's Institutional Effectiveness in Program Review, Planning and Student Learning Outcomes* is compiled and distributed annually to the Board of Trustees, management, faculty and staff. (II.A.25: Course Assessment - Completed Assessments, II.A.42: Executive Summary of MTI's Institutional Effectiveness in Program Review, Planning and Student Learning Outcomes, II.A.55: Master Plans, II.A.70: Program Assessment - Completed Assessments, II.A.71: Program Review)

To illustrate the benefits drawn from the assessment cycle, the Medical Billing and Coding Specialist program was assessed in 2011. Assessment results showed that students were doing well overall, but could benefit from more practice applying their billing and coding skills. The department added the following action items to its 2012 master plan to improve the skill level of its medical billing and coding students:

- Incorporate more case scenarios and practice materials in all the classes to improve the students' skill level and material retention
- Integrate curriculum in the advanced billing classes utilizing Electronic Medical Records/E-medsys program
- Offer more up-to-date and detailed training for instructors

As a result of the assessment and master planning processes, scheduling and alphabetizing practice materials have been added to the Medical Office Practice (MO130) class. More claims and coding scenarios have been added to the Medical Insurance Billing and Claims Processing (M0143), Diagnostic Coding (MO157A), and Procedural Coding (MO157B) classes. In addition, the development of case scenarios using E-medsys is underway. Finally, two instructors have

completed ICD-10 training through AHIMA and several instructors have participated in ICD-10 training through Cengage. The program is due to be reassessed in 2013. The assessment process is discussed in detail in Standard II.A.1.c. of this Self Study.

MTI recognizes that in order for students to be successful, they must be supported by faculty who communicate well and can teach to a variety of different learning styles. The College requires all new instructors to participate in a Teach-the-Teacher orientation session and complete a series of training modules that include topics such as setting the tone, classroom management, academic honesty, outcomes-based grading, policies and procedures, learning styles, generational differences, diversity, customer service, and preventing sexual harassment. In addition, the College offers inservices and training sessions at its semi-annual Town Hall meetings. (II.A.48: Inservice Training, II.A.60: MTI Online Training Modules, II.A.81: Teach-the-Teacher, II.A.83: Town Halls)

The College examines its instructional quality and effectiveness through in-class observations. During classroom observations, department chairs evaluate a number of instructional standards, including the following:

- The instructor actively involves all students in the lesson.
- The instructor uses a variety of teaching methods (lecture, discussion, group activity, independent study).
- The instructor addresses various learning styles: visual, auditory, kinesthetic.

(II.A.51: Instructor Observation Form)

Survey information assists the College in evaluating how effective it is in meeting student needs.

Results from the 2012 annual student survey indicate the following:

- 89 percent of respondents are “satisfied” or “very satisfied” that textbooks and supplies are helpful and appropriate to their classes.
- 84 percent of respondents are “satisfied” or “very satisfied” that instructor-led labs are helpful when they need assistance in their classes.
- 92 percent of respondents are “satisfied” or “very satisfied” that they have access to the resources they need to be successful in their classes.
- 94 percent of respondents are “satisfied” or “very satisfied” that the curriculum is designed to maximize student learning.
- 89 percent of respondents believe that they will complete their degree/diploma program in the amount of time they expected.

Further, results from the 2012 12-week student surveys indicate that 95 percent of respondents rate the overall quality of instruction as “excellent” or “good.” Comments regarding what students like best about MTI include the following:

- “I like the classes. I like the class sizes. I like the courses.”
- “I have always had great respect for MTI College because I appreciate the fact they do everything they can to prepare you and get you out into the work force. I look forward to my future career and have MTI to thank for that.”
- “The instructors are very professional and helpful. When I am struggling with something in class, the instructor has no problem helping and/or explaining the materials over again, or in a better way for me to understand.”
- “The level of education and professionalism, everybody is very friendly and respectful toward each other. It feels comfortable to come to school.”

In response to the recent ACCJC requirement, the following student achievement standards have been put in place in 2013.

	Institutional standard (new)	2012 Performance
Student Course Completion (fall)	85%	89.7%
Student Persistence*	85%	87.9%
Degree Completion**	60%	90.9%
Diploma Completion**	70%	74.0%

\*Student retention based on August to December timeframe

\*\*Program completion based on academic year

The following pages provide actual breakdowns of student achievement data. Please note: the College provides annual course completion figures; however, the table above references a fall rate because that is what is requested in the ACCJC Annual Report.

## Annual Course Completion

The figures below represent the rate of successful course completion for all students who attended classes in the years noted.

Year	Total Students	Drops	Failed	Incompletes	Successful Course Completion
2012	7606	370	449	38	88.7%
2011	7852	353	545	58	87.8%
2010	8773	571	511	31	87.3%
2009	9772	775	406	97	86.9%
2008	7647	744	394	41	84.6%
2007	7987	800	332	49	85.2%
2006	7468	964	502	158	78.3%

*Source: 2008-2012 Course Retention Data*

## Persistence

Persistence is typically measured from one term to term, such as spring to fall. However, because MTI College is a non-term institution, upon recommendation of ACCJC staff, it evaluates persistence over a period of three six-week terms that occur at approximately the same time each year.

Timeframe	#	%	Year
Aug. 1 - Dec. 2, 2011	103/116	87.9%	2011/2012
Aug. 13 - Dec. 17, 2010	82/91	90.0%	2010/2011
Aug. 21 - Jan. 7, 2009	136/159	86.0%	2009/2010
July 28 - Nov. 28, 2008	64/81	79.0%	2008/2009
Aug. 13 - Dec. 14, 2007	49/64	76.6%	2007/2008
Aug. 28, 2006 - Jan. 5, 2007	77/101	76.2%	2006/2007

## Program Completion

The figures below represent students who successfully completed an MTI program during the years noted.

Program Completion	2008*		2009		2010		2011		2012	
	447/670	66.70%	471/738	63.82%	566/872	62.13%	598/911	65.64%	536/785	68.28%

*Source: 2009-2012 Retention Summaries; \*2008 data from How Our Students Are Doing (HOSAD) report*

The figures below represent students who successfully completed an MTI program and received a degree, diploma or certificate. Degree students are all night students; and certificate students are all day students.

	2008		2009		2010		2011		2012	
Degree	100/117	85.47%	107/127	84.25%	128/146	87.67%	128/151	84.77%	100/110	90.90%
Diploma	316/431	73.32%	324/492	65.85%	427/639	66.82%	461/654	70.49%	422/570	74.04%
Certificate	14/14	100%	9/9	100%	11/11	100%	40/40	100%	31/31	100%

*Source: 2009-2012 Retention Summaries; \*2008 data from How Our Students Are Doing (HOSAD) report*

## Annual Student Retention

Overall student retention in the College has been on the rise since 2009, due in part to the skill assessments administered during the admissions process, remedial training offered to students in need, and early intervention efforts as part of the New Student Committee process.

Year	Degree & Diploma Programs*	Paul Mitchell Cosmetology	Institutional Combined
2008	69.5%	66.9%	68.8%
2009	67.9%	63.6%	66.9%
2010	68.2%,	59.2%	66.3%
2011	69.4%	64.0%	68.4%
2012	72.7%	64.5%	71.0%

\*Due to the unique nature of the Paul Mitchell Cosmetology program, retention numbers are reported separately.

MTI is committed to offering programs that fill the needs of graduates who are seeking employment, and the employers themselves. The College monitors the employment market, obtains and analyzes feedback from its Career Services department, and consults its Employer Advisory Board, Legal Advisory Board, and other industry partners to determine employer needs and hiring trends.

The College established the Employer Advisory Board (EAB) in 2001 to gain insight and guidance from employers in the private and public sectors. The board meets at least once a year and has proven to be a valuable resource for providing updates on industry trends and certifications desired by employers; offering input into the development of program, course, and universal SLOs; identifying levels of competency desired by employers; and contributing to the development of new courses and programs. In addition, the board assists the College in building relationships with employers that facilitate the placement of graduates in business, healthcare, and information technology positions, and provides feedback on admissions' literature and program marketing materials.

MTI's Legal Advisory Board was established in 1992 to support MTI's Paralegal Studies degree and other related programs. The structure of the board meets the requirements set by the American Bar Association (ABA) and is evaluated on a periodic basis with updates being sent to the ABA. The board meets two or three times a year and provides the College with information regarding the use of paralegals in the community. In addition, the board provides feedback and makes recommendations for changes to the program, courses, and SLOs. A more complete discussion of MTI's employer advisory boards can be found in Section II.A.2.b. of this Self Study.

The following is a sample of some of the changes resulting from the guidance provided by MTI's Employer and Legal Advisory boards:

- The Application Development diploma program is being reintroduced with an emphasis on developing applications for mobile devices such as smartphones and tablets. As of this writing the program has been approved and is in the planning stages.
- The Introduction to Business (BA100) course was developed and added to the Business Administration, Medical Billing and Coding Specialist and ITNA programs. This course includes concepts such as customer service, marketing, economics and other basic business concepts along with a focus on writing business documents such as emails and memos.
- The Medical Assistant program now helps prepare students to sit for the California Certified Medical Assistant (CCMA) certification exam.
- The Medical Billing and Coding Specialist program has been updated to address the ICD-10 coding standard.
- Administrative Law (LA283) is now being offered in the second quarter of the Paralegal Studies Year Two program.

- The Intellectual Property (LA285E) course has been replaced with Bankruptcy Law (LA287E).
- ABACUS and TimeSlips software have been added to computers on campus.
- Certification in LexisNexis will be added to the program to enhance students' marketability.

The Test Past Assurance (TPA) program helps students prepare for their certification tests in the IT and healthcare programs. As part of the TPA, students are given practice tests and are offered coaching. The practice tests are developed or selected to match the concepts and skills on the actual certification tests. For the Cosmetology program, the Mock Board is similar to the TPA in that it prepares students for the State of California cosmetology board licensing exam. All cosmetology students are strongly encouraged to participate in the Mock Board, which provides a significant added value not offered at other cosmetology schools. (II.A.82: Test Pass Assurance (TPA))

As a result of MTI's TPA programs, certification and licensure pass rates are consistently high.

Certification/License	Pass Rate	Timeframe
Comptia A+ Technician	94%	2010 to present
Microsoft (MCSA) *	79%	2012
Phlebotomy (CPTI)	97%	2012
Medical Assistant (NCCT)	100%	2012
California Certified Medical Assistant (CCMA)	100%	2012
Certified Coding Assistant (CCA) *	50%	2012
Certified Medical Reimbursement Specialist (CMRS) – New	Not available	Not available
Cosmetology	95%	2011 – 2012

\* Note: As discussed in Standard II.A.5, the institution is aware of the need to address the pass rates for the Microsoft (MCSA) and Certified Coding Assistant (CCA) certifications. Work is in progress to increase the pass rates to levels comparable with the other certifications.

In August of 2005, ACCJC and the ABA Standing Committee on Paralegals approved MTI's Paralegal Studies OnlinePlus partial online delivery format. The Paralegal Studies degree program is available through a purely traditional instructional format, and through a combination of traditional and online deliveries. The delivery option that includes the online component is offered twice a year pending demand. Students who choose traditional classroom instruction attend classes during the evening on the MTI College campus. Based on the requirements set by the American Bar Association (ABA), students following the OnlinePlus format earn a minimum of 15 quarter units through traditional classroom instruction. These courses are scheduled throughout the length of the program and are taken at the MTI College campus. The balance of the program is taken online.

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

Prior to enrollment, all paralegal studies students must meet the following criteria before being approved for the OnlinePlus delivery format: basic keyboarding skills of at least 35 words per minute, working knowledge of the internet, ability to utilize email, and ability to create documents using Microsoft Word.

All students who enter MTI's paralegal studies programs participate in a new student orientation session prior to the beginning of classes. Students enrolling in the OnlinePlus delivery option attend an additional orientation session specifically geared toward the online portion of the program. Students learn about the expectations of the program and are introduced to the course management system, the logistics of the program, and the online learning experience in general. At orientation, the department chair demonstrates how the online program works. Students then participate in a hands-on tutorial of their online course. During the orientation, students' skills and abilities are further assessed by the department chair. If the department chair has concerns about a student's potential to be successful in an online environment, she will transfer the student directly into the traditional program option.

Online students are carefully monitored by the department chair throughout the first four weeks of the program. Then, as needed, the department chair tutors students in areas where they may need further assistance such as threaded discussions, timely postings and assignments, and executing quizzes. This reinforces student success in the online environment and helps ensure that students will not be lost in "cyber-space" without consistent guidance. Online instructors offer assistance as well to engage online students and encourage participation. If the department chair, dean, and instructor determine that a student is not benefiting from online learning, the student is transferred directly into a traditional classroom environment.

The department chair of Paralegal Studies audits courses at the end of every quarter to ensure that the curriculum and instruction are leading toward student achievement of the stated learning outcomes, and that sound teaching and assessment techniques are being employed. Feedback from observations, assessments, and course evaluations provide valuable information regarding strengths, weaknesses, and opportunities for making improvements. As part of the assessment process, student work is gathered and assessed for meeting course and program SLOs. Changes are implemented to the curriculum based on the analysis of the SLO data.

Because students enrolled in the partial online program also attend classes on-campus one night a week, they have access to all of the student support services and resources available at MTI, including access to faculty since the majority of online instructors also teach on-campus. MTI maintains a policy that requires faculty and staff to respond to student inquiries and requests

within a 24-hour timeframe. Also, because open and continuous communication is critical to student success in an online environment, students and faculty are strongly encouraged to communicate with each other and with MTI administrative and support staff via the telephone, email and through face-to-face meetings on-campus.

### **Planning Agenda**

No additional planning items have been identified at this time.

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**II.A.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.**

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### **Descriptive Summary**

MTI demonstrates its commitment to student learning through the use of delivery systems and modes of instruction that meet the needs of its student population, support the institution's mission, and are well-suited to meeting the goals and objectives of the curriculum. In order to improve instruction and promote student learning, MTI employs a variety of assessment tools and processes to obtain meaningful information about the quality and responsiveness of its instructional delivery systems and modes of instruction. This information is used to inform the decision-making and planning necessary for continuous quality improvement. Finally, the College maintains, monitors, and supports instructors' professional growth and effectiveness through professional development opportunities and regular feedback through course evaluations and classroom observations.

MTI offers programs during the day and evening, and in some cases, on the weekend. At the time of enrollment, students indicate when they would like to attend. With the exception of the Accounting Technician program, all diploma and first-year degree courses are offered during the day and evening. Students can choose the schedule that best fits their needs. With the exception of Salon Management, second-year degree courses are offered exclusively in the evening. This is done in order to allow second-year students to work in their chosen fields during the day while attending classes in the evening. MTI's Career Services department actively assists students in finding employment if they choose to work during their second year.

The College employs two instructional delivery systems: online and on-ground. All classes offered at MTI are offered on-ground; however, students in the Paralegal Studies Year Two program may choose a partially online (hybrid) delivery format. This option is called OnlinePlus, and students must qualify in order to participate. Students enrolled in OnlinePlus attend classes in a classroom or lab setting on-campus one night a week and take the remaining classes online. The Paralegal Studies Year Two program is the only program offered in this format.

MTI has been a traditional on-ground college for 48 years. The College believes that its success is due, in large part, to its consistent physical presence in the Sacramento community. MTI has

always maintained a single campus in Sacramento. Originally, the campus was located in downtown Sacramento; it has been in its current location for the past twenty years. For a vast majority of its history, the College has taken a traditional classroom approach toward instruction. Asking students to attend classes on the MTI campus has allowed the College to closely monitor the quality of instruction and ensure that students have access to all the resources they need to be successful.

As a small institution that awards terminal occupational diplomas and degrees, MTI is uniquely structured to offer flexible curricula focused on meeting the demands of the employment community as well as the learning needs of its students. The College focuses on the modes of instruction and delivery systems that maximize student learning in an environment that simulates the workplace. The College employs a variety of instructional methods, including didactic lecture, discussion, participatory learning activities, practical labs, externships, and experiential-learning experiences. The specific mode of instruction is chosen based on the learning needs of the students, the SLOs, and to a lesser extent, the available resources of the institution. Several classes offer a variety of instructional activities and tools for instructors and students. Examples include videos, case studies, scenarios, hands-on activities, collaborative discussion questions and skills testing. Many of the activities and tools are available on the MTI e-learning website ([elearning.mticollege.edu](http://elearning.mticollege.edu)). The College benefits from feedback obtained from resources such as the Employer Advisory Board, Legal Advisory Board, and other industry partners and employers to inform decisions regarding effective modes of instruction and the objectives of the curricula.

Faculty and staff have the opportunity to participate in a variety of professional development activities, such as attending offsite vendor-sponsored workshops and seminars; attaining or upgrading professional certifications; participating in MTI-sponsored training and in-services; participating as evaluators on WASC evaluation team visits; and attending Assessment Institutes and other academic-related conferences and events. The College makes professional development activities available internally through the MTI e-learning website ([elearning.mticollege.edu](http://elearning.mticollege.edu)), inservice training sessions and Town Hall meetings. Examples include the following:

#### In-service Training

- Course Assessment (2008/2009)
- Enhancing Lectures (2011)

#### Town Hall Training

- Student Retention (2008)
- Generational Differences (2008)
- Customer Service (2009; 2011)
- Brain Rules (2010)

#### MTI e-learning Campus-wide Training Modules

- Preventing Sexual Harassment
- Diversity Awareness
- Improving Customer Service

## MTI e-learning Instructor Training Modules

- Setting the tone
- Lesson planning
- Classroom management
- Generational differences
- Outcomes based grading
- Academic honesty
- Attendance
- Learning styles

(II.A.48: Inservice Training, II.A.60: MTI Online Training Modules, II.A.83: Town Halls)

The College continuously collects data for assessment, planning, and communication purposes. Faculty and academic leadership assess student learning through a variety of means, including course evaluations, outcomes-based grading, assessment tools, norming sessions, student surveys, graduate surveys, and the program review and master planning processes. Course and program SLOs are assessed biannually with assessment results leading to action items for the next planning cycle. In addition to assessments, the College administers surveys that gather student perceptions and feedback on instructional quality and the effectiveness of the curriculum and learning environment.

### **Self-Evaluation**

MTI's focus on continuous quality improvement can be seen through its ongoing efforts to ensure that delivery systems and modes of instruction are appropriate for the learning community, and effectively support student learning and the achievement of SLOs.

Decisions that directly impact instructional quality and the students' learning experience are made only after careful research and consideration. When MTI began exploring the idea of using an alternate delivery system for instruction, feedback from students indicated that many students' busy lives made it difficult for them to consistently attend evening classes on campus for an extended period of time. Further, at the time, MTI's Paralegal Studies degree program was the institution's largest and fastest-growing program. After careful evaluation of the Paralegal Studies curriculum, exploration of other existing online paralegal programs, and consultation with the American Bar Association (ABA), the College determined that the second year of the Paralegal Studies degree program was a good candidate for a partial-online delivery format. This hybrid format would not only meet the needs of busy, yet disciplined students, it would also support the achievement of the outcomes and objectives of the curriculum without sacrificing the quality of instruction.

MTI ensures that its Paralegal Studies online and on-ground delivery systems meet the needs of students and the objectives of the curriculum. The online curriculum, including SLOs, is based on its on-ground counterpart. Similarly, wherever appropriate, the same assignments, assessments, and expectations are used for both online and on-ground classes. Maintaining academic integrity in an online program can be a challenge and is closely monitored. Writing samples, which students are asked to provide as part of the orientation process, are used to verify

student identity in online courses. Instructors become quite adept at recognizing their students' work, and the original writing assessment is used as a basis for comparison when evaluating all submitted work. In addition, because several online instructors also teach on-ground classes and frequently have online students in attendance, individual writing styles are further established through more traditional means and the instructors become even more familiar with their students' writing styles.

All exams executed in the online delivery format are timed exams whereby students must complete the exam in one application without interruption. This type of restriction prevents students from logging off and seeking outside assistance. The majority of the exams are open book exams, which mirrors many of the traditional delivery classes as well. Open book exams require students to know the material well and demonstrate their understanding and ability to apply concepts while reducing the amount of stress and pressure that sometimes leads to academic dishonesty. (OnlinePlus ([www.online.mticollege.edu](http://www.online.mticollege.edu)))

The American Bar Association (ABA) regularly reviews instructor qualifications and curriculum for all of MTI's legal classes regardless of their delivery format. In addition, the College provides the ABA with regular updates on any changes to the Paralegal Studies program, courses, and support services for their feedback and approval.

MTI's faculty and staff not only help students gain the knowledge and skills necessary to be successful on the job, they also help students develop the confidence that comes from applying what they've learned to real-world scenarios. To this end, many of MTI's programs offer capstone courses intended to simulate the work environment that students will be entering. The Accounting Technician program includes a capstone course (A500 Accounting Integration) that takes students through the accounting cycle, complete with the kinds of unexpected interruptions and on-the-go changes employees might expect from employers and clients. The Paralegal Studies capstone class (LA500 Advanced Legal Writing Practicum) simulates a working law firm. Students function as paralegals working for a particular partner in a busy law firm. The instructor acts as their employer, requesting work and setting deadlines as would be done in a law office environment. Examples of capstone courses in other programs include: MO143 Medical Insurance Billing & Claims Processing (Medical Billing and Coding Specialist), BA500 Strategic Management (Business Administration), and SA501 Salon Success (Salon Management). (II.A.27: Course Syllabi)

For all courses, the College considers the learning needs of its students and the outcomes and expectations of the curriculum when determining appropriate modes of instruction. Major emphasis is placed on writing skills in the general education (GE) classes. Key activities and assessments revolve around students conducting research, writing papers, and presenting research projects. Because of this, a significant portion of the GE curriculum is dedicated to writing; more so than other types of courses. In addition, students have more out-of-class written assignments in GE courses in order to practice applying their skills.

Medical assistant students must learn skills such as rooming patients, taking vital signs, and obtaining different bodily fluid samples in an effective, efficient, and compassionate way. Instructors are aware that in order to do this successfully, students must have all the information

they need to perform these activities, as well as sufficient practice actually performing these tasks in a secure and safe environment. Thus, the instructional time spent in the medical assisting lab classes is divided between didactic lecture and discussion, and activities geared toward practical application where students practice on each another or on a family member or friend. Students also participate in role-playing exercises geared toward difficult situations that they will likely face in a medical environment, such as drug-seeking or violent patients and dilemmas regarding confidential medical information. These valuable learning activities take place before a student is assigned to an off-campus externship, where the student performs the duties of a medical assistant while under the close supervision of an on-site supervisor and the MTI externship coordinator.

In the Cosmetology program, active participation is essential for future professionals (students) to successfully achieve the SLOs. In accordance with the regulations put forth by the State of California Board of Barbering and Cosmetology (CBBC), future professionals must complete a pre-determined number of skill-building tasks and exercises as a requirement for graduation. The College has grouped these tasks and drills into monthly worksheets. Completion of the monthly worksheets ensures that the CBBC requirements are met as the future professional develops his/her skills and progresses through the program. Future professionals are required to complete their monthly practical worksheets by specified deadlines in order to remain on pace for completing the program. In addition, future professionals complete weekly theory tests based on the course material covered that week. (II.A.27: Course Syllabi)

MTI ensures that its delivery systems and modes of instruction are compatible with its mission and curriculum outcomes by gathering student feedback regarding their classes through course evaluations and surveys; regularly monitoring instructor performance, regardless of delivery; maintaining an ongoing and open dialogue between instructors, curriculum specialists, and department chairs through department meetings and routine interactions; and implementing change based on student and instructor input. In addition, the College uses a variety of assessment and evaluation tools and methods to obtain student feedback regarding the quality of delivery systems and modes of instruction, and the extent to which these systems and modes meet students' needs. These tools and methods include the annual and 12-week student surveys, course evaluations, and instructor observations.

All new faculty members attend a new faculty orientation and Teach-the-Teacher session facilitated by the department chairs. Policies and procedures are reviewed during the meeting. In addition, instructors are required to complete a series of training modules. Topics include: setting the tone, classroom management, academic honesty, outcomes-based grading, policies and procedures, learning styles, generational differences, diversity, customer service, and preventing sexual harassment. Additional training is provided through inservices, Town Hall meetings, and department meetings. (II.A.60: MTI Online Training Modules, II.A.83: Town Halls)

Each term, course evaluations provide key feedback from students regarding the strengths and weaknesses of the course, the curriculum, and the instructor. Regardless of whether they attend class online or on campus, students complete the evaluation at the end of the course. They also have the opportunity to share their ideas and suggestions for improvement. All student feedback is anonymous. The course evaluations are reviewed by the appropriate department chair and then

released to the faculty member once all course grades are submitted. If there is a cause for concern, the department chair contacts the instructor to discuss the issue and provide coaching. Feedback from course evaluations is included in the instructor's annual performance evaluation. Issues arising from course evaluations may also be discussed at faculty department meetings; particularly those that appear to occur in multiple courses, and may impact curriculum-related decisions. For example, if students from multiple classes share negative comments regarding a textbook, the faculty and curriculum specialist may discuss a textbook change at the department meeting.

Course evaluations provide the College with qualitative and quantitative information that informs curriculum maintenance and planning. The College considers student feedback carefully and adapts curricula as appropriate in order to better reach students, ensure their understanding, and meet their academic needs. As an example, in 2011 the General Education department began using a more theoretical textbook for its Ethics class. The previous book had become dated and the instructors wanted to take the curriculum in a direction that was more academic. Student reaction to the change was very strong. Even with instructor enthusiasm, students did not like the book and had a hard time relating to the curriculum. Feedback from multiple classes over multiple terms led the department to re-evaluate the curriculum and select a textbook that was more accessible to students and took a more practical approach toward ethics. In April 2012, the department introduced the new textbook and curriculum. Students appear more engaged with the new book and curriculum, and feedback has been very positive. When asked what they liked best about the class, student responses included comments such as, "It gave me a different view into business practices and how they relate to other things I am studying or involved in." and "Class discussion about everyday issues and how we view ourselves and others."

Department chairs observe instructors at least once a year to help ensure instructional quality. The observation usually coincides with the instructor's annual performance evaluation. New instructors and faculty teaching a class for the first time are observed twice during their first term. Instructors teaching online are observed as well as those teaching on-ground classes. During an on-ground observation, the department chair attends part of a class session to assess the instructor's performance. The department chair focuses on key performance indicators such as the instructor's ability to connect the current material to past and future topics; how well the instructor communicates with students; the instructor's ability to engage all students in the class and teach to different learning styles; the level of respect the instructor shows to his or her students; the instructor's classroom management skills; and the overall quality of instruction, regardless of the system of delivery or mode of instruction. (II.A.51: Instructor Observation Form)

As part of the observation, the department chair speaks with students who are in the class in order to ascertain their perceptions about the quality of instruction. The department chair pre-arranges this short discussion with the instructor who is asked to leave the classroom so that students may feel comfortable sharing their honest feedback. After the observation has been completed, the department chair recaps the evaluation on two forms: one that allows the department chair to rate the instructor's performance in a series of key areas, and one that provides a narrative description of the observation, complete with instructor strengths and areas for improvement. All student feedback is shared anonymously with the instructor. These

documents set the stage for later coaching meetings and are a source of feedback used in the instructor's annual performance evaluation.

Because the online environment is unique, a different approach is taken toward instructor observations. The department chair for Paralegal Studies has found that observations are more effective when they are done on a more frequent and informal basis. Online students typically do not have the same physical tie to the campus as their on-ground counterparts; therefore, when students have concerns, they may be less likely to approach their dean, department chair, or other instructors simply because they do not see these individuals as regularly as the on-ground students. Frequent and informal observations give the department chair and the instructor the ability to proactively address issues and assist students before small concerns become big problems. In addition, the online environment holds a different set of expectations when it comes to regular interactions among instructor and students. Instructors must be in communication with their students almost daily, and their communication must be extremely clear and consistent in order to be effective. Finally, even when communication is at its best, without regular face-to-face contact, it can be difficult at times to fully understand and interpret the intent behind what is being said. Close third-party monitoring of student-instructor communication allows the department chair to pre-empt potential challenges before they occur.

For first quarter classes, the department chair checks in daily for six weeks. Beyond that, the chair monitors or observes all online classes on a weekly or bi-weekly basis. During these observations, the department chair looks for evidence supporting specific performance indicators, such as regular student and instructor participation in discussion threads; the presence of clear, consistent, and high-quality interactions; the status and quality of student work and assessments; the quality and timeliness of instructor feedback; and condition of the web curriculum and course website. As observations are completed, the department chair sends feedback (usually in the form of an e-mail communication or phone contact) to the instructor with celebrations, concerns, or questions. When necessary, the department chair may also contact students with appropriate celebrations, concerns, or questions about their participation in the class.

Results from the 2012 annual student survey indicate the following:

- 90 percent of respondents are “satisfied” or “very satisfied” that instructors use a variety of teaching tools in the classroom (lecture, discussion, activities, videos etc.).
- 91 percent of respondents are “satisfied” or “very satisfied” that instructors are knowledgeable in the subject matter.
- 91 percent of respondents are “satisfied” or “very satisfied” that classroom environments are conducive to learning.

Further, student comments from the same survey regarding their learning experience include the following:

- “[The learning environment is] strongly beneficial and helpful. I learned a lot and really hope to learn even more. The teachers really encourage and push you to be successful. I can tell they care.”

- “I like the environment and the ways of teaching.”
- “The instructors, deans, and all other staff are always friendly and willing to help, even if it has nothing to do with what they do. If they don't know the answer they find out.”
- “I think MTI's campus and educators are both amazing.”
- “I feel very comfortable approaching the staff here at MTI. I feel that the instructors are thorough even with the fast pace of the classes.”

### **Planning Agenda**

No additional planning items have been identified at this time.

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### **II.A.1.c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.**

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### **Descriptive Summary**

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

All of MTI's programs include program-level outcomes, universal outcomes and course-level outcomes. In addition, because degree programs include a general education component, they include an additional set of GE-specific outcomes. Program-level SLOs summarize the knowledge and skill students are expected to be able to demonstrate upon completion of the program. Universal outcomes are MTI's institutional-level outcomes. They represent the knowledge and skills that apply to all students, regardless of their major. Universal outcomes are threaded throughout each program and appear interspersed with the course-level SLOs. GE outcomes promote lifelong learning and help students develop the critical reasoning and effective communication skills necessary to understand and appreciate the world around them. Finally, course-level SLOs inform students about what they can expect to know and be able to do upon completion of the course. Together, the SLOs from each of the courses in a degree program support student achievement of the program, universal and general education SLOs.

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

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

- Program Objective
- Program Description
- Program-level SLOs and target achievement levels by course
- Universal SLOs and target achievement levels by course
- Course-level SLOs
- Program-level Assessment Plan
- Course-level Assessment Plan
- General Education Philosophy
- General Education SLOs and target achievement levels by course
- General Education Assessment Plan
- Links to course syllabi

(II.A.65: Outcomes and Assessment Map)

The map is available to MTI faculty and staff on the MTI e-learning website ([elearning.mticollege.edu](http://elearning.mticollege.edu)), and is used to help ensure that all program outcomes are being met across the curriculum.

Assessment planning formally began in 2008 and continues to evolve as a critical tool for measuring institutional and academic effectiveness. Assessment work takes place throughout the College at the course, program and department levels. In 2011, each academic department drafted its first assessment plan to review its courses and/or full programs, and initiated formal course and program assessments. In the latter part of the year, assessment activities were expanded to include the administrative departments. To date, the whole College has gone through one assessment cycle. For many, the notion of assessment was new; particularly for the administrative departments. Thus, making assessment a regular part of the planning cycle has taken some time. Nevertheless, dialogue related to assessment continues to be widespread and focused on improving student learning and achievement.

The College relies on qualitative and quantitative information to inform decision-making and planning for improvement. Data stemming from assessment activities and program review is collected, analyzed by departments, and documented in assessment reports and the master plan. For targets that are not met, recommendations are made and translated into new goal statements for the next planning cycle.

Throughout the year, dialogue regarding assessment occurs informally among the faculty and staff on a daily basis, and more formally through department meetings, Academic Team meetings (ATM), Executive Committee meetings, the assessment process, program review, and the master planning and budget/resource allocation processes. In addition, the Executive Committee closely monitors several key performance indicators in the areas of admissions, student retention, career services, and business/financial aid. The information is reviewed and discussed weekly, and is used to identify trends and drive improvement efforts.

The integration of assessment activities, program/departmental review, master planning and budget/resource allocation, has helped establish the master planning cycle as the primary vehicle for driving institutional effectiveness. Combine, these processes focus on promoting student achievement of SLOs and maximizing institutional effectiveness. At the end of the master planning cycle, the *Executive Summary of MTI's Institutional Effectiveness in Program Review, Planning and Student Learning Outcomes* is compiled and distributed to the board of trustees, academic and administrative management, faculty and staff. Findings and results documented in the summary are discussed extensively at the department level and by ATM. Follow-up activities typically include making curriculum adjustments; addressing identified learning gaps; ensuring that student support services and learning resources meet students' needs; and ensuring that policies, procedures and practices are appropriate and carried out consistently. (II.A.42: Executive Summary of MTI's Institutional Effectiveness in Program Review, Planning and Student Learning Outcomes)

### **Self-Evaluation**

MTI has made significant progress toward outcomes assessment over the past few years. The College took a number of steps in developing a formalized assessment process. The College first sought to clarify the concept of outcomes assessment for department chairs, faculty, staff, and other key stakeholders in order to develop a shared understanding. The process of developing outcomes and assessments primarily took place at the department level. Faculty, curriculum specialists, department chairs and the director of education worked collaboratively to develop and implement the outcomes and assessments. The following timeline illustrates MTI's outcomes and assessment activities:

#### **2004 – Developing Course, Program and Universal Outcomes**

Although there were outcomes on syllabi prior to 2004, a steering committee was formed to help transition the entire school to an outcomes-based teaching environment. Course evaluations were updated to ensure that they matched what was being taught and assessed in the classroom. Program-level outcomes were developed, as were the universal outcomes. Assessments were starting to be discussed and researched, but the format was undetermined.

#### **2007 – Converting Classes to Outcomes-Based Grading**

In May 2007, training was held to introduce outcomes-based grading. Additional training was offered in September 2007. The purpose of the second training session was to introduce the grading matrix as a means to simplify the process and help people understand how the outcomes were being assessed in each class. In addition, the outcomes map was developed around this time.

Curriculum specialists were given the goal of May 2008 to convert their courses to outcomes-based grading. This goal was met.

#### **2008 to 2010 – Developing Course and Program Assessment Plans**

In 2008, the director of education developed the first departmental assessment plan for the Business Administration Year Two (BA2) degree program. Training for course-level

outcomes assessment took place in December 2008 and June 2009. Each department was asked to develop an assessment plan for each course. The plans were to include one or two assessments that specifically measured student competency for each outcome. Two inservices were held for instructors and curriculum specialists to assist with this effort. The purpose of these in-services was to provide training and to give departments a chance to work together to develop their assessments. It was hoped that by December 2009 all course assessments would be completed; however, this didn't happen until the summer of 2010.

The next stage involved aligning the course outcomes with the program outcomes. This effort was completed in December 2010. At that time, all programs had written assessment plans in place.

### **2011 – Finalizing and Implementing Program Assessment Plans**

Departments began the process of implementing their program assessment plans. The College follows a 2-year assessment cycle. The program assessment plans may include one or more of the following:

- Pre/post-test that measure whether students learned key concepts in the program.
- A graduate (end-of-program) survey that reflects heavily on the program and universal outcomes. The survey asks students for feedback and to comment on their perception of the learning experience and their achievement of the outcomes.
- Course assessment components that were used in the alignment stage of the assessment plan.

Academic programs are assessed biannually starting at the course level followed by the program level. The universal and general education outcomes are assessed every two years as part of the program-level assessment. Each department conducts a thorough review of student achievement of SLOs at the course- and program-levels as measured by assessment tools such as exams and projects. As part of a formalized assessment plan, department chairs, curriculum specialists and faculty determine satisfactory achievement targets for each course- and program-level SLO. Assessment tools used to measure student achievement are also identified. All courses utilize outcomes-based grading and students' grades are a reflection of the extent to which they have achieved the SLOs. Students must demonstrate achievement of the stated SLOs in order to receive a degree or certificate upon completion of the program. In addition, MTI's degree programs include capstone courses intended for students to apply the knowledge and skills they've acquired throughout the program and demonstrate their level proficiency. Assessment tools include rubrics, research projects, case studies, presentations, and examinations. Course credit is awarded based on students' demonstrated achievement of the SLOs. (II.A.24: Course Assessment - Assessment Plans, II.A.25: Course Assessment - Completed Assessments, II.A.69: Program Assessment - Assessment Plans, II.A.70 Program Assessment - Completed Assessments)

With the assistance and cooperation of instructors, assessment data is collected and organized over a period of five to six terms. The goal is to obtain a sampling of assessment results spanning multiple courses, different student populations, and multiple instructors. The data is used in

direct comparisons with the achievement targets set at the beginning of the process. After analyzing actual versus target achievement, the assessment results are discussed in department meetings and ad hoc committee meetings to identify inconsistencies and incongruities between course or instructor results. Departments examine sample submissions to identify areas in need of improvement, such as the wording of exam questions, the formats used for assessments, or grading inconsistencies. Findings are documented and form the basis of goals and action items for the next assessment cycle.

As evidenced in the following excerpt from the ACCJC *College Status Report on Student Learning Outcomes Implementation* completed in October 2012, the College has reached its goal of establishing a structure of defining and assessing student learning outcomes. (II.A.9: ACCJC College Status Report on SLO Implementation)

**PROFICIENCY RUBRIC STATEMENT 1: NUMERICAL RESPONSE**  
**QUANTITATIVE EVIDENCE/DATA ON THE RATE/PERCENTAGE OF SLOs DEFINED AND ASSESSED**

1. Courses
  - a. Total number of college courses (active courses in the college catalog, offered on the schedule in some rotation): 112
  - b. Number of college courses with defined Student Learning Outcomes: 112  
Percentage of total: 100%
  - c. Number of college courses with ongoing assessment of learning outcomes: 112  
Percentage of total: 100%
2. Programs
  - a. Total number of college programs (all certificates and degrees, and other programs defined by college): 23
  - b. Number of college programs with defined Student Learning Outcomes: 23  
Percentage of total: 100%
  - c. Number of college programs with ongoing assessment of learning outcomes: 23  
Percentage of total: 100%
3. Student Learning and Support Activities
  - a. Total number of student learning and support activities (as college has identified or grouped them for SLO implementation): 9
  - b. Number of student learning and support activities with defined Student Learning Outcomes: 9; Percentage of total: 100%
  - c. Number of student learning and support activities with ongoing assessment of learning outcomes: 9; Percentage of total: 100%
4. Institutional Learning Outcomes
  - a. Total number of institutional Student Learning Outcomes defined: 7
  - b. Number of institutional learning outcomes with ongoing assessment: 100%

Assessment findings are incorporated into the program review, master planning and budget/resource allocation processes. Master planning goals and supporting objectives are derived in part from program review and assessment findings. In addition to the assessment process, input and feedback is gathered from department meetings, the Career Services department, the Employer Advisory board, the Legal Advisory board, legal employer surveys, student surveys, course evaluations, faculty/staff surveys, certification and licensure pass rates, and comparisons of similar programs at similar institutions.

The following timeline illustrates the College's two-year assessment cycle:

**2011 - Assessment plans were completed for the following programs:**

- Medical Billing and Coding Specialist
- Business Administration Year Two
- General Education
- Cosmetology
- Accounting

**2012 - Assessment plans were completed for the following programs:**

- Medical Assistant
- Information Technology Network Administration – Year One/Technical Support Specialist
- Information Technology Network Administration – Year Two
- Paralegal Studies – Year Two
- Administrative Office Professional/Business Administration Year One

The universal outcomes assessment plan was also completed.

**2013 - Assessment plans are scheduled to be completed for the following programs:**

- Paralegal Studies Year One
- Medical Billing and Coding Specialist
- Business Administration Year Two
- General Education
- Cosmetology
- Accounting

**2014 - Assessment plans are scheduled to be completed for the following programs:**

- Medical Assistant
- Information Technology Network Administration – Year One/Technical Support Specialist
- Information Technology Network Administration – Year Two
- Paralegal Studies – Year Two
- Administrative Office Professional/Business Administration Year One
- Salon Management (new)

The departments choose the assessment tools that are most appropriate and relevant for its students. Each course syllabus includes a curriculum map that shows the different ways outcomes are assessed. As a result, the relationship between the course SLOs and the student's final grade is clear and direct. When a student passes a course, it means the student has consistently and competently demonstrated the expected SLOs. This allows for increased transparency and accountability as course completion rates directly reflect the achievement of SLOs.

The following table shows the primary assessment tools used in various courses:

<b>Course</b>	<b>Assessment Tool</b>
General Education	Research Projects
Business Administration	Research Projects
Math	Tests
English	Writing Assessments
Accounting	Projects and Tests
Medical assisting	Exams and Skills Assessments
Cosmetology	Exams and Skills Assessments

The biannual assessment cycle has proven to be extremely beneficial. All academic departments have completed assessments, and action items from the assessment findings have been incorporated into program review and master planning.

Examples of assessment findings and related action items include:

- The Paralegal Studies -Year Two program was assessed in 2012. It was found that the department needed to increase the quality of student writing and insist on higher quality citations and content. Further, in a few cases it was found that grading was inconsistent.

Master planning action items focused on improving the quality of writing include:

- Pulling a sample of papers from the Paralegal classes for faculty to grade as a group;
  - Assessing the standard for grading on citations, grammar/punctuation and content;
  - Developing a standard rubric to ensure consistency in evaluating citations, grammar/punctuation, and content.
- The Medical Assistant program was assessed in 2012. By assessing individual clinical classes, it was found that the department did not have a consistent process for evaluating students' skill levels. The grading scale was subjective and hard to follow.

Master planning action items focused on evaluating student skill levels include:

- Creating a standard rubric for all instructors to use;
- Re-evaluating and improving the grading scale in each class;
- Holding mini-teaching demonstrations at department meetings to ensure greater consistency between instructors' way of teaching the various skills.

- The ITNA2 program was assessed in 2012. It was found that communication between students, instructors, and the department chair was not as open and effective as it should have been. Feedback from the annual student survey revealed that students were having problems running virtual machines on campus and were experiencing persistent issues with on-line labs. Further research revealed that some of the problems were known by IT instructors. Courses are often taught by IT professionals who are used to working around problems, and the instructors had used their knowledge and skills to come up with alternate solutions. However, because the instructors failed to communicate with the department chair, the problems continued. This led to the student perception that MTI did not keep up and maintain its classroom equipment.

Master planning action items focused on improving communication include:

- Instructors will check to make sure that labs and equipment are running smoothly at the beginning of class;
  - Instructors will be reminded regularly to notify the department chair of any changes made to software or equipment;
  - The department chair will reach out to instructors at the beginning and middle of each term to verify that equipment and software are working as expected.
- The Cosmetology program was assessed in 2011. It was found that the outcomes and assessments were not adequate to measure student achievement. In 2012, all classes were converted to a GPA grading system.

Master planning action items focused on measuring student achievement included updating outcomes and assessments throughout the program. There will be another assessment in 2013.

- The Business Administration Year Two program (BA2) and General Education (GE) courses were assessed in 2011. A major finding was the lack of rigor and consistency in the grading of the research papers.

Master planning action items focused on improving rigor and consistency in grading included:

- Updating and clarifying the grading rubric for the papers;
- Pulling a paper from a BA2 or GE courses for every instructor to grade. Results are to be shared and discussed.

There has been improvement in the grade range. In September 2011, the grade range for the sample paper was 34 to 71 percent (37 percentage point difference). In July 2012, the grade range was 31 to 60 percent (29 percentage point difference.) The ongoing goal is further reduce the range; the department is making progress. The department continues to include this item on its master plan.

- The Medical Billing and Coding Specialist (MBCS) program was assessed in 2011. The assessment process helped the department realize that it needed to improve the curriculum by offering more repetition in various areas. The assessment showed that

students were doing well overall, but could benefit from additional practice applying their billing and coding skills.

Master planning action items focused on skills application included:

- Incorporating more case scenarios and practice materials in all the classes to improve the students' skill levels and retention of material;
- Integrating the curriculum in the advanced billing classes utilizing Electronic Medical Records/E-medsys program;
- Offering more up-to-date and detailed training for instructors.

As a result of the assessment and master planning processes, scheduling and alphabetizing practice materials have been added to the Medical Office Practice (MO130) class. More claims and coding scenarios have been added to the Medical Insurance Billing and Claims Processing (M0143), Diagnostic Coding (MO157A), and Procedural Coding (MO157B) classes. In addition, the development of case scenarios using E-medsys is underway. Finally, two instructors have completed ICD-10 training through AHIMA and several instructors have participated in ICD-10 training through Cengage.

### **Planning Agenda**

No additional planning items have been identified at this time.

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**II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.**

**II.A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.**

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### **Descriptive Summary**

Under the direction of the director of education, the Academic Branch assures the delivery of quality instructional programs that emphasize student learning and outcomes achievement. The Academic Branch consists of seven departments focused on specific areas of study: Paralegal Studies, Healthcare, Information Technology, Business Administration, General Education, Core Education, and Cosmetology. Additionally, the Academic Branch includes MTI's student services which include the deans and the Learning Resource Center (LRC).

The director of education provides oversight and leadership for MTI's academic programs and student support services in support of the college mission and the delivery of high-quality educational programs and services. The director ensures that faculty and academic staff work together and that a consistent level of support, follow-through, oversight and compliance exists throughout academic operations. The director fosters a shared vision that is learner-centered, and promotes a proactive, outcomes-oriented approach to education in support of student learning and achievement, and MTI's culture based on MTI's universal outcomes, Vision for Learning and Rules for Success.

Each academic department is led by a department chair who is directly responsible for faculty supervision, support and staffing, curriculum development and maintenance, and outcomes planning and assessment. The department chair is assisted by one or more curriculum specialists who are responsible for the maintenance and distribution of course materials in their designated subject areas. Currently, the department chairs also serve as curriculum specialists for several classes. Many department chairs and curriculum specialists are also instructors themselves, and work closely with faculty to ensure consistency, academic rigor, and adherence to academic policies and procedures.

In addition to supervising faculty and assuring instructional quality, the department chairs oversee the development and maintenance of MTI's curricula and are responsible for ensuring that program- and course-level outcomes are developed in support of MTI's mission. The chairs manage all curriculum development assignments and review all newly-created courses and major revisions to ensure that course materials meet expectations and minimum standards. In addition, the chairs ensure that curricula include mechanisms for instructors to assess student achievement of the SLOs and obtain feedback on instructional effectiveness.

Curriculum specialists ensure that curricula are kept up-to-date and instructors have access to the materials and resources necessary to support student learning. The curriculum specialists maintain the electronic curriculum library, ensuring that all curriculum files and folders are current and that outdated materials are archived. The specialists also solicit input from faculty regarding curriculum updates, new activities, and assessments. From this, the curriculum specialists develop and/or update curricula as appropriate. The specialists also review all curriculum updates and additions submitted by faculty to ensure that they fall within the outcomes of the course and meet MTI standards and expectations. The curriculum specialists ensure that all curriculum updates are documented and communicated to faculty. In addition, they provide updates to the department chair upon request. Finally, the curriculum specialists evaluate and recommend textbooks and supporting materials based on factors such as quality, pricing, and suitability to the student learning outcomes (SLOs) of the course.

Department faculty meetings are held on a regular basis. The meetings are facilitated by the department chair and provide a forum for open dialogue focused on maximizing student achievement and the effectiveness of the learning environment. Faculty members provide important feedback and input into the continuous improvement of MTI's curricula, and discuss topics such as resource needs, solutions to classroom challenges, and assessment of student progress toward achieving SLOs. Faculty and staff also use this time to discuss master planning and the department's progress toward achieving their goals.

The Academic Team (ATM) is comprised of the campus director, director of education, the department chairs, director of student services, and the deans. Other key personnel, such as the chief financial officer, the director of the LRC and the director of Career Services attend on an as-needed basis. Weekly ATM meetings are held to provide a forum for all academic departments to participate in the decision making, problem solving, and planning processes for the Academic Branch. ATM exists to provide and maintain an infrastructure that supports the delivery of highly effective academic programs that emphasize student learning and outcomes achievement.

When new programs or substantive changes to existing programs are considered, the College carefully considers the need for the change; the impact the change will have on existing students and programs; the employment picture for potential graduates; the objectives and SLOs for the new or updated program; and the human, administrative, financial, and physical resources needed to support the change and ensure that the new or updated program lives up to MTI's quality standards.

SLOs are reviewed each year as part of program review. The process involves the director of education, the department chairs, the curriculum specialists, and the faculty. Together, they review and update program- and course-level outcomes using data collected from internal and external sources.

Internal sources include the following:

- MTI's mission statement
- Current program-level SLOs
- Placement statistics/trends
- Evidence of outcomes achievement in current/past programs
- Class retention
- Student progression through classes
- Classroom observations
- Course syllabi
- Annual and ad hoc surveys

External sources include the following:

- Advisory boards
- Approval bodies
- Certification/licensing bodies
- Evaluations of other colleges
- State and federal employment resources

The Outcomes and Assessment Map shows the relationship between outcomes at the course, program and universal (institutional) levels. The map helps ensure that all program outcomes are being met across the curriculum.

Academic programs are assessed biannually starting at the course level followed by the program level. The universal and general education outcomes are assessed every two years as part of the program-level assessment. Administrative and student support departments assess their outcomes

annually through the master planning process/department review. Data is collected and analyzed, and recommendations are made to address deficiencies or targets that are not met. These recommendations, along with results from the annual program review, are incorporated into the department's master plan in the form of goals/outcomes, action items, evaluation tools, performance targets, and budget/resource allocation requests.

Finally, students are asked to complete course evaluations at the end of each term. Students provide feedback and share comments about the quality of instruction and where the instructor can improve. Instructors are also observed at least once a year by the department chair. In the event an issue arises, the department chair evaluates the situation in a timely manner and provides coaching as needed. Emphasis is placed on the importance of regular communication between the department chairs, curriculum specialists, faculty, and students in maintaining a positive learning environment and ensuring student achievement of MTI's student learning outcomes.

### **Self-Evaluation**

MTI's faculty and staff are committed to the quality and improvement of the institution's instructional programs and services. Under the leadership of the director of education, the Academic Branch works closely with all departments on campus, and is supported by committees such as the Academic Team (ATM) and the Executive Committee to help facilitate decision-making and the evaluation, planning and improvement of programs and services. The Academic Branch follows established procedures that are in place to support the design, delivery and assessment of programs and services. Throughout the year, dialogue occurs informally among the faculty and staff on a daily basis, and more formally through department meetings, ATM meetings, Executive Committee meetings, the assessment process, program review, and the master planning and budget/resource allocation processes.

The goal of ATM is to maintain a learning environment that is engaging, interesting, and focused on the practical knowledge and skills that students need to be successful in their chosen professions. The group believes in being responsive and taking a solution-oriented approach toward overcoming student and instructor obstacles. In addition, ATM strives to work closely and collaboratively with faculty and staff to provide the tools, resources and information they need to reach their potential in the classroom. Through the efforts of ATM, many significant changes and improvements have taken place, including an increase in faculty support, a more collaborative approach toward addressing student challenges, and an increase in dialogue focused on the quality of MTI's student learning programs and services. Combined, the changes and improvements stemming from ATM have directly contributed to an increase in student retention from 66 percent in 2010 to 71 percent in 2012. (II.A.18: ATM Meeting Minutes)

All curricula developed by MTI College are designed around the achievement of specific SLOs. When new programs and courses are being designed, the department chair and/or curriculum specialist follow established procedures and refer to a number of resources to help identify appropriate program- and course-level SLOs. These resources include: occupation summary and detail reports associated with the Standard Occupational Classification (SOC) and Classification of Instructional Programs (CIP) codes; U.S. Bureau of Labor Statistics occupational outlook

reports; the State of California Employment Development Department labor market website; MTI's Employer Advisory and Legal Advisory boards; the local employer community; approval bodies such as the American Bar Association, Paul Mitchell Advanced Education and the California Department of Public Health Laboratory Field Services; and other industry-specific online resources. The curriculum specialists and/or department chairs also review similar programs from other colleges in the area. Finally, because some of MTI's faculty members also teach at other institutions, they are able to provide insight and feedback about comparable classes and programs.

The College continuously collects data for assessment, planning, and communication purposes. Faculty and academic leadership assess student learning through a variety of means, including course evaluations, outcomes-based grading, assessment tools, norming sessions, student surveys, graduate surveys, and the program review and master planning processes. Course and program SLOs are assessed biannually with assessment results leading to action items for the next year. Administrative department leadership and staff identify SLOs and departmental goals each year. Achievement targets are set, and over the year data is collected and analyzed. Results are compared to the targets, and if targets are not met, action items are created for the next year's master plan/departmental review. Assessment tools include: survey results, New Student Committee watch list, retention rates, audit findings, placement rates, work study performance rubric, advisory assessment, booking rates, and the CORE report.

At the end of the planning year, the *Executive Summary of MTI's Institutional Effectiveness in Program Review, Planning and Student Learning Outcomes* is compiled and distributed to the Board of Trustees, academic and administrative management, faculty and staff. The summary provides information on the assessments, findings, and action items of each department and program. In addition, the content of the summary report is presented annually at the Town Hall meeting held in December. (II.A.42: Executive Summary of MTI's Institutional Effectiveness in Program Review, Planning and Student Learning Outcomes)

The biannual assessment cycle has proven very beneficial to improving MTI's academic programs. Since 2011, all academic departments have completed assessments, and action items from the assessment findings have been incorporated into the master planning process. Program reviews enable academic departments to see the "big picture" in terms of their programs. Assessment data, master plan progress, Employer Advisory Board information along with other information such as retention information, certification and licensure pass rates, and curriculum summaries are brought together in the program review. Recommendations stemming from assessment activities and program review lead to future planning and allocation of resources.

Master planning and department meetings are held three or four times a year. The meetings are facilitated by the department chair and include topics such as instructor training; updates to policies, deadlines and other important school information; instructor feedback; and master plan action item updates. (II.A.30: Department Meetings Minutes, II.A.55: Master Plans)

Recent activities and improvements resulting from master planning include the following:

### **Math (2012)**

Math assessments revealed that additional resources would help increase student understanding and give students additional practice. In addition, it was found that several tests needed to be updated to better measure students' understanding. Improving the homework in Statistics (GE261) was also an identified action item.

Progress:

- New homework assignments have been created for Statistics (GE261). The assignments can be handed out in class or obtained online. The assignments can be adjusted as needed to further increase student understanding. Tests, projects, practice tests, and post-test activities have also been updated.
- Tests in Mathematics in Business (M110) and Math for Medical Students (MO111) have been reworded to help increase student understanding. In addition, new fraction, equation, metric conversion worksheets have been created to give students additional practice applying key concepts.

### **Accounting (2011)**

Accounting assessments revealed a need to improve course-level assessment standards. Action items included developing outcomes-based rubrics to determine skills mastery on each exam and developing standardized grading methods for all exams.

Progress:

Rubrics for all classes are prepared and ready for implementation. Minor updates may still be required, but all classes are ready to integrate the rubrics in the curriculum. The next round of assessment scheduled for 2013 will test the efficacy of rubrics.

### **Business Administration Year Two and General Education (2011)**

The main finding from the assessments was the need to improve consistency in grading research papers in order to increase quality. Both departments agreed to group-grade one paper each term and review the results.

Progress:

Consistency in grading is improving. In September 2011, grading results for the sample paper ranged from 34 to 71 percent (37 percentage point difference). In July 2012, the results ranged between 31 and 60 percent (29 percentage point difference). The department chair and faculty would like to reduce the range to a 10-percentage point difference, but agree that they are moving in the right direction. The department will continue group grading quarterly through 2013.

### **Information Technology Network Administration (ITNA) Year Two (2012)**

The goal was set to increase student awareness of their academic progress. This goal was based on feedback received from students, and the intent was to help students understand more clearly how they are doing in class. An action item was created to provide weekly

feedback for students on all coursework submitted. This feedback would be accessible through the MTI e-learning website along with the student's grades.

Progress:

Homework and projects are being submitted to the course website. A field in the grade section allows the instructor to provide feedback indicating why the student received the grade that was given. The department chair randomly verifies that instructors are using this feature which allows students to understand personal progress in the course.

### **Paralegal Studies Year Two (2012)**

The goal was set to move Administrative Law (LA283) to second quarter. This was based on feedback received from the Legal Advisory Board.

Progress:

Additional practical assignments have been added to the curriculum. LA283 curriculum continues to evolve with more mock hearings and mock agency decisions.

(II.A.55: Master Plans)

The following excerpts from department faculty meeting minutes illustrate some of the topics of discussion, related activities, and improvements that stem from the meetings:

### **Business Administration Year Two and General Education (July 2012) - Topic: Rubrics**

“New rubric for articles – all classes now have the grading rubric for articles. Articles are another way that students can work on writing. Writing is a major component of the GE courses and we all need to help students improve their writing.”

New rubrics for grading research papers. How are these working out?

Please be sure to use the research paper grading online. It is so important to get feedback to the students. They should know why they got the grade they got so that they can make improvements in the next class.

If followed, the group grading should get even closer and we will require students to write better papers. Remember, if you notice someone who needs help in English, let the dean or me know so that we can put him/her in a lab.” (II.A.20: BA2.GE Department Meeting Minutes 2012)

### **Medical Programs (August 2012) - Topic: Consistency**

“Consistency in grading: A draft of a “Final skills’ assessment” evaluation form was given to all staff. They will be reviewing it and providing feedback. The goal is to finalize it by next term to use it in all the clinical classes.

Chart preparation demo: Dinorah conducted a demo as to how to put a ‘patient chart’ together. Supplies were passed out to the staff. We all put a chart together with the proper labels and forms. We will all follow this pattern from now on for consistency.” (II.A.57: Medical Department Meeting Minutes 2012)

### **Paralegal Studies (May 2012) - Topic: New core class**

“Linda commented that the Advisory Board approved replacing Probate Law with Administration Law as the board felt that Administrative law is a very desirable area of law to work in. The Sacramento area has numerous Administrative law agencies as well as other areas of law that are directly related to Administrative law.

The board also approved removing Intellectual Property Law (IP) and adding Bankruptcy Law. The board and recent job surveys determined that there were no paralegal jobs in the IP field in the greater Central Valley area. Bankruptcy law (BK) is an extremely popular area of law with multiple paralegal job opportunities.” (II.A.66: Paralegal Department Meeting Minutes – 2012)

In addition to the master planning and department meetings, MTI gathers input and feedback about the quality of its instructional programs and services through ad hoc meetings, surveys, course evaluations, student advisory focus groups, Pow Wows, and regular contact between the department chairs, curriculum specialists and faculty. Examples of key surveys include the following:

- The annual faculty/staff survey covers several topic areas that address instructional resources and support, and SLOs and their relationship to what is taught in class. (II.A.15: Annual Faculty and Staff Surveys)
- The 12-week student survey is given to new students after their first twelve weeks attending classes. The purpose of the survey is to gain student feedback on their early experiences at MTI. Areas of focus include admissions, financial aid, and orientation to the College and its academic programs. Input about school policies, procedures and MTI resources is also gathered through this survey. (II.A.3: 2012 12-week Surveys (Combined))
- The annual student survey is administered to gain feedback on students’ perceptions of their learning experience at MTI. Areas of focus include skill growth, classroom environment, learning resources, policies and procedures, student services and support, facilities, online programs, and overall campus environment. Feedback from this survey is used by departments throughout campus and by key committees for future planning and improvement. (II.A.16: Annual Student Surveys)
- Course evaluations are completed by students at the end of each term. The course evaluation focuses on course content and ways to improve the class. It also asks about the course’s applicability to the students’ personal and/or professional life. Course evaluations are reviewed by the instructor and his/her supervisor, and are also referenced in the instructor’s annual performance review. (II.A.26: Course Evaluation Templates)

Results of these and other ad hoc surveys are distributed to the appropriate academic departments and are used as the basis for dialogue regarding future planning and improvement.

Results from the 2012 annual faculty/staff survey indicate the following:

- 93 percent of respondents are “satisfied” or “very satisfied” that they have the opportunity to participate in the master planning/departmental review or other planning processes.  
(Note: This result represents a notable increase over the 86 percent response in 2011)
- 92 percent of respondents are “satisfied” or “very satisfied” that results from [MTI’s] assessment activities, Master Plan/Department review and Program review lead to improvements in our programs, and departments and student success.
- 93 percent of respondents are “satisfied” or “very satisfied” that their department’s Master Planning process is effective
- 88 percent of respondents are “satisfied” or “very satisfied” that their department’s Program Review process is effective
- 97 percent of respondents are “satisfied” or “very satisfied” that MTI regularly examines its own practices with the goal of improvement.

Finally, the College gathers information through graduate surveys administered by the Career Services department and “end-of-program” surveys administered by individual academic departments. The surveys are given to students who have recently completed their programs in order to assess their perceptions regarding how well MTI prepared them with the knowledge and skills necessary to be successful in their chosen fields, and to identify where improvements can be made. Survey results are reviewed by the department chair for each program and become part of the data that is used in the assessment, program review and master planning processes. (II.A.34: End-of-Program Surveys, II.A.45: Graduate Survey, II.A.54 Legal Graduate Survey ABA)

Responses from the 2012 Paralegal Program Year One End-of-Program survey include the following:

- The response “always” was selected 93 percent of the time for the statement, “My courses taught me how to apply general knowledge of the California practice and procedure, primarily focus on the areas of litigation, terminology, and office procedures to work effectively in a legal environment.”
- The response “always” was selected 85 percent of the time for the statement, “I am able to apply general knowledge of accounting terminology, principles, account management, and arithmetical calculations which might be performed in a law office or legal department.
- When asked, “Do you feel confident that your training at MTI has prepared you with the knowledge and skills needed for your career?” 100 percent of respondents said “yes.”

Comments:

- “Yes, I feel when I complete the program I will be well trained in my field.”
- “I absolutely believe that MTI has trained me, and will continue to train me, to become a productive part of society as well as the legal community.”

(II.A.37: End-of-Program Survey - 2012 Paralegal Program Year One)

Responses from the 2012 - 2013 Paralegal Studies Year Two End-of-Program survey include the following:

- The response “always” was selected 82 percent of the time and “usually” was selected 18 percent of the time for the statement, “The Courses helped me to represent the legal profession in a professional and ethical manner, adhering to the Business and Professions Code 6450, et seq.”
- The response “always” was selected 75 percent of the time and “usually” was selected 16 percent of the time for the statement, “The program helped me to use technology effectively to research legal issues and cases; prepare, edit and transmit messages and legal documents; maintain client/case files; and perform electronic filing and computerized calendaring.”
- When asked “Do you feel confident that your training at MTI has prepared you with the knowledge and skills needed for your career” 90 percent of respondents said “yes.”

Comments:

- “Yes, to some extent. I feel that I have a lot of knowledge about the litigation process and I know what needs to be done in the workplace. However, I am not so confident that I will be particularly skilled at actually doing those things. I am most confident with legal research and writing.”
- “Yes, I do feel more confident especially going to an interview, and being able to answer correctly using proper language.”

(II.A.39: End-of-Program Survey - 2012-2013 Paralegal Studies Year Two)

Cumulative responses from the 2011-2012 Business Administration Year Two End-of-Program surveys include the following:

- The response “always” was selected 52 percent of the time and “usually” was selected 43 percent of the time for the statement, “Courses helped me to apply an understanding of global, economic, social and environmental trends to issues and developments in current business environment.”
- The response “always” was selected 67 percent of the time and “usually” was selected 29 percent of the time for the statement, “The program afforded opportunities to develop an understanding of ethical decision making based on knowledge, self-awareness and critical thinking skills.”
- The response “always” was selected 57 percent of the time and “usually” was selected 33 percent of the time for the statement, “The program helped me apply an understanding of principles and best practices of management, human resources, finance and marketing to analyze issues and problems, and contribute to continuous quality improvement efforts.”

- When asked “Do you feel confident that your training at MTI has prepared you with the knowledge and skills needed for your career” 100 percent of respondents said “yes.”

Comments:

- “For owning my own business yes I do believe that they have trained me well for that career.”
- “Absolutely. It contributed to my understanding of how things truly work in the work force and on a global level.”
- “Absolutely. I'm moving to San Diego three days after I graduate and I already have a possible career lined up.”

(II.A.35: End-of-Program Survey - 2011-2012 Business Administration Year Two)

Responses from the 2012- 2013 Medical Assistant End-of-Program survey include the following:

- The response “always” was selected 72 percent of the time and “usually” was selected 19 percent of the time for the statement, “The program trained me how to use proper procedures for diagnostic testing.”
- The response “always” was selected 78 percent of the time and “usually” was selected 15 percent of the time for the statement, “The program trained me how to perform venipuncture, butterfly technique, finger sticks, and injections according to proper guidelines.”
- When asked “Do you feel confident that your training at MTI has prepared you with the knowledge and skills needed for your career” 100 percent of respondents said “yes.”

Comments:

- “I am still fairly anxious about my skills and if they will be adequate.”
- “Absolutely!! I am so blessed to have had the clinical instructors that I did. I learned so much from them and I am much more confident in my career choice.”
- “Yes, I believe that the training at MTI prepared me with knowledge and skills needed for my career.”

(II.A.36: End-of-Program Survey - 2012 - 2013 Medical Assistant)

Responses from the 2012 - 2013 Information Technology Network Administration (ITNA) Year One End-of-Program surveys include the following:

- The response “always” was selected 64 percent of the time and “usually” was selected 31 percent of the time for the statement, “The core TS courses helped me develop and learn learning strategies necessary to obtain industry-recognized certifications, transfer knowledge, and apply technical skills in a business environment.”
- The response “always” was selected 81 percent of the time and “usually” was selected 17 percent of the time for the statement, “The core TS courses gave me the opportunity to

access and manage computerized information within Windows operating system and Internet environments.”

- When asked “Do you feel confident that your training at MTI has prepared you with the knowledge and skills needed for your career” 88 percent of respondents said “yes.”

(II.A.38: End-of-Program Survey - 2012 Information Technology Network Admin Year One)

### **Planning Agenda**

No additional planning items have been identified at this time.

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**II.A.2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.**

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### **Descriptive Summary**

All MTI programs and courses are designed around clearly stated, measurable student learning outcomes (SLOs) that help students develop the knowledge, skills, and confidence needed to be successful on the job. The College values the contributions of its faculty, advisory boards and other industry resources in the planning, development, and maintenance of its SLOs and supporting curricula.

MTI’s academic departments are led by department chairs who oversee instructional quality, and the development and maintenance of the curricula, including the creation of program- and course-level SLOs. Curriculum specialists are assigned to each area of study and are directly responsible for the maintenance and distribution of course materials in their designated subject areas. The department chairs and curriculum specialists are also instructors themselves. As such, they are able to facilitate meaningful dialogue that draws on the background, experience, and knowledge of faculty as they develop curricula that support student achievement of SLOs and are relevant and meaningful to the employer community. Many MTI faculty members are active professionals in their respective fields in addition to being talented instructors. Their industry and subject matter expertise combined with their understanding of adult learning make MTI instructors very effective in delivering course material in the context of real-world application.

MTI’s academic departments conduct regular department meetings, which provide a forum for open dialogue focused on maximizing student achievement and the effectiveness of the learning environment. Faculty members provide important feedback and input into the continuous improvement of MTI’s curricula and discuss topics such as resource needs, solutions to classroom challenges, and assessment of student progress toward achieving the SLOs. In

addition, faculty and staff use this time to discuss master planning and the department's progress toward their goals.

MTI College established an Employer Advisory Board in 2001 to provide insight and guidance for its business and technology programs. In 2003 the College added the Medical Assistant program and the board membership expanded to include representatives from the healthcare field. Following the 2005 Academic Audit, the board was inactive while the new academic structure was being established. In 2006, the Employer Advisory Board was revived with new membership and a different format that includes breakout sessions facilitated by the department chairs. The breakout sessions enable the chairs to meet with employers in small groups to engage in dialogue focused on their specific fields of study. Board membership includes employer representatives from the healthcare, technology, utilities, and entertainment sectors, as well as staffing agencies that support public and private sector employers.

MTI's Legal Advisory Board was established in 1992 to provide insight and guidance for MTI's Paralegal Studies program and services. The structure of the Legal Advisory Board meets the requirements set by the American Bar Association (ABA) and is evaluated on a periodic basis with updates being sent to the ABA. Board membership consists of practicing attorneys, paralegals from the public and private employment sectors, faculty members, school administrators and a representative from the general public.

Program outcomes are developed with the participation and input of faculty and resources outside the College, such as advisory boards, medical externship sites, industry and State of California certification requirements, the American Bar Association, Microsoft, CompTIA, and Paul Mitchell Education. Student learning outcomes at the program- and course-levels are reviewed annually as part of the program review process. The program review process includes an examination of the progression of courses throughout each program and a review of how SLOs are distributed and measured throughout the curriculum. Assessing student achievement of SLOs is the major and ongoing focus of the Academic Branch.

Finally, because several of MTI's programs maintain industry approvals or lead toward certification and licensure, the College incorporates the expectations, requirements, and competency levels of the approval body and or the agency granting licensure/certification into its program- and course-level outcomes. (II.A.14: American Bar Association (ABA) Standards, II.A.77: State of CA Application for Approval - Cosmetology Program, II.A.78: State of CA Application for Approval - Phlebotomy Program)

### **Self-Evaluation**

The College relies on the assistance of its Employer Advisory Board, Legal Advisory Board, and the Career Services department for input on industry and employment trends, desired knowledge and skill levels, and other employer expectations. This information has helped greatly in the determination of competency levels and desired student learning outcomes (SLOs). (II.A.33: Employer Advisory Board Meeting Minutes, II.A.53: Legal Advisory Board Meeting Minutes)

The Employer Advisory Board meets at least once a year and has proven to be a valuable resource for providing updates on industry trends and certifications desired by employers; offering input into the development of program, course, and universal SLOs; identifying levels of competency desired by employers; contributing to the development of new courses and programs; providing feedback on admissions' literature and program marketing materials; and assisting the College in establishing relationships with employers from both the private and public sectors. The relationships the College maintains with its employers have facilitated the placement of graduates in business, healthcare, and information technology positions.

Over the past two years, the College has been monitoring the employment market and has consulted members of its Employer Advisory Board and other industry resources to determine the degree to which the information technology market is turning around. Based on what it found, the College decided to update its Application Development diploma program and begin offering it on a limited basis. With the popularity of the Android and iOS (Apple) platforms, the decision was made to focus on Java. A special breakout session was held at the September 2012 Employer Advisory Board meeting where the Application Development program was discussed. Technologies from Microsoft and Oracle were discussed and the group decided that a Java-based program that includes training from Oracle would be best suited for the Sacramento region. As of this writing, the Application Development program has been approved; however, implementation is still in the planning stage. The Employer Advisory Board will continue to monitor and advise the College on industry trends related to computer programming and application development. It will also provide feedback and suggestions regarding the scope and content of the program and its courses, and the relevance and appropriateness of the program- and course-level SLOs and assessments. (II.A.31: EAB minutes 9-19-2012)

At times, the Employer Advisory Board is asked to review SLOs and comment on competency levels necessary for entry-level jobs. During the September 2012 business break-out session, employers were asked to review the course list and outcomes for the Business Administration Year One and Year Two programs. The employers were impressed with the list and thought it was thorough. In addition, they thought that the outcomes were appropriate. There were no suggestions for improvement at the time. (II.A.33: Employer Advisory Board Meeting Minutes)

The Legal Advisory Board meets two or three times a year and assists the College by providing information used to assess the use of paralegals in the community; making recommendations for changes in the program, individual courses, or SLOs; and assisting in recruiting faculty. The board is one of the primary mechanisms used to keep the College in touch with the legal community, and drive the ongoing evaluation and development of its legal programs. The board frequently discusses topics such as: admissions standards; faculty recruitment; industry and employment trends; community relations and support information; library resources; program assessment and evaluation; recruitment of students; graduate and employer surveys; development of courses and SLOs; and the overall effectiveness of the program and its curriculum. Based on recent board recommendations, the Administrative Law (LA283) course was moved to the second quarter, and the Intellectual Property (LA285E) course was replaced with Bankruptcy Law (LA287E). In addition, since February 2011, the board meeting agenda has included a standing item entitled "Legal Technology". Advisory board members discuss the latest

technology trends in the legal community and make recommendations about incorporating technology into the paralegal curriculum.

Identifying competency levels, developing appropriate and measurable SLOs, and determining the most effective modes of instruction involve an ongoing dialogue among the advisory boards, the director of education, department chairs, curriculum specialists, and faculty. Through the combined efforts of the director of education, department chairs, and curriculum specialists, the College developed the Outcomes and Assessment Map, which illustrates the direct links between MTI's mission statement, universal outcomes, program outcomes, course-level SLOs, and assessments. The Outcomes and Assessment Map is a valuable tool used when evaluating how effectively the curricula support student learning and achievement of MTI's SLOs. (II.A.65: Outcomes and Assessment Map)

SLOs and assessments for all courses and programs have been developed. Faculty, curriculum specialists, department chairs and the director of education work collaboratively to develop and implement the outcomes and assessments. Each department chooses assessment tools that are most relevant for its students. Each course syllabus includes a curriculum map that shows the different ways the outcomes are assessed. As a result, the relationship between the course SLOs and the student's final grade is clear and direct. When a student passes a course, it means the student has consistently and competently demonstrated the expected SLOs. This allows for increased transparency and accountability as course completion rates directly reflect the achievement of SLOs.

Programs that maintain industry approvals or lead toward certification and licensure are designed around specific industry requirements. The American Bar Association (ABA) maintains very specific and rigorous requirements that the College must meet. Much like ACCJC, the ABA conducts periodic accreditation visits and requires the College to submit evaluation reports and program information to demonstrate its compliance. In August 2011, the College received its re-approval as an ABA-approved institution. Following the institution's February 2011 ABA visit, the site visit report stated, "MTI College has a strong paralegal studies program under the capable direction of Linda Gardenhire. The students and graduates express a high level of satisfaction with the instruction received and their preparation to enter the paralegal profession. The administration (including the highest level) is very interested in and supportive of the Program." (II.A.1: 2011 ABA Site Visit Report)

Competency levels and SLOs for the Cosmetology program are based on the minimum requirements for becoming a licensed cosmetologist in the State of California. As future professionals (students) move through each phase of the program, they are required to demonstrate the knowledge, skills and confidence they acquire in the classroom and on the clinic floor. The State of California Board of Cosmetology requires future professionals to complete no less than 1600 clock hours of technical instruction and perform a specified number of practical applications in the art of cosmetology. Because of this, the program content and SLOs are based directly on the state curriculum and exam requirements.

Cosmetology learning leaders (instructors) are responsible for assessing the knowledge and skills demonstrated by the future professionals throughout the program. Theoretical knowledge and

skill levels are assessed through class participation, assignments and the practical application of skills on the clinic floor and in technical workshops. Specific grading criteria are used to provide feedback on future professional performance of technical skills. Skill performance on the clinic floor must meet all criteria in order to receive a passing score. If the work does not meet the criteria, the future professional must perform the skill again. Satisfactory progress is closely monitored and tracked to ensure that future professionals are meeting the minimum requirements for instruction hours as well as completed practicals. The learning leaders coach future professionals on a daily basis and provide constant feedback and guidance as these skills are being performed. They also help future professionals compile and submit documentation of their progress and skill development. In addition, learning leaders complete written technical skill evaluations for each future professional, and provide monthly practical grade reports.

Several MTI programs offer capstone courses intended to simulate the work environment that students will be entering. The capstone courses not only provide students with opportunities for practical application, they also provide department chairs and curriculum specialists with the opportunity to assess the effectiveness of the curricula on student achievement of the SLOs.

Sample capstone courses include the following:

- Medical Externship (MO500) is designed to provide students with the opportunity to perform administrative and clinical procedures under the supervision of a healthcare professional and receive feedback on their performance.
- Accounting Integration (A500) provides students with a scenario-based environment to practice and test their cumulative skills gathered through all accounting program course work.
- Strategic Management and Business Policy (BA500) provides students with the opportunity to act as decision makers and solve problems related to the development or maintenance of the competitive advantage of the firm.
- Advanced Legal Writing Practicum (LA500) simulates a legal office environment where the student applies extensive research and writing skills as a paralegal under the direction of a supervising attorney or supervising paralegal.
- Salon Success (SA500) gives students the opportunity to incorporate what they've learned in previous classes to develop a strategic plan for opening their own salon. This course focuses on a simulated project that includes a feasibility study, planning strategies, implementation and control strategies necessary to opening and operating a salon.

(II.A.27: Course Syllabi)

In addition, while not considered a capstone course, Technical Support Strategies (TS153) provides students with practical hands-on assignments that complement earlier technical support classes and enable students to apply their hardware and software knowledge and skills as they prepare for the CompTIA A+ certification exams. (II.A.27: Course Syllabi)

Results from the 2012 annual faculty/staff survey indicate the following:

- 94 percent of respondents indicate that they are “satisfied” or “very satisfied” that MTI curricula are designed to maximize student learning.
- 100 percent of respondents indicate that they are “satisfied” or “very satisfied” that the student learning outcomes stated on a given syllabus match what students learn in that course.
- 100 percent of respondents indicate that they are “satisfied” or “very satisfied” that student learning outcomes are effectively measured with exams and other assessment tools.

From a student perspective, results from the 2012 annual student survey indicate the following:

- 91 percent of respondents indicate that that they are “satisfied” or “very satisfied” that the student learning outcomes stated on a given syllabus match what they learn in the course.
- 89 percent of respondents indicate that that they are “satisfied” or “very satisfied” that student learning outcomes are effectively measured with exams and other assessment tools.

### **Planning Agenda**

No additional planning items have been identified at this time.

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### **II.A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.**

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### **Descriptive Summary**

MTI’s programs are designed with one primary goal in mind: to prepare students with the knowledge, skills, and confidence necessary for pursuing successful careers.

Under the direction of the director of education, each academic department is led by a department chair who has direct responsibility for faculty supervision, instructional quality, curriculum development and maintenance, and outcomes planning and assessment. The department chairs are assisted by curriculum specialists who are responsible for the maintenance and distribution of course materials in their designated subject areas.

Student learning outcomes (SLOs) are developed at the department level and reviewed each year. Instructors provide feedback and input into the continuous improvement of curriculum, courses, and programs. All courses employ outcomes-based grading. Students must demonstrate proficiency in order to successfully complete the courses and program. Assessment tools include rubrics, research projects, case studies, presentations, practical application situations, and examinations. Course credit is awarded based on students’ demonstrated achievement of the SLOs.

MTI faculty members are knowledgeable of the subject matter they are responsible for teaching and are qualified through education, work experience, and certification or licensure where applicable. Department chairs and curriculum specialists are faculty members themselves and are familiar with the requirements for teaching in a learner-centered, outcomes-based environment. As part of the hiring process, all teaching candidates are required to participate in a personal interview with the department chair, deliver a teaching demonstration, and in the case of online instructors, submit samples of online course materials. Instructors are selected based on their demonstrated content knowledge, interpersonal skills, and their ability to impart knowledge in a clear and comprehensive manner that facilitates student learning.

All new faculty members attend the new faculty orientation and Teach-the-Teacher session facilitated by the department chairs. These interactive workshops are designed to acquaint new instructors with the policies, procedures, mission, and culture of MTI College. In addition, prior to teaching their first class, new instructors meet one-on-one with their assigned curriculum specialist in order to review the SLOs, course materials, assessment tools, supplemental materials, and to discuss strategies for preparing to teach the class. New instructors are also required to complete several online training modules that help them prepare to teach at MTI. These modules include: setting the tone, classroom management, academic honesty, outcomes-based grading, policies and procedures, learning styles, generational differences, diversity, customer service, and preventing sexual harassment.

Throughout the year, students complete course evaluations at the end of each term to provide direct feedback to their instructors and the College regarding the quality of instruction and course materials. The evaluations are completed using an online evaluation tool that students can access from any computer on campus. The evaluations are anonymous and the feedback is not released to the instructor until all grades have been submitted. The evaluations are kept confidential and are typically viewed only by the instructor being evaluated, and his or her department chair.

In addition to the course evaluations, instructors receive feedback through periodic classroom observations conducted by their department chair. These observations are intended as opportunities for instructors to receive constructive feedback on their performance in the classroom. A typical observation lasts approximately 20 to 30 minutes after which the instructor is asked to leave the classroom for a few minutes while the observer speaks directly with the students for additional feedback. Shortly after the observation, the instructor receives a copy of the completed observation form, including feedback or suggestions for improvement.

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

## **Self-Evaluation**

MTI's academic staff and faculty are committed to maintaining high standards of instructional quality and providing fully-developed outcomes-oriented curricula that are appropriate in breadth, depth, and rigor.

The College ensures high-quality instruction by hiring faculty based on their education and experience and providing them with a thorough orientation to the College. Department chairs conduct periodic in-class instructor observations to evaluate the quality and content of instruction and to ensure that sound teaching and assessment techniques are being employed. Feedback from these observations along with course evaluations completed by students at the end of each term, provide instructors with valuable information for improving their effectiveness. All instructors teaching a class for the first time are observed twice during their first term. Established instructors are observed at least once a year to evaluate the quality and content of instruction and to ensure that sound teaching and assessment techniques are being employed.

Results from the 2012 annual faculty/ staff survey indicate the following:

- 97 percent of respondents are “satisfied” or “very satisfied” that they receive adequate feedback regarding their performance in the classroom.
- 100 percent of respondents are “satisfied” or “very satisfied” that they have the training they need to do their job effectively.

Working collaboratively with faculty and curriculum specialists, department chairs ensure that each program and course is designed to support specific SLOs. At the course level, SLOs are developed based on how they contribute to the achievement of the program-level outcomes. When developing the course-level outcomes, the curriculum developer incorporates the objectives of the course; input from curriculum specialists, department chairs, and instructors; outcomes and descriptions from courses offered by comparable institutions; and input from external sources such as the Employer Advisory Board, program approval bodies, and licensing agencies.

Course content, degree of rigor, methods of instruction, assessments, and grading are dictated by MTI's mission and by student achievement of the SLOs. Each course syllabus includes the objectives of the course, prerequisites, course-level SLOs, and MTI's universal outcomes. Since MTI is an outcomes-based institution, students are required to demonstrate proficiency in the SLOs in order to successfully complete each course. Each course syllabus has a curriculum map that outlines the different ways the SLOs are assessed in the class. (II.A.27: Course Syllabi)

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

progression, and that prerequisites are met. The Outcomes and Assessment Map includes a section that illustrates which courses target introductory, developing or mastery skill levels. Finally, the annual program review process includes an evaluation of program- and course-level SLOs as well as prerequisites and the sequencing of courses. Changes and updates from program review are incorporated into program templates, course syllabi, and the catalog as needed. (II.A.65: Outcomes and Assessment Map, II.A.73: Program Templates)

Biannual program assessments help evaluate the breadth, depth, rigor and synthesis of the learning within a program. As part of MTI’s program review, course lecture and lab hours are reviewed. In 2012, after analyzing the breakdown of lecture, lab and homework hours, it was determined that credit values needed to be updated for several courses. The College took a step further and conducted a full review of its credit calculations to ensure that the credit awarded clearly reflects the breadth, depth and rigor of the curriculum. (II.A.6: 2012 Credit Hour Calculations, II.A.65: Outcomes and Assessment Map)

Dialogue related to assessment is widespread and focused on improving student learning and achievement. Faculty and academic leadership assess student learning through a variety of means, including course evaluations, outcomes-based grading, assessment tools, norming sessions, student surveys, graduate surveys, certification and licensure pass rates, job placement rates, and the assessment, program review and master planning processes. Data is collected and analyzed by the departments, and findings are incorporated into the program review, master planning and budget/resource allocation processes.

MTI’s high job placement and low student loan default rates are clear indicators that the education and experience that students gain at MTI lead them toward successful employment.

Year	2-year Official Default Rate	3-Year Official Default Rate
2008	12.4%	N/A
2009	9.8%	14.4%
2010	7.8%	13.1% (Draft)
2011	5.5% (Draft)	Release date: early 2014

Despite the sharp downturn in the economy nationwide, MTI’s job placement rates have been at 90 percent or higher for the last six years:

Year	Placement Rate*
2007	98%
2008	96%
2009	92%
2010	92%
2011	90%
2012	91%

\*Note: The placement rate represents the percentage of graduates actively looking for work and who are placed in jobs, or secure employment on their own, in or related to

their field of study. The decrease in placement rates from 2007 to 2012 reflects the impact the economic environment has had on local employment.

Results from the 2012 annual student survey indicate the following:

- 91 percent of respondents are “satisfied” or “very satisfied” that instructors are knowledgeable in the subject matter.
- 90 percent of respondents are “satisfied” or “very satisfied” that instructors respond promptly to their questions and concerns.
- 86 percent of respondents are “satisfied” or “very satisfied” that instructors provide regular feedback on their academic progress/achievement.
- 90 percent of respondents are “satisfied” or “very satisfied” that they are receiving high quality instruction.

Regarding academic rigor, results from the 2012 12-week surveys indicate the following:

- 96 percent of respondents indicate that the rigor of the courses (Difficulty of material, level of participation required in class, etc.) is moderately or very challenging.
- 93 percent of respondents indicate that the level of out-of-class commitment (Time required outside of class for homework, research, reading, etc.) is somewhat or very demanding.
- 95 percent of respondents are “satisfied” or “very satisfied” that they are receiving a high quality of instruction.

From the perspective of faculty and staff, results from the 2012 annual faculty/staff survey indicate the following:

- 94 percent of respondents are “satisfied” or “very satisfied” that the curriculum is designed to maximize student learning
- 94 percent of respondents are “satisfied” or “very satisfied” that prerequisites for courses are properly determined.
- 95 percent of respondents are “satisfied” or “very satisfied” that instruction is of high quality.
- 92 percent of respondents are “satisfied” or “very satisfied” that results from MTI’s assessment activities, master plan/department review and program review lead to improvements in the institution’s programs, departments and student success.
- 93 percent of respondents are “satisfied” or “very satisfied” that their department's master planning process is effective.

### **Planning Agenda**

No additional planning items have been identified at this time.

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**II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.**

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**Descriptive Summary**

MTI instructors are committed to helping students achieve their academic goals and demonstrate their ability to apply the knowledge and skill they acquire. The curricula are designed to accommodate delivery modes and teaching methodologies that address the diverse needs and learning styles of MTI's students. Feedback related to delivery modes and teaching methodologies is gathered from faculty and students to ensure instructional quality.

The College focuses on utilizing delivery modes and teaching methodologies that maximize student learning in an environment that simulates the workplace. Specific instructional methods are chosen based on the learning needs of students, and the program- and course-level student learning outcomes (SLOs). Examples include didactic lecture, discussion, participatory learning activities, practical labs, externships, and experiential-learning experiences. Instructors often include a variety of instructional activities and learning tools to enhance the classroom experience. Examples include videos, case studies, scenarios, hands-on, simulations, collaborative discussion questions and skills testing. Many of the activities and tools are available on the MTI e-learning website ([elearning.mticollege.edu](http://elearning.mticollege.edu)). Finally, because several MTI's programs maintain industry approvals or lead toward certification and licensure, academic leadership and faculty select the delivery modes and teaching methodologies that best address the needs of students, help them reach specified levels of competency, and prepare them for rigorous industry certification or licensure exams.

MTI instructors are adept at using different instructional approaches to meet the needs of their students. The Teach-the-Teacher orientation and new instructor training emphasize the importance of being aware of students' learning styles and planning lessons accordingly. Students are also taught to identify their own learning styles and how to apply techniques to become more effective at studying and retaining information.

Beyond the new instructor orientation, feedback and training is delivered to faculty through periodic in-services, Town Hall meetings, professional development opportunities, department faculty meetings, and the MTI e-learning website. Online instructor training modules are available to faculty and staff 24/7 and include topics such as setting the tone, lesson planning, classroom management, generational differences, learning styles, and outcomes-based grading. Face-to-face training sessions and meetings provide a forum for open dialogue focused on maximizing student achievement and the effectiveness of MTI's learning environment. The dialogue often includes discussions centered on improving and expanding methodologies for MTI's programs and courses. Feedback from student surveys and course evaluations is also taken into consideration. Curriculum specialists in each subject area serve as content resources and instructional coaches to provide ongoing support and mentoring for faculty. Other training opportunities available to instructors include peer observations, team teaching, and coaching sessions with department chairs and/or curriculum specialists. In-class observations conducted

by department chairs provide valuable feedback for instructors regarding their instructional techniques and effectiveness in addressing various learning styles.

### **Self-Evaluation**

In order to help students maximize their learning and demonstrate proficiency in the areas described by the SLOs, the College uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students. Instruction is primarily delivered in an interactive-lecture format supplemented by hands-on activities, projects, and labs, as appropriate. In addition, some programs such as Medical Assistant, Phlebotomy, and Cosmetology include externship or clinic assignments that provide students with the opportunity to work alongside and learn from industry professionals in an actual work setting.

Knowing that every student is unique, the College Success (B112) and Cosmetology Core (C103) courses include a self-assessment that students complete to determine their dominant learning styles. Students then go on to learn about different learning styles in more detail and how they can affect their ability to absorb and retain information. With this understanding in place, students learn how to apply various strategies to maximize their learning. (II.A.27: Course Syllabi)

Similar to competency levels and SLOs, the identification of teaching methodologies is influenced by the specific area of study, the knowledge and skills necessary to be successful on the job, and the expectations and requirements of the employer community. In most cases, learning activities are designed to mirror real-world scenarios to enable students to practice applying the skills and techniques used in the work environment. The Medical Assistant and Phlebotomy programs provide students with opportunities to apply what they learn through lab-based classes and externships. Information Technology programs include opportunities for students to apply their knowledge and skill to practical technology-related troubleshooting situations commonly seen on the job. Courses throughout the Business programs require students to work individually as well as in teams to complete projects. Finally, the Paralegal Studies online courses employ the use of threaded discussions, online lectures, frequently asked questions (FAQs), overviews, in-class assignments, chat rooms, and homework postings. (II.A.27: Course Syllabi)

The Cosmetology program is designed around stringent State Board of Cosmetology standards that require future professionals (students) to perform minimum numbers of practical operations in a clinic setting. Cosmetology learning leaders (instructors) are responsible for assessing the knowledge and skills demonstrated by the future professionals throughout the program. Theoretical knowledge and skill levels are assessed through class participation, assignments and the practical application of skills on the clinic floor and in technical workshops. Theory-based tests are given on a weekly basis, and practical skill grading occurs throughout the week as future professionals work with clients or in the lab. The hands-on instruction that takes place on the clinic floor and in technical workshops helps future professionals to develop their technical skills in haircutting, hair styling, hair color, permanent waving, chemical relaxing, makeup, skin care and manicuring and pedicuring. Specific grading criteria are used to provide feedback on future professional performance of technical skills. Skill performance on the clinic floor must

meet all criteria in order to receive a passing score. If the work does not meet the criteria, the future professional must perform the skill again.

Externship assignments provide students with valuable hands-on experience in actual employment settings. Students apply the knowledge and skills learned throughout the program and demonstrate professionalism while interacting with industry professionals, patients and/or customers. Students perform tasks and procedures under the supervision of a preceptor and receive feedback on their performance. Externships are available for Medical Assistant and Phlebotomy students. Based on a recommendation from the Employer Advisory Board, the department chair for the healthcare programs and the externship coordinator are currently piloting an externship for the Medical Billing and Coding Specialist program. (II.A.27: Course Syllabi)

MTI recognizes the importance of bridging the gap between the classroom and the workplace and periodically invites industry professionals as guest speakers to share their knowledge and experience with students.

- In 2010 and 2012, Mr. Jeff Dunn, a senior recruiter for the Intel Corporation, was invited to speak on campus. Mr. Dunn's presentations focused on helping MTI students gain an advantage in today's competitive workplace. Topics included practical job search tips, strategies for networking, and using social media.
- In October 2012, Mr. Alvin Law was the guest speaker for the fall graduation ceremony. Mr. Law is a motivational speaker whose life experience living without the use of his arms and his positive outlook inspire his audiences with the message that, "We all have obstacles in life. It is ultimately our attitude that determines whether they block our path to success or strengthen us on our journey." The presentation was well-attended by graduates, family, and friends as well as existing students, faculty, staff and community partners.
- Once a quarter, the Paralegal Studies Year Two program invites a panel of guest speakers so speak to third and fourth quarter students on "real world legal experiences". The panel is part of the Career Workshop for Paralegals (LA260), which is a mandatory class. The panel consists of paralegals from public and private sectors, independent paralegal contractors, and/or attorneys. The majority of the paralegal speakers are also MTI graduates who attest to the value of the skills they learned at MTI. They also offer their perspective on interviewing, recognizing ethical situations, work place hazards and rewards. A question and answer period follows, addressing specific questions from students.
- Beauty professionals and salon owners – referred to as guest artists – from the surrounding community are invited to speak to Cosmetology students on a regular basis. Guest artist presentations are scheduled weekly for the day program and monthly for the evening program. Through presentations and question-and-answer sessions, guest artists share their professional experiences with students, including how they got started in the business. Other topics of interest include an overview of the salon industry, expectations

of salon professionals, special services and skills that set one professional apart from the others, and the retail business side of the beauty industry. The presentations also typically include a demonstration of a practical skill or technique on a live model. (II.A.46: Guest Artist Guidelines)

Finally, experienced instructors are observed by their supervisors at least once a year. As part of the in-class observation, the instructor is evaluated on his or her ability to address various learning styles (visual, auditory and kinesthetic) and apply different teaching techniques (lecture, discussion, group activity, independent study, etc.). The observation also includes soliciting direct feedback from students immediately following the lesson. Upon completion of the observation, the department chair shares feedback and suggestions for improvement with the instructor. (II.A.51: Instructor Observation Form)

MTI conducts a variety of surveys and evaluations to obtain feedback and information used to inform decision-making and improve its courses and programs.

Results from the 2012 annual student survey indicate the following:

- 90 percent of respondents are “satisfied” or “very satisfied” that instructors use a variety of teaching tools in the classroom (lecture, discussion, activities, videos etc.)
- 94 percent of respondents are “satisfied” or “very satisfied” that instructors encourage participation from all students.
- 93 percent of respondents are “satisfied” or “very satisfied” that instructors encourage their academic success.
- 89 percent of respondents are “satisfied” or “very satisfied” that they feel comfortable talking with their instructors when they need academic advice.

### **Planning Agenda**

No additional planning items have been identified at this time.

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**II.A.2.e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.**

**II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.**

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### **Descriptive Summary**

Over the years, MTI has developed and fine-tuned a system of evaluation and planning that has enabled the College to incorporate best practices and improve student learning and achievement on a continuous basis. MTI's assessment, program review, master planning and budget/resource allocation processes focus on student achievement of student learning outcomes (SLOs) and maximizing institutional effectiveness.

Program reviews are conducted each year for all academic programs. Program review is an intensive process that involves all departments throughout the College, and encompasses a review of SLOs and course mappings, prerequisites and course descriptions, competency levels and assessments of student achievement, resources and class materials used within each program, faculty resources and qualifications, admissions information and enrollment criteria, tuition levels and financial aid information, and institutional policies and procedures.

Faculty and academic leadership conduct in-depth assessments of each academic program. Course and program SLOs are assessed biannually with assessment results leading to action items for the following cycle. Each program and course has a specific written assessment plan that includes the SLOs, how the SLOs are measured, achievement targets, assessment findings and planned action items for improvement. Course assessments are done using the tools and targets described in the individual course assessment plans. Once the course assessments are completed, program assessments are done. Relevant assessment tools from the course-level are used in the program assessment. The universal and general education outcomes are assessed every two years as part of the program-level assessment.

Program review and the assessment process both culminate in celebrations of accomplishments and recommendations for future improvements. These recommendations, along with any identified budget/resource needs, are carried over to the following year and considered as possible master planning goals. When faced with issues or requests that broadly impact the College, MTI solicits input from various departments and decision-making bodies in order to gain additional perspective, and often forms ad hoc committees to research matters further. The dialogue is collegial, informative, and focused, and depending on the nature of the issue or request, may involve escalating matters to the Board of Trustees for consideration. (II.A.25:

Course Assessment - Completed Assessments, II.A.70: Program Assessment - Completed Assessments, II.A.71: Program Review)

MTI's academic departments conduct department meetings on a regular basis. Most meetings are scheduled in the late afternoon to maximize participation of adjunct and full-time faculty. The faculty meetings provide a forum for disseminating campus news and updates and engaging in open dialogue focused on maximizing student achievement and the effectiveness of the learning environment. Faculty members provide important feedback and input into the continuous improvement of MTI's curricula, courses, and programs, and discuss topics ranging from resource needs to solutions to classroom challenges. In addition, faculty and staff use this time to discuss master planning and the department's progress toward the achievement of its goals. Updates are made to the master planning worksheets immediately after department meetings. (II.A.30: Department Meeting Minutes)

At the end of the master planning cycle, the *Executive Summary of MTI's Institutional Effectiveness in Program Review, Planning and Student Learning Outcomes* is compiled and distributed to the Board of Trustees, the Executive Committee, academic and administrative management, faculty and staff. In addition, the content of the summary report is presented at the annual Town Hall meeting in December. The contents of the summary are discussed extensively at the department level and by ATM and the Executive Committee. Follow-up activities typically include making curriculum adjustments, addressing identified learning gaps, ensuring that student support services and learning resources meet students' needs, ensuring that policies, procedures and practices are appropriate and carried out consistently, and striving for continuous improvement of institutional and learning processes. (II.A.42: Executive Summary of MTI's Institutional Effectiveness in Program Review, Planning and Student Learning Outcomes)

Requests, concerns, ideas, or suggestions that arise from students, staff, and faculty are typically addressed at the department level by the appropriate manager or department chair; however, as appropriate, they are referred to the Executive Committee or the ATM for discussion, consideration, and where applicable, approval. The status of notable department goals are also discussed in the Executive Committee and ATM meetings. The Executive Committee, which consists of the president, campus director, director of operations, chief financial officer, director of admissions, director of education, and academic officer, oversees the operation of the College, including the institutional planning and assessment process, resource management, student success and satisfaction, as well as the institution's success in carrying out its mission. The committee regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of the institution's mission, programs, and services. ATM is comprised of the campus director, director of education, department chairs, deans, and the director of student services. The group meets weekly to discuss issues related to the delivery of MTI's academic programs and to provide a forum for all academic departments to participate in the decision-making, problem solving, and planning processes for the Academic Branch. Summaries of discussions and actions taken by ATM are disseminated to faculty during department meetings and via e-mail communication, as needed.

## **Self-Evaluation**

MTI maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes. Throughout the year, dialogue regarding assessment and planning for improvement occurs informally among the faculty and staff on a daily basis, and more formally through department meetings, ATM meetings, Executive Committee meetings, the assessment process, program review, and the master planning and budget/resource allocation processes. The common thread that runs through these activities and processes is the focus on student achievement of SLOs and maximizing institutional effectiveness.

With the assistance of faculty and staff, the director of education and department chairs conduct a thorough review of qualitative and quantitative survey results, certification and licensure pass rates, job placement data, and the curricula to evaluate the efficacy of MTI's programs and support services in terms of helping students achieve the stated SLOs. Program review leads to improvements in all areas affecting student success. The process helps identify needed resources such as classroom equipment, technology resources, instructor training, and textbook-related supplies. In addition, as a result of program review, new student learning outcomes are developed and existing outcomes are modified or omitted. (II.A.18: ATM Meeting Minutes, II.A.49: Institutional Planning Map, II.A.71: Program Review)

Each academic department assesses student achievement of SLOs at the course- and program-levels. As part of a formalized assessment plan, department chairs determine satisfactory achievement targets for each course- and program-level SLO with the help of curriculum specialists and faculty. In addition, assessments used to measure student achievement are identified. With the assistance and cooperation of instructors, assessment data is collected and organized over a period of five to six terms. The goal is to obtain a sampling of assessment results spanning multiple courses, different student populations, and multiple instructors. The assessment results that are collected provide data on student achievement that is used in direct comparison with the achievement targets set at the beginning of the process. (II.A.24: Course Assessment - Assessment Plans, II.A.69: Program Assessment - Assessment Plans)

After analyzing actual versus target achievement, the assessment results are discussed in department and ad hoc committee meetings to identify inconsistencies and incongruities between course or instructor results. Departments examine sample submissions to identify areas in need of improvement, such as the wording of exam questions, assessment formats, or grading inconsistencies. Findings are documented and used in the development of goals and action items for the next cycle of assessment planning. (II.A.25: Course Assessment - Completed Assessments, II.A.70: Program Assessment - Completed Assessments)

The master planning process empowers staff and faculty to take ownership of department goals and celebrate accomplishments as they use their professional expertise to strive for institutional excellence. Master planning creates strong connections between evaluation results and the effective use of these results. Toward the end of the master planning cycle, data is collected and analyzed by the departments and recommendations are made to address the targets that were not met. In doing this, the end of one master planning cycle serves as a direct first-step for the next

planning cycle in the upcoming year. Master planning has led to improvements in student learning through ongoing dialogue and collaboration among faculty and staff.

As a result of master planning process, one hundred percent of MTI's programs and courses, including general education, have defined SLOs with ongoing assessments in place. Institutional outcomes, referred to as universal outcomes are interwoven and assessed throughout the programs and courses. All of MTI's administrative and student services departments have defined outcomes and goals that are measured annually and used to inform planning and improvement. The institution's annual student retention rate exceeded 70 percent in 2012, and the College received notification that its most recent official three-year cohort student loan default rate was below 15 percent. Also as a result of master planning, the Salon Management program has been implemented, and the Application Development program has been approved and is in the planning stage. Finally, graduate competency levels have increased, resulting in consistently high industry certification pass rates and a greater than 90 percent job placement rate year-over-year for graduates seeking assistance through the Career Services department. These are but a few examples of the many ways the master planning process has benefitted the College and its students. (II.A.2: 2011-2012 ACCJC Annual Report, II.A.9: ACCJC College Status Report on SLO Implementation, II.A.55: Master Plans, II.A.65: Outcomes and Assessment Map)

Input from students, employers, staff, and faculty stimulates much of the dialogue centered on the goal of maximizing student learning and success. Student feedback is gathered through course evaluations, surveys, and student advisory focus groups. Anonymous course evaluation surveys provide details about the perceived quality of instruction, instructor support, curriculum efficacy, and the quality of materials and other resources. Course evaluations are reviewed by the department chairs and are released to faculty after final grades have been submitted. Feedback regarding early student experiences is collected in the 12-week survey. Students complete the survey after attending their first twelve weeks of classes. Information collected includes feedback on the admissions process, the financial aid process, new student orientation, and support from the deans, the learning resource center, and faculty. Annual surveys are conducted to gather input and feedback from students, faculty, staff, and employers. The information collected provides a comprehensive picture that quantitatively and qualitatively informs the College's decision-making and departmental goal setting. Valuable feedback regarding student learning in relation to actual employer needs and expectations is collected at the semi-annual Employer Advisory Board and Legal Advisory Board meetings. The advisory boards are comprised of representatives from employers that hire MTI College graduates as well as other industry advisors. (II.A.3: 2012 12-week Surveys (Combined), II.A.15: Annual Faculty and Staff Surveys, II.A.16: Annual Student Surveys, II.A.26: Course Evaluation Templates, II.A.33: Employer Advisory Board Meeting Minutes, II.A.52: Legal Advisory Board, II.A.79: Student Advisory Group - Student Advisory Focus Group)

### **Planning Agenda**

No additional planning items have been identified at this time.

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**II.A.2.g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.**

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### **Descriptive Summary**

As an outcomes-based institution, MTI's academic programs use a variety of assessments to measure student performance and achievement. Examples include but are not limited to rubrics, research projects, case studies, presentations, course and program examinations, mock state board certification exams, and practical assessments. There are many ways to measure student success; however, for an institution that awards terminal occupational diplomas and degrees, the primary measurement of student success lies in students' ability to gain meaningful employment after graduation.

Course credit is awarded based on students' demonstrated achievement of the SLOs. All courses employ outcomes-based grading and students must demonstrate proficiency in order to successfully complete the courses and program. Course syllabi include curriculum maps that list the assessment tools used to measure the achievement of specific SLOs. The College uses common course and program assessments. Occasionally, a new assessment is introduced by an instructor; however, when this occurs, the assessment is first approved by the curriculum specialist.

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

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

### **Self-Evaluation**

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

On a periodic basis, a sampling of completed tests is audited by the curriculum specialist and department chair for grading consistency among faculty, and to ascertain levels of student achievement of SLOs. In classes where common writing final assessments are administered, norming sessions are conducted by faculty on a periodic basis. These sessions provide an opportunity for instructors to grade assessments together, which helps to ensure consistency among classes in terms of academic standards and levels of student learning and achievement. Modifications to assessments are made by faculty recommendation based on the SLOs. All new assessments are piloted to determine their effectiveness, validity, and fairness before they are distributed to faculty.

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

The Business Administration Year Two program utilizes a program-level examination to evaluate student learning across the program. At the beginning of the program, students take an initial assessment that measures students' knowledge in areas such as management skills, work team characteristics, strategic management, and desired characteristics for managers. As students reach completion of the program, this same assessment becomes the program's exit exam. The examination was created by the Business Administration/General Education department chair and is evaluated by faculty and students. The department chair, who also serves as the curriculum specialist, evaluates the results of the exit exam to ascertain student achievement of the program SLOs, and to identify areas within the curriculum that need improvement.

While not considered program exams used to measure student achievement of SLO's, the practice tests administered in the Test Pass Assurance (TPA) program serve as strong indicators of student learning success and readiness to pursue certification/licensure. TPAs are in place for the information technology and healthcare programs. As part of the program, students are given practice tests and offered coaching. The TPA practice tests are developed or selected to match the concepts and skills on the actual certification tests. For the Cosmetology program, the Mock Board is similar to the TPA in that it prepares students for the state of California cosmetology board licensing exam. (II.A.82: Test Pass Assurance (TPA))

Many courses use tests as assessment tools. These courses use the same tests for each class; however, in some cases there may be two versions of the test with similar questions. This is done to minimize cheating. When there is more than one version of a test, they are distributed randomly to ensure fairness. As part of the assessment cycle, tests are gathered and analyzed to see if there are areas of particular concern for students. In the event there is an area needing improvement, the department recommends appropriate action for the next planning cycle. As an example, in the Math in Business (M110) course assessment, it was found that students were having difficulties with decimals, integers and some word problems. As a result, the math department developed master planning action items that focused on clarifying test instructions,

updating test questions, updating practice tests, and developing more review handouts. In addition, an action item was added for 2013 which involves holding norming sessions for math instructors in order to improve consistency in grading.

The value of norming sessions is a recurring theme in many department assessment findings. In addition to the math department, several other departments are planning to implement or continue holding group grading or norming sessions. These departments include Business Administration Year Two, General Education, Healthcare, and English. The goal of the norming sessions is to ensure consistency and fairness in grading among all instructors teaching the same course. An increasing number of departments are developing or continuing to use grading rubrics to help increase consistency in grading. These departments include Paralegal Studies Year Two, Business Administration Year Two, General Education, Accounting, and Administrative Office Professional.

Finally, MTI's academic departments hold regular faculty department meetings to provide academic leadership and faculty the opportunity to share important feedback and hold an open dialogue focused on the continuous improvement of the curriculum and supporting assessments.

### **Planning Agenda**

No additional planning items have been identified at this time.

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**II.A.2.h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.**

**II.A.2.i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.**

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### **Descriptive Summary**

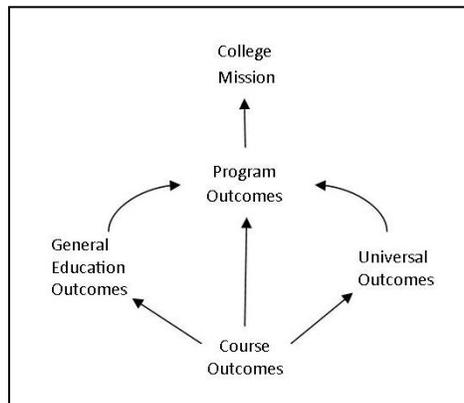
MTI's academic calendar follows the quarter system, and unless otherwise noted in the college catalog, course credit is determined using the Carnegie Unit system of measurement. When determining credit hours, the College applies the following definitions:

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

The College awards course credit based on the student's demonstrated level of achievement of the course student learning outcomes (SLOs). The minimum passing grade for courses at MTI is a D. However, many courses are prerequisites for other classes. Courses that are prerequisites for others must be passed with a grade of C- or better in order to progress to the next level.

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

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



To pass a course and receive credit, students must demonstrate achievement of the course-level SLOs, including the universal outcomes and GE outcomes that are related to the course. As noted, all course SLOs support and facilitate student achievement of the program-level outcomes. When a new program is being developed, the program outcomes, which are a summation of what students learn in the program, are developed by determining how the program fits within the institution's mission, comparing the program to those offered at other institutions, obtaining input from faculty and curriculum specialists, and obtaining input from the Employer Advisory Board and other external resources. The program outcomes are listed in the college catalog.

The Outcomes and Assessment Map is a comprehensive interactive tool that shows the relationships between programs, courses and outcomes in greater detail. The map contains the following information for each program, where applicable:

- Program Objective
- Program Description
- Program-level SLOs and target achievement levels by course
- Universal SLOs and target achievement levels by course
- Course-level SLOs
- Program-level Assessment Plan
- Course-level Assessment Plan
- General Education Philosophy
- General Education SLOs and target achievement levels by course
- General Education Assessment Plan
- Links to course syllabi

The map is available to MTI faculty and staff on the MTI e-learning website ([elearning.mticollege.edu](http://elearning.mticollege.edu)), and is used to help ensure that all program outcomes are being met across the curriculum. (II.A.65: Outcomes and Assessment Map)

If a student feels that he or she has already mastered the SLOs in a particular class, he or she has the option to challenge or test out of the class. When a student challenges or tests out of a class, his or her knowledge and skills are assessed based on the objectives and outcomes of the class. Challenge exams must be taken prior to attending MTI or within the first 5 days of attendance. The same exam is used in both challenge and test-out situations and may include oral, written and/or practical portions. A student who passes a challenge exam receives academic credit for the class as well as monetary credit for the class. Test-out exams can be taken any time prior to the beginning of a class or within one week after the first day of class (for six-week classes), or two weeks after the first day of class (for twelve-week classes). A student who passes a test-out exam receives an A grade for the class. No monetary credit is provided for passing a test-out exam. Not all classes are eligible for challenge or test-out.

To receive MTI College credit for courses taken at another institution, students must demonstrate that they have achieved the SLOs for the MTI course. In many cases, completion of a comparable course at an accredited institution is sufficient to demonstrate these skills. It is MTI's policy to accept comparable credit hours earned in courses taken at accredited institutions provided that a grade of 2.0 (C) or above was earned. MTI's transfer of credit policy is discussed in detail in Standard II.A.6.a.

Finally, in compliance with the ACCJC Policy on Institutional Degrees and Credits, the College maintains written policies and procedures for determining credit hours. The policies on Award of Credit, Challenging and Testing Out of a Class, and Transfer of Credit are available to staff and faculty on the campus network. Transfer of credit is also addressed in the College catalog. (II.A.19: Award of Credit, II.A.22: Challenging and Testing Out of a Class, II.A.58: MTI Catalog Supplement, II.A.84: Transfer of Credit)

### **Self-Evaluation**

MTI's commitment to being an outcomes-based institution is evidenced by its focus on SLOs, and the level of dialogue that takes place regarding outcomes and assessment.

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

Course- and program-level outcomes are a recurring topic of discussion in department faculty meetings, and as part of the assessment, program review, and master planning processes. New instructors are introduced to outcomes-based learning during the Teach-the-Teacher orientation session and through meetings with the curriculum specialist. Further, instructors are required to complete a series of online training modules, including one on outcomes-based grading. Through the orientation and training, new instructors learn how SLOs are assessed, how to provide meaningful feedback, and how to grade based on students' achievement of the SLOs. (II.A.60: MTI Online Training Modules, II.A.81: Teach-the-Teacher)

The College continuously collects data for assessment, planning, and communication purposes. Faculty and academic leadership assess student learning through a variety of means, including course evaluations, outcomes-based grading, assessment tools, norming sessions, student surveys, graduate surveys, and the program review and master planning processes. Course and program SLOs are assessed biannually with assessment results leading to action items for the next year.

Outcomes are reviewed each year as part of the assessment and program review processes. The review involves the director of education, department chairs, curriculum specialists, and faculty. Together, they review and update program and course outcomes using data collected from internal and external sources.

Internal sources include the following:

- MTI's mission statement
- Current program-level SLOs
- Placement statistics/trends
- Evidence of outcomes achievement in current/past programs
- Class retention
- Student progression through classes
- Classroom observations
- Course syllabi
- Annual and ad hoc surveys

External sources include the following:

- Advisory boards
- Approval bodies
- Certification/licensing bodies
- Evaluations of other colleges
- State and federal employment resources

In addition, as part of program review course lecture and lab hours are reviewed to ensure that the credit values assigned to each course clearly and accurately reflect the breadth, depth and rigor of the curriculum.

The following is a sample of the worksheet used to evaluate course credit:

<b>BA220 Credit Hours Calculation</b>														
<b>4 credits</b>														
	Week												Totals	
	1	2	3	4	5	6	7	8	9	10	11	12		
<b>In Class</b>														
Lecture/ Guided instruction/Discussion Interactive Activities	3.25	3.25	2.75	2.75	2.75	1.50	2.75	2.75	2.75	2.75	1			29.25
Group Project Work			.5	.5	.5	.5	.5	.5	.5	.5	1			5
Group Presentation												3.25		3.25
Tests						1.25					1.25			2.50
<b>Total Lecture Hours**</b>														<b>39.00</b>
In addition to time in class, students are expected to complete approximately 7 – 8 hours of homework per week.	<b>Homework Assignments include but are not limited to:</b> Reading Chapters Homework Assignments Research Project Articles Reflection Paragraphs													
	<b>Total Homework Hours*</b>												<b>80 .00</b>	
*These hours are based on a reasonable estimate of time spent on each assignment														
<b>** based on 60 minute hours</b>														

In 2012, after reviewing the time spent in lecture, lab and homework, it was determined that the credit values needed to be updated for several classes.

The following chart reflects the changes in credit as a result of the course credit evaluation:

Course	Hours	Current Credits	Possible Credit Revision	+/-
A121A	40	3	2.5	-0.5
A121B	20	2	1.5	-0.5
A141	40	3	2.5	-0.5
B122A	20	2	1.5	-0.5
DA104	40	3	2.5	-0.5
DA123	40	3	2.5	-0.5
DA137	40	3	2.5	-0.5
DA143	40	3	2.5	-0.5
DA152	40	3	2.5	-0.5
DA164	40	2	2.5	0.5
DA171	40	3	2.5	-0.5
E111	20	2	1.5	-0.5
MO125	60	5	5.5	0.5
MO143	60	3	3.5	0.5
MO157A	40	2	2.5	0.5
MO157B	40	2	2.5	0.5
MO161	40	2	2.5	0.5
MO171	60	3	4	1
MO181	60	3	4	1
MO186	60	3	4	1
GE201	40 change to 60	4	5.25	1.25
SA141	20 change to 40	2	3	1
SA501	20 change to 40	2	3	1

The MTI Curriculum Summary, which is updated annually (January/February), contains course descriptions, course-level SLOs, credit hours, clock hours (lecture, lab and homework), etc., for each course. (II.A.29: Curriculum Summary)

Capstone courses give students the opportunity to demonstrate the knowledge and skills they've acquired, and faculty the opportunity to assess their students' level of proficiency using performance-based activities and scenarios. The Accounting Technician program includes a capstone course (A500 Accounting Integration) that takes students through the accounting cycle, complete with the kinds of unexpected interruptions and on-the-go changes employees might expect from employers and clients. The legal capstone class (LA500 Advanced Legal Writing Practicum) simulates a working law firm. Students function as paralegals working for a partner in a busy law firm. The instructor acts as their employer, requesting work and setting deadlines as would be done in a law office environment. Examples of capstone courses in other programs include: MO143 Medical Insurance Billing & Claims Processing (Medical Billing and Coding Specialist), BA500 Strategic Management (Business Administration), and SA501 Salon Success (Salon Management). (II.A.27: Course Syllabi)

Results from the 2012 annual faculty/staff survey indicate the following:

- 100 percent of respondents are “satisfied” or “very satisfied” that the course outcomes stated on a given syllabus match what students learn in class. Note: This result shows an increase over the 97 percent result reported in 2010.
- 100 percent of respondents are “satisfied” or “very satisfied” that student learning outcomes are effectively measured with exams and other assessment tools.
- 100 percent of respondents are “satisfied” or “very satisfied” that students’ grades are an accurate reflection of their learning. Note: This result shows an increase over the 97 percent result reported in 2010.

From the student perspective, results from the 2012 annual student survey indicate the following:

- 89 percent of respondents are “satisfied” or “very satisfied” that student learning outcomes are effectively measured with exams and other assessment tools.
- 87 percent of respondents are “satisfied” or “very satisfied” that their grades are an accurate reflection of their learning in MTI courses.

### **Planning Agenda**

No additional planning items have been identified at this time.

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**II.A.3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.**

**II.A.3.a. General education has comprehensive learning outcomes for the students who complete it, including the following:**

**An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.**

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### **Descriptive Summary**

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

MTI's GE philosophy describes the purpose and focus of its general education courses. The philosophy is published in the college catalog and on all GE course syllabi. (II.A.28: Course Syllabi – GE Courses, II.A.58: MTI Catalog Supplement)

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

MTI's GE courses are divided into the following categories: Communications, Computation, Humanities, Social Science, and Natural Science. The courses include the following:

- Communications  
GE201 English Composition
  
- Computation  
GE261 Statistics  
GE270 Small Business Finance
  
- Humanities  
GE251 Contemporary American History  
GE255 Sociology
  
- Social Science  
GE230 Fundamentals of Economics  
GE232 Ethics in Society  
GE234 American Government
  
- Natural Science  
GE240 Environmental Science

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

GE courses are designed around comprehensive learning outcomes that allow students to demonstrate an understanding of the basic content and methodology of the following major areas

of knowledge: humanities and fine arts, natural sciences, and social sciences. Degree students complete between 21.25 and 25.25 units of general education. All of MTI's GE courses incorporate four or more universal outcomes into the course SLOs. In addition, all GE courses employ outcomes-based grading, which requires students to demonstrate mastery of the course SLOs in order to receive course credit. A variety of assessment methods and tools are used to evaluate student achievement of the course SLOs.

### **Self-Evaluation**

MTI's general education (GE) curricula are designed to provide students with the opportunity to develop knowledge and competencies in major areas of study that are relevant to students' future careers and to MTI's mission. As such, the College selected humanities over fine arts because it is better suited to the institution's mission of preparing students for employment in the fields of business, law, technology, healthcare, and cosmetology.

Students acquire knowledge and demonstrate learning through a variety of means. With the exception of Statistics (GE261) and Small Business Finance (GE270), all courses include a research paper. Research is introduced in English Composition (GE201) course which is a prerequisite for the other GE courses. Students learn to use library resources and internet databases to conduct academic research on specific topics. Some GE courses include case studies in which students analyze different situations and make recommendations based on their analysis. Students may also develop their presentation skills through formal and informal class presentations. Many GE courses also include group and individual activities in which students apply what they've learned in class to structured scenarios. Finally, students may also demonstrate their knowledge and understanding through tests and quizzes that are developed by curriculum specialists and faculty.

Being that MTI is an outcomes-based institution, students' grades are a direct reflection of the extent to which students have achieved the SLOs in each course. The SLOs are listed on the course syllabus, and students' grades are based directly on their demonstrated level of proficiency. In addition to tests, homework assignments and projects, research papers are assigned to measure students' understanding and mastery of the subject matter. The research papers are designed so that evidence of students' understanding of the outcomes is apparent. The papers are graded using a rubric that covers all of the outcomes in each class and clearly outlines expectations for students. If done properly, the research paper covers each outcome in the course.

MTI follows a biannual cycle of assessment for its academic programs and courses. During the assessment cycle, each department develops its own assessment plan. Target grades are set, data is collected, and the actual results are compared against the targets. Recommendations are made based on the results of the analysis, and are used to inform decision-making and planning for next year's master planning cycle.

When developing or updating a GE course, the curriculum specialist researches courses offered at other community colleges, including course standards and prerequisites, SLOs and objectives, rigor, depth, and breadth. MTI's GE courses are reviewed annually as part of the program review process. In addition, the department chair holds regular faculty meetings to share feedback about

the program, review and update learning outcomes, and work on master planning. Instructors who are assigned to teach the course are also asked for input on the course SLOs. (II.A.20: BA2.GE Department Meeting Minutes 2012)

### **Planning Agenda**

No additional planning items have been identified at this time.

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#### **II.A.3.b. General education has comprehensive learning outcomes for the students who complete it, including the following:**

**A capability to be a productive individual and life-long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.**

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### **Descriptive Summary**

All degree programs include program-level outcomes, universal outcomes, course-level outcomes, and general education (GE) outcomes. Program-level SLOs summarize the knowledge and skills that students are expected to be able to demonstrate upon completion of the program. Universal outcomes represent the knowledge and skills that apply to all students, regardless of their major. Course-level SLOs inform students what they can expect to know and be able to do upon completion of the course. GE outcomes promote lifelong learning and help students develop the critical reasoning and effective communication skills necessary to understand and appreciate the world around them. Together, the SLOs from each of the courses in a degree program support student achievement of the program, universal, and GE outcomes. Upon successful completion of MTI's GE courses, students are expected to demonstrate proficiency in the following:

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

MTI's universal outcomes are closely related to its GE outcomes, and are threaded throughout program- and course-level SLOs. All MTI College graduates are expected to demonstrate proficiency in seven areas that are crucial to ensuring a satisfying and successful career. Upon successful completion of their chosen program of study, MTI College graduates are expected to demonstrate proficiency in the following:

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

MTI's general education courses not only support student achievement of the GE outcomes, they also facilitate students' development of MTI's universal outcomes. All GE courses incorporate four or more of the universal outcomes in the course SLOs. The Outcomes and Assessment Map shows the relationships between programs, courses and outcomes, including the universal and general education outcomes and their target achievement levels, by course. (II.A.65: Outcomes and Assessment Map)

General Education Classes and General Education Outcomes										
<a href="#">Go to General Education Page</a>										
General Education Classes	General Education Outcomes									
	Written communication skills	Oral communication and presentation skills	Problem solving and critical thinking skills	An appreciation for diversity	Civic responsibility and ethical behavior	Metacognition skills	Learning strategies necessary to keep current in the profession and become a lifelong learner	Ability to use the technology common to the current business environment	Interpersonal skills	Computational skills
<a href="#">GE 200 English Composition</a>	D	D					D	D	D	
<a href="#">GE 230 Fundamentals of Economics</a>	D	D					D	D	D	D
<a href="#">GE232 Ethics in Society</a>	D	D		D	D	D	D	D	D	
<a href="#">GE234 American Government</a>	D	D					D	D	D	
<a href="#">GE240 Environmental Science</a>	D	D		D			D	D	D	
<a href="#">GE251 Contemporary American History</a>	D	D		D			D	D	D	
<a href="#">GE255 Sociology</a>	D	D		D	D		D	D	D	
<a href="#">GE261 Statistics</a>			D			D	D			D
<a href="#">GE270 Small Business Finance</a>			D			D	D			D

I = Introduction      D = Developing      M = Mastery

### General Education Classes and MTI Universal Outcomes

[Go to General Education Page](#)

General Education Classes	MTI Universal Outcomes						
	Written and verbal communication in the student's chosen field of study;	Problem solving typically required or characteristic of the profession	Internal and/or external customer service	Responsibility and accountability for independent and group work products	Using learning strategies necessary to keep current in the profession and become a lifelong learner	Using the technology common to the current business environment to improve individual and organizational performance	Behavior that reflects confidence, competence, and professionalism
<a href="#">GE 200 English Composition</a>	D				D	D	D
<a href="#">GE 230 Fundamentals of Economics</a>	D		D	D	D	D	D
<a href="#">GE232 Ethics in Society</a>	D			D	D	D	D
<a href="#">GE234 American Government</a>	D		D	D	D	D	D
<a href="#">GE240 Environmental Science</a>	D			D	D	D	D
<a href="#">GE251 Contemporary American History</a>	D		D	D	D	D	D
<a href="#">GE255 Sociology</a>	D		D	D	D	D	D
<a href="#">GE261 Statistics</a>		D			D	D	D
<a href="#">GE270 - Small Business Finance</a>		D			D	D	D

I = Introduction      D = Developing      M = Mastery

### Self-Evaluation

MTI's GE component includes a comprehensive set of SLOs that help students develop the capability to be productive individuals and lifelong learners.

In the 2012 annual student survey, respondents were asked to indicate their level of satisfaction with the way MTI is preparing them in the following areas, which are closely tied to the GE and universal outcomes:

	Satisfaction Level
Using a computer for work-related tasks	92%
Working effectively as a member of a team	89%
Creating and delivering public presentations	76%
Working independently	91%
Developing professional attitudes and behaviors	88%
Learning to be accountable for my work product	93%
Developing strong customer service skills	76%
Communicating with others in the work setting	85%
Developing an openness to opinions other than my own	88%
Learning about professional ethics in my chosen field	91%

Written and verbal communication skills are critical outcomes that appear throughout the GE curricula. Students must demonstrate writing proficiency in order to successfully complete their

GE courses. The English Composition (GE201) course is a prerequisite to all other GE courses. The course is designed to help students develop and practice the writing and analytical skills necessary for academic success. Emphasis is placed on the writing process, research methods, documentation, argumentation, critical thinking and writing in response to prompts. In addition, throughout the GE courses, emphasis is placed on the preparation and delivery of oral presentations.

Research and information competency are two important components in all GE courses. The research component promotes students' ability to acquire knowledge through research and become lifelong learners. Students engage in research and learn to analyze sources, compile and analyze research results, and write papers based on their findings. Students also learn to use technology efficiently and effectively in support of their academic activities. Students conduct online research, create and deliver Microsoft PowerPoint presentations, and create properly formatted documents using Microsoft Word. (II.A.28: Course Syllabi – GE Courses)

Scientific and quantitative reasoning, problem-solving and critical thinking are emphasized in Environmental Science (GE240), Statistics (GE261), and Small Business Finance (GE270). The environmental science course teaches students methods of scientific inquiry. Students analyze current environmental issues to determine their impact on human health and biodiversity. The statistics course is designed to acquaint students with basic statistical tools used in descriptive and inferential statistics. The course focuses on statistical analysis and application of concepts. Students learn to describe sets of data and use the data in a variety of statistical applications related to business, education, and science. In addition, they learn to apply techniques to solve problems using probability, random variables, and probability distributions. Students learn to make inferences about populations of interest using confidence intervals and hypothesis testing, and they learn to make valid forecasts based on linear regressions. The small business finance course introduces students to basic personal finance principles that include financial planning, managing assets, insurance, investments and retirement. Finally, all courses offered by MTI College include a professionalism SLO that expects students to model behavior that reflects confidence, competence, and professionalism. (II.A.28: Course Syllabi – GE Courses)

As part of the annual program review process, MTI evaluates its GE student learning outcomes and the courses that facilitate and promote their achievement.

### **Planning Agenda**

No additional planning items have been identified at this time.

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**II.A.3.c. General education has comprehensive learning outcomes for the students who complete it, including the following:**

**A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.**

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**Descriptive Summary**

MTI recognizes the importance of integrating the study of ethics throughout the general education (GE) curricula, and promoting an understanding of what it means to be an ethical human being and effective citizen. This is part of the focus of MTI's GE philosophy which is published in the catalog and on every GE course syllabus. MTI's general education and universal outcomes reflect MTI's focus on preparing students to be accountable and responsible members of society.

Emphasis is placed on ethical behavior, civic responsibility, and appreciation for diversity. Ethics in Society (GE232) explores a variety of ethical philosophies and how they relate to the individual and society. Sociology (GE255) focuses on understanding of social trends, diversity, culture and other aspects of the social world. Environmental Science (GE240) explores how an individual's ethical philosophy can affect the environment. Courses such as American Government (GE234) and Contemporary American History (GE251) incorporate ethics, respect for cultural diversity, historical and aesthetic sensitivity, and the importance of assuming civic, political, and social responsibilities locally, nationally, and globally.

Outside of its GE courses, MTI encourages students to take action. The College provides opportunities for students to participate in a number of community service activities on campus including blood and bone marrow drives, clothing drives, and fundraising events that support local and worldwide charities. In addition, the MTI Community Service program encourages students to take an active role in improving their local community, helping others, and practicing volunteerism. The College encourages all students to explore and choose the service path that best suits their individual interests and abilities. While it is not a requirement for being a student or graduating from a program, all students are encouraged to participate in this fulfilling program. Those who do, receive credit on their transcripts for community service.

**Self-Evaluation**

MTI's GE component includes comprehensive learning outcomes that help students develop the capacity to practice appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and willingness to assume civic, political, and social responsibilities. In addition, upon completion of their programs, all students are expected to demonstrate responsibility and accountability for independent and work projects; and

model behavior that reflects confidence, competence, and professionalism. These outcomes are addressed directly and indirectly throughout MTI's GE courses.

The Ethics in Society (GE232) course introduces students to ethical perspectives and their application in personal, professional, and civic contexts. Through readings, research, discussion, and writing assignments, students develop and demonstrate their understanding of ethical, personal, professional, and civic behavior. Upon successful completion of the course, students are expected to possess the ability to objectively analyze other people's ethical values; objectively analyze different organizations' and societies' ethical values; analyze the ethical values that guide their own actions; and evaluate ethical scenarios using the theoretical models presented in class. (II.A.28: Course Syllabi – GE Courses)

In American Government (GE234), students are introduced to the central aspects of American jurisprudence including its historical bases (the English common law and its progeny); political influences upon the system (including the legislative and executive branches of government); the California and federal court systems (including concepts of judicial power, jurisdiction and remedies); and the concepts of constitutional and administrative law. Upon successful completion of the course, students are expected to possess the ability to analyze the basic philosophical principles and values underlying the American government system; and evaluate the importance of civil liberties, equal rights, cultural diversity and ethnic diversity in America. (II.A.28: Course Syllabi – GE Courses)

The Environmental Science (GE240) course examines humanity and the individual's relationship to the various life systems on the planet Earth. Students explore science-based ecological principles, theories, and issues. Students examine and analyze economic, technological, and moral social constructs as they offer opportunities and options for a sustainable approach to living within the environment's limits. Upon successful completion of the course, students are expected to possess the ability to compare and contrast water quality, land use, and air pollution issues and how they relate to current and future populations; evaluate the issues and controversies related to global warming; evaluate the concept of biodiversity and the interrelationships between different species and the environment; and evaluate the concept of sustainable practices. (II.A.28: Course Syllabi – GE Courses)

The Contemporary American History (GE251) course helps students develop an understanding of social, economic, and cultural challenges, and achievements in U.S. life as they are reflected in history. Emphasis is on domestic affairs and foreign concerns that have presented fundamental choices to the American people. The course embraces the enormous changes that have created contemporary American politics, society, and the new global role of the United States. Upon successful completion of the course, students are expected to possess the ability to evaluate the causes and effects of social movements in America; evaluate the economic and cultural evolution of America; evaluate the contributions of diverse individuals and groups to the richness of the American experience; and evaluate how America has been influenced by international issues and situations. (II.A.28: Course Syllabi – GE Courses)

Finally, as part of the GE255 Sociology course, students develop an understanding of social trends, diversity, culture and other aspects of the social world through readings, research,

discussion, writing and interactive activities. Upon successful completion of the course, students are expected to possess the ability to analyze different components of culture; analyze the benefits and challenges of diversity in a society; compare and contrast the issues related to social stratification; and evaluate sociological trends. (II.A.28: Course Syllabi – GE Courses)

Results from the 2012 annual student survey indicate the following:

- 91 percent of respondents are “satisfied” or “very satisfied” that they are learning about professional ethics in their chosen field.
- 88 percent of respondents are “satisfied” or “very satisfied” that they are developing an openness to opinions other than their own
- 87 percent of respondents are “satisfied” or “very satisfied” that class content and instruction reflects an appreciation for diversity.”

To complement lessons taught in the classroom, students and employees actively participate in a variety of activities that give back to the community. Students who participate in the MTI Community Service program receive a non-credited “Pass” on their transcript, acknowledging their volunteerism. According to the 2012 annual student survey, 91 percent of respondents indicate that MTI encourages student participation in community service activities. In 2006, the result for the same question was 78 percent. It is MTI’s hope that a service-oriented mindset will continue with students as a lifelong habit. (II.A.5: 2012 Annual Student Survey, II.A.63: Official Transcript (Sample))

Finally, MTI employees are expected to be role models for students and demonstrate honest, courteous and ethical behavior. Employees are responsible and held accountable for adhering to all of MTI’s policies, rules, and procedures as outlined in the personnel manual, policy memos, and other forms of communication. In 2013, a new employee Code of Ethics was created. Each staff and faculty member was required to read and sign a copy as evidence of their agreement to abide by its contents. In addition to the Code of Ethics, the College maintains its Rules for Success and Vision for Learning, which provide ethical and social guidelines for students and employees. (II.A.32: Employee Code of Ethics, II.A.75: Rules for Success, II.A.87: Vision for Learning)

### **Planning Agenda**

No additional planning items have been identified at this time.

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**II.A.4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.**

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### **Descriptive Summary**

In support of its mission to provide students with the knowledge, skills and confidence necessary for pursuing successful careers, the College offers degree programs that are focused on a single

primary area of inquiry and are built on an established set of courses with clearly stated and measureable student learning outcomes (SLOs) intended to prepare students for specific aspects of their future careers. All degree programs also include a general education component that promotes lifelong learning and helps students develop the critical reasoning and effective communication skills necessary to understand and appreciate the world around them. MTI offers two-year associate-level degree programs in Business Administration, Paralegal Studies, Salon Management and Information Technology Network Administration.

### **Self-Evaluation**

All degree programs include focused study in at least one area of inquiry built upon a foundation of introductory and general education coursework.

MTI's Paralegal Studies degree program is one of a select group of paralegal programs approved by the American Bar Association. The first year of the program is comprised of broad-based general education courses in five areas of study, an introduction to legal terminology and procedures, and a technology course using the Microsoft Office Suite products. The focus of the first year is to prepare students for entry-level employment in various legal administrative capacities. Courses in the second year of the program emphasize legal writing and analysis, the civil litigation process, and major areas of substantive and procedural law. During the second year, students take more than 35 quarter units (more than 400 hours of instruction) in paralegal and legal-specific instruction.

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

The Salon Management degree program prepares students to become licensed cosmetologists with the State of California and develop the general business and leadership skills necessary to launch successful careers in salon management. The program uses the Paul Mitchell concept and approach toward teaching the technical, scientific and business aspects of cosmetology, and students are required to successfully demonstrate the knowledge, skills and confidence they acquire in the classroom and on the clinic floor. Students also focus on developing general business and managerial skills, and understanding the requirements and practices that are unique to the salon environment. All courses are designed to be highly interactive with an emphasis on the practical application of knowledge and skills. Throughout the program, Salon Management degree students take 16 units (200 hours of instruction) specific to salon management.

The Information Technology - Network Administration (ITNA) degree program is designed to prepare students for careers in system administration. During the first year, students become proficient utilizing desktop operating systems and various office applications commonly used in today's market. Students also focus on fundamental networking concepts as well as developing skills necessary for troubleshooting and supporting hardware and software related issues. During the second year, students focus on developing skills to effectively plan, implement, maintain, and support systems in a wide range of computing environments using Microsoft Windows Server 2012 and Linux. Students develop an understanding of the design, implementation, and administration of LANs/WANs utilizing Microsoft technologies. Students are introduced to the Microsoft Server 2012 operating system, the Exchange email messaging environment, fundamental Cisco technologies, Linux networking technologies, and automation tools such as Windows PowerShell. Students in the ITNA degree program dedicate more than 75 percent of their clock hours during the second year (560 hours, 36 quarter units) exclusively to ITNA curriculum.

**Planning Agenda**

No additional planning items have been identified at this time.

**II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.**

**Descriptive Summary**

It is the mission of MTI College to prepare its students with the knowledge, skills, and confidence necessary for pursuing successful careers. As an outcomes-oriented institution that offers terminal occupation degrees and diplomas, MTI's programs are designed to promote the demonstrated achievement of technical and professional competencies desired by employers and required for licensure or certification.

The College understands the value of industry certification and licensure in terms of validating an individual's knowledge and skill, and obtaining employment. MTI currently offers several programs designed to prepare students for vocational licensure or certification.

Program	Certification/License
Cosmetology	State of California Cosmetology License
Phlebotomy	State of California Certified Phlebotomy Technician I (CPT1)
Medical Billing and Coding Specialist	Certified Coding Associate (CCA) Certified Medical Reimbursement Specialist (CMRS)
Medical Assistant	California Certified Medical Assistant (CCMA)
Information Technology -	Microsoft Certified Technology Specialist

Program	Certification/License
Network Administration (ITNA)	Microsoft Certified IT Professional Microsoft Certified System Administration
Information Technology - Systems Administrator (ITSA)	Comptia A+ Computer Technician Microsoft Certified Technology Specialist Microsoft Certified IT Professional Microsoft Certified System Administration
Technical Support Specialist	Comptia A+ Computer Technician
A+ Computer Technician	Comptia A+ Computer Technician

The Cosmetology program is designed around the education and licensing requirements set forth in the Barbering and Cosmetology Act (Chapter 10 of Division 3 of the Business and Professions Code) and the State of California Board of Barbering and Cosmetology Regulations. State regulations require students to complete no less than 1600 clock hours of technical instruction and perform a minimum number of practical skills in the art of cosmetology. Because the regulations are specific and prescriptive, MTI's program content and student learning outcomes (SLOs) are based primarily on the State's training and certification requirements.

Throughout the Cosmetology program, knowledge and skill levels are assessed through class participation, assignments, and the practical application of skills on the clinic floor and in technical workshops. Specific grading criteria are used to assess student performance. Skill performance on the clinic floor must meet all criteria in order to receive a passing score. If the work does not meet expectations, the future professional (student) must perform the skill again. In addition, future professionals are required to earn a minimum of 80 percent on weekly theory exams, practical skills tests, written exams, and the mock State Board Exam. Satisfactory progress is closely monitored and tracked to ensure that future professionals are meeting the requirements for instructional hours and practical operations. Learning leaders (instructors) provide students with written technical skill evaluations and monthly practical grade reports.

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

The 40-hour phlebotomy externship provides students with valuable hands-on experience in a clinical lab setting. Students apply the knowledge and skills learned throughout the program and demonstrate professionalism in their interactions with healthcare professionals and patients.

Under supervision, students perform and document a minimum of 50 blood draws and a minimum of 10 skin punctures on a variety of patients, as required by the State of California. Phlebotomy students are required to pass a final written exam with a minimum score of 80 percent and a practical exam with a minimum score of 90 percent. A student who fails to pass both exams must meet with the instructor for tutoring or repeat the Phlebotomy (PH110) course, after which the student is eligible to retake the portion(s) of the exam that he or she failed. In addition, near the end of the program, each phlebotomy student participates in an interview with the department chair to review the student's performance throughout the program and externship assignment. Students who successfully complete MTI's Phlebotomy program meet the educational requirements to take the State of California exam to become a Certified Phlebotomy Technician I (CPT1).

The Medical Billing and Coding Specialist program helps students become adept in translating information from patient medical records using ICD-9 and CPT, HCPCS and ICD-10 coding standards to provide evidence of medical necessity. Students learn to accurately create, read, understand, and maintain medical records; and use medical practice management software applications to competently perform the medical billing and coding process. Students who successfully complete the program may sit for the Certified Coding Assistant (CCA) or Certified Medical Reimbursement Specialist (CMRS) certification exams.

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

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

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

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

Being ABA-approved, MTI's Paralegal Studies program is designed around specific criteria prescribed by the ABA. Throughout the program, students demonstrate their knowledge and abilities in the areas of legal research, legal writing and analysis, the civil litigation process, and the major areas of substantive and procedural law. The program culminates in an Advanced Legal Writing Practicum (LA500), which simulates a legal office environment where students perform the duties of a paralegal under the direction of a supervising attorney or paralegal (the instructor). Students apply their knowledge of substantive areas of law and their advanced research and writing skills to assignments based on a variety of legal problems for hypothetical clients. Students compile portfolios of their work and a trial notebook, which are evaluated at the end of the term by the instructor. Feedback on students' demonstrated performance in LA500, which is a capstone course, is shared with the department chair in order to make improvements to curricula throughout the program. The Paralegal Studies program is subject to a complete program review by the ABA every two years. The last review occurred in August 2012 and was reviewed, assessed, and approved by the ABA in May 2013. In addition, the paralegal program undergoes a full program assessment every two years.

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

Finally, as part of the 2010 master plan, the College adopted the Microsoft Certified Application Specialist (MCAS) certification for all faculty members teaching desktop application courses. Before teaching a particular desktop application course, the instructor must first pass the associated Microsoft desktop application certification exam. The department chair for the Core Curriculum oversees the desktop application faculty and assures that the certification requirements are met.

### **Self-Evaluation**

MTI assures its cosmetology and phlebotomy students meet employment standards and are prepared for certification and licensure. Because its cosmetology and phlebotomy programs prepare students for State-certification or licensure, the College is required to maintain State-approval in order to offer the programs to the public. In both cases, the initial approval process was extensive and required MTI to submit comprehensive applications to ensure the College and the program met State regulations and requirements. (II.A.77: State of CA Application for Approval - Cosmetology Program, II.A.78: State of CA Application for Approval - Phlebotomy Program)

Indicators used to evaluate MTI's effectiveness in helping students develop technical and professional competencies include job placement data, instructor grading data, assessments,

student performance in practicum/capstone courses and externships, and industry certification and licensure pass rates. The College ensures its SLOs are aligned with industry-defined technical and professional competencies by soliciting input directly from employers and through the Employer and Legal Advisory Boards, and other industry resources. End-of-program surveys provide feedback regarding the value of MTI’s coursework in preparing graduates for their current positions. The medical externship coordinator conducts regular visits with externship sites to solicit feedback regarding student preparedness and competency. The Career Services department analyzes placement statistics and trends, and shares this information with the director of education and the department chairs who use it to guide decision-making regarding improvements to programs, courses, and methodologies. In 2012 the Career Services department successfully helped 91 percent of its graduates obtain training-related employment. This rate represents the percentage of graduates actively looking for work and who are placed in jobs, or secure employment on their own, in or related to their field of study. (II.A.33: Employer Advisory Board Meeting Minutes, II.A.45: Graduate Survey, II.A.53: Legal Advisory Board Meeting Minutes, II.A.54: Legal Graduate Survey ABA, II.A.71: Program Review)

The College supports student success beyond the classroom by helping them prepare for the actual certification or licensure exam. The Test Past Assurance (TPA) program gives students the opportunity to practice for their certification tests in the IT and healthcare programs. As part of the TPA, students are given practice tests and are offered coaching. The TPA tests are developed or selected to match the concepts and skills on the actual certification tests. For the Cosmetology program, the Mock Board is similar to the TPA in that it prepares students for the State of California cosmetology board licensing exam. All cosmetology students are strongly encouraged to participate in the Mock Board, which provides them with a significant added value not offered at other cosmetology schools. Finally, MTI’s Learning Resource Center is a certified Prometric and Pearson/VUE authorized testing center where students and faculty can take CompTIA, Microsoft, medical, and other industry-related certification exams right on campus.

As a result of MTI’s TPA programs, certification pass rates are consistently high.

Certification/License	Pass Rate	Timeframe
Comptia A+ Technician	94%	2010 to present
Microsoft (MCSA)	79%	2012
Phlebotomy (CPTI)	97%	2012
Medical Assistant (NCCT)	100%	2012
California Certified Medical Assistant (CCMA)	100%	2012
Certified Coding Assistant (CCA)	50%	2012
Certified Medical Reimbursement Specialist (CMRS) – New	Not available	Not available
Cosmetology	95%	2011 – 2012

As part of its 2011 program review, the healthcare department found that many Medical Billing and Coding Specialist (MBCS) students did not pursue the CCA certification. In 2012, the pass rate was only 50 percent. Further, based on employer and student feedback, it was determined that both job availability and student interest were greater in the area of medical billing. Since the MBCS program addresses both medical billing and coding, and since the demand for medical

billers was higher than coders, the recommendation was made to add the CRMS certification to the list of available exams for students. The CMRS certification focuses on medical billing, whereas the CCA certification is geared to medical coding. Offering both certifications gives MBCS students a choice in which certification best fits their employment goals. In the meantime, the department chair is reviewing the TPA for the CCA exam. The chair has ordered additional resources to enhance the review and inform possible curriculum updates. The chair is also in contact with American Health Information Management Association (AHIMA) for their input on improving certification pass rates and to obtain additional materials. (II.A.56: Medical - 2011 Program Review)

In 2011, the Information Technology (IT) department found that only 27 percent of ITNA students achieved Microsoft certification. In response to this finding, the department set as one of its 2012 master planning goals, "Increase the number of students taking certification exams". In support of the goal, greater focus was placed on coaching and motivating students to pursue certification. A target goal was set to see 70 percent of students attempt one or more certification exams. In addition, the department hoped to see a pass rate of 75 percent. As part of its 2012 program review, the IT department found that 61 percent of students who successfully completed the Certification Preparation Strategies (IT250) course passed one or more certification exams. Further, of the certification exams that were attempted, 79 percent were passed. While the percentage of students attempting certification fell short of the target goal, the pass rate of the exams attempted was higher than hoped. The department is continuing its efforts to encourage students and modify the program in order to achieve its certification goals. (II.A.55: Master Plans, II.A.71: Program Review)

Compared to the Microsoft certifications, pass rates for the CompTIA A+ certification is relatively high. In 2012, 89 percent of students who successfully completed Technical Support Strategies (TS153) course passed one or more certification exams. Further, of those who attempted an exam, 94 percent passed. Pass rates continue to be high for A+ certification. It is worth noting that students are also motivated to take and pass the CompTIA certification exams because students are not allowed to advance to the ITNA Year Two program until at least one A+ certification exam has been passed. (II.A.71: Program Review)

### **Planning Agenda**

The IT department will continue to work toward increasing the number of students who attempt and successfully pass the certification tests. In addition, the health care department will focus on ways to increase the pass rate for the Certified Coding Assistant (CCA) certification exam.

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**II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution's officially approved course outline.**

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### **Descriptive Summary**

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

Students and visitors to the College receive an MTI College catalog packet that includes a compact disc that contains the college catalog supplement, student handbook and the Cosmetology program supplement. In addition, students receive program summary sheets for the program(s) they are considering. The program summary sheets offer an at-a-glance overview of the program, including the program's objectives and description, enrollment requirements, program-level student learning outcomes (SLOs), a course listing, and federal program integrity disclosure information. (II.A.72: Program Summary Sheets)

Due to the unique nature of MTI's Cosmetology program, the College creates a separate Paul Mitchell the School, MTI College Catalog Supplement that contains a complete program description, including program goals, program SLOs, performance statistics and job outlook, State of California requirements for licensure, requirements of the beauty industry, major policies affecting students, student fees, and other financial obligations.

MTI employs a staff of well-trained and experienced admissions advisors who help students make informed decisions about enrolling in school. During the admissions process, admissions advisors provide clear and accurate information regarding MTI's educational programs, student support services, entrance requirements, enrollment and advancement processes, transfer of credit, and financial aid. Additionally, admissions advisors answer any questions students may have, and recommend the courses and programs that best match students' abilities and aptitude.

All incoming students participate in MTI's new student orientation, which is the official first day of the term. As part of the orientation, students break into groups based on their programs of study. In their program-specific groups, students meet the department chair, learn about the program outcomes and expectations in more detail, and ask whatever questions they have regarding the program, student support services, and other available resources. In addition, each student receives a copy of the student handbook. (II.A.64: Orientation Agenda)

Students receive a syllabus at the beginning of each course taken at MTI. At minimum, the syllabus includes the course description, prerequisites, required textbook(s) and/or materials, course-level SLOs, MTI's universal outcomes, method of instruction, method of evaluation and grading, academic honesty policy, classroom policies, curriculum map, and session-by-session outline. Instructors review the syllabus in detail on the first day of class to ensure that students understand the structure and requirements of the course. (II.A.27: Course Syllabi)

### **Self-Evaluation**

MTI publishes its college catalog and related supplements during the first quarter of each year. To ensure the catalog contains the most current information, MTI coordinates the timing of the catalog production cycle with program review.

The college catalog and Cosmetology program supplements on the CD contain complete descriptions of MTI's program offerings, including program objectives, length, credit hours, SLOs, course listings, course descriptions, and prerequisites. The supplements also contain general information about the College, including names, addresses and phone numbers for college administrators and key resources; the institution's mission and vision statements; course, program, and degree offerings; the academic calendar and program lengths; academic freedom statement; student financial aid and tuition information; available learning resources; the names and degrees of MTI administrators and faculty; and the members of the governing board. In addition, the supplements contain information regarding admissions requirements, student fees and other financial obligations, veteran services, transfer of credit, accommodations for disabled students, financial aid, and requirements for degrees, certificates, and graduation. (II.A.58: MTI Catalog Supplement; II.A.67: Paul Mitchell Cosmetology Program Supplement)

The student handbook is a comprehensive resource tool that includes information regarding the MTI culture, student expectations, institutional policies and procedures, student services, learning resources, career services, campus activities, student recognition, community resources, and miscellaneous study guides. Much of this same information is also available in the deans' offices and on the resource board located in the main building. The student handbook is reviewed and updated prior to the beginning of each term to ensure that resource information is up-to-date. (II.A.80: Student Handbook)

All new admissions advisors undergo an extensive training process to ensure that they are fully prepared to represent MTI College and its mission, programs, and services clearly, accurately, and consistently. The training process focuses on the admissions process, catalog content, effective telephone communications, the initial interview, financial aid, and the enrollment process. The new advisor studies training materials, observes interviews conducted by existing admissions advisors, and completes periodic training assessments. When the new advisor begins conducting interviews with prospective students, the director of admissions is present to ensure the information being communicated is clear and accurate, and to provide feedback for improvement. (II.A.12: Admissions Training Binder)

Weekly department meetings are held by the director of admissions to ensure the admissions staff is up-to-date with respect to MTI's programs, SLOs, prerequisites, and other requirements;

student support services; new-start goals; tuition and fees; financial aid requirements and necessary documentation; and policies and procedures affecting students. In addition, the director of admissions monitors the quality of service and the accuracy of information shared during the interview process, and provides advice and coaching for improvement. Additionally, admissions advisors are periodically videotaped as they meet with prospective students. The purpose of taping the interview is to ensure that students are given accurate information. The tape is shared with the advisor and is used as a coaching tool. (II.A.10: Admissions Department Meeting Agendas)

Student feedback regarding the admission's process is positive.

Results from the 2012 Paul Mitchell annual student survey include the following:

- 99 percent of respondents indicate that, "My admissions advisor answered my questions clearly and completely"
- 92 percent of respondents indicate that, "My admissions advisor seemed genuinely concerned about matching my interests and goals with the right program"

Results from the 2012 12-week student surveys indicate the following:

- 98 percent of respondents indicate that, "My admissions advisor was knowledgeable"
- 95 percent of respondents indicate that, "My admissions advisor answered my questions clearly and completely"
- 94 percent of respondents indicate that, "My admissions advisor seemed genuinely concerned about matching my interests and goals with the right program"
- 95 percent of respondents are "satisfied" or "very satisfied" that "During the admissions process, I received a clear explanation and overview of my program and its courses."
- 96 percent of respondents are "satisfied" or "very satisfied" that "Student resources and services were explained to me during the admissions process."
- 92 percent of respondents are "satisfied" or "very satisfied" that "The admissions process accurately informed me about what I can expect at MTI"
- 98 percent of respondents are "satisfied" or "very satisfied" that "I understand the information provided in the enrollment agreement."
- 97 percent of respondents are "satisfied" or "very satisfied" that "The program and course descriptions in the college catalog accurately describe my program."

Students are made aware of campus activities, resources, and support services through the information white boards positioned around campus, classroom announcements, informational flyers and notices, and MTI's e-learning website ([elearning.mticollege.edu](http://elearning.mticollege.edu)). The e-learning website is a valuable resource that includes access to select courses, weekly announcements, a calendar with upcoming events, updates from student advisory focus groups, links to various student surveys, the student handbook, and access to important student policies and procedures. The e-learning website also offers students the ability to access classroom files, learning resources, and campus information from anywhere there is an internet connection. Students are able to turn in homework, and view their course progress on demand. To maximize visibility and encourage students to use the site, all classroom computers are configured with the e-learning

website as the internet homepage. The site is updated weekly by the director of education, department chairs, and the director's assistant.

Results from the 2012 annual student survey indicate the following:

- 85 percent of respondents find the information and announcements posted on whiteboard displays around campus to be helpful.
- 84 percent of respondents are “satisfied” or “very satisfied” with the weekly announcements that are delivered via the whiteboards and the e-learning site.

### **Planning Agenda**

No additional planning items have been identified at this time.

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**II.A.6.a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.**

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### **Descriptive Summary**

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

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

or 30 clock hours of lab for every hour of credit. Unless indicated otherwise, the College uses the Carnegie System for measuring of academic credit. (II.A.58: MTI Catalog Supplement)

MTI has articulation agreements with California State University Sacramento (CSUS), Golden Gate University, University of San Francisco, and Brandman University (formerly Chapman University College). Additionally, MTI maintains a relationship with Lincoln Law School, which is one of the few law schools whose entrance requirements extend to an Associate in Arts degree. Students who have questions or need assistance in transferring their MTI credits to other institutions may contact the academic officer for assistance.

### **Self-Evaluation**

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

The Transferability-of-Credit policy appears in the college catalog and is reviewed each year as part of the program review process. The Transfer-of-Credit policy and procedure was last updated in 2013. Results from the 2012 12-week surveys indicate that 80 percent of the respondents understand MTI College's policy on transferring credits. (II.A.3: 2012 12-week Surveys (Combined))

To transfer credits from another college to MTI, the student must provide official or unofficial transcript(s) from prior institutions for initial evaluation. The admissions advisor gives the Transfer of Credit Checklist and the transcripts to the director of education (DOE) who reviews the initial transcripts and eventually makes the final decision. To determine whether a course is acceptable for credit, the DOE looks at the course content and/or SLOs, grades, and course level. If these elements are comparable to the MTI course(s), then credit may be granted. Special conditions may apply to program-specific classes, general education classes and skills-focused first-year classes. The college reserves the right to accept or reject any or all credit hours earned at other collegiate institutions.

Due to the nature of MTI's mission, the College is not a transfer-oriented institution. Because of this, the College does not track student transfer to 4-year colleges/universities. While articulation agreements have been established with other colleges, a majority of student inquiries focus primarily on transferring credit to CSUS. The agreement with CSUS was established in 2008 and was updated in 2010. Emphasis is on general education, business administration, and accounting courses. Other colleges where agreements have been established are not as active. These include the University of San Francisco (established 2004); Golden Gate University (established 2003); Brandman University (formerly Chapman University College; established in 2008). (II.A.17: Articulation Agreement Summary)

## **Planning Agenda**

No additional planning items have been identified at this time.

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**II.A.6.b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.**

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## **Descriptive Summary**

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

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

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

## **Self-Evaluation**

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

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

MTI's programs are relatively stable; however, in 2013 a significant program change was made involving the Salon Management degree program. When the program was initially launched, it consisted of two distinct program years; the first year focusing on cosmetology and the second year focusing on salon management along with basic education classes like math and English and GE classes such as history and ethics. It was hoped that the program would attract a number of the current cosmetology students who saw themselves as salon owners in the future. Enrollment in this rigorous program remained low over the next 6 months.

In order to improve the program and attract more students, the decision was made to blend the Year One and Year Two curricula and offer the salon management and cosmetology courses concurrently. This would create a faster and less expensive option for students interested in salon management. The deans and director of education created a template that incorporated both salon management and cosmetology curricula into a 72-week diploma program. The diploma option benefits students who want the salon management focus and are not interested in attaining a degree. Students who want to earn a degree take the added GE module toward the end of the salon management/cosmetology portion of the program.

Once the template for the new program was developed, meetings were held with students who were enrolled in the existing Salon Management program to see if they were interested in switching to the new format. The meetings were held in March 2013. A presentation was given that outlined the changes and students were asked to choose one of four options. A majority of students chose to switch to the new Salon Management program, and because each student was at a different point in their program, special individualized templates were developed for each student so that he or she could start in May. The director of education, director of admissions, CFO, director of operations, campus director and the director of the Cosmetology/Salon Management programs worked together to ensure that all students affected by the change received current and accurate information, and were transitioned to the new program with minimal disruption.

A more typical example of a program change occurred in 2012 when a new class was added to the Medical Billing and Coding Specialist (MBCS) program. With the healthcare industry moving toward the ICD-10 coding system, the College added the MO161 ICD-10 Diagnoses and Procedure Coding course to the program. Students already in attendance were receiving training in the ICD-9 coding system. To ensure that all MBCS students would be prepared for the

workforce, existing students were allowed to take the new course at no charge. Students only needed to pay for the book. The deans and the department chair for healthcare programs worked together to ensure that all existing MBCS students were made aware of the change and were given the opportunity to take the new course.

### **Planning Agenda**

No additional planning items have been identified at this time.

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**II.A.6.c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.**

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### **Descriptive Summary**

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

The catalog packet is reviewed and updated by MTI staff and faculty as a result of the program review cycle. The Paul Mitchell the School Catalog Supplement is reviewed and updated annually as well. The Cosmetology program director, the director of operations and the campus director review the supplement and make updates as appropriate.

The college website is a marketing tool that includes general information about the College, programs of study, support services, admissions, and graduate placement. The website is reviewed and updated annually in conjunction with the release of the new catalog and on an as-needed basis throughout the year to ensure that its content is clear and accurate. In addition, blog posts about campus events and initiatives are routinely posted to update the community on changes and events concerning the College. These posts range from announcements about upcoming blood drives and graduation ceremonies to posts about the job market for different fields of study. The College employs outside design and marketing firms, such as EyeFlow, to help improve the effectiveness of the website in generating student leads, and relies on MTI staff to make minor changes and conduct routine maintenance. All changes to the website are approved by the college president. (MTI College website (mticollege.edu))

In addition to being reviewed annually as part of the program review process, course syllabi are reviewed each term by the department chairs. When instructors teach a course for the first time, they have online access to the curriculum and a detailed syllabus that is based on a prescribed

template with all required elements. In order to maintain consistency and quality, instructors are required to obtain approval from the department chair if they are planning to make any changes to the syllabus or the curriculum. Course syllabi are reviewed to ensure they include all mandatory elements, reflect current policies and procedures, and are aligned with expected levels of breadth, depth, and rigor.

Finally, policies and procedures are typically developed and/or reviewed and updated throughout the year on an as-needed basis. The Academic Team (ATM) and Executive Committee regularly review institutional policies, procedures, and publications to ensure integrity in all representations of the institution's mission, programs, and services. The academic officer manages the development and maintenance of institutional policies and procedures, and ensures that new and revised policies (including supporting documents) are clear, accurate and up-to-date. The academic officer also ensures that institutional policies and procedures are reviewed and approved by the Executive Committee, and Board of Trustees as appropriate, prior to being distributed to faculty and staff.

### **Self-Evaluation**

For many years, the College relied on a printed catalog that was published annually. As updates were made throughout the year, the College would print addenda to reflect changes to existing programs or new programs that were introduced. In an effort to provide the most current information to its constituencies, the College now generates compact discs that contain the college catalog supplement, student handbook and the Cosmetology program supplement. This has not only allowed the College to generate new discs with updated information as needed, it has proven to be more cost-effective and has enabled the College to provide even more information to students. The catalog packet with the supplements and student handbook is provided at no cost to new and prospective students, and to MTI constituencies upon request.

As described in Standard I.B.1, all departments participate in the program review process each year. The program review and catalog production timeline is distributed to the Executive Committee and the ATM in early summer. It also appears on the Institutional Planning Map published at the beginning of the year. The program review process involves a review of SLOs and course mappings; prerequisites and course descriptions; competency levels and assessments of student achievement; admissions' information and enrollment criteria; tuition levels and financial aid information; and institutional policies and procedures. All recommended changes to programs and services go through a process of review and approval involving the department chairs, the director of education, and the campus director. Additionally, all updates to policies and procedures are reviewed and approved by the Executive Committee. Once the academically-related recommendations are approved, they are incorporated into a draft of the new catalog, along with updates received from the administrative departments. The catalog draft is reviewed by members of the ATM, department managers, the Executive Committee, faculty, and staff. Those who review the draft provide feedback and suggestions to improve the clarity and accuracy of the catalog content. Once the final draft is reviewed and approved, it is published and made available to all MTI constituencies during the first quarter of each calendar year. (II.A.49: Institutional Planning Map)

The student handbook is updated prior to the beginning of each term to ensure that staff contact information, important dates, policies, and resource lists are current for new students.

Results from the 2012 annual student survey indicate the following:

- 93 percent of respondents are “satisfied” or “very satisfied” that the College clearly outlines policies in the MTI Student Handbook.
- 94 percent of respondents are “satisfied” or “very satisfied” that MTI’s policies are clearly defined.
- 81 percent of respondents are “satisfied” or “very satisfied” that MTI’s policies are consistently enforced.

Program summary sheets and the college website are updated annually to ensure that program integrity disclosure information is current. Updates include, but are not limited to program objectives and descriptions; SLOs; course lists; program hours and units; SOC/CIP codes; job placements rates; on-time graduation rates; median loan debt; and program costs. The summary sheets and website are maintained by the director of admissions and the director of operations.

In conjunction with the rollout of the federal program integrity/gainful employment regulations and to ensure that students, employees and the public have access to information that is accurate, complete and in compliance with federal regulations, the College has reviewed and updated a number of its policies, procedures and publications including, but not limited to the following:

- MTI Enrollment Agreement
- Marketing materials (program summary sheets, college website, etc.)
- Return to Title IV Funds policy
- Institutional Withdrawal and Refund policy
- Satisfactory Academic Progress policy
- Admissions training manual
- Grading System
- Campus Security Report
- Award of Credit policy
- MTI Personnel manual
- Unauthorized Distribution of Copyrighted Materials policy
- Injury and Illness Prevention Plan
- Code of Ethics

(II.A.12: Admissions Training Binder, II.A.19: Award of Credit, II.A.21: Campus Security Report, II.A.32: Employee Code of Ethics, II.A.41: Enrollment Agreements, II.A.44 Grading System, II.A.47: Injury and Illness Prevention Plan (IIPP), II.A.50: Institutional Withdrawal and Refund, II.A.61: MTI Personnel Manual, II.A.72: Program Summary Sheets, II.A.74: Return to Title IV Funds, II.A.76: Satisfactory Academic Progress, II.A.85: Unauthorized Distribution of Copyrighted Materials)

MTI policies and procedures continue to be reviewed as part of the ongoing effort to ensure that the institution represents itself clearly, accurately and consistently to its students, employees and

the public. The review and approval of policies and procedures is a standing agenda item for weekly Executive Committee meetings.

### **Planning Agenda**

No additional planning items have been identified at this time.

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**II.A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.**

**II.A.7.a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.**

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### **Descriptive Summary**

As stated in the college catalog, “MTI values an environment that encourages faculty and students to actively participate in all aspects of the learning process and benefit from each experience.” The institution ensures academic integrity through its Academic Freedom policy, Positive Representation policy, Rules for Success, Vision for Learning and Code of Ethics. Further, it reinforces its standards and expectations through curricular and instructional oversight, and published problem-solving procedures.

The institution values academic freedom and involved faculty in the development of its board-approved Academic Freedom policy. The college catalog addresses the value MTI places on academic freedom and refers MTI constituencies to the complete MTI Academic Freedom policy, which is published in the Faculty Policy and Procedure manual and the student handbook. In addition, through the Positive Representation policy, MTI staff and faculty are asked to represent themselves and the College in a positive manner at all times when interacting with students, co-workers and the public.

MTI’s Academic Freedom policy protects faculty members from censorship, restraint, or dismissal as a result of discussions, studies, investigations, presentations, or interpretations of the facts and ideas within their assigned curriculum. While faculty have the right to present ideas and conclusions that they believe to be in accordance with available evidence, they also have the responsibility to acknowledge the existence of different opinions and to respect the rights of others to hold those views. In addition, faculty members must clearly differentiate to students their opinions from the presentation of objective theories, facts, or ideas. Faculty also must clearly differentiate the expression of personal opinion from the policy of the institution. (II.A.7: Academic Freedom)

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

Finally, the MTI Rules for Success and Vision for Learning define the culture of MTI and emphasize personal accountability, integrity, and professionalism. The Rules for Success and the Vision for Learning are published in the student handbook, the Faculty Policy and Procedure manual, and the personnel manual. In addition, they are posted in classrooms throughout campus.

### **Self-Evaluation**

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

Results from the 2012 annual student survey indicate the following:

- 90 percent of respondents are "satisfied" or "very satisfied" that instructors present information fairly and objectively and distinguish between personal conviction and professionally accepted views.
- 92 percent of respondents are "satisfied" or "very satisfied" that instructors create an environment of academic honesty and openness.
- 95 percent of respondents are "satisfied" or "very satisfied" that they understand MTI's expectation in regards to academic integrity.
- 91 percent of respondents are "satisfied" or "very satisfied" that MTI College upholds appropriate standards of conduct for faculty, staff, and students.

Results from the 2012 annual faculty/staff survey indicate the following:

- 93 percent of respondents are “satisfied” or “very satisfied” that MTI College upholds appropriate standards of conduct for faculty, staff, and students.

New instructors are made aware of MTI’s Academic Freedom policy through the Teach-the-Teacher orientation session, the Faculty Policy and Procedure manual, and meetings with their curriculum specialists. In addition, the College requires all new instructors to complete a series of training modules which includes an introduction to the Academic Freedom policy. (II.A.43: Faculty Policy and Procedure Manual, II.A.60: MTI Online Training Modules, II.A.81: Teach-the-Teacher)

In order to ensure the quality of instruction and adherence to MTI’s policies and procedures, instructors are observed in class a minimum of one time per year. All new instructors must successfully complete a probationary period that includes training, in-class observations, and evaluation. The College has not received complaints from students or faculty regarding issues associated with a breach of academic freedom; however, should problems or concerns arise at any time, students and faculty alike are encouraged to follow the problem-solving procedure, which focuses on a proactive, solution-oriented approach. The problem-solving procedures are published in the college catalog, personnel manual, Faculty Policy and Procedure manual, and the student handbook. (II.A.43: Faculty Policy and Procedure Manual, II.A.58: MTI Catalog Supplement, II.A.61: MTI Personnel Manual, II.A.80: Student Handbook)

### **Planning Agenda**

No additional planning items have been identified at this time.

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**II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.**

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### **Descriptive Summary**

MTI’s Academic Honesty policy is published in the student handbook, Faculty Policy and Procedure manual, the college catalog, and on every course syllabus. Instructors are introduced to the Academic Honesty policy during the Teach-the-Teacher orientation, where they learn how to recognize academic dishonesty and address situations where academic dishonesty is suspected.

In 2012, the College introduced its policy on Unauthorized Distribution of Copyrighted Materials Including Peer-to-Peer File Sharing. The Higher Education Opportunity Act of 2008 (HEOA) requires institutions of higher education to combat the unauthorized distribution of copyrighted materials by users of the institution’s network. In accordance with MTI’s efforts to meet the requirements of the HEOA, students and employees are expected to respect and comply with federal copyright and licensing laws, particularly while on the MTI campus. This includes

the illegal or unauthorized copy or use of any software, images, music, or other intellectual property such as books or videos. (II.A.85: Unauthorized Distribution of Copyrighted Materials)

The policies on academic honesty and unauthorized distribution of copyrighted materials including peer-to-peer file sharing are discussed during the admissions process and at the New-Student Orientation. Students sign the Agreement to Uphold Academic Honesty in admissions, and the Computer Usage Agreement at orientation. Both documents are retained in their administrative files. Issues regarding academic honesty, including forms of cheating and plagiarism and how to avoid them, are also addressed in the College Success (B112) and English Composition (GE201) courses. (II.A.13: Agreement to Uphold Academic Honesty, II.A.23: Computer Usage Agreement, II.A.27: Course Syllabi)

### **Self-Evaluation**

MTI clearly communicates the value it places on academic integrity and the standard of behavior it expects from its students.

MTI places great value and importance on academic honesty and expects all students to conform to the principles and standards of academic honesty as upheld by the College. Academic cheating and plagiarism are cause for formal discipline, which could include being placed on academic probation; earning a grade no higher than a “C” in the class; receiving a failing grade for the assignment and/or the class; and/or being dropped from the program. A student who is suspected of cheating or plagiarism is reported immediately to the dean, and the matter is investigated and addressed by the dean and the department chair. (II.A.8: Academic Honesty)

In support of copyright law, the illegal or unauthorized distribution of copyright-protected materials, including unauthorized peer-to-peer file sharing is prohibited on the MTI campus. While on campus, an individual’s actions when downloading or sharing files using the MTI network are traceable. Students or employees who engage in illegal or unauthorized downloading or use of copyrighted materials using the MTI network, including unauthorized peer-to-peer file sharing, are subject to disciplinary action including warning, probation, suspension of accounts, and dismissal or termination from the College depending upon the nature and severity of the violation. Violators may also be subject to civil or criminal legal action. Students and employees are encouraged to make use of legal alternatives for downloading or otherwise obtaining copyrighted materials. For assistance, students and employees are encouraged to visit the Learning Resource Center (LRC) or contact the Technical Services department (TSD). (II.A.85: Unauthorized Distribution of Copyrighted Materials)

Results from the 2012 annual student survey indicate the following:

- 92 percent of respondents are “satisfied” or “very satisfied” that instructors create an environment of academic honesty and openness.
- 95 percent of respondents understand MTI's expectation in regards to academic integrity.

- 91 percent of respondents believe that MTI College upholds appropriate standards of conduct for faculty, staff, and students.

### **Planning Agenda**

No additional planning items have been identified at this time.

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**II.A.7.c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.**

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### **Descriptive Summary**

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

#### **MTI's Rules for Success encourage students and employees to do the following:**

- Treat others as you would want to be treated;
- Be on time;
- Strive to always be in a positive mood;
- Be accountable;
- Address problems with those best qualified to implement a solution;
- Strive to be knowledgeable and articulate;
- Present yourself as a successful professional;
- Avoid gossip and do not allow your personal life to affect your professional life;
- Model integrity in all your actions.

#### **MTI's Vision for Learning describes the educational environment that MTI strives to maintain:**

- Education is an adventure of discovery for MTI's future professionals.
- MTI College utilizes curriculum that reflects the most effective learning principles and teaching methods.
- Future professionals learn best when they are having fun, and when they are physically, emotionally, and mentally involved in the process.
- Learning is best fostered in a safe, yet challenging, environment.
- It's all about learning; it simply is working or not working.
- If it is not working, we improve it.
- Faculty and future professionals recognize learning opportunities everywhere.
- Faculty and future professionals strive to exemplify MTI's universal outcomes.
- Faculty encourages future professionals by publicly recognizing their personal successes.

- Future professionals develop confidence with their skills and knowledge, and think for themselves.
- Future professionals reflect the responsibility and accountability expected of them in an employment setting.

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

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

The Rules for Success and Vision for Learning can be seen on posters throughout campus, and in the student handbook, Faculty Policy and Procedure manual, personnel manual, and the Paul Mitchell the School, MTI College catalog supplement. In addition to these publications, MTI's universal outcomes can also be found in the college catalog and on all course syllabi.

In addition to modeling the Rules for Success, Vision for Learning, and universal outcomes, MTI staff and faculty are responsible and accountable for adhering to all of MTI's policies, rules, and procedures as documented in the personnel manual, Faculty Policy and Procedure manual, department training manuals, policy documents, and other forms of communication. In 2012, the College adopted the following vision statement to remind each employee of the importance of his or her role in supporting student success, and more importantly, the importance of his or her contribution to the student's overall experience at MTI College:

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

Finally, a comprehensive Code of Ethics applies to all employees. The Code of Ethics was revised in 2012 and appears in the personnel manual. The following excerpt summarizes MTI's expectations of its employees:

*MTI College, as an educational institution striving to help each student realize his or her potential, maintains a high standard of fairness and professional ethics for its faculty and staff. An obligation rests with all employees of MTI to be accountable for their actions and to perform their duties and represent themselves and the college in an honest, fair, and courteous manner. In support of this obligation, employees are responsible for adhering to all of MTI's policies, rules, and procedures, and for modeling the behaviors and actions found in MTI's Rules of Success, Vision for Learning, and Universal Outcomes. Any incidents of improper conduct should be reported immediately to the*

*employee's supervisor who will take appropriate action. Further, retaliation against employees who come forward to raise genuine concerns about employee conduct will not be tolerated.* (II.A.32: Employee Code of Ethics)

The revised Code of Ethics was distributed to all employees with the payroll delivery made March 20, 2013. Employees were required to review the code and sign a copy as an acknowledgement of receipt and agreement to abide by them.

### **Self-Evaluation**

MTI's culture centers on its Rules for Success, Vision for Learning, and universal outcomes, which together embody concepts of equity, respect, integrity, and personal accountability. In line with its culture and mission, MTI treats its students and employees as professionals and expects them to manifest these concepts and behaviors throughout their interactions and activities on campus.

Students are exposed to MTI's culture from the moment they receive a copy of the college catalog, which immediately introduces them to the MTI mission and universal outcomes. At the new student orientation, students receive a copy of the student handbook, which introduces students to the Rules for Success and Vision for Learning. The handbook also contains the universal outcomes and the policies and expectations that support MTI's culture and commitment to student success, including the student dress code, attendance policy, academic honesty policy, academic freedom policy, and problem-solving procedure. Cosmetology students receive similar information in the catalog supplement for the Paul Mitchell Cosmetology program. In addition, the Rules for Success and Vision for Learning are heavily emphasized throughout the cosmetology curriculum. (II.A.58: MTI Catalog Supplement, II.A.67: Paul Mitchell Cosmetology Program Supplement, II.A.80: Student Handbook)

MTI's outcomes are listed on all course syllabi. The outcome that focuses on "behavior that reflects confidence, competence, and professionalism" is included as part of the grading system in all classes. On the first day of class, instructors review the syllabus in detail, including the SLOs and grading. Faculty and students use the Professionalism Outcome Rubric as the primary tool for evaluating student performance. This rubric, which appears in the student handbook, is also attached to each course syllabus. (II.A.27: Course Syllabi, II.A.68: Professionalism Rubric, II.A.80: Student Handbook, II.A.86: Universal Outcomes)

As part of the new-employee orientation, staff and faculty are introduced to the universal outcomes, Vision for Learning, Rules for Success, and Code of Ethics. All employees receive a copy of the personnel manual, and new faculty members receive a copy of the Faculty Policy and Procedure manual. These documents both contain policies and expectations that support the MTI culture. In addition, faculty and staff complete online training modules focused on topics such as preventing sexual harassment, diversity awareness, and improving customer service. These training modules help further clarify the College's expectations of its employees. Instructors also complete instructor training modules, which include expectations about academic freedom, classroom management and problem solving procedures. To date, approximately 90 faculty and

staff members have completed the training modules on sexual harassment, diversity awareness and customer service; and over 50 instructors have completed the instructor training modules.

Results from the 2012 annual faculty/staff survey indicate the following:

- 93 percent of respondents believe that MTI College upholds appropriate standards of conduct for faculty, staff, and students.
- 95 percent of respondents believe that MTI's policies promote fair treatment of all personnel.
- 97 percent of respondents feel that MTI provides a positive work environment
- 100 percent of respondents report they are "satisfied" or "very satisfied" with their employment experience at MTI.
- 100 percent of respondents indicate that they would recommend MTI College to friends and relatives.

From a student perspective, results from the 2012 annual student survey indicate the following:

- 83 percent of respondents report that the College has a good reputation in the community.
- 90 percent of respondents believe that staff at MTI supports their personal/professional development and success.
- 93 percent of respondents are "satisfied" or "very satisfied" with MTI College.
- 96 percent of respondents indicate that they would recommend MTI to friends or relatives.

### **Planning Agenda**

No additional planning items have been identified at this time.

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#### **II.A.8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with Standards and applicable Commission policies**

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Presently, MTI does not offer curricula in foreign locations and does not have future plans to do so.

## **II.B. Student Support Services**

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

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**II.B.1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.**

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### **Descriptive Summary**

In support of the institution's mission and vision, MTI's student support services are designed to address students' needs and enhance a supportive learning environment.

MTI's Student Services staff consists of the director of student services (DSS) who also serves as the dean for the evening program, the dean of the day program, the director of the Learning Resource Center (LRC), and the student services assistant. The student services staff works closely with the Academic Branch, which includes six academic department chairs who provide assistance with academic-related needs; the Career Services department, which supports students in their search for employment; the Financial Aid department, which offers guidance and assistance to students looking to fund their education; and the Technical Services department (TSD), which is available during campus hours to support technology needs of students, faculty and staff.

The deans, with assistance from the Cosmetology program future professional advisor, fulfill the academic advising function for the College and promote MTI's universal outcomes, Rules for Success and Vision for Learning. MTI's programs are offered during the day and evening, with some classes also being offered on Saturdays and online. Two deans are available to support students and assist faculty Monday through Friday; one to support students during the day and one to support students in the evening. The future professional advisor is available Tuesday through Saturday for day and evening students. During the weekend, the director of education is available on campus to assist students. The deans and the future professional advisor maintain an open-door policy and continually meet and assist students with a variety of needs. Scheduling is a major part of the dean's job and is closely tied to ensuring that prerequisites are met and students are making satisfactory academic progress. The deans provide scheduling options and advice to students who are unable to progress through their programs within the expected time frame. They also offer support and guidance to students experiencing academic and/or personal challenges. The deans and the future professional advisor assist students in overcoming behavioral and interpersonal issues that impede their success; create action plans to help guide

and motivate students, and increase their professionalism and confidence; help students clarify and focus on their immediate academic and personal goals; and refer students to internal and external resources when additional assistance is needed.

The Financial Aid and Student Accounts departments take a proactive approach toward managing financial aid and offering assistance to students. Both departments are located on campus and are available to students Monday through Friday. The primary focus of the Financial Aid department is to help students obtain funding to see them through their programs from start to finish. Coaching and guidance are at the core of the support that financial aid representatives provide to students. The financial aid staff assists students in completing their Free Application for Federal Student Aid (FAFSA); offers loan counseling at the start and end of students' programs; educates students on their rights and responsibilities as borrowers and on successful loan repayment; helps students maximize their funding; processes program changes and associated changes in funding; helps students maximize grant eligibility; and works with students to encourage loan repayment.

The focus of the Student Accounts department is on facilitating the repayment process to ensure that students' financial obligations to the College are being met. Representatives from the Student Accounts department generate billing statements and process payments; reach out and coach students who are delinquent in their payments; monitor student eligibility for the disbursement of financial aid funds; work with financial aid to certify loans; pursue repayment of inactive accounts; and calculate Return to Federal Funds repayments. Similar to the Financial Aid department, Student Accounts focuses on coaching and guiding students. The department strives to maintain a professional customer service-oriented atmosphere and stresses to students the importance of good communication and follow-through, particularly when students find themselves facing financial hardship and are in need of assistance and advice.

Together, the Financial Aid and Student Accounts departments devote a great deal of attention to default prevention and borrower education. Department representatives advise students to help them avoid situations where they overextend themselves financially. Students are encouraged not to borrow beyond the cost of attendance, and all loans must be school-certified as being based solely on costs associated with a student's education.

From orientation to graduation, the Career Services department actively promotes job opportunities that are available in the surrounding community, and encourages students to take advantage of the professional support and assistance the department has to offer. The department is located on campus and is available to students Monday through Friday. Career Services assists MTI students and graduates in their search for employment by offering coaching and guidance throughout the job search and interview process; helping students and graduates fine-tune their resumes and cover letters; conducting mock interviews to help students and graduates reinforce their skills and build confidence; maintaining a job board and sending weekly emails to keep students apprised of current employment opportunities in the community; and cultivating relationships with employers and maintaining a reputation of being responsive to requests and providing qualified employee candidates.

Representatives from Career Services are available to students by appointment and on a walk-in basis. The department also operates on a 24-hour turnaround time in responding to email requests. Members of the department also make presentations to students in the College Success (B112) and Career Preparation (B122A/B) classes to promote the value of certification, encourage students to register for job placement assistance, and to answer any questions students may have regarding their job searches. (II.B.30: Course Syllabi)

Student Advisory Group (SAG) meetings were originally created to serve as a channel for direct communication between MTI students and administrative staff. Creating a consistent, positive learning experience for students is an MTI priority, and the SAG meetings provided a forum for students to discuss concerns and ideas of a general nature. Meetings were held twice a year during the day and evening and were open to all students. The meetings were facilitated by the campus director and the agenda typically consisted of celebrations, announcements, and an open-forum for gathering student feedback and suggestions for improvement. In 2012, student participation in SAG was declining and it became clear to the College that it needed an alternative for involving students in the decision-making process. Anecdotal feedback about the SAG meetings indicated that the open forum discussions did not result in many suggestions or substantive comments from students regarding improvements. It was decided that posing specific questions and holding discussions with focused groups of students would likely be more productive versus the open-forum approach of SAG. These groups are referred to as student advisory focus groups. The new approach was approved by the Executive Committee and is currently being piloted. (II.B.37: Executive Committee Meeting Minutes)

In addition to the student advisory focus groups, the College also receives input and feedback through the student suggestion box located by room 112 and through students' conversations with the deans, instructors, directors and department chairs. To supplement these efforts, the College has implemented an electronic drop box on the MTI e-learning website ([elearning.mticollege.edu](http://elearning.mticollege.edu)) for suggestions and comments.

Each week Academic Team (ATM) meetings serve as a forum for the campus director, director of education, department chairs, director of technical services, director of student services/evening dean and the day dean to discuss issues related to maintaining high levels of student learning and achievement, and delivering meaningful student support services. Guests from the Financial Aid and Career Services departments attend as needed. Requests, concerns, and ideas that arise from students, staff, and faculty are typically addressed at the department level; however, as appropriate, they are referred to ATM for discussion, consideration and approval. Periodically, ad hoc committees are formed to conduct further research and make recommendations. Discussions are focused on how the College can best support student learning and achievement, and decisions are based on supporting information that is both quantitative and qualitative in nature. When appropriate, issues are escalated to the Executive Committee for consideration, recommendations, and/or approval.

Program review, the assessment process, and master planning focus on student achievement of student learning outcomes (SLOs), and maximizing institutional effectiveness. These processes are part of a MTI's continuous cycle of evaluation, planning, and improvement used to identify student learning needs and ensure the ongoing quality and effectiveness of its student services.

Sources of information and feedback used in evaluating MTI's student services include: survey results, the New Student Committee watch list, student retention reports, audit findings, job placement reports, the work study performance rubric, advisory assessments, booking rates, and the Campus Operating Review for Executives (CORE) report. In addition, throughout the year the Executive Committee closely monitors several key performance indicators in the areas of admissions, student retention, career services, and business/financial aid. The information is reviewed and discussed weekly and is used to identify trends and drive improvement efforts.

At the end of the master planning cycle, the *Executive Summary of MTI's Institutional Effectiveness in Program Review, Planning and Student Learning Outcomes* is compiled and distributed to the Board of Trustees, academic and administrative management, faculty and staff. Findings and results documented in the summary are discussed extensively at the department level and by ATM. Follow-up activities typically include making curriculum adjustments, addressing identified learning gaps, ensuring that student support services and learning resources are available, and ensuring that policies, procedures and practices are appropriate and carried out consistently. (II.B.38: Executive Summary of MTI's Institutional Effectiveness in Program Review, Planning and Student Learning Outcomes)

### **Self-Evaluation**

MTI is dedicated to providing student support services that meet the needs of its students and support their ability to be successful in school and ultimately, on the job. In support of the mission, the Student Services department adopted the following statement of purpose:

*The mission of the team is to provide all students with a safe environment in which to seek personal and academic counseling without fear of being judged or feeling incapable of succeeding. Students are treated with respect, dignity, and in a manner that promotes personal accountability and professionalism. The deans will provide student guidance with an academic plan that includes options to reach their goals. Student success and retention, working hand in hand, is the team's number one goal.*

The Student Services department believes that the accessibility of assistance, open communication, and an understanding of expectations are key elements in supporting student retention and success. The deans ensure that students have the resources and support necessary to assist with academic, professional, and personal needs.

Support services are available whenever students are on campus. In addition to creating schedules and ensuring students are making satisfactory academic progress, the deans and the future professional advisor act as mediators to resolve conflicts; facilitate the resolution of academic-related concerns; coach students in setting priorities and meeting deadlines; and refer students to outside resources for help managing financial challenges, childcare and transportation problems, substance abuse, smoking and depression. The deans and future professional advisor also enlist the help of the department chairs and faculty to help students overcome academic-related issues and reinforce the importance of academic progress, attendance, attitude and demeanor. Following the College's 24-hour rule, phone calls and emails are returned as soon as possible.

Results from the 2012 annual student survey indicate the following:

- 89 percent of respondents are “satisfied” or “very satisfied” that concern is shown for students as individuals.
- 82 percent of respondents are “satisfied” or “very satisfied” that their academic needs are effectively addressed by the dean.
- 86 percent of respondents indicate that they felt comfortable talking with their dean when they encounter a challenge in their academic program.
- 84 percent of respondents are “satisfied” or “very satisfied” that they receive prompt responses to their questions or concerns from the dean.
- 90 percent of respondents are “satisfied” or “very satisfied” that MTI staff support their personal/professional development and success.

The student services assistant position was added to the department in response to the need for extra support for students and faculty when the deans are busy with other students.

Ninety-seven percent of respondents who took the 12-week student survey in 2012 say that they receive the assistance they need from the deans. Also, 94 percent of Paul Mitchell Cosmetology program future professionals who participated in the 2012 Paul Mitchell annual survey indicate that they receive the assistance they need from the director of the Cosmetology program. (II.B.1: 2012 12-week Surveys (Combined), II.B.3: 2012 Annual Student Survey, II.B.4: 2012 PM Future Professional (Student) Survey)

Survey responses also show that while 67 percent of advancing students expressed satisfaction with the deans’ support in the process of advancing students to second year programs, 23 percent chose the response N/A (not applicable) and 3.5 percent chose the response, “I don’t know”. The deans are taking a more proactive approach toward contacting advancing students to discuss the advancement process; however, it appears that approximately one quarter of advancing students are not being reached.

Students are frequently reminded that good attendance is critical to the achievement of SLOs and academic success. Students who miss class are contacted by the Deans’ Support Center each day they are absent. Students with sporadic attendance are contacted and counseled on the importance of regular attendance, good communication, and personal commitment. Computer-generated letters are used to alert students to attendance or other academic-related issues and require students to contact the Dean. Deans and the future professional advisor also call the student’s emergency contact and/or Person of Influence (POPI) when the student cannot be reached. The POPI is an individual the student identifies at the time of enrollment who can be contacted at times when the student can use additional encouragement and support. (II.B.62: Person of Positive Influence (POPI))

Each year, Student Services department leadership and staff identify SLOs and departmental goals as part of master planning. Achievement targets are set, and over the year data is collected and analyzed. Similar to the academic programs, each student services department creates a written assessment plan that measures the department’s effectiveness in achieving its outcomes, and includes action items for improving its effectiveness and interactions with students. Results

are compared to the targets, and if targets are not met, action items are created for the next year's master plan/departmental review.

As a strategy to help improve communication and contribute to student retention efforts, the Student Services department made it a master planning goal in 2012 to find an alternate way to contact students. It was determined that the campus management system (CampusVue) had SMS capabilities which enabled texting to become an efficient and track-able method for reaching students. The department began collecting service provider and phone information from new students at orientation and quickly found an effective way to reach students, particularly younger students who communicate regularly via text. While still fairly new, the deans have seen improvements in reaching students. In addition, more departments are seeing the benefit from and are starting to use the SMS system. (II.B.76: Student Services - 2012 Departmental Planning)

Students who maintain perfect attendance receive certificates to include in their portfolios. Certificates are also given to students on the President's List (4.0 GPA) and the Dean's List (3.5 to 3.9). These designations also appear on the student's official transcript. Students with chronic behavior or academic issues are coached, placed on probationary status, and are required to work with the dean to form an action plan for success. In 2013, the Satisfactory Academic Progress (SAP) policy was revised and an updated monitoring system was put in place. As part of the process, the deans monitor and place students on financial aid warning and/or probation to ensure compliance with Federal Financial Aid regulations. In both the 2011 and the 2012 annual faculty/staff surveys, 100 percent of respondents indicate that they receive adequate support from the dean and department chair in managing student attendance, behavior, and learning concerns. (II.B.11: Annual Faculty and Staff Surveys, II.B.23: Certificates of Achievement, II.B.57: Official Transcript (Sample), II.B.70: Satisfactory Academic Progress, II.B.72: Student Attendance, II.B.74: Student Handbook)

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

Results from the 2012 annual student survey indicate the following:

- 85 percent of respondents find the information and announcements posted on whiteboard displays around campus to be helpful.
- 84 percent of respondents are "satisfied" or "very satisfied" with the weekly announcements that are delivered via the whiteboards and the e-learning site.

Each student receives a copy of the student handbook at the new student orientation. This handbook is intended to serve as a resource guide that students can refer to throughout their time at MTI. The handbook explains MTI's culture, policies, and resources available to students. The handbook also includes information on various community resources available to students experiencing personal obstacles to their academic success. All incoming students participate in the new student orientation, which is the official first day of the term. As part of the orientation, students break into groups based on their programs of study. In their program-specific groups, students meet the department chair, learn about the program outcomes and expectations in more detail, and ask whatever questions they have regarding the program, student support services, and other available resources. Results from the 2012 12-week surveys indicate that 93 percent of new students responded positively to the question "Orientation helped me understand the policies, procedures and expectations of MTI". (II.B.1: 2012 12-week Surveys (Combined)), II.B.3: 2012 Annual Student Survey, II.B.74: Student Handbook, II.B.84: Weekly Announcements (Sample))

The Financial Aid department (FAID) assists students as they enroll in school and progress through their college experience. A department representative participates in the new student orientation to welcome new students and address any questions they may have about the services the department has to offer. Each year the College conducts a successful Cal Grant program promotion and offers students information about obtaining scholarships.

The California Legislature recently enacted changes to the Cal Grant Program to achieve reductions in state spending. Specifically, reducing and/or eliminating awards under the Cal Grant program for institutions that do not meet certain revised loan default and graduation criteria. For the 2012/2013 academic year, under the revised criteria, MTI had been found to have a disqualifying default rate. As a result, MTI students saw their Cal Grant awards reduced or eliminated. The College disagreed with the finding because the data used to reach the conclusion was based on an unofficial default rate from trial data in 2008. MTI filed an appeal with the California Student Aid Commission. In the end, the situation could not be reversed for the 2012/2013 academic year. In response, MTI made the decision to help offset its students' loss of Cal Grant funding by replacing up to \$4,000 per eligible student. For the purpose of the offset, an eligible student is one who is on the California Student Aid Commission Cal Grant roster for 2012/2013 as a new Cal Grant recipient, and who returns a signed copy of the Cal Grant Offset acknowledgement form. As of February 2013, a total of 45 students responded to the Cal Grant Offset letters, and over \$114,000 has been committed by MTI to offset the Cal Grant loss for tuition expenses. (II.B.17: Cal Grant Offset Program)

MTI offers two in-house programs to help students with financial challenges meet their career goals. The Christina Smith Memorial Fund is named after the late Admissions Advisor Christina Smith, who was known to take money from her own purse to assist students who experienced short-term financial problems. As stated in the public description:

*This fund provides resources for emergency situations that could prevent students from realizing their goals to graduate from MTI College and secure a good job. The Christina Smith Memorial Fund does not provide monies for tuition; instead its mission is to continue Christina's philosophy of offering a helping hand to*

*students facing difficult financial situations. Awards have limitations. Consideration for an award will include the student's academic status, Dean's recommendation, circumstances associated with the request, intended use of the award, and likelihood of student being successful with their goals. (II.B.24: Christina Smith Memorial Fund)*

The Arnold E. Zimmerman Scholarship Program is designed to assist students with tuition expenses. As stated in the MTI Catalog:

*This program was established in honor of Arnold E. Zimmerman, the founder and President (from 1965 through 1986) of MTI College. Students who are considered to have exceptional qualifications and exhibit a justified need for tuition assistance will be given the highest consideration. Funding for the Arnold E. Zimmerman Scholarship Program is provided through college contributions and awards will vary based on the student's specific situation. Recipients will have the scholarship proceeds disbursed to their tuition account at the midway point in their program. (II.B.51: MTI Catalog Supplement)*

Results from the 2012 12-week student surveys indicate the following:

- 86 percent of students believe that they received the help they needed to complete their applications for financial aid.
- 81 percent of students agreed that the financial aid staff were friendly and approachable.

The Career Services department works closely with the academic departments and provides valuable input into decisions regarding program- and course-level outcomes and methodologies. In addition, the department shares information and feedback it receives from the Employer and Legal Advisory Boards, employer and graduate surveys, and placement statistics and trends.

In 2012, MTI's Career Services department reported that 91 percent of graduates secured training-related employment. This rate represents the percentage of graduates actively looking for work and who are placed in jobs, or secure employment on their own, in or related to their field of study.

Combined results from the 2012 graduate surveys indicate the following:

- 82 percent of respondents registered with Career Services
- 90 percent of respondents are "satisfied" or "very satisfied" that Career Services staff explained their services clearly and completely.
- 82 percent of respondents are "satisfied" or "very satisfied" that Career Services staff were knowledgeable and responsive to their questions.
- 85 percent of respondents are "satisfied" or "very satisfied" that Career Services staff were friendly and approachable.

To address and improve the awareness of MTI's placement services, representatives from the Career Services department visit each College Success (B112) and Career Preparation

(B122A/B) class. In addition, activation appointments have been restructured to include more detailed descriptions of successful job searches, new lists of resources, and counseling on soft skills. (II.B.30: Course Syllabi)

As noted, the College is in the process of piloting the use of focus groups as a replacement for SAG. The focus groups provide input and feedback regarding specific topics and issues at the program and institutional levels. Recently, the College relied on focus groups to help make a decision regarding a change to the 2013 holiday calendar. The department chair for paralegal studies has also approached several groups of legal students to gather feedback on a proposed change to the Year One program template. Finally, there have been preliminary discussions regarding the possible use of electronic readers in lieu of textbooks. Student input from the focus groups will be critical as discussions and planning progress. Focus group meetings will be promoted on campus to encourage student involvement and allow broader participation. The effectiveness of the new approach will be closely monitored and the level of student participation will be assessed.

### **Planning Agenda**

As noted in the planning agenda for Standard IV.A.1., the College will take a more proactive approach toward responding to student suggestions. This will be done in part by publishing students' suggestions and the institution's response, regardless of whether or not the suggestion will be implemented. In this way, students will know that their suggestions are being heard and considered by the College.

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**II.B.2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:**

**II.B.2.a. General Information – Official Name, Address(es), Telephone Number(s), and Website Address of the Institution; Educational Mission; Course, Program, and Degree Offerings; Academic Calendar and Program Length; Academic Freedom Statement; Available Student Financial Aid; Available Learning Resources; Names and Degrees of Administrators and Faculty ; Names of Governing Board Members**

**II.B.2.b. Requirements – Admissions; Student Fees and Other Financial Obligations; Degree, Certificates, Graduation and Transfer**

**II.B.2.c. Major Policies Affecting Students – Academic Regulations, including Academic Honesty; Nondiscrimination; Acceptance of Transfer Credits; Grievance and Complaint Procedures; Sexual Harassment; Refund of Fees**

**II.B.2.d. Locations or Publications Where Other Policies may be Found**

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## **Descriptive Summary**

Students and visitors to the College receive an MTI College catalog packet that includes a compact disc that contains the college catalog supplement, student handbook and the Cosmetology program supplement. In addition, students receive program summary sheets for the program(s) they are considering. The program summary sheets offer an at-a-glance overview of the program, including the program's objectives and description, enrollment requirements, program-level student learning outcomes, a course listing, and federal program integrity disclosure information. (II.B.51: MTI Catalog Supplement, II.B.61: Paul Mitchell Cosmetology Program Supplement, II.B.64: Program Summary Sheets)

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

The catalog packet is reviewed and updated by MTI staff and faculty as part of the program review cycle, and is made available to MTI constituencies during the first quarter of each calendar year. For many years, the College relied on a printed catalog that was published annually. As updates were made throughout the year, the College would print addenda to reflect changes to existing programs or new programs introduced mid-year. In an effort to provide information to its constituencies in a timelier manner, the College now generates compact discs that contain the college catalog supplement, student handbook and the Cosmetology program supplement. This has not only allowed the College to generate new discs with updated information as needed, it has proven to be more cost-effective and has enabled the College to provide even more information to students. The catalog packet with the supplements and student handbook is provided at no cost to new and prospective students, and to MTI constituencies upon request.

Major policies affecting students are published in the MTI catalog supplement and are also available on the MTI e-learning website ([elearning.mticollege.edu](http://elearning.mticollege.edu)) for students and employee reference. These policies include, but are not limited to academic honesty; nondiscrimination; transferability of credits; grievance and complaint procedures; bullying and sexual harassment; and withdrawal and refund of fees. In addition, the School Rules section in the MTI College catalog supplement refers readers to the MTI student handbook for policies and other information not found in the catalog. The MTI student handbook is a resource guide that students can refer to throughout their time at MTI. In addition to the copy of the student handbook that is provided on the catalog CD, each student receives a hard copy at orientation. The handbook is a comprehensive resource tool that includes information regarding the MTI culture, student

expectations, institutional policies and procedures, student services, learning resources, career services, campus activities, student recognition, community resources, and miscellaneous study guides. (II.B.51: MTI Catalog Supplement, II.B.74: Student Handbook)

The MTI College website is an excellent resource that contains information about MTI's mission and philosophy, programs of study, student support services, employment opportunities, placement services, top graduate profiles, enrollment procedures, accreditation and approvals, and federal program integrity disclosures. The website also offers various ways to contact an MTI College representative to obtain more information about the College. Content on the website is reviewed and updated on a periodic basis to ensure students and the public have access to the more current information. (MTI College website (mticollege.edu))

### **Self-Evaluation**

The College provides students and visitors with a catalog information packet that includes a compact disc that contains the college catalog supplement, student handbook and the Cosmetology program supplement.

The production of the college catalog supplement and CD occurs between November and January, immediately following the completion of program review. Program review is an intensive process that involves all departments throughout the organization and encompasses a systematic review of SLOs and course mappings, prerequisites and course descriptions, competency levels and assessments of student achievement, admissions information and enrollment criteria, tuition levels and financial aid information, and institutional policies and procedures. (II.B.14: ATM Meeting Minutes, II.B.41: Institutional Planning Map)

The program review process coincides with the annual student and faculty/staff surveys, which are valuable tools for obtaining feedback and information regarding MTI's major policies. The feedback obtained from the surveys is used to help ensure that the policies and procedures explained in the college catalog and student handbook are accessible and clearly defined.

Results from the 2012 annual student survey include the following:

- 94 percent of respondents are “satisfied” or “very satisfied” that MTI's policies and procedures are clearly defined.
- 93 percent of respondents are “satisfied” or “very satisfied” that the College clearly outlines policies in the MTI Student Handbook.
- 88 percent of respondents know whom to contact with their questions or concerns.

In addition to the annual survey, the College surveys students after they have attended their first twelve weeks of classes. The 12-week student survey asks students to provide information and feedback on their background and reasons for choosing MTI, the admissions process, the financial aid process, the new student orientation, MTI's policies and procedures, student services, and their degree of satisfaction with their classes. Surveying students early in their programs allows staff and faculty to gain an understanding of student perceptions early in the

academic experience, and respond proactively to improve the programs and services that lead to long-term success.

Results from the 2012 12-week student surveys indicate the following:

- 97 percent of respondents indicate that the program and course descriptions in the college catalog accurately describe their programs.
- 98 percent of respondents indicate that they understand MTI's attendance policy.
- 97 percent of respondents report that they understand MTI's appearance policy.
- 89 percent of respondents indicate that they understand MTI's policy on challenging courses.
- 80 percent report that they understand MTI's policy on transferring credits.

### **Planning Agenda**

No additional planning items have been identified at this time.

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**II.B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.**

**II.B.3.a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.**

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### **Descriptive Summary**

Consistent with its mission, MTI is committed to providing the learning support services students need to successfully complete their programs of study. The College identifies the educational support needs of its students from admissions through graduate placement, and ensures that the services it offers are appropriate, comprehensive, and reliable. Departments throughout campus work together in support of student learning and take joint ownership in students' success.

MTI employs a staff of well-trained and experienced admissions advisors who help students make informed decisions about enrolling in school. During the admissions process, admissions advisors provide clear and accurate information regarding MTI's educational programs, student support services, entrance requirements, enrollment and advancement processes, transfer of credit, and financial aid. Additionally, admissions advisors answer any questions students may have and recommend the courses and programs that best match students' abilities and aptitude.

All incoming students participate in MTI's new student orientation, which is the official first day of the term. During orientation, students learn about the MTI College experience and expectations, and are introduced to key support personnel and various resources that are available to them. Beginning with orientation and throughout their programs students are encouraged to work in partnership with the deans, department chairs, and instructors to

overcome any challenges that could impede their academic success. The College promotes an open-door policy and encourages students to contact MTI staff and faculty directly regarding program-related questions and requests for additional support. In addition, the College operates under a 24-hour faculty/staff turnaround time for responding to student inquiries and requests. (II.B.59: Orientation Agenda)

Because open and continuous communication is critical to student success, students and faculty alike are strongly encouraged to communicate with each other and with MTI administrative and support staff via the telephone, e-mail, and face-to-face meetings on campus.

During the fourth week of classes, the New Student Committee meeting is held. The purpose of the meeting is to discuss potentially at-risk students whose names are brought to the committee's attention by faculty and staff who interact with them during the first term. The meeting is facilitated by the director of education, and attendees include faculty teaching first-term classes, department chairs, deans, the director of admissions, admission advisors, the campus director, the CFO and the director of operations. At the meeting, the committee discusses faculty/staff observations and feedback regarding students who may be having difficulty adapting to the academic rigor and demands of attending school.

The intent of the New Student Committee meeting is not to provide the student with a trial period, but rather to focus on early intervention and support. When the committee meets, it tries to determine if MTI is a good match for the student and if the College can help the student overcome his or her challenges. If it is determined that a student has the potential to be successful, the dean or future professional advisor works with the student and monitors his or her progress. If it is determined that MTI is not a good match for the student, the student's enrollment is cancelled, any student loans that have been disbursed are returned in full, and any outstanding balances are forgiven. The decision to discontinue a student must be made within the first six weeks of attendance, except where there are extenuating circumstances. Beyond the first term, any student who is struggling academically or is of concern for any other reason is discussed in the weekly Academic Team meeting (ATM). The purpose is to determine what supportive actions can be taken to assist the student.

Day, evening, and online students have access to learning support services and assistance offered by the Learning Resource Center (LRC), Business Office, Financial Aid, Admissions, Technical Support, Career Services, the deans, department chairs and director of education. Hours for all student services are structured to accommodate students attending classes during day and evening hours, Monday through Friday. In addition, the director of education is available to support students who are on campus for Saturday classes. Due to the unique nature of the Cosmetology program, key personnel with industry-specific experience are on staff to support students Tuesday through Saturday. Finally, because traditional on-campus courses are interspersed throughout the Paralegal Studies OnlinePlus delivery format, online students have the opportunity to make use of the law library and other learning support services while they are on campus.

Throughout the year, annual and 12-week student surveys are used to research and identify learning support needs of students. Course evaluations that are conducted at the end of each term

also provide valuable information and feedback, as do classroom observations conducted periodically by the department chairs. As part of the classroom observation, students have the opportunity to share their comments and feedback directly with the department chair. In addition, student advisory focus groups provide a forum for students to discuss concerns and ideas, and make requests and suggestions of a general nature.

Instructors continuously assess student learning and the achievement of student learning outcomes (SLOs), and spend time outside of class providing additional support and tutoring. Students can request extra assistance by speaking with their instructors or the deans. Instructors alert deans and department chairs of issues or concerns relating to individual student performance. When needed, instructors and students meet jointly with the deans in order to better understand the challenges a student is facing and develop an action plan to help the student overcome these obstacles. The director of education works with Admissions to evaluate student transcripts and establish transferability of credit. Financial aid representatives work with instructors to ensure that individual students are aware of the need to visit Financial Aid to address potential issues that may impact funding for their program.

Through an ongoing cycle of evaluation and planning, the College identifies the learning support needs of its students and provides appropriate services to address those needs. The College uses established procedures to design, identify outcomes for, approve, administer, deliver, and evaluate student support services. Research into student support needs and the institution's effectiveness in addressing them is used to inform planning. Research activities include reviewing findings from annual and ad hoc student surveys, course evaluations, classroom observations, and end-of-program surveys; gathering input from the student advisory focus groups, Employer Advisory Board, and Legal Advisory Board; reviewing findings and recommendations from program and course assessments, annual program and department reviews, and master plans; and taking into consideration best practices from similar programs and institutions.

### **Self-Evaluation**

MTI College researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs. The institution's research and planning efforts assure equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

During the admissions process, the advisor engages the student in an interview geared toward learning more about the student's background, goals and motivation for attending school, and provides information about MTI and its programs. Emphasis is placed on ensuring that each prospective student and his or her desired program of study are a good match. Assessments are administered to measure the student's comprehension, writing and basic math skills. The goal is to assess the student's knowledge and skill in certain key areas to determine the student's likelihood of success in completing his or her program of study. The assessments also help identify students who can benefit from remedial training in English or math. Students also meet

with representatives from the Financial Aid department who provide loan counseling and guidance to educate students and help them maximize their funding.

Results from the 2012 annual Paul Mitchell student survey include the following:

- 99 percent of respondents indicate their admissions advisor answered their questions clearly and completely.
- 93 percent of respondents indicate their admissions advisor seemed genuinely concerned about matching their interests and goals with the right program.

Results from the 2012 12-week student surveys indicate the following:

- 98 percent of respondents indicate their admissions advisor was knowledgeable.
- 95 percent of respondents indicate their admissions advisor answered their questions clearly and completely.
- 94 percent of respondents indicate their admissions advisor seemed genuinely concerned about matching their interests and goals with the right program.

All prospective students take admissions assessments in the LRC. Three assessments are given: a comprehension test, a writing assessment and math assessment. Alternate versions of the tests are available should there be a need to retest a student. Upon completion of the assessments, the admissions advisor reviews the results with the prospective student. It is sometimes in the student's best interest to take preparatory classes in math and English to aid in successful completion of future classes. The Computational Math (M101) and English Mechanics (E050) courses are designed to help the student develop the fundamental knowledge and skills necessary to succeed in the future math and English courses. (II.B.8: Admissions Assessments, II.B.30: Course Syllabi)

New or existing students needing ADA-accommodations may make arrangements during the admissions process or with the dean. The campus director and director of operations work with the student to ensure the student's needs are met. Faculty and staff are also kept apprised of students needing accommodations. In the 2012 annual staff/faculty survey, 90 percent of respondents agreed that MTI accommodates people with special needs. (II.B.5: Accommodation for Disabled, II.B.6: ADA Accommodation Request & Med Form (student))

Because not all programs are the same, separate new student orientation sessions are held for the following students:

- Year-One day program
- Year-One evening program
- Year-Two advancing and direct enrollment
- Year-Two paralegal online

During the Year-One orientation, students are welcomed by the campus director, the director of education and the deans. Information covered includes student commitment, attendance requirements, scheduling, lab availability, resources, challenging courses, academic integrity,

and the Rules for Success. All new students receive a copy of the student handbook for reference and policies and procedures are discussed. The students are then introduced to their department chair and are broken into groups. Information about each program is discussed during the breakout session with the department chair, and students receive a tour of the campus. Orientations for Year-Two programs are coordinated and facilitated by the department chair. These orientations are program-specific and focus on answering student questions regarding courses, resources, certification/licensure requirements, and expectations.

Results from the 2012 12-week student surveys indicate the following:

- 90 percent of responses indicate that students felt the orientation effectively introduced them to MTI.
- 91 percent of responses indicate that the orientation staff gave prompt and accurate responses to their questions.
- 92 percent of responses indicate that after orientation, students were eager to return on Monday.
- 93 percent of responses indicate that orientation helped students to understand the policies, procedures and expectations of MTI College.

Paul Mitchell cosmetology students (referred to as future professionals) participate in a four-hour orientation during their first class, Core (C103). The orientation covers expectations and guidelines for the program. Upon completion of Core, future professionals attend another four-hour orientation which focuses on the keys to success as a future professional.

Results from the 2012 annual Paul Mitchell survey indicate the following:

- 95 percent of respondents are “satisfied” or “very satisfied” that the Core class they attended effectively introduced them to the Paul Mitchell program.
- 94 percent of respondents indicate that after Core, they were eager to continue their program.
- 92 percent of respondents indicate that Core helped them understand the policies, procedures and expectations of MTI College.

The New Student Committee meeting has proven to be an effective tool in identifying and addressing the needs of students who are struggling during their first term at MTI. The meetings also help identify students who are not a good match for the College and provide them with the opportunity to exit the program without financial burden. During the meeting, faculty and staff give feedback regarding students who are having difficulty adapting to the academic demands of attending school. Students who have succeeded in overcoming obstacles to their success are celebrated. Students who are enrolled in English Mechanics (E050) and Computational Math (M101) are reviewed by the committee at the 6-week mark to verify their likelihood of successfully completing the class(es) and completing the program. If it is determined that MTI is a good match for the student, the dean, department chair and/or future professional advisor will develop a course of action that will help the student get back on track. Open labs and instructor tutoring are often assigned so that the student can catch up and get the help he or she needs.

CampusVue notes are entered so all concerned can monitor the student's progress. (II.B.55: New Student Committee Meeting and Rubric)

Admissions personnel attend the New Student Committee meetings in order to provide information on new students, gain insight into how their students are progressing, and identify opportunities to improve or adjust the admissions process. Results from the 2012 annual faculty/staff survey indicate that 85 percent of respondents understand that the New Student Committee meeting is a way for the faculty and staff to help contribute to the quality of the student body and a way to make recommendations about students' ability to benefit from MTI's programs. (II.B.2: 2012 Annual Faculty and Staff Survey)

The LRC is open five days a week and maintains day and evening hours to accommodate all students. Student assistance is available through the LRC director and work study staff. The LRC maintains a partnership with the Sacramento County Public Law Library to offer students greater access to hardcopy and online resources. Open labs are held throughout the week in English, business, desktop applications, accounting, math, statistics, hardware, and medical assisting. The labs are open to day and evening students on a walk-in basis and are staffed by qualified faculty. The labs are scheduled each term to assist students who require additional instructor support. Schedules for the labs are available in the LRC and the dean's offices. In the case of the hardware and medical labs, students have full access to materials and equipment whenever there is an instructor present. When open lab periods do not match a student's availability, or if a student requires additional individualized support, he or she is offered instructor-led tutoring at no cost. (II.B.58: Open Lab Schedule, II.B.74: Student Handbook)

Results from the 2012 annual student survey include the following:

- 90 percent of respondents indicate they are aware of the resources and materials available in the LRC.
- 92 percent of respondents are "satisfied" or "very satisfied" that they have access to the resources they need to be successful in their classes.

Results from the 2012 annual faculty/staff survey include the following:

- 89 percent of respondents indicate that they are aware of the resources and materials available for students and faculty in the Learning Resource Center (LRC).
- 94 percent of respondents are "satisfied" or "very satisfied" that their students have access to the resources they need to be successful in their classes.

Results from the 2012 annual Paul Mitchell survey include the following:

- 86 percent of respondents state that student resources and services were explained to them during the admissions process.

Additional information regarding how the College assesses the quality and effectiveness of its student learning support services is provided in Standard II.C.2.

The Student Support Center (SSC) is open Monday through Friday. The student services assistant (SSA) is available to assist students with schedules, transcripts, verifications and certificates. The SSA fields questions and helps students with a variety of needs, from where classes are being held, to receiving books, and returning portfolios from classes. The Business Office orders books and supplies for all the classes and sees that they are delivered to students in their classes. This service helps ensure that all students have the correct materials to be successful in class.

The Financial Aid department (FAID) is available Monday through Friday during the day and early evening hours to assist students from a variety of economic backgrounds maximize their education funding. FAID representatives educate students on the various funding options available to them, such as scholarships, grants, and loans; and they assist students in completing their Free Application for Federal Student Aid (FAFSA) and other financial aid paperwork. Because a large percentage of MTI students benefit from financial aid grants, faculty and staff throughout campus participate in a yearly campaign to encourage students to apply for Cal Grant funding. For the 2002/2003 award year, the Financial Aid department processed 338 Institutional Student Information Reports (ISIR). Since then, as a result of the annual Cal Grant promotions and support of faculty and staff, the number of processed ISIRs increased to 1203 for the 2013/2014 award year. (II.B.18: Cal Grant Promotion)

Results from the 2012 12-week student surveys indicate the following:

- 86 percent of respondents indicate that they received the help needed to complete the applications for financial aid.
- 85 percent of respondents indicate that Financial Aid personnel were receptive and responsive to their questions throughout the enrollment process.
- 86 percent of respondents indicate that they understand that financial aid personnel are available for any student questions.

Technical support is available on campus through MTI's Technical Services department (TSD) during normal business hours. TSD staff can be reached via walkie-talkie from all areas of the campus to meet the service requests. Online students may also obtain technical assistance through the eCollege Help Desk and their department chair.

Results from the 2012 annual faculty/staff survey indicate the following:

- 93 percent of respondents are "satisfied" or "very satisfied" that technology/computer related issues are quickly and effectively resolved.
- 92 percent of respondents are "satisfied" or "very satisfied" that facilities, computer and equipment maintenance issues are quickly and effectively resolved.
- 93 percent of respondents are "satisfied" or "very satisfied" that MTI's technical services department effectively addresses their technical and computer challenges.
- 95 percent of respondents are "satisfied" or "very satisfied" that they have access to a computer when they need one.
- 87 percent of respondents are "satisfied" or "very satisfied" that the computers are equipped with the resources they need.

Results from the 2012 annual student survey indicate the following:

- 85 percent of respondents are “satisfied” or “very satisfied” that computer labs are available at times they need them.
- 85 percent of respondents feel that the computer labs have all the resources they need to be successful in their classes.
- 83 percent report that the Technical Services department (TSD) responds to computer and other technical difficulties in a timely manner.

Challenges faced by faculty and students in managing large computer files associated with course curriculum and individual class assignments has led to the use of USB drives for students to store personal files and the MTI e-learning website (elearning.mticollege.edu) to distribute class files.

### **Planning Agenda**

No additional planning items have been identified at this time.

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**II.B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.**

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### **Descriptive Summary**

MTI is dedicated to maintaining a campus climate that supports diversity, fosters intellectual, ethical and personal development, and encourages personal and civic responsibility.

The MTI universal outcomes represent the real-world “soft skills” that successful students, productive employees, lifelong learners, and good citizens demonstrate. Employees throughout the College contribute to students’ achievement of the universal outcomes in classes, meetings with students, or through leadership-by-example. MTI’s universal outcomes, in addition to program- and course-level student learning outcomes (SLOs) serve as goals for student achievement throughout MTI’s curriculum and appear on all course syllabi. (II.B.30: Course Syllabi)

MTI’s Rules for Success encourage students and employees to do the following:

- Treat others as you would want to be treated;
- Be on time;
- Strive to always be in a positive mood;
- Be accountable;
- Address problems with those best qualified to implement a solution;
- Strive to be knowledgeable and articulate;
- Present yourself as a successful professional;

- Avoid gossip and do not allow your personal life to affect your professional life;
- Model integrity in all your actions.

(II.B.69: Rules for Success)

MTI's Vision for Learning is displayed around campus along with the universal outcomes and Rules for Success. The Vision for Learning describes the educational environment that MTI strives to maintain, and includes the following key concepts:

- Education is an adventure of discovery for MTI's future professionals.
- MTI College utilizes curriculum that reflects the most effective learning principles and teaching methods.
- Future professionals learn best when they are having fun, and when they are physically, emotionally, and mentally involved in the process.
- Learning is best fostered in a safe, yet challenging, environment.
- It's all about learning; it simply is working or not working.
- If it is not working, we improve it.
- Faculty and future professionals recognize learning opportunities everywhere.
- Faculty and future professionals strive to exemplify MTI's universal outcomes.
- Faculty encourages future professionals by publicly recognizing their personal successes.
- Future professionals develop confidence with their skills and knowledge, and think for themselves.
- Future professionals reflect the responsibility and accountability expected of them in an employment setting.

(II.B.83: Vision for Learning)

The College Success (B112) class is taken by all diploma students and first-year degree students, with the exception of cosmetology students. The course is designed to enhance the college learning experience and prepare students for personal and professional success. Concepts presented include managing change, setting and achieving goals, creating a positive attitude, working in teams collaboratively, and thinking in ways that create success. Time management, study skills, written and verbal communication, library research, personal learning styles and exam preparation are also covered in this course. Paul Mitchell cosmetology students are taught these same skills in a four-hour Core orientation.

General education courses promote the development of well-rounded individuals with sound critical thinking skills that are vital for becoming valuable employees and thoughtful, contributing members of society. Scholarship opportunities and essay contests, as well as local extracurricular learning events, encourage students to excel and grow. Paralegal students visit the law library and medical students tour the medical museum. Information and updates on campus activities are included in weekly announcements that are displayed on flyers on the white boards around campus. (II.B.84: Weekly Announcements (Sample))

The College encourages its students and employees to be active members of the community, and offers many opportunities to become involved in civic and service-related activities. Activities

held over recent years include blood and bone marrow drives held on the MTI campus, online links for voter registration, Constitution Day, Adopt-a-Family at Christmas, Volunteer Center of Sacramento, MTI Share Wear, Easter Basket donations to the Twin Rivers Food Bank, Lee Denim Day for Cancer Research, and the Convoy of Hope Health Fair. Students can also volunteer as patients in the phlebotomy labs. In addition, the Federal Work Study program and technology internships offer students opportunities to fine-tune their job skills while providing a service to the MTI community. Finally, giving back to the community at large is a part of the MTI/Paul Mitchell Cosmetology program's culture and curriculum, and future professionals (students) take an active role in several ongoing fundraising and service-related activities.

Finally, the MTI Community Service program encourages students to take an active role in improving their local community, helping others, and practicing volunteerism. The College encourages all students to explore and choose the service path that best suits their individual interests and abilities. While it is not a requirement for being a student or graduating from a program, all students are encouraged to participate in this fulfilling program. Those who do, receive credit on their transcripts for community service.

### **Self-Evaluation**

MTI's universal outcomes, Rules for Success and Vision for Learning aim to enhance students' personal development toward becoming effective and desirable employees. Because the universal outcomes, supported by the Vision for Learning and Rules for Success, are central to the achievement of the MTI's mission, all students, faculty, and staff share the same expectation to demonstrate their achievement of the outcomes.

The universal outcomes are incorporated throughout MTI's program- and course-level outcomes. In 2005 the College began to formalize its assessment of the universal outcomes. In 2007, the Outcomes and Assessment Map was developed to illustrate the relationship between MTI's mission statement, universal outcomes, general education outcomes, and program- and course-level student learning outcomes and assessments. The universal outcomes are assessed as part of every class and program. The first universal outcomes assessment was completed in 2012. Using the Outcomes and Assessment Map as a guide, the College documented and analyzed student achievement of the universal outcomes in all of its programs. (II.B.60: Outcomes and Assessment Map, II.B.82: Universal Outcomes Assessment)

Students' intellectual and personal growth is recognized by Master Student, President's List, Deans' List, and Perfect Attendance awards. The Master Student award is an opportunity for MTI to celebrate and commend students whose positive attitude, strong work ethic, and professional behavior have led to their academic success. Students with a 3.5 to 4.0 grade point average (GPA) are eligible to receive the Master Student award. All students who receive special recognition appear in the MTI Hall of Fame displayed in the main building. Students who complete 12 units and have a GPA of 4.0 appear on the President's List, and those who complete 12 units and have a GPA of 3.5 or higher appear on the Deans' List. Students who remain on the President's List or Dean's List are recognized with a notation added to their transcript. Students who have perfect attendance for one term appear on the Perfect Attendance List. Students with

perfect attendance may request a certificate of recognition. (II.B.14: ATM Meeting Minutes, II.B.46: Master Student Award (Sample), II.B.74: Student Handbook)

MTI students and employees actively participate in a variety of activities that give back to the community. A representative from Career Services visits the Strategies for Success (B112) and Career Preparation (B122B) classes to discuss the value of community service and volunteerism to employers. Students who participate in community service activities and provide documentation, receive a non-credited “Pass” on their transcripts. According to the 2012 annual student survey, 91 percent of respondents indicate that MTI encourages student participation in community service activities. In 2006, the result for the same question was 78 percent. It is MTI’s hope that a service-oriented mindset will continue with students as a lifelong habit. (II.B.3: 2012 Annual Student Survey, II.B.57: Official Transcript (Sample))

MTI’s cosmetology students participate in an annual fundraising drive from February through April. Proceeds are sent to the following foundations:

- Children’s Miracle Network Hospital
- No Limits
- Habitat for Humanity Haiti
- The Andrew Gomez Dream Foundation
- Food 4 Africa
- Boys & Girls Clubs
- Cancer Schmancer Movement
- Magic Johnson Foundation
- Morris Animal Foundation
- Gary Sinise Foundation
- American Humane Association

In 2012, MTI’s cosmetology future professionals (students) raised over \$16,800, contributing to the over 2.5 million dollars that was raised by future professionals in all the Paul Mitchell schools combined. In addition, since opening in June 2006, MTI’s cosmetology future professionals have participated in the following service-related activities:

- Cut hair for Locks of Love hair donations (ongoing) where volunteers donate 10” or more of hair for cancer patients.
- Participated in Convoy of Hope, a church outreach program for those in need. The event was held at Cal Expo. In 2012, over 1500 free haircuts were given in conjunction with other stylists offering their services.
- Provided makeovers for special needs adults at the Placer County Adult Center. They have a Prom once yearly.
- Provided hair and make-up assistance for the Jesuit High School annual benefit show.
- Assisted with Hair and make-up for the “Wine Women and Shoes” Fashion Show benefiting the Keaton Raphael Cancer Foundation.
- Participated in “Adopt-a-tool-day” where students sell used and found tools to raise funds for various charities.

- Participated in St. Baldrick's event, shaving heads. Donations went to leukemia and cancer research.
- Visited nursing homes in the Sacramento area and provided manicures and hand massages.
- Provided free haircuts at Mustard Seed School, a safe facility where homeless children can attend school and get lunch.
- Organized a Free Hugs day in an effort to connect with the community and brighten someone's day; [http://www.youtube.com/watch?v=vr3x\\_RRjdd4](http://www.youtube.com/watch?v=vr3x_RRjdd4) "Free Hugs Campaign – YouTube".
- Provided hand massages and product samples to volunteers during blood drives.
- Provided free haircut certificates for clients of Sacramento Works.
- Participated in the Cancer Awareness fund raising event, students provided 'pink' Guest services, for contribution to the cause.

Since March of 2000, MTI College has partnered with BloodSource. Three to four times a year, based on need, the institution hosts a blood and bone marrow drive on campus. Since the beginning of this campus-wide community service project, MTI has hosted twenty-five blood drive events. To date, 1087 whole blood (WB) donations have been made, 18 double red cell (2RBC) donations have been collected, and 635 new donors have given blood. (II.B.14: ATM Meeting Minutes, II.B.16: BloodSource Online Data, II.B.39: Faculty Newsletters)

Other MTI-supported community service activities include the following:

- "Holiday Adopt-a-Family" in December - students and faculty/staff donate gifts to a family in need.
- Easter Baskets are made by students, faculty and staff, and are donated to the Twin Rivers Food Bank.
- Annual Lee Denim Day – students, faculty and staff wear jeans and donate in support of breast cancer research.
- Share Wear – an event where students, faculty and staff donate usable clothing. Several times a year, a room is set aside and monitored for students who are in need can receive clothing at no charge.
- Medical students volunteer at the Convoy of Hope Health Fair at Cal Expo, giving blood pressure checks and providing general medical information.

(II.B.27: Community Service)

As part of its master planning activities for 2013, the Student Services department is working toward increasing the number of community service opportunities available for students. The student services assistant's job description was modified to include planning and negotiating opportunities for students. Opportunities for community service activities are announced on the white boards on campus and on the resource board by room 112. Finally, in order to promote recycling, receptacles have been placed around the campus to collect paper, bottles and cans. A question about student participation in MTI's recycling effort will be added to the 2013 annual student survey. (II.B.77: Student Services - 2013 Departmental Review, II.B.78: Student Services Assistant 3-2013, Community Service)

## **Planning Agenda**

No additional planning items have been identified at this time.

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**II.B.3.c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.**

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## **Descriptive Summary**

In support of student academic achievement and success, departments throughout campus offer guidance and advice to students. The College operates under a 24-hour faculty/staff turnaround time for responding to student inquiries and requests; and because open and continuous communication is critical to student success, students and faculty alike are strongly encouraged to communicate with each other and with MTI administrative and support staff via the telephone, email, and face-to-face meetings on campus.

Admissions advisors provide advice and guidance to potential and existing students regarding MTI's educational programs, student support services, entrance requirements, enrollment and advancement processes, transfer of credit, and financial aid. Admissions advisors review admission requirements with individual students, answer any questions students may have, and recommend the courses and programs that best match students' abilities and aptitude.

Coaching and guidance are at the core of the support that Financial Aid and Student Accounts representatives provide to students. Financial Aid staff assists students in completing their Free Application for Federal Student Aid (FAFSA); offers loan counseling at the start and end of students' programs; educates students on their rights and responsibilities as borrowers and on successful loan repayment; helps students maximize their funding; processes program changes and associated changes in funding; helps students maximize grant eligibility; and works with students to encourage loan repayment. Student Accounts staff assists students who are in the process of repaying their loans, and reaches out to students who are delinquent in their payments.

The day and evening deans are the students' primary resources for academic advising and information. The deans work with students on a daily basis, providing information and advice regarding classes and schedules, graduation requirements, advancement into second year programs, program changes, and withdrawals. The deans, department chairs and faculty keep in close communication, informing one another of any existing or potential issues or concerns regarding student progress. When individual students are facing obstacles, instructors often meet jointly with the student and the dean or department chair in order to better understand the nature of the problem and develop an action plan to help the student overcome his or her challenge. Moving forward, the student's progress is monitored and notes are maintained in the CampusVue campus management system, for future reference.

The future professional advisor acts as a coach and advisor to cosmetology students, who are also referred to as future professionals. The future professional advisor motivates and mentors future professionals, helping them maintain proper attendance, satisfactory academic performance in theory and worksheet completion, and overcome obstacles that may impact their academic performance.

The Career Services department assists MTI students and graduates in their search for employment by offering coaching and guidance throughout the job search and interviewing process; helping students and graduates fine-tune their resumes and cover letters; conducting mock interviews to help students and graduates reinforce their skills and build confidence; maintaining a job board and sending weekly emails to keep students apprised of current employment opportunities in the community; and cultivating relationships with employers and maintaining a reputation of being responsive to requests and providing qualified employee candidates. Representatives from Career Services are available to students by appointment and on a walk-in basis. The department also operates on a 24-hour turnaround time in responding to email requests.

The College strives to ensure that faculty and other personnel responsible for advising students are prepared and have access to the information they need. Teach-the-Teacher orientation sessions prepare new instructors with useful information to assist them in guiding students toward success. New admissions advisors undergo a period of training and observation that is overseen by the director of admissions. Financial Aid staff members attend periodic conferences and participate in webinars sponsored by organizations such as National Association of Student Financial Aid Administrators (NASFAA), California Association of Student Financial Aid Administrators (CASFAA), and the federal Department of Education. In addition, continuing education is offered through in-services, town hall meetings, online training modules, webinars, and professional development opportunities. Finally, department meetings provide opportunities for faculty and staff to share information, ideas, and techniques to better support students.

### **Self-Evaluation**

MTI's success is largely attributed to the attention and support students receive from the time they enroll to the day they graduate. Access to support personnel is critical to student development and success. The College ensures that students receive the assistance and guidance they need, and prepares faculty and staff with the resources, knowledge, and skills necessary to support their students. MTI's culture encourages students to take ownership of their learning experience and work in partnership with MTI faculty and staff in resolving issues and communicating their suggestions and ideas for improving their learning experience.

Results from the 2012 annual student survey include the following:

- 88 percent of respondents indicate that they know whom to contact when they have questions or concerns.
- 89 percent of respondents indicate that they are comfortable talking with their instructors when they need academic advice.

- 86 percent of respondents indicate that they feel comfortable talking with their dean when they encounter challenges in their academic program.
- 89 percent of respondents are “satisfied” or “very satisfied” that concern is shown for students as individuals.
- 90 percent of respondents are “satisfied” or “very satisfied” that their instructors respond promptly to their questions or concerns.
- 84 percent of respondents indicate that they receive prompt responses to their questions or concerns from their dean.

The College maintains a staff of well-trained and experienced admissions advisors who help students make informed decisions about enrolling in school. The advisors provide accurate information to prospective students in a pleasant, genuine and professional manner that reflects the culture of the College. The department’s objectives are to effectively guide students by carefully listening to their needs and goals, accurately assessing their skills, and connecting them with the appropriate academic program.

Results from the 2012 12-week student surveys indicate the following:

- 98 percent of respondents indicate that their admissions advisor was knowledgeable.
- 95 percent of respondents indicate that their admissions advisor answered their questions clearly and completely.
- 94 percent of respondents indicate that the admissions advisor seemed genuinely concerned about matching the student’s interests and goals with the right program.

The day and evening deans are available Monday through Friday to support and guide students. The future professional advisor is available Tuesday through Saturday at hours to assist both day and evening students. The deans and future professional advisor act as mediators to resolve conflicts; facilitate the resolution of academic-related concerns; coach students in setting priorities and meeting deadlines; and refer students to outside resources for help managing financial challenges, childcare and transportation problems, substance abuse, smoking and depression. The deans and future professional advisor also enlist the help of the department chairs and faculty to help students overcome academic-related issues and reinforce the importance of academic progress, attendance, attitude and demeanor. Under the 24-hour rule, phone calls and emails are returned as soon as possible.

Results from the 2012 annual student survey include the following:

- 82 percent of respondents are “satisfied” or “very satisfied” that their academic needs are effectively addressed by the dean.
- 84 percent of respondents are “satisfied” or “very satisfied” that they receive prompt responses to their questions or concerns from the dean.

Further, after removing “Not Applicable” responses, 100 percent of respondents indicate they received the assistance they needed from the day dean, and 91 percent indicate they received the assistance they needed from the evening dean. In addition, results from the 2012 annual Paul Mitchell student survey indicate that 94 percent of respondents believe they received the

assistance they needed from the Director of the Cosmetology Program. (II.B.1: 2012 12-week Surveys (Combined), II.B.4: 2012 PM Future Professional (Student) Survey)

The Financial Aid and Student Accounts departments take a proactive approach toward managing financial aid and offering assistance to students. Both departments are located on campus and are available to students Monday through Friday. The primary focus of the Financial Aid department is on helping students obtain funding to see them through their programs from start to finish. The focus of the Student Accounts department is on facilitating the repayment process to ensure that students' financial obligations to the College are being met. Together, the Financial Aid and Student Accounts departments devote a great deal of attention to default prevention and borrower education. Department representatives advise students to help them avoid situations where they overextend themselves financially or default on their loans. Because loan repayment can be a sensitive issue, the departments strive to maintain a professional customer service-oriented approach when working with students, and stress to students the importance of good communication and follow-through, particularly when students find themselves facing financial hardship and are in need of assistance and advice.

Results from the 2012 12-week student surveys indicate the following:

- 86 percent of respondents indicate that they received the help needed to complete the applications for financial aid.
- 86 percent of respondents indicate that they understand that financial aid personnel are available for any student questions.

In addition, feedback from the 2012 annual student survey indicates that 85 percent of respondents are “satisfied” or “very satisfied” that Financial Aid personnel are available to answer any questions that they might have about financial aid.

In early 2013, a new Satisfactory Academic Progress policy and monitoring system was implemented. The new system uses the CampusVue campus management system to help monitor and track students' academic progress to ensure they continue to meet the Satisfactory Academic Progress criteria necessary for receiving financial aid. The addition of CampusVue has made the tracking process more accurate and efficient. Also, in the process of revising the policy and implementing the new monitoring system, the College refined some of its procedures resulting in a more proactive approach toward counseling students and a more efficient process for the deans and Student Accounts. (II.B.70: Satisfactory Academic Progress)

By working proactively as a team, the director of education, department chairs, deans, and faculty are often able to resolve student issues or concerns before they become major obstacles to learning and success. Students with chronic behavior or academic issues are counseled, placed on probationary status, and work with the dean to form an action plan for success. The College Success (B112) class focuses on developing the skills necessary to achieve personal, professional, and organizational success. Concepts presented include managing change, setting and achieving goals, and thinking in ways that create success. Finally, students are frequently reminded that good attendance is critical to the achievement of student learning outcomes and academic success. Students who miss class are contacted by the Deans' Support Center each day

that they are absent. Students with sporadic attendance are contacted and counseled on the importance of regular attendance, good communication, and personal commitment. Computer-generated letters are used to alert students to attendance or other academic-related issues and require the student to contact the dean. (II.B.30: Course Syllabi, II.B.72: Student Attendance, II.B.74: Student Handbook, II.B.77: Student Services - 2013 Departmental Review)

Career Services offers a variety of services to graduating students. When students are within four weeks of graduation or of completing their Year One program, they become eligible for career services. Career Services department representatives provide coaching and assistance in conducting a job search; writing resumes and cover letters; preparing for interviews; and following up with thank you letters. In addition, the department maintains relationships with local employers and provides a variety of resources and job leads for full- and part-time work. Information on local job fairs is often posted around campus. In addition, Career Services tries to schedule employment-related events on campus every six to eight weeks.

Combined results from the 2012 graduate surveys indicate the following:

- 82 percent of respondents registered with Career Services
- 90 percent of respondents are “satisfied” or “very satisfied” that Career Services staff explained their services clearly and completely.
- 82 percent of respondents are “satisfied” or “very satisfied” that Career Services staff were knowledgeable and responsive to their questions.
- 85 percent of respondents are “satisfied” or “very satisfied” that Career Services staff were friendly and approachable.

When it comes to supporting individual students, a team-approach is often most effective. With over 50 years of combined educational experience, the deans are available to assist students, faculty and staff in matters of student success and support. Faculty and staff work closely with the deans, department chairs or director of education. When considering difficult decisions, the deans consult each other regarding options and often involve the director of education in discussions. Faculty and staff receive ongoing training through department meetings, e-learning modules, and in-services. All new faculty members go through Teach-the-Teacher training upon hire. Ongoing training is available to faculty and staff on a variety of subjects such as preventing sexual harassment, diversity awareness, improving customer service, classroom management, generational differences, assessment, learning styles, etc. (II.B.33: Department Meeting Minutes, MTI e-learning website ([elearning.mticollege.edu](http://elearning.mticollege.edu)), II.B.54: MTI Online Training Modules, II.B.79: Teach-the-Teacher)

Results from the 2012 annual faculty/staff survey indicate the following:

- 100 percent of respondents stated they receive adequate support from the dean and their department chair in managing student attendance, behavior, and learning concerns.
- 94 percent of respondents are aware of the instructor resources available on Moodle (e-learning website).
- 87 percent of respondents state that they are “very satisfied” or “satisfied” that they have the opportunity to participate in professional development activities.

Results from the 2012 annual student survey indicate the following:

- 93 percent of respondents are “satisfied” or “very satisfied” that instructors encourage their academic success.
- 86 percent of respondents are “satisfied” or “very satisfied” that their instructors provide them with regular feedback on their academic progress/achievement.
- 84 percent of respondents indicate that the instructor-led labs are helpful.

### **Planning Agenda**

No additional planning items have been identified at this time.

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### **II.B.3.d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.**

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### **Descriptive Summary**

The mission statement of MTI College indicates that the student population the College serves consists of recent high school graduates and adult learners in Northern California who demonstrate the potential to benefit from the institution’s educational programs. The College attracts a broad range of students through the use of diverse images in its marketing campaigns and print materials; and promotes the understanding and appreciation of diversity through its culture, student learning outcomes (SLOs), and enrollment and hiring practices.

The MTI universal outcomes, Rules for Success, and Vision for Learning help define the culture of MTI, and emphasize personal accountability, integrity, and professionalism. They are published in the student handbook, Faculty Policy and Procedure manual, personnel manual, and on the MTI e-learning website (elearning.mticollege.edu). In addition they are posted in classrooms throughout campus. They have also been the focus of in-class discussions, writing assignments, and a campus-wide essay contest.

The universal outcome that focuses on behavior that reflects confidence, competence, and professionalism is included in the SLOs and grading systems for all classes. Faculty and students use the Professionalism Outcome Rubric as the primary tool for evaluating student professionalism. This rubric is published in the student handbook and is also attached to each course syllabus. It requires students to demonstrate that they are “cognizant of the effects of their actions and attitudes on others around them” and that they are “consistently respectful and courteous.” In addition, the Rules for Success support professionalism through an emphasis on “treating others as you want to be treated” and “modeling integrity in all your actions.” (II.B.30: Course Syllabi, II.B.81: Universal Outcomes, II.B.63: Professionalism Rubric, II.B.69: Rules for Success, II.B.74: Student Handbook)

As appropriate, MTI courses explore and address diversity issues within the classroom with the intention of increasing student awareness, understanding, and appreciation. A variety of teaching methods and communication strategies are used to accommodate those with differing learning styles. As part of the Teach-the-Teacher orientation and training session, all new instructors receive resources that contain information about various learning styles, assessment tools, and techniques instructors can use to make sure that they are addressing all types of learners. In addition, the College requires staff and faculty to complete an online training module on diversity awareness to raise their consciousness when interacting with students. The training provides an overview of the concept of cultural diversity; examines how cultural identity affects how individuals relate to one another; increases awareness of participants' own attitudes, perceptions, and feelings about various aspects of diversity and culture; and encourages the understanding of diversity issues. (MTI e-learning website (elearning.mticollege.edu), II.B.79: Teach-the-Teacher)

When possible, the College has also begun participating in community-sponsored events that spotlight cultural diversity.

### **Self-Evaluation**

In an effort to promote an understanding and appreciation of diversity, and encourage social awareness and acceptance, the College incorporates a number of topics and concepts pertaining to cultural and ethnic diversity, social responsibility, and ethics into its curricula. Feedback from the 2012 annual student survey indicates that 87 percent of respondents believe that class content and instruction reflects an appreciation for diversity. (II.B.3: 2012 Annual Student Survey)

Students in the Paralegal Studies Year Two program address the topic of ethics in law and the workforce throughout their program; particularly in Introduction to the Paralegal Profession, Ethics, Client Interviewing, and Investigation (LA217), with intense study using a separate Ethics textbook. (II.B.30: Course Syllabi)

The curriculum for the Business Administration degree program includes a number of experiential exercises that illustrate the point that diversity goes beyond being skin deep. Students explore and learn to appreciate the differences in which people relate to the world, experience nonverbal violations and learn about intercultural nonverbal differences, and learn strategies for resolving conflict without compromising respect for individual differences. SLOs in the Business Administration program that support diversity include the following:

- Compare and contrast ethics and social responsibility (BA100);
- Model behavior that reflects confidence, competence, and professionalism (BA200);
- Analyze the importance of ethics in business (BA200);
- Analyze the importance of diversity in the business environment (BA200);
- Apply the methods and materials of research to write papers on human resource issues and processes (BA220);
- Evaluate the legal context of human resource management (BA220);
- Compare and contrast the difference between employee and management perspectives and roles in proposing solutions to human resources management issues (BA220);

- Evaluate the use of ethical business practices to analyze and solve problems (BA220);
- Evaluate individual and organizational strategies and approaches to successfully manage a diverse workforce (BA220).

(II.B.30: Course Syllabi)

General Education (GE) courses enhance students’ skills and understanding in many areas including an appreciation for diversity, civic responsibility, and ethical behavior. Understanding and appreciating diversity is an important theme that appears in the SLOs for several GE classes. Through class discussion and independent research, students apply their critical thinking and communication skills in addressing subject matter that explores different cultures and points of view. GE SLOs that support diversity include the following:

- Analyze the basic philosophical principles and values underlying the American government system (GE234);
- Evaluate the importance of civil liberties, equal rights, cultural diversity and ethnic diversity in America (GE234);
- Evaluate the concept of biodiversity and the interrelationships between different species and the environment (GE240);
- Evaluate the causes and effects of social movements in America (GE251);
- Evaluate the economic and cultural evolution of America (GE251);
- Evaluate the contributions of diverse individuals and groups to the richness of the American experience (GE251);
- Evaluate how America has been influenced by international issues and situations. (GE251).

(II.B.31: Course Syllabi – GE Courses)

In addition, the Career Preparation (B121A) class addresses diversity explicitly. As one of the SLOs of the course, students are expected to demonstrate an understanding of the importance of diversity in the workplace. (II.B.30: Course Syllabi)

Each month Winn Claybaugh, co-founder of Paul Mitchell’s Cosmetology Education Programs, conducts a series of interviews, called the Master Series, with individuals involved in the salon and beauty industry. Future professionals (students) have access to all of the interviews via “Plugged In”, an on-line student tool designed to help the future professionals stay in touch with current industry information. “Plugged in” is a website specific to Paul Mitchell where students have access to videos, mentors, and a blog. A subscription is included in the student kit. Guests interviewed as part of the Master Series include a Latino stylist who spoke about the Latina community and how to encourage them to be guests in the salon; Willie Jordan and Sister Bonnie who run organizations that cater to homeless and needy individuals; and John Paul DeJoria who has done much work in Africa, bringing prostheses to individuals who lost limbs in land mine explosions. (II.B.56: New Student Kit)

The College participates in the annual Steps to College education fairs sponsored by the Consulate General of Mexico in Sacramento, the California Student Aid Commission, the

Hispanic Association of Colleges and Universities, the Latino Policy Coalition, the Civic Group *Cien Amigos*, and the Mexican Cultural Center of Northern California. The educational fairs provide Latino high school students and their parents with information about college and university preparedness, admissions requirements, and financial assistance opportunities. The February 2013 event, held at the Consulate General of Mexico in Sacramento attracted over 2000 visitors. (II.B.26: Community Diversity Activities)

MTI's print, web, and television advertisements reflect a broad range of student images, and the institution's enrollment practices result in a diverse student population in terms of sex, age, ethnicity, and experience. MTI's telecounseling manager represents the College at employment and career fairs, which increases MTI's exposure to potential students from all walks of life. The MTI Brag Book, which is located in the front lobby, contains testimonials from students who come from a variety of backgrounds, experienced success at MTI College, and obtained gainful employment. Finally, images posted around campus reflect a wide range of students to celebrate diversity and reinforce the potential that all students possess. (II.B.50: MTI Brag Book)

Results from the 2012 annual student survey indicate the following:

- 89 percent of respondents are "satisfied" or "very satisfied" that MTI's culture promotes respect and understanding among students for one another's differences.
- 88 percent of respondents are "satisfied" or "very satisfied" that MTI's student population seems to reflect the cultural diversity of the surrounding community.
- 87 percent of respondents are "satisfied" or "very satisfied" that MTI's employee population seems to reflect the cultural diversity of the surrounding community.

From a faculty/staff perspective, results from the 2012 annual faculty/staff survey indicate the following:

- 90 percent of respondents are "satisfied" or "very satisfied" that MTI's employee population seems to reflect the cultural diversity of the surrounding community.
- 95 percent of respondents are "satisfied" or "very satisfied" that MTI's student population seems to reflect the cultural diversity of the surrounding community.
- 97 percent of respondents are "satisfied" or "very satisfied" that MTI employees treat students with respect.
- 95 percent of respondents are "satisfied" or "very satisfied" that MTI employees are treated with respect.

### **Planning Agenda**

No additional planning items have been identified at this time.

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**II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.**

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**Descriptive Summary**

MTI is committed to admitting students who are able to benefit from its programs and to providing students with the tools they need in order to pursue successful careers in their respective fields of study. Demonstrated student achievement of MTI's student learning outcomes (SLOs) is a critical goal that lies at the heart of the institution's mission.

Prospective students who meet the "three-way test" and who perform well on the MTI entrance assessments are accepted into the College. The three-way test is one of the criteria used to determine the likelihood that a candidate will be successful in class, during the job search, and ultimately, on the job. In addition to the three-way test, criteria for the Cosmetology program include image, attitude, creativity, and initiative. Prospective Cosmetology students demonstrate the presence of these characteristics through written responses to a series of questions addressing image, attitude, creativity and initiative. (II.B.28: Cosmetology Program Writing Assessment, II.B.80: Three-way Test)

Admissions advisors use an interview questionnaire to consistently assess prospective students and their ability to benefit. The student's needs are identified and addressed during this process. All students are advised that MTI does not provide specialized programs to meet special needs, but all reasonable accommodations may be expected. In addition, each student is given a series of assessments to measure reading comprehension, writing skills, and math competency to determine the student's academic readiness and whether or not the student can benefit from taking remedial classes in math and English. The assessments are completed on campus and are evaluated by key personnel. In 2009, the decision was made to add a writing assessment to the admission's testing process. Students are asked to provide a writing sample in response to a prompt. A rubric is used to grade the assessment. If a prospective student does not score at a minimum level, he or she is not enrolled in school. However, if it is determined that the student has a good chance of succeeding in his or her program and just needs remediation, the student is scheduled into the English Mechanics (E050) course. The admissions assessments are reviewed on a periodic basis with input from the Admissions department, department chairs, faculty and director of education. The admissions assessments were last revised in 2010. (II.B.8: Admissions Assessments, II.B.10: Admissions Interview Questionnaire – Form A, II.B.37: Executive Committee Meeting Minutes)

As part of the enrollment process, all students complete and sign an enrollment agreement with the College. In 2011, as part of its activities to ensure compliance with federal program integrity/gainful employment regulations, the College reviewed and completely revised its enrollment agreements and added an attachment that outlines MTI's disclosures and conditions of enrollment. The intent of the enrollment agreement is to ensure the student has all the information he or she needs to make an informed decision about enrolling in college and to give

the student the opportunity to ask questions or seek clarification. (II.B.36: Enrollment Agreements)

Some MTI programs require students to sign additional disclosures pertaining to the rules and expectations of the program. These disclosures are reviewed and updated on a periodic basis with input from the Admissions department, department chairs, faculty and director of education. Upon completion of the revisions, admissions staff received training on how to effectively present the information included on the enrollment agreement and program-specific disclosure forms. (II.B.19: California Disclosure and Background Authorization Form, II.B.25: Commitment to Certification – TSS & ITNA1, II.B.47: Medical Externships and Job Placement, II.B.48: Medical Program Dress Code, II.B.49: Medical Program Drug Testing, II.B.73: Student Exposure Liability Disclosure)

Degree students approaching completion of their first year are scheduled to meet with the dean, and often the department chair, to review their eligibility to advance to the second year. As students complete their programs, Career Services conducts individual interviews to assess students' job preferences and needs, and to identify areas of strength and weakness. If a student is weak in presentation and communication skills, Career Services representatives provide resume assistance and conduct mock interviews to help students prepare and "fine tune" their interviewing skills.

In 2011, the Admissions department began videotaping admissions interviews for training and quality control purposes. At minimum, advisors are evaluated monthly on their presentation and interviewing techniques with special emphasis on accuracy and clarity of information. The video is reviewed by the director of admissions and director of operations who meet with each advisor to provide verbal and written feedback. (II.B.7: Admissions Advisor Interview Observation)

The College conducts an annual audit of its placement activities in Career Services. The audit focuses on placement data and reporting. The review includes a verification of adjusted and unadjusted placement calculations reported for the prior award year (July 1-June 30); a random sampling of graduates representing the various programs to verify graduates' employment status and whether or not they registered for placement services; and a review of hardcopy and electronic graduate records to verify that placement statuses are being maintained and that proper policies and procedures are being followed for waivers. Finally, in 2011 the Career Services department began collecting salary data for graduates in order to help ensure that the salary information being shared with students and the public accurately reflects what graduates typically earn. (II.B.21: Career Services Audit)

### **Self-Evaluation**

In support of the institution's mission and the integrity of its Admissions and Career Services departments, the College continually monitors and improves its practices through a continuous cycle of evaluation, planning, and improvement.

As part of its 2012 master plan, the Admissions department identified several key goals/outcomes to improve its efficiency and effectiveness, including but not limited to

effectively identifying and selecting students who have the ability to succeed at MTI; increasing the Admissions department annual retention rate; and increasing enrollment by utilizing new technology. A summary of assessment findings reveal that the department is doing a good job identifying and selecting students as evidenced by only 2 percent of students being removed by the New Student Committee. The department successfully increased its admissions retention rate for the year from 85 percent to 87 percent. This increase is attributed to placing more emphasis on selecting the right students and keeping in contact with them throughout their programs. New computers were installed in the Admissions department which enables advisors to demonstrate the type of technology students will be experiencing in the classroom. Finally, in 2013 the College began incorporating the use of iPads with custom applications into its admissions process to provide potential students with an interactive experience in learning about the College. (II.B.9: Admissions Department - 2012 Departmental Review)

As noted, in 2011 the College reviewed and completely revised its enrollment agreements and added an attachment that outlines MTI's disclosures and conditions of enrollment. The intent behind the new documents was to minimize the risk of misinterpretation and to provide students with complete and accurate information. The director of admissions, CFO and academic officer developed draft versions of the enrollment documents which were reviewed and approved by the Executive Committee. Results from the 2012 12-week student surveys indicate that 98 percent of respondents understand the information provided in the enrollment agreement. (Enrollment Agreements)

Feedback on the admissions process is gathered through the 12-week student survey, which students take after they have attended their first twelve weeks of classes. The results from the survey are routed through the Academic Team (ATM) and the Executive Committee for review. The director of education and the director of admissions collaborate on ways to apply the feedback toward improving the effectiveness of the assessments and practices used in the admissions process. The Admissions and Career Services departments also evaluate the effectiveness of their practices and instruments by reviewing student feedback and monitoring student performance.

The Admissions department gains valuable feedback from the New Student Committee meeting. The purpose of the meeting is to discuss potentially at-risk students whose names are brought to the committee's attention by faculty and staff who interact with them during the first term. The meeting provides important feedback regarding students' ability to benefit and their ability to adapt to the academic rigor and demands being placed upon them as students. This feedback not only informs admissions advisors as to how their students are progressing, it also provides them with the opportunity to reflect on the admissions process itself and determine if any improvements or adjustments are necessary. (II.B.55: New Student Committee Meeting and Rubric)

As part of its commitment to student success and institutional integrity, MTI asks students and employers to evaluate the effectiveness of Career Services' practices and instruments. Students provide feedback through the annual student survey and through graduate surveys. The Employer Advisory Board and Legal Advisory Board play an important role in evaluating the job market and informing Career Services about employer expectations, desired qualities, and

skill sets. Their feedback helps Career Services representatives advise and coach students and recent graduates. Additionally, annual placement statistics, calculated by-program, are used in evaluating the effectiveness of MTI's academic programs and student support services. (II.B.12: Annual Retention Summaries, II.B.13: Annual Student Surveys, II.B.34: Employer Advisory Board Meeting Minutes, II.B.40: Graduate Survey, II.B.43: Legal Advisory Board Meeting Minutes, II.B.44: Legal Graduate Survey ABA)

Results from the 2012 annual student survey indicate that 54 percent of respondents understand the procedure for activating with Career Services. As part of its 2012 master plan, Career Services set goals to make students aware of the services offered, to educate students on student assistant positions, to increase awareness of job search materials, and to ensure students are aware of the availability of Career Services resources. Throughout the year, department representatives visited each of the College Success and Career Preparation classes. The presentations addressed the services the department offers, their hours of availability, and examples of available resources. In addition to the classroom visits, the Career Services activation appointment has been restructured to provide a more detailed description of successful job searches, new resource lists, and counseling on soft skills. Student understanding of the Career Services process and the services they have to offer will be reassessed in 2013. (II.B.3: 2012 Annual Student Survey, II.B.20: Career Services 2012 Departmental Review)

### **Planning Agenda**

No additional planning items have been identified at this time.

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**II.B.3.f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.**

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### **Descriptive Summary**

The institution maintains student records permanently, securely, and confidentially, with provisions for secure backup of all files, regardless of the form in which those files are maintained.

MTI publishes and consistently follows established policies and procedures for the maintenance and release of student records. Employees are required to follow established procedures for the retention and maintenance of current student files as well as archived files. The Student Records and Privacy Rights policy is published in the student handbook, Paul Mitchell Cosmetology program supplement, and is also available to students and employees on the MTI e-learning website (elearning.mticollege.edu). (II.B.15: Authorization to Release Education Record Information, II.B.66: Retention and Maintenance of Student Files, II.B.75: Student Records and Privacy Rights FERPA)

Administrative files for current students are maintained in the main office in secure cabinets. In addition, various departments such as Financial Aid, Student Accounts, and Career Services maintain working files for students they are currently supporting. These physical files are maintained in secured file cabinets in the respective offices. Student data that is in electronic format is maintained in the CampusVue campus management system or on secured servers housed on the MTI campus.

Regarding dormant student records, financial aid files are maintained for a period of four years beyond the award year of the student's last date of attendance. After that period of time, the physical files are shredded. Administrative and academic files for dormant students are maintained in a secured room equipped with fire sprinklers. On an annual basis, dormant student files are scanned into electronic files. The electronic records are maintained on a secured server on the MTI campus, and CD backups are maintained in a locked, fire-proof file cabinet.

### **Self-Evaluation**

In January 2007, MTI converted its long-term storage of student records to an electronic system. All physical student files, including enrollment agreements, ledger cards, and transcripts from 1965 to 1994 were scanned into digital images and stored in a searchable database. To ensure data integrity, the College maintained the original files for three months while the system was validated. Files from 1995 to the present are color-coded by year and stored in a secured office. All student files are maintained confidentially. Physical files are maintained for two to three years, and electronically scanned copies are retained indefinitely.

MTI follows published policies for the release of student records. Agencies, employers, and institutions desiring student information must send a release form that is signed by the student, granting permission for the release of transcripts or education verification. MTI completes the requested information, sends it to the appropriate party, and retains the release form and a copy of the information released. (II.B.75: Student Records and Privacy Rights FERPA)

Since 2000, the College has been using the CampusVue campus management system to track and maintain student information. This comprehensive system maintains student information from the time of initial inquiry, throughout the student's academic program to graduation and placement. The CampusVue system is maintained and managed by the Technical Service department (TSD), and is backed up daily. Because the CampusVue system is critical to the operation of the College, the director of technical operations has implemented third-party data recovery options to supplement the on-campus system.

Student work waiting to be returned is held in the Student Support Center. Through the master planning process, Student Services realized that security was lax and items waiting to be returned to students were being stolen. The Student Support Center was rearranged and student work was moved to a locked cabinet. It was also noted that individuals walking in to the office could see student information that was displayed on computer screens. To protect student confidentiality, the furniture was rearranged to keep online content hidden from view. (II.B.76: Student Services - 2012 Departmental Planning)

## Planning Agenda

No additional planning items have been identified at this time.

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**II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

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## Descriptive Summary

Through its ongoing cycle of evaluation, planning and improvement, MTI assures the effectiveness of its student support services by ensuring they are meaningful, accessible, and support the achievement of student learning outcomes (SLOs).

The College relies on feedback and information obtained from a broad range of sources to assess the effectiveness of its student support services and ensure they are meeting the needs of its students. Student feedback is collected and evaluated through the annual student survey, New Student Committee meetings, 12-week student surveys, course evaluations, ad hoc surveys, certification and licensure pass rates, and student advisory focus groups. Staff and faculty feedback is gathered via the annual faculty/staff survey, ad hoc committees and surveys, department meetings, Town Hall meetings, and daily Pow Wows. In addition, employer input is gathered through employer surveys, the Employer Advisory Board and Legal Advisory Board, and other industry resources. All information and feedback is available to faculty and staff for review, and is distributed to departments in hardcopy or electronic format. (II.B.1: 2012 12-week Surveys (Combined), II.B.13: Annual Student Surveys, II.B.29: Course Evaluation Templates, II.B.33: Department Meeting Minutes, II.B.34: Employer Advisory Board Meeting Minutes, II.B.35: Employer Surveys, II.B.43: Legal Advisory Board Meeting Minutes, II.B.55: New Student Committee Meeting and Rubric, II.B.71: Student Advisory Group - Student Advisory Focus Group)

The student and faculty/staff surveys are administered annually each fall. The College uses a web-based survey tool that enables survey administrators to create and modify survey questions and access survey data quickly and easily. Prior to their release, the survey questions are reviewed each year by key personnel who have the opportunity to add and modify questions to ensure that the feedback being solicited meets the evaluation and planning needs of the College. The student survey is administered during the day and evening programs over the period of one week in order to maximize the number of participants, and a link to the faculty/staff survey is e-mailed to all faculty and staff in order to make completing the survey as convenient as possible for all employees.

Feedback and information regarding the quality of student support services and the degree to which they support the achievement of SLOs is used in the program review and master planning processes for establishing strategic plans and initiatives. As part of its annual program review

process, the College evaluates the effectiveness and accessibility of its student support services and identifies where improvements can be made. The College conducts a thorough review of qualitative and quantitative survey results and evaluates its admissions information, enrollment criteria, tuition levels, financial aid information, student retention figures, certification and licensure pass rates, graduate placement data, learning resources, and program and course offerings. The results of program review are used to inform the master planning process. (II.B.14: ATM Meeting Minutes, II.B.41: Institutional Planning Map)

A key element in the master planning process is self-assessment. Before each department develops its goals for the year, it evaluates its status based on the feedback received from the various sources mentioned above. In addition, it reviews the progress made achieving the previous year's master planning goals and evaluates opportunities for improvement and growth as determined by the direction and growth of the institution as a whole. As departments and master planning groups work toward accomplishing their goals, they assess their progress and update their master plans. At the end of the planning year, each department assesses its accomplishments and incorporates its findings into future plans for ongoing improvement. (II.B.45: Master Plans)

Finally, student retention is one of the primary measures used to evaluate the College's success with its mission. Formally tracking retention on a regular basis provides MTI with another method for gauging institutional effectiveness in supporting students' academic success. In addition, by examining student retention on a weekly, term, and annual basis the College is aware of, and able to proactively address issues and improve the programs and services that support student learning and the achievement of SLOs.

### **Self-Evaluation**

All feedback and information collected from students, graduates, faculty, and staff is used extensively by the Student Services departments, the Academic Team (ATM), and the Executive Committee in master planning and other ongoing activities aimed at maximizing student satisfaction and success. The College not only uses this information to improve the quality of its student support services on an ongoing basis, it uses it to improve the policies, procedures, and processes upon which they are delivered. Any issues or areas of concern that arise are researched and addressed in a timely manner in order to avoid compromising the quality of student learning. (II.B.14: ATM Meeting Minutes, II.B.37: Executive Committee Meeting Minutes)

Satisfaction regarding the quality, accessibility, and effectiveness of the student support services provided by the Admissions, Financial Aid, Deans, and Career Services departments is consistently high as evidenced throughout the student surveys, faculty/staff surveys, and 12-week student surveys. Specific survey findings are referenced throughout the Student Support Services standard of this Self Study. (II.B.1: 2012 12-week Surveys (Combined), II.B.2: 2012 Annual Faculty and Staff Survey, II.B.3: 2012 Annual Student Survey, II.B.40: Graduate Survey)

As a result of the evaluation and planning activities associated with the master planning process, the following are some of the improvements that have been made to MTI's student support services:

- A more proactive approach is taken in alerting students to challenge test results and notifications of make-up tests availability in the Learning Resource Center (LRC);
- Students are required to show an acceptable ID when obtaining report cards and completing challenge, make-up, and test-out exams. To facilitate this requirement, photo ID cards are now made for all students at orientation;
- A new system is in place for communicating with students via the SMS feature in CampusVue;
- Certificates are issued to recognize student involvement in community service and a notation is made on the student's transcript;
- The Student Resource Center has been redesigned.

(II.B.14: ATM Meeting Minutes, II.B.38: Executive Summary of MTI's Institutional Effectiveness in Program Review, Planning and Student Learning Outcomes, II.B.45: Master Plans)

Finally, in conjunction with the Executive Committee, the director of education and the deans closely monitor student retention. Tools used in tracking retention include the Retention Snapshot, monthly Rolling Retention Report, Annual Retention Summary, Removed from Active Report, Deans' LDA Report, Instructor Grade Sheets, and input from the New Student Committee meetings. In addition, faculty members calculate the classroom retention for each of their classes on a per-term basis. The intent is to gather baseline data to be used in directing support for faculty and classes. By examining fluctuations in student retention, the College can examine the factors contributing to the changes and address any deficiencies in its programs or student support services. (II.B.12: Annual Retention Summaries, II.B.32: Deans' LDA Report (Sample), II.B.42: Instructor Grade Sheet (Sample), II.B.65: Removed from Active Report (Sample), II.B.67: Retention Snapshot (Sample), II.B.68: Rolling Retention Report (Sample))

### **Planning Agenda**

No additional planning items have been identified at this time.

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

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

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**II.C.1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.**

**II.C.1.a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.**

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### **Descriptive Summary**

MTI's mission is to prepare its students with the knowledge, skills, and confidence necessary to pursue successful careers in their chosen profession. In support of this mission, MTI provides its students and faculty with access to a variety of resources and tools that are current, relevant, and lead toward the achievement of student learning outcomes (SLOs). Resources include the Learning Resource Center (LRC), instructor-led labs, test preparation programs, the MTI e-learning website ([elearning.mticollege.edu](http://elearning.mticollege.edu)), and well-equipped computer, medical, and cosmetology labs available for students to fine-tune their skills. In addition, because a significant portion of MTI's student population is comprised of working adults who spend limited time on campus, the College promotes lifelong learning by educating students about the many resources that are available online, through the public library system, and in the surrounding community.

The LRC is located in the main building on campus and is available to students and faculty Monday through Friday, 8:00 a.m. to 9:30 p.m. The center is managed by a full-time director, and is equipped with six personal computers with internet access, printers, a photocopier, an optical scanner and a collection of reference books, serials, periodicals, journals, and DVDs. The LRC also houses the law library which is maintained by the LRC staff and the department chair for Paralegal Studies. All but one of the classrooms is equipped with or has access to multi-media equipment to supplement instruction with resources available from the LRC collection.

The LRC is a certified Prometric and Pearson/VUE authorized testing center where students and faculty can take CompTIA, Microsoft, medical, and other industry-related certification exams.

The LRC also administers exams for students who are challenging or testing out of classes or who need to make up missed exams. In addition, students may obtain copies of their schedules, report cards, and unofficial transcripts from the LRC.

Open labs, staffed by qualified faculty, are scheduled each term to assist students who require additional instructor support. When open lab periods do not match a student's availability, or if a student requires additional individualized support, he or she is offered instructor-led tutoring at no cost. Schedules for open labs are available in the LRC and posted in the main building by the deans' offices.

Due to the hands-on nature of MTI's programs, student learning resources are available to students and faculty in the LRC and in the classrooms, labs, or clinic where they can be readily accessed for instruction, reference, and practice. While a variety of resources are available in the LRC, including the software programs and tutorials used on campus, many more are maintained in the appropriate classrooms and labs where they can be easily accessed and better utilized by faculty and students.

Cosmetology future professionals (students) and learning leaders (faculty) have access to instructional resources, teaching aids, and reference materials such as interactive instructional audio CDs and DVDs, skill cards, product recommendation cards, diagramming tools and stencils, mannequins, and other industry-related resources which are used in the classroom and are also available to check-out and review off campus. Other reference materials include John Paul Mitchell Systems (JPMS) newsletters and trade publications, product knowledge and industry materials, Masters Series interviews, color swatch books used to formulate color, and other Paul Mitchell Education reference materials and websites.

Healthcare students have access to current texts and periodicals on medical assisting, anatomy and physiology, pharmacology, medical terminology, billing and coding, and laboratory techniques. In addition, students have access to anatomy mannequins and diagrams, artificial arms and veins to practice injections, and a variety of games and other study aids geared toward helping students memorize and retain anatomy terminology. A majority of these resources are available in the lab for easy access.

Technology students preparing for their Microsoft and CompTIA certification exams have access to test preparation practice exams and lab simulation software in the LRC and in computer labs. In addition, students receive copies of test preparation, lab simulation, and virtualization software to install at home. Five computer labs are available for students to practice configuring and maintaining PC's and servers using virtualization software. A hardware lab equipped with hardware, software, tools, and reference materials is available for students to practice troubleshooting and repairing desktop and laptop computers, and repairing printers and other peripheral devices.

The department chair for Paralegal Studies and the director of the LRC ensure that the law library meets the requirements set forth by the American Bar Association (ABA), supports the Paralegal Studies curriculum, and fulfills the needs of MTI students and faculty. The collection contains a wide variety of resources, including secondary sources used to locate the law and

cases for citation purposes, volumes containing California Appellate Court and California Supreme Court decisions, Uniform Commercial Codes (UCC) used to define intra- and interstate contracts, and secondary source material for civil procedure before trial. The law library is reviewed regularly by the department chair and the Legal Advisory Board to ensure that it meets ABA guidelines. The last audit took place in August 2012 as part of the self-evaluation process for re-approval by the ABA. Paralegal Studies students are also provided with unlimited, 24/7 access to the LexisNexis online research tool, which is funded by the College. This gives students the ability to conduct research and work on their assignments from any computer with internet access. Students are introduced to LexisNexis in their Legal Research (LA226) class and use the software throughout the program as they study jurisdictions, Shepardizing, and Deerings Annotated Codes.

The College has used the online platform, eCollege, since the inception of its partial-online Paralegal Studies Year Two program in 2005. In 2008, the College began using the platform, Moodle, for other academic programs. Since then, the platform has evolved into a valuable resource for faculty, students and staff, both inside the classroom and out. The site is now referred to as the MTI e-learning website ([elearning.mticollege.edu](http://elearning.mticollege.edu)), and includes the following general information:

- Campus Announcements
- College information such as the catalog, student handbook, campus security report
- Student advisory focus group updates (formerly Student Advisory Group)
- Survey Results
- Scholarship Information
- Community Service Information
- Access to Course Evaluations

The Learning Resource Center maintains the following information for students:

- Legal Resources
- Internet Resources for Legal Students
- Sacramento Trivia
- General Information about the Learning Resource Center
- Microsoft Ultimate Steal Program Application
- Workstudy's Guide to Handling Functions in the LRC

In addition, several instructors maintain their courses on the e-learning website. Students can access their courses anytime, from any computer that has internet access. Although course sites vary from one instructor to the next, students generally have access to the following information:

- Course Syllabus
- Assignments
- Expectations for the Course or Assignments
- Case Studies
- PowerPoint Presentations

- Video Resources
- Informational Resources
- Links to Websites
- Course Evaluations

Faculty and Staff also have access to a wide variety of resources on the e-learning website, including the following:

- Campus Announcements
- College information such as the catalog, student handbook, personnel manual, campus security report
- Policies and Procedures
- Employer Advisory Board Meeting Minutes
- Campus-wide Training Modules
- Instructor Training Modules
- Paul Mitchell Learning Leader Training Modules
- Classroom Management Resources
- Enhancing Lectures
- Survey Results
- Town Hall Presentations
- Instructions for Using Moodle

Through the annual program review process, the department chairs, curriculum specialists, and faculty provide input and recommendations regarding the resources and tools that best support student learning and the achievement of SLOs. These recommendations are used to inform decision-making and the master planning process. The curriculum specialists and department chairs communicate with publishers regularly regarding the availability of existing titles and updates on upcoming changes and new releases.

### **Self-Evaluation**

In its ongoing effort to assess the effectiveness of its learning support services and ensure they continue to meet the needs of its students, MTI College relies on feedback and information from the annual student survey, faculty/staff survey, 12-week student surveys, course evaluations, ad hoc surveys, Academic Team (ATM) meetings, department meetings, and student advisory focus group meetings. In addition to the input gathered from internal sources, the College incorporates input from its Employer and Legal Advisory Boards, and requirements, recommendations, and best practices set by the ACCJC/WASC accrediting body and industry partners such as Paul Mitchell Education and the American Bar Association.

Results from the 2012 annual student survey indicate the following:

- 91 percent of respondents believe that Learning Resource Center (LRC) staff is friendly, helpful and approachable.

- 90 percent of respondents indicate that they are aware of the resources and materials available for students in the LRC.
- 85 percent of respondents are “satisfied” or “very satisfied” that computer labs have all the resources they need to be successful in their classes.

From a faculty/staff perspective, results from the 2012 annual faculty/staff survey indicate the following:

- 88 percent of respondents indicate that they promote the availability of the LRC to students.
- 94 percent of respondents are “satisfied” or “very satisfied” that the LRC staff is helpful.
- 89 percent of respondents indicate that they are aware of resources and materials available for students and faculty in the LRC.
- 94 percent of respondents are “satisfied” or “very satisfied” that their students have access to the resources they need to be successful in class.

MTI’s Test Pass Assurance (TPA) programs help students prepare to sit for their industry certification/licensure exams. Although the programs vary slightly, overall they consist of test preparation sessions, practice exams, and one exam attempt paid for by the College. TPA programs are in place to help students attain the following certifications/licenses: CompTIA A+ Technician, Microsoft Certified Solutions Associate (MCSA), Certified Coding Associate (CCA), Certified Medical Reimbursement Specialist (CMRS), California Certified Medical Assistant (CCMA), Certified Phlebotomy Technician (CPT1), and Licensed Cosmetologist with State of California. The director of the LRC is a Certified Testing Center Administrator for both Pearson/VUE and Prometric. This certification is renewed annually. (II.C.28: Test Pass Assurance (TPA))

As a result of the TPA programs, MTI’s certification pass rates are consistently high.

Certification/License	Pass Rate	Timeframe
Comptia A+ Technician	94%	2010 to present
Microsoft (MCSA) *	79%	2012
Phlebotomy (CPTI)	97%	2012
Medical Assistant (NCCT)	100%	2012
California Certified Medical Assistant (CCMA)	100%	2012
Certified Coding Assistant (CCA) *	50%	2012
Certified Medical Reimbursement Specialist (CMRS) – New	Not available	Not available
Cosmetology	95%	2011 – 2012

\* Note: As discussed in Standard II.A.5, the institution is aware of the need to address the pass rates for the Microsoft (MCSA) and Certified Coding Assistant (CCA) certifications. Work is in progress to increase the pass rates to levels comparable with the other certifications.

In order to keep abreast of student and faculty resource needs, the LRC works closely with academic staff and faculty to identify new materials to integrate into the center's collection, and determine ways to expand and improve MTI's learning support services. Feedback is also solicited from students regarding the availability, quality, and relevance of the resources and services available to them. This feedback is used by the curriculum specialists and faculty to ensure that the SLOs, and the curricula and methodologies used to achieve them, are supported by sufficient resources. Finally, as new instructional courseware is added, curriculum specialists and faculty identify supplemental resources necessary to support instruction and activities beyond the classroom. The LRC assists this effort by obtaining materials for evaluation purposes and incorporating them into the LRC resource collection once they have been adopted. (II.C.3: 2012 12-week Surveys (Combined), II.C.7: Annual Faculty and Staff Surveys, II.C.8: Annual Student Surveys, II.C.9: ATM Meeting Minutes)

Open labs are held throughout the week in English, business, desktop applications, accounting, math, statistics, hardware, and medical assisting. The labs are open to day and evening students on a walk-in basis and are staffed by qualified faculty. Schedules are available in the LRC and the dean's offices. In the case of the hardware and medical assisting labs, students have full access to materials and equipment whenever there is an instructor present.

Results from the 2012 annual student survey indicate the following:

- 85 percent of respondents are "satisfied" or "very satisfied" that the computer labs have all the resources they need to be successful in their classes.
- 85 percent of respondents are "satisfied" or "very satisfied" that computer labs are available at times they need them.

As part of the annual program review process, department chairs are asked to provide feedback on the quality and availability of MTI's student learning resources, and to make recommendations for improvement. The chairs solicit input from their faculty and comment on the resources in the LRC, open labs, tutoring, the TPA programs, and the availability of copiers, fax machines, audio/visual equipment, etc. Department feedback from the 2012 program review includes the following:

- **Paralegal Studies**  
"Student resources are abundant and accessible to all students through labs, equipment, tutoring, and the LRC. A copier is provided in the LRC for student use. All students have internet access while at the MTI campus. The Legal Administrative Assistant program and the Paralegal Studies Year One and Two programs receive a significant amount of legal resource books from LexisNexis to be utilized by the students in the LRC. The MTI College law library more than exceeded the ABA requirements for a fully stocked law library and resource center."
- **Accounting**  
"Current student resources are adequate. In addition to an open accounting lab staffed by our full-time faculty member, we regularly offer a supplemental open lab staffed by an

adjunct instructor. Beginning in 2013, the accounting program should begin a review of mobile device adoption in the future to help support the emergent mobile workplace.”

- **Business Administration/General Education**

“The addition of Moodle [e-learning] has been tremendous. We can now offer students online resources 24/7. Students and instructors can download material, review information, watch videos, complete lessons, check grades and upload information on the site. People are more comfortable with Moodle now and it’s hard to remember what it was like before we had it. We just have to make sure people actually use it!”

- **Cosmetology**

“Our enrollment is taxing our available square footage. Students and staff are feeling the limitations of our facility during day school. MTI continues to make alternate classrooms available across campus to accommodate our overflow as we grow our day school enrollment.”

- **Information Technology**

“Classrooms, faculty and lab areas are adequate. Continuing the two classroom upgrade cycles (winter/spring) is sufficient to ensure up-to-date machines for this program.”

- **Healthcare**

“The LRC seems to offer adequate resources in general. I would like to include more journals and/or magazines related to the Medical industry. I would need to receive approval for the subscriptions. The AHIMA journal would be very appropriate for our Medical Billing and Coding Specialists. The E-medsys and Medisoft software have been updated in the LRC. The TPA for the MBCS is working well. I have been monitoring and scheduling this test. A revised policy and procedure was updated with details for tracking purposes. A TPA for the Phlebotomy program has been implemented as of September of 2011. It has worked so well that NCCT called us asking why our scores were so high.

We implemented a TPA exam for the Medical Assisting program for the CCMA certification. We are now a Person Vue private test site for the CCMA test. Jack Boulier, LRC director, has been monitoring and scheduling the students as they qualify. The policies and procedures for all TPA’s have also been revised and added. I as Department Chair, have the responsibility to schedule, log and monitor the tests.“

(II.C.25: Program Review)

The content available on the MTI e-learning website ([elearning.mticollege.edu](http://elearning.mticollege.edu)) is completely MTI-driven. Faculty and staff select the materials and learning resources that best support student learning and achievement of SLOs. Because the site is maintained by the College, its content is continually changing and expanding based on the needs of students, faculty and staff. Since the expanded e-learning website is relatively new, efforts are being made to increase its use. At the time of the 2012 annual student survey, 66 percent of respondents had used resources on the e-learning website. In addition, results from the 2012 annual faculty/staff survey indicate that 94 percent of respondents agree with the statement, “I am aware of the instructor resources

available on Moodle (Policy and Procedure Handbook, MTI Personnel manual, classroom management tips, training modules etc.)” Feedback on the e-learning website and suggestions for improvement will be gathered from students, faculty and staff in the 2013 annual surveys and through program review. (II.C.4: 2012 Annual Faculty and Staff Survey, II.C.5: 2012 Annual Student Survey)

### **Planning Agenda**

The College will explore expanding its LRC catalog and circulation system to online in order to increase accessibility for students and faculty.

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### **II.C.1.b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.**

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### **Descriptive Summary**

Student demonstration of information competency skills is an important component of MTI’s degree programs. All General Education and Business Administration courses include a research component, as do several courses in the Paralegal Studies degree program.

MTI’s Learning Resource Center (LRC) is managed by a full-time director, who is a trained librarian with a master’s degree in Library Media Science and a Specialist of Education with a sixth-year degree. The director has over twenty years of experience in the field of education and library science media. He has worked in the public education arena in grades K-12, and at the graduate level for Piedmont College in Georgia. The director is available to answer questions and provide assistance to students who are conducting research or working on projects. The director is also knowledgeable in several of the curriculum areas taught at MTI College.

Students are introduced to the LRC by a tour conducted by the director. The tour is included as part of the College Success (B112) class and its purpose is to make the students aware of the materials and resources available in the LRC. The LRC also publishes a brochure that describes the resources and services it has to offer. The brochure is available in the LRC and on the MTI e-learning website ([elearning.mticollege.edu](http://elearning.mticollege.edu)). In addition to assisting students with on-campus resources, the LRC assists students in locating resources from various libraries in the Sacramento area and on the [saclibrary.org](http://saclibrary.org) website, and encourages students to take advantage of all resources available to them in the community. A listing of the various local libraries is available for student reference, including hours of operation, locations, phone numbers, email addresses, and URLs. In addition, to expand student awareness of various community and cultural events, the LRC produces a monthly calendar of free and inexpensive events that are available within the greater Sacramento area. (II.C.18: LRC Resources)

The LRC’s print resource collection is maintained to ensure that all serials are up-to-date. The collection is cataloged according to the Dewey Decimal System and an in-house electronic card

catalog is available to assist in locating materials. Efforts are being made to publish this catalog to a web server to make it more widely available and easily accessible to students and faculty.

In conjunction with MTI curriculum specialists, the LRC has published documents on conducting research and ‘how-to’ manuals for student and work study training. The *Internet and Research Manual* helps students develop the skills needed to effectively conduct research using the internet and other outside resources. The manual includes topics such as selecting Internet Service Providers, various types of access, techniques for using search engines, methods for conducting efficient searches, and recommendations for creating an effective research paper. The *Legal Research Manual* includes reference information for conducting online research using LexisNexis, and applying manual research techniques using primary and secondary law sources. The easy-to-follow directions, supplemented with classroom instruction enables students to further develop their skill and confidence in information competency. In addition to these two manuals, the *Computerized Legal Software Guide*, which was last updated in 2012, is available on the e-learning website to assist students with such topics as pleadings in Microsoft Word, and the Legal Solutions Plus, Abacus Law, and Timeslips software packages. Students also have access to reference material for saving and retrieving data in the legal Solutions Plus software, and an MLA formatting and style guide that includes basic in-text citation rules, proper formatting for quotations and how to properly format a works cited page. These resources and others are available on the e-learning website and are accessible from wherever there is internet access. Paralegal Studies students also receive a copy of the California Style Manual as a reference for properly formatting and citing cases and codes following California legal standards and requirements. (II.C.10: Computerized Legal Software Guide, II.C.15: Internet and Research Manual, II.C.16: Legal Research Manual, MTI e-learning website (elearning.mticollege.edu))

MTI maintains a relationship with the Sacramento County Public Law Library and promotes the use of the Sacramento County Public Library to offer students greater access to hardcopy and online resources. As part of the Legal Research (LA226) course, students receive a private tour of the Sacramento Public Law Library. Upon conclusion of the tour, students complete a research assignment while at the library. As part of the assignment, students must provide the case name and year of the decision for various citations located throughout the library. Throughout the General Education, Business Administration, and Paralegal Studies curricula and in several courses in the Year One degree programs, students learn various research strategies and how to utilize a variety of hardcopy and online resources, including internet tools and web-based databases such as EBSCO and LexisNexis, a premier industry research tool for legal resources. To supplement classroom instruction, the College maintains an ongoing schedule of open labs for students to receive assistance with their coursework and research. Tutoring for Paralegal Studies students attending Legal Research (LA226) is available through the department chair for Paralegal Studies. The LRC director assists students who have general desktop application questions or need assistance conducting research using technology-based tools. (II.C.12: Course Syllabi, Sacramento Public Library (saclibrary.org))

### **Self-Evaluation**

MTI promotes its universal outcome of becoming a lifelong learner by introducing students to the wide range of learning resources available to them through the College, the surrounding

community, and the internet. Through guided instruction, practical assignments, and assistance provided by resources such as the LRC, faculty tutors, and open labs, students develop competency in using technology to conduct research, organize data, and communicate information efficiently and effectively.

Students develop and apply research skills throughout the General Education (GE), Business Administration (BA), and Paralegal Studies courses. Students in GE and BA courses write formal research papers and develop presentations using resources from the LRC, public library, and the internet. Students learn about different types of sources and the criteria used to determine acceptability, and how to apply proper MLA formatting. Students also learn how to use library databases. Using the Sacramento County Public Library website ([www.saclibrary.org](http://www.saclibrary.org)), students learn how to expand/limit searches (subject vs. keyword); search by author & subject; limit to full-text articles; and how to use abstracts to find main points quickly. Paralegal Studies Year One degree students learn the basics of research in their legal courses, and go on to expand and apply their skills throughout Year Two of the program. As part of the Legal Research (LA226) class, students take a private tour of the Sacramento County Public Law Library and are asked to complete a research assignment before they leave. In addition, students learn how to conduct research using the online legal research tool, LexisNexis. Students learn different ways to research primary authorities for case law and enacted law, how to apply different techniques for researching secondary authorities, and how to properly prepare legal memoranda. (II.C.12 Course Syllabi)

MTI faculty members have access to a variety of resources and reference materials on adult learning, information competency and research, and preparation of formal research papers. In addition, the College provides training and support to instructors in the use of technology-based resources on an as-needed basis. Faculty receive hands-on training and reference materials for navigating and conducting research using the EBSCO databases and other resources available on the Sacramento County Public Library website. The EBSCO databases have been favorably received by faculty who believe the site gives students access to high quality, rigorous research tools. The MTI e-learning website also has a number of resources available for faculty reference. (II.C.18: LRC Resources, MTI e-learning website ([elearning.mticollege.edu](http://elearning.mticollege.edu)), Sacramento Public Library ([saclibrary.org](http://saclibrary.org)))

As illustrated in the following excerpts from 2011 and 2012 GE course assessments, the College is effective in helping students develop and apply skills in information competency. In each case, actual student achievement exceeded the target achievement set at the beginning of the assessment period. (II.C.2: 2011 GE Course Assessments, II.C.6: 2012 GE200 Outcomes and Assessments)

Course - SLO	Evaluation Method/Tool	Target Achievement	Actual Achievement
GE201 - Use a variety of academic sources effectively and integrate quotes in the body of the paper.	Final Exam	70%	81.78%
GE230 - Apply the methods and materials of research to write papers on economics.	Research Project	>8	8.92

Course - SLO	Evaluation Method/Tool	Target Achievement	Actual Achievement
GE232 - Apply the methods and materials of research to write papers on ethical topics and issues.	Research Project	>8	8.47
GE234 - Apply the methods and materials of research to write papers on American government topics and issues.	Research Project	>8	8.7
GE240 - Apply the methods and materials of research to write papers on the scientific, political and social impacts of environmental problems	Research Project	>8	8.19
GE251- Learn and applies the methods and materials of historical research.	Research Project	>8	9.21

### **Planning Agenda**

No additional planning items have been identified at this time.

**II.C.1.c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.**

### **Descriptive Summary**

A significant portion of the MTI's student population is comprised of working adults who spend limited time on campus. Because of this, the College strives to provide assistance and support directly upon request and promotes lifelong learning by educating students about the many resources that are available online, through the public library system and in the surrounding community.

As described in standards II.C.1 and II.C.1.a., students and faculty have access to a wide variety of resources and services that support student learning. These resources are available in the Learning Resource Center (LRC) and in specific classrooms or labs where they are readily accessible to students and faculty. Paralegal Studies OnlinePlus students attend classes on campus one night a week and have access to the LRC and other learning resources while on campus. Other online resources are readily accessible to OnlinePlus students through the MTI e-learning website ([elearning.mticollege.edu](http://elearning.mticollege.edu)) and LexisNexis.

Whenever students are in need of assistance, they are encouraged to speak with their instructors, the dean, department chair or the director of education. Several student learning resources and services are available on a walk-in basis; however, if these resources do not meet the student's need, reasonable efforts are made to find suitable alternatives.

The College continually evaluates the use of technology-based solutions to enrich the learning process and make student and faculty-related student learning resources more easily accessible. The e-learning website is available to students, faculty and staff on a 24/7 basis from any machine with internet access. The site is relatively new; however, it has already proven to be a valuable tool for communicating information and sharing resources with students, faculty and staff alike.

### **Self-Evaluation**

MTI College provides students and personnel responsible for student learning programs and services sufficient access to the library and other learning support services, regardless of their location or means of delivery. The LRC is located in the main building on campus, and is available to students and faculty Monday through Friday, 8:00 a.m. to 9:30 p.m. Hours of operation and staffing are adjusted periodically to accommodate LRC usage patterns. The center is managed by a full-time director who is available to answer technology- and research-related questions. Instructors are also available to answer questions during their office hours and through instructor-led labs and tutoring. Due to the hands-on nature of several of MTI's programs, learning resources are available to students and faculty in the LRC and in the classroom, lab, or clinic setting where they can be readily accessed during instruction or during lab times for reference and practice. As mentioned earlier, the College maintains a relationship with the Sacramento County Public Law Library and promotes the use of the Sacramento County Public Library and library website ([saclibrary.org](http://saclibrary.org)) to offer students greater access to hardcopy and online resources. A listing of the various local libraries is available for student reference, including hours of operation, locations, phone numbers, email addresses, and URLs.

Results from the 2012 annual student survey indicate that 92 percent of respondents are "satisfied" or "very satisfied" that they have access to the resources they need to be successful in their classes. From a faculty perspective, responses from the 2012 annual faculty/staff survey indicate that 89 percent of respondents are aware of resources and materials available for students and faculty in the LRC, and 94 percent believe that their students have access to the resources they need to be successful in class.

Open labs, staffed by qualified faculty, are scheduled each term to assist students who require additional instructor support. The deans ensure that sufficient labs are scheduled to meet students' needs, and are available at times that are convenient and accessible. Schedules are published and posted in the LRC, on the LRC page on the e-learning website, and by the deans' offices. When open lab periods do not match a student's availability, or if a student requires individualized support, the student is referred to the department chair who works with the student directly, or arranges for additional support. The College continues to assess student satisfaction regarding the support provided through the instructor-led labs and instructor-delivered tutoring.

Technology-based solutions have been implemented to increase the accessibility of various student- and faculty-related learning support resources. As mentioned, students have access to online research databases, such as EBSCO through the Sacramento County Public Library website and to the LexisNexis legal research tool. Other technology-based learning resource tools available online, in the LRC, or in the labs include Self-Test and Test-Out test preparation

software for the CompTIA A+ Technician and Microsoft IT certification exams, lab simulation software, and discussion boards and online assessments available to MTI OnlinePlus students. The director of the LRC is also developing a system to help students and faculty access web resources and other support materials provided by textbook publishers.

As initially implemented in the LRC's 2006 master plan, the director inventories the LRC collection, and organizes and labels materials using the Dewey Decimal system and Library of Congress subject headings. The director has also expanded the electronic database used to track and maintain the inventory. In 2012, the LRC master plan includes the goal to expand the database to include web-access to enable students and faculty to search the collection over the internet. (II.C.1: 2006 LRC Master Plan, II.C.17: LRC 2012 Departmental Review)

### **Planning Agenda**

No additional planning items have been identified at this time.

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### **II.C.1.d. The institution provides effective maintenance and security for its library and other learning support services.**

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### **Descriptive Summary**

MTI is committed to maintaining the quality and security of the learning resources and services available through the Learning Resource Center (LRC) and the Academic Branch. The LRC director is responsible for overseeing the maintenance and security of the center and its equipment and resources. The director and his staff monitor activity in the LRC and the VUE/Prometric testing room with the assistance of security cameras. An electronic database is used to maintain the LRC inventory and track circulation, and all materials and equipment must be checked out through the circulation desk. Finally, students are asked to sign in when using the LRC.

Make-up, challenge, and test-out exams are administered by LRC staff following MTI guidelines and procedures. The LRC notifies students of the availability of make-up exams through e-mail. The student's identity is verified through a photo identification card. Students must sign a Test Center Agreement form outlining the expectations of student behavior while completing an exam. When a student completes an exam, the issuing instructor is notified through e-mail. When the instructor picks up the exam from the LRC, he or she is required to sign a release. (II.C.19: LRC Test Center Agreement)

Specific policies and procedures are in place to ensure that the LRC's testing services are reliable, well-organized, and secure. The LRC strictly adheres to the *Pearson VUE Policy and Procedure Guide* and the *Prometrics Policy and Procedure Guide* when administering industry certification exams. Test administrators are specially trained and certified. Only a Pearson VUE-certified testing administrator can administer their exams, and a Prometric Certified Testing Center administrator is required to conduct their certification assessments. At this time, Pearson VUE is

the only authorized agent to deliver the CompTIA A+ and CMBC exams. Prometric is the only authorized agent to deliver the Microsoft certification exams.

LRC policies and procedures are documented in a series of work study guides available on the MTI e-learning website (elearning.mticollege.edu). All new LRC employees receive orientation training that includes awareness of security issues and maintaining the integrity of the LRC and its resources and services. (II.C.20: LRC Training Guides)

Finally, the quality and effectiveness of the support provided through the open labs is under the direct oversight of the department chairs. With the assistance of key faculty, the chairs ensure that the labs, equipment, software, and supplies are available to students and in working order.

### **Self-Evaluation**

MTI continually monitors the quality, integrity, and security of the learning resources and services it offers, and the impact they have on helping students achieve the institution's student learning outcomes (SLOs).

When considering security options for the LRC, the College researched the installation of a materials security system. After evaluating several designs, it was determined that access for individuals with physical disabilities would be greatly reduced if the required security equipment were to be installed. As an alternative, electronic surveillance cameras were installed to monitor activity in the LRC.

As part of being a Prometric and Pearson VUE testing center, the LRC is subject to random evaluations by Prometric and/or Pearson VUE. The purpose is to ensure that the testing center is operating in compliance with the rules and regulations prescribed by Prometric and/or Pearson VUE. After an evaluation visit, the LRC receives a report evaluating its performance. As a result of feedback from one of the visits, the LRC increased the security in the testing center by installing a close circuit camera in the testing room and a video monitor at the LRC front desk.

The LRC director immediately addresses issues or concerns regarding the delivery, maintenance, and security of MTI's learning resources and services in order to minimize any negative impact on students or faculty. The director enlists the assistance of the director of education, deans, and the department chairs in resolving issues. In terms of maintenance, while the LRC director conducts an annual inventory of the center's collection of learning resources and equipment, he has identified the need to conduct a systematic audit of the collection database to ensure its integrity. As part of program review, the department chairs and curriculum specialists are asked to participate in evaluating the collection and make recommendations for resources to add in support of the curricula and student achievement of the SLOs. In addition, the LRC staff reviews a variety of websites that provide information in a number of areas of interest to students. These sites include research sites, free software sites, web browsers, and vendor sites that make commercial software available to students at academic pricing. Recommendations made during the inventory process are included in the master planning and annual budget/resource allocation process.

## **Planning Agenda**

No additional planning items have been identified at this time.

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**II.C.1.e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.**

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## **Descriptive Summary**

When MTI collaborates with other institutions or sources for learning support services, the College ensures that the services being delivered are of high quality, are accessible, and meet the learning needs of its students. The College maintains documentation of all agreements and contracts, and reviews them on a regular basis.

Currently, the College maintains agreements for learning support services with the Sacramento County Public Law Library, LexisNexis, eCollege, Paul Mitchell Education, Pearson VUE and Prometric. In addition, the College maintains agreements with an extensive list of medical offices, clinics, diagnostic labs, and hospitals which serve as externship sites for the Medical Assistant and Phlebotomy programs. All agreements are documented and kept on file by the chief financial officer. With the exception of the Pearson VUE and Prometric testing services, the learning support services obtained through these agreements are incorporated into the curriculum and are also available as additional support outside of the class. Because of this, curriculum specialists are able to monitor their use and evaluate them with direct input from students and faculty. Additional feedback is obtained through annual surveys, course evaluations, department meetings, Academic Team (ATM) meetings, and student advisory focus group meetings.

## **Self-Evaluation**

In support of MTI's commitment to providing quality education and support to its students, all agreements for learning support services are carefully considered prior to being established, and are reviewed on a periodic basis.

At the time agreements for learning support services are established, the appropriate department chair, director of education, campus director and/or the director of operations meet with the service provider to ensure that the product or service being offered provides sufficient support toward the achievement of SLOs and fits within the culture of MTI College. Once details have been determined and pricing has been negotiated (where applicable), final approval must be obtained through the campus director or the president of the college. The chief financial officer

maintains documentation of the agreements, and the department chair works with the curriculum specialist to ensure that the service or resource is incorporated into the curriculum. The department chair also monitors the impact the added service or resource has on student learning. The agreements are reviewed on a periodic basis by the department chair, director of education, director of operations, chief financial officer, and/or campus director. Current agreements for student learning resources and services have been reviewed within the last two years with the exception of those established within the last calendar year.

Due to the nature of the externship agreements in the healthcare programs, the department chair for healthcare programs and the externship coordinator conduct regular site visits to all externship sites where students are assigned. In addition, exit interviews and evaluations are conducted at the end of the externship assignment in order to gain feedback on the student's performance and on the quality of the externship experience. (II.C.22: Medical Assistant Externship Exit Evaluation, II.C.24: Phlebotomy Externship Exit Evaluation)

### **Planning Agenda**

No additional planning items have been identified at this time.

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**II.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

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### **Descriptive Summary**

MTI relies on feedback and information obtained from a broad range of sources to assess the effectiveness of the learning support resources and services offered through the Learning Resource Center (LRC) and the Academic Branch. Student feedback is collected and evaluated through the annual student survey, course evaluations, ad hoc surveys, and student advisory focus group meetings. Staff and faculty feedback is gathered through the annual staff/faculty survey, ad hoc committees and surveys, Academic Team (ATM) meetings, department meetings, Town Hall meetings, daily PowWows, the program and course assessment process, and program review. All information and feedback is available to faculty and staff for review, and is distributed to departments in hardcopy or electronic format. (II.C.7: Annual Faculty and Staff Surveys, II.C.8: Annual Student Surveys, II.C.9: ATM Meeting Minutes, II.C.11: Course Evaluation Templates, II.C.13: Department Meeting Minutes, II.C.25: Program Review, II.C.27: Student Advisory Group - Student Advisory Focus Group)

Feedback and information regarding the quality of learning support services and the degree to which they support the achievement of student learning outcomes (SLOs) are used in the program review, master planning and budget/resource allocation processes. These planning processes are explained in detail in Standard I.B. of this report. A key element in the master

planning process is self-assessment. Before the LRC and the academic departments develop their goals for the year, they evaluate the availability, utilization, and effectiveness of the resources and services they offer. From this, goals for improving MTI's student learning resources and services are determined for the upcoming year. Throughout the year, as the LRC and academic departments work toward accomplishing their goals, they assess their progress and update their master plans. At the end of the planning year, the departments assess their accomplishments and incorporate their findings into future plans for ongoing improvement. (II.C.9: ATM Meeting Minutes, II.C.14: Executive Committee Meeting Minutes, II.C.21: Master Plans)

### **Self-Evaluation**

In order to assure the quality and value that the student learning resources and support services bring to the curricula, students and faculty are asked for their feedback and suggestions for improvement. Decisions regarding the continued use of particular resources or services are based in large part on the feedback received from students and faculty.

All feedback and information collected from students, faculty, and staff is used extensively by the LRC, the academic departments, and the Academic Team (ATM) in master planning and other ongoing activities aimed at maximizing student satisfaction and success. Satisfaction regarding the quality, accessibility, and effectiveness of learning resources and services, including the LRC and open labs, is evidenced throughout the 2012 annual student and faculty/staff surveys. Opportunities for improvement include expanding technology reference materials in the LRC, ensuring availability of computers, and ensuring ongoing awareness of LRC resources and services. (II.C.3: 2012 12-week Surveys (Combined), II.C.4: 2012 Annual Faculty and Staff Survey, II.C.5: 2012 Annual Student Survey, II.C.9: ATM Meeting Minutes, II.C.13: Department Meeting Minutes, II.C.21: Master Plans)

As a direct result of evaluation, dialogue, and planning, several improvements have been made to the LRC and other learning support services. Examples include but are not limited to the following:

- Increased staffing in order to provide continuous LRC support
- Increased hours of operation
- Relationships with the Sacramento County public and law libraries to increase student access to hardcopy and online research materials
- Creation of an electronic cataloging system that allows for easier and more efficient maintenance of LRC inventory and increased access to LRC materials
- The ability to borrow materials and equipment from the LRC for use off campus
- Orientations and tours of the LRC to increase student awareness of available learning resources and services
- Access to legal research software in the LRC
- Updated testing procedures to ensure a consistent and secure testing environment
- A closer working relationship between the LRC and the Academic Team to facilitate integrated planning and support in providing students and faculty with the learning resources and services needed to achieve their academic goals.

(II.C.9: ATM Meeting Minutes, II.C.21: Master Plans, II.C.25: Program Review)

**Planning Agenda**

No additional planning items have been identified at this time.

## **List of Supporting Evidence for Standard II**

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

- II.A.1 2011 ABA Site Visit Report
- II.A.2 2011-2012 ACCJC Annual Report
- II.A.3 2012 12-week Surveys (Combined) (Folder: 12-week Survey)
- II.A.4 2012 Annual Faculty and Staff Survey
- II.A.5 2012 Annual Student Survey
- II.A.6 2012 Credit Hour Calculations
- II.A.7 Academic Freedom
- II.A.8 Academic Honesty
- II.A.9 ACCJC College Status Report on SLO Implementation
- II.A.10 Admissions Department Meeting Agendas
- II.A.12 Admissions Training Binder - AVAILABLE ON CAMPUS
- II.A.13 Agreement to Uphold Academic Honesty
- II.A.14 American Bar Association Standards - AVAILABLE ON CAMPUS
- II.A.15 Annual Faculty and Staff Surveys
- II.A.16 Annual Student Surveys
- II.A.17 Articulation Agreement Summary
- II.A.18 ATM Meeting Minutes
- II.A.19 Award of Credit
- II.A.20 BA2.GE Department Meeting Minutes 2012
- II.A.21 Campus Security Report
- II.A.22 Challenging and Testing Out of a Class
- II.A.23 Computer Usage Agreement
- II.A.24 Course Assessment - Assessment Plans
- II.A.25 Course Assessment - Completed Assessments
- II.A.26 Course Evaluation Templates
- II.A.27 Course Syllabi
- II.A.28 Course Syllabi – GE Courses
- II.A.29 Curriculum Summary
- II.A.30 Department Meeting Minutes
- II.A.31 EAB minutes 9-19-2012
- II.A.32 Employee Code of Ethics
- II.A.33 Employer Advisory Board Meeting Minutes
- II.A.34 Employer Surveys
- II.A.35 End-of-Program Survey - 2011-2012 Business Administration Year Two
- II.A.36 End-of-Program Survey - 2012 - 2013 Medical Assistant
- II.A.37 End-of-Program Survey - 2012 Paralegal Program Year One
- II.A.38 End-of-Program Survey - 2012-2013 Information Technology Network Admin Year One
- II.A.39 End-of-Program Survey - 2012-2013 Paralegal Studies Year Two
- II.A.40 End-of-Program Surveys

- II.A.41 Enrollment Agreements
- II.A.42 Executive Summary of MTI's Institutional Effectiveness in Program Review, Planning and Student Learning Outcomes
- II.A.43 Faculty Policy and Procedure Manual
- II.A.44 Grading System
- II.A.45 Graduate Survey
- II.A.46 Guest Artist Guidelines
- II.A.47 Injury and Illness Prevention Plan (IIPP)
- II.A.48 Inservice Training
- II.A.49 Institutional Planning Map
- II.A.50 Institutional Withdrawal and Refund
- II.A.51 Instructor Observation Form
- II.A.52 Legal Advisory Board
- II.A.53 Legal Advisory Board Meeting Minutes
- II.A.54 Legal Graduate Survey ABA
- II.A.55 Master Plans
- II.A.56 Medical - 2011 Program Review
- II.A.57 Medical Department Meeting Minutes 2012
- II.A.58 MTI Catalog Supplement
- II.A.59 MTI College website (mticollege.edu)
- II.A.60 MTI Online Training Modules
- II.A.61 MTI Personnel Manual
- II.A.62 New Student Committee Meeting and Rubric
- II.A.63 Official Transcript (Sample)
- II.A.64 Orientation Agenda
- II.A.65 Outcomes and Assessment Map
- II.A.66 Paralegal Department Meeting Minutes – 2012
- II.A.67 Paul Mitchell Cosmetology Program Supplement
- II.A.68 Professionalism Rubric
- II.A.69 Program Assessment - Assessment Plans
- II.A.70 Program Assessment - Completed Assessments
- II.A.71 Program Review
- II.A.72 Program Summary Sheets
- II.A.73 Program Templates
- II.A.74 Return to Title IV Funds
- II.A.75 Rules for Success
- II.A.76 Satisfactory Academic Progress
- II.A.77 State of CA Application for Approval - Cosmetology Program - AVAILABLE ON CAMPUS
- II.A.78 State of CA Application for Approval - Phlebotomy Program - AVAILABLE ON CAMPUS
- II.A.79 Student Advisory Group - Student Advisory Focus Group
- II.A.80 Student Handbook
- II.A.81 Teach-the-Teacher
- II.A.82 Test Pass Assurance (TPA)

- II.A.83 Town Halls
- II.A.84 Transfer of Credit
- II.A.85 Unauthorized Distribution of Copyrighted Materials
- II.A.86 Universal Outcomes
- II.A.87 Vision for Learning
- II.A.88 [www.online.mticollege.edu](http://www.online.mticollege.edu)

## **II.B. Student Support Services**

- II.B.1 2012 12-week Surveys (Combined) (Folder: 12-week Survey)
- II.B.2 2012 Annual Faculty and Staff Survey
- II.B.3 2012 Annual Student Survey
- II.B.4 2012 PM Future Professional Student Survey
- II.B.5 Accommodation for Disabled
- II.B.6 ADA Accommodation Request & Med Form
- II.B.7 Admissions Advisor Interview Observation
- II.B.8 Admissions Assessments
- II.B.9 Admissions Department - 2012 Departmental Review
- II.B.10 Admissions Interview Questionnaire – Form A
- II.B.11 Annual Faculty and Staff Surveys
- II.B.12 Annual Retention Summaries
- II.B.13 Annual Student Surveys
- II.B.14 ATM Meeting Minutes
- II.B.15 Authorization to Release Education Record Information
- II.B.16 BloodSource Online Data
- II.B.17 Cal Grant Offset Program
- II.B.18 Cal Grant Promotion
- II.B.19 California Disclosure and Background Authorization Form
- II.B.20 Career Services 2012 Departmental Review
- II.B.21 Career Services Audit
- II.B.23 Certificates of Achievement
- II.B.24 Christina Smith Memorial Fund
- II.B.25 Commitment to Certification – TSS & ITNA1
- II.B.26 Community Diversity Activities
- II.B.27 Community Service
- II.B.28 Cosmetology Program Writing Assessment
- II.B.29 Course Evaluation Templates
- II.B.30 Course Syllabi
- II.B.31 Course Syllabi – GE Courses
- II.B.32 Deans' LDA Report (Sample)
- II.B.33 Department Meeting Minutes
- II.B.34 Employer Advisory Board Meeting Minutes
- II.B.35 Employer Surveys

- II.B.36 Enrollment Agreements
- II.B.37 Executive Committee Meeting Minutes
- II.B.38 Executive Summary of MTI's Institutional Effectiveness in Program Review, Planning and Student Learning Outcomes (Folder: Executive Summary - Program Review, Planning & SLOs)
- II.B.39 Faculty Newsletters
- II.B.40 Graduate Survey
- II.B.41 Institutional Planning Map
- II.B.42 Instructor Grade Sheet (Sample)
- II.B.43 Legal Advisory Board Meeting Minutes
- II.B.44 Legal Graduate Survey ABA
- II.B.45 Master Plans
- II.B.46 Master Student Award (Sample)
- II.B.47 Medical Externships and Job Placement
- II.B.48 Medical Program Dress Code
- II.B.49 Medical Program Drug Testing
- II.B.50 MTI Brag Book - AVAILABLE ON CAMPUS
- II.B.51 MTI Catalog Supplement
- II.B.52 MTI College website ([mticollege.edu](http://mticollege.edu))
- II.B.53 MTI e-learning website ([elearning.mticollege.edu](http://elearning.mticollege.edu))
- II.B.54 MTI Online Training Modules
- II.B.55 New Student Committee Meeting and Rubric (New Student Committee)
- II.B.56 New Student Kit - AVAILABLE ON CAMPUS
- II.B.57 Official Transcript (Sample)
- II.B.58 Open Lab Schedule
- II.B.59 Orientation Agenda
- II.B.60 Outcomes and Assessment Map
- II.B.61 Paul Mitchell Cosmetology Program Supplement
- II.B.62 Person of Positive Influence (POPI)
- II.B.63 Professionalism Rubric
- II.B.64 Program Summary Sheets
- II.B.65 Removed from Active Report (Sample)
- II.B.66 Retention and Maintenance of Student Files
- II.B.67 Retention Snapshot (Sample)
- II.B.68 Rolling Retention Report (Sample)
- II.B.69 Rules for Success
- II.B.70 Satisfactory Academic Progress
- II.B.71 Student Advisory Group - Student Advisory Focus Group
- II.B.72 Student Attendance
- II.B.73 Student Exposure Liability Disclosure
- II.B.74 Student Handbook
- II.B.75 Student Records and Privacy Rights FERPA
- II.B.76 Student Services - 2012 Departmental Planning
- II.B.77 Student Services - 2013 Departmental Review

- II.B.78 Student Services Assistant 3-2013
- II.B.79 Teach-the-Teacher
- II.B.80 Three-way Test
- II.B.81 Universal Outcomes
- II.B.82 Universal Outcomes Assessment
- II.B.83 Vision for Learning
- II.B.84 Weekly Announcements (Sample)

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

- II.C.1 2006 LRC Master Plan
- II.C.2 2011 GE Course Assessments
- II.C.3 2012 12-week Surveys (Combined) (Folder: 12-week Survey)
- II.C.4 2012 Annual Faculty and Staff Survey
- II.C.5 2012 Annual Student Survey
- II.C.6 2012 GE200 Outcomes and Assessments
- II.C.7 Annual Faculty and Staff Surveys
- II.C.8 Annual Student Surveys
- II.C.9 ATM Meeting Minutes
- II.C.10 Computerized Legal Software Guide
- II.C.11 Course Evaluation Templates
- II.C.12 Course Syllabi
- II.C.13 Department Meeting Minutes
- II.C.14 Executive Committee Meeting Minutes
- II.C.15 Internet and Research Manual
- II.C.16 Legal Research Manual
- II.C.17 LRC 2012 Departmental Review
- II.C.18 LRC Resources
- II.C.19 LRC Test Center Agreement
- II.C.20 LRC Training Guides
- II.C.21 Master Plans
- II.C.22 Medical Assistant Externship Exit Evaluation
- II.C.23 MTI e-learning website ([elearning.mticollege.edu](http://elearning.mticollege.edu))
- II.C.24 Phlebotomy Externship Exit Evaluation
- II.C.25 Program Review
- II.C.26 Sacramento Public Library ([saclibrary.org](http://saclibrary.org))
- II.C.27 Student Advisory Group - Student Advisory Focus Group
- II.C.28 Test Pass Assurance (TPA)

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## **Standard III: Resources**

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness. Accredited colleges in multi-college systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited colleges.

### **III.A. Human Resources**

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

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**III.A.1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.**

**III. A.1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.**

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### **Descriptive Summary**

In support of the institution's mission and universal outcomes, MTI's staff and faculty possess the skills, education, experience, and personal qualities necessary to motivate and educate students toward becoming capable, competent career professionals and lifelong learners.

The MTI personnel manual is a practical and comprehensive document that clearly defines and explains the institution's personnel system, including policies regarding employee selection, orientation, and probation; position classifications; operation standards and conditions; hours and schedules; compensation and payroll; employee benefits; performance evaluations; training and

safety; and discipline, administrative review, and employee separation. The personnel manual is reviewed on an annual basis. As policies are revised or introduced throughout the year, the academic officer distributes them via e-mail to the department chairs and managers who in turn share them with appropriate staff and faculty. (III.A.31: MTI Personnel Manual)

Current academic and administrative job descriptions are maintained and stored electronically on the campus network. The descriptions accurately reflect the duties and responsibilities of each position, and are reviewed and updated on a regular basis. As part of the annual performance review, supervisors and employees review MTI job descriptions to ensure they remain current. Updates to job descriptions are proposed by supervisors with substantive changes being approved by the Executive Committee.

MTI faculty members are knowledgeable of the subject matter they are responsible for teaching and are qualified through education, work experience, and certification or licensure where applicable. Department chairs directly supervise faculty and drive the hiring process with the assistance of curriculum specialists. Department chairs and curriculum specialists are also members of the faculty and are familiar with the requirements for teaching in a learner-centered, outcomes-based environment. As part of the hiring process, all teaching candidates are required to participate in a personal interview with the department chair, deliver a teaching demonstration, and in the case of online instructors, submit samples of online course materials.

Administrative staff positions are held by individuals who are competent in meeting job expectations and contribute to the efficient operation of the College. Candidates for administrative positions undergo a personal interview with the hiring manager and are selected based on their qualifications, potential to contribute to the mission, employment assessment scores, and references.

As part of the hiring process for all employees, candidates must provide documentation of their education, technical experience, and employment background, including a current resume and industry certifications and/or licenses, as applicable. In addition, official academic transcripts are obtained for faculty in order to confirm that any degrees held are from institutions accredited by recognized U.S. accrediting agencies, or that equivalence has been established in the event the degree granted is from an institution outside the United States.

Faculty qualifications are documented for each subject area. The qualifications include education, professional experience, certification/licensure, and teaching experience. The qualifications are attached to the full-time and adjunct faculty job descriptions and are reviewed on a periodic basis. In addition, the college catalog includes the degrees earned and fields of study for all faculty members listed in the catalog.

### **Self-Evaluation**

MTI ensures the integrity and quality of its programs and services by employing staff and faculty who not only possess the necessary education, training, and experience, but who also emulate the mindset and characteristics associated with its mission, vision, and universal outcomes.

Instructors are selected based on their demonstrated knowledge of the subject, interpersonal skills, and ability to impart knowledge in a clear and comprehensive manner that facilitates student learning. Minimum experience and educational requirements for instructors vary depending on the course. For example, general education faculty must possess a Master's degree or higher, phlebotomy and cosmetology faculty must be certified or licensed by the State of California, and faculty who teach technology courses that lead to certification must possess that same certification in order to teach the class.

On occasion, an experienced MTI instructor may be considered to teach a course in a related subject area in which he or she may not have formal academic training. Assignments of this nature are done very selectively and only after careful consideration of the instructor's education, training and experience as well as the subject area and the depth and breadth of the course. First-time instructors are not allowed to teach courses for which they have not had formal academic training. Certain courses have faculty qualifications that are considered non-negotiable. In other words, without exception, instructors must meet the specified qualifications in order to teach the course. Instructor credentials are verified by the supervisor upon hire and are maintained on file. (III.A.28: Minimum Faculty Qualifications, III.A.31: MTI Personnel Manual)

All instructor candidates are required to deliver teaching demonstrations before a panel that typically consists of department chairs, curriculum specialists and/or faculty. The demonstration is based on a topic assigned by the chair and simulates a typical lesson taught in class. During the demonstration, the panel assesses the candidate's technical and instructional skills, potential to contribute to MTI's mission and culture, and the candidate's ability to facilitate student achievement of the SLOs. (III.A.23: Instructor Applicant Evaluation - Teaching Demonstration, III.A.31: MTI Personnel Manual)

Once hired, all new faculty members attend a new faculty orientation and Teach-the-Teacher session facilitated by the department chair. The orientation is designed to acquaint new instructors with the policies, procedures, mission, and culture of the College. As part of the training, new instructors receive access to electronic copies of the Faculty Policy and Procedure manual, the personnel manual, and the student handbook. New faculty members are required to complete twelve online instructor training modules, and all new hires must complete campus-wide training modules in preventing sexual harassment, diversity awareness, and improving customer service. Finally, prior to teaching their first class, new instructors must meet one-on-one with their assigned curriculum specialist in order to review the course-level SLOs, online course materials, assessment tools, supplemental materials, and to discuss strategies for preparing to teach the class. (III.A.20: Faculty Policy and Procedures Manual, III.A.30: MTI Online Training Modules, III.A.31: MTI Personnel Manual, III.A.36: Student Handbook)

Instructors teaching certain courses may be required to undergo additional training and preparation. For example, Cosmetology program learning leaders are required to attend Paul Mitchell's learning leader training which consists of 210 hours of instruction and a 3-day session called "Community Success". Instructors teaching courses in the Paralegal Studies OnlinePlus delivery format are trained to use the eCollege online platform by the department chair for Paralegal Studies. In addition, instructors teaching clinical classes in the Medical Assistant and Phlebotomy programs must review MTI's exposure control plan and demonstrate their

understanding of universal precautions. (III.A.3: 3-day Paul Mitchell Community Success Training, III.A.17: Exposure Control Plan, III.A.26: Learning Leader Training)

Hiring decisions for administrative staff positions are made by the hiring manager under the supervision of the Executive Committee. Selection of employees is of an impartial and practical nature and may be based on any combination of personal interview; performance, achievement, or aptitude assessments; work samples; or reference evaluations. Each newly hired employee receives an orientation to the College that includes a review of benefits and policies, a history of the College, an introduction to coworkers and supervisors, a detailed review of job responsibilities and written job description, and a tour of the facility. In addition, all newly hired, re-hired, or promoted employees serve a prescribed probationary period under close supervision. Guidance and coaching is offered to the employee during this time, and upon successful completion of the probationary period, the employee is evaluated and removed from probationary status. (III.A.31: MTI Personnel Manual)

The MTI personnel manual was last updated and adopted in March 2013. The revised manual was made available to staff and faculty on the MTI e-learning website ([elearning.mticollege.edu](http://elearning.mticollege.edu)), and hardcopies were made available upon request.

In 2007, employees began reviewing their job descriptions as part of the annual performance evaluation process. Together, the employee and his or her supervisor review the employee's job description and note any necessary changes. Changes that are substantive in nature are taken to the Executive Committee for approval. The employee is asked to sign the job description to acknowledge that the review took place. The signed description is attached to the performance evaluation and given to the chief financial officer who maintains personnel records and processes compensation increases. As a control mechanism, if the signed job description is not attached to the performance evaluation, the merit increase is not processed. Feedback from the 2012 annual faculty/staff survey indicates that 98 percent of respondents believe that their job descriptions accurately reflect their responsibilities. (III.A.1: 2012 Annual Faculty and Staff Survey, III.A.16: Executive Committee Meeting Minutes, III.A.25: Job Descriptions, III.A.31: MTI Personnel Manual)

### **Planning Agenda**

Where applicable, copies of employees' industry certifications, professional licenses, and background checks are maintained in their personnel files. Certain licenses and certifications must be renewed on a periodic basis; however, the College does not have a formal process in place to ensure that it receives copies of the renewals. The College will develop a standardized process for ensuring that employee files contain current copies of certifications and licenses.

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**III.A.1.b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.**

**III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.**

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### **Descriptive Summary**

It is MTI's policy and practice to conduct regular performance evaluations assessing the competence, efficiency, conduct, and merit of its employees. The institution's system for evaluating employee performance specifies the intervals for which employees are evaluated, outlines performance standards and expectations, and provides written criteria for evaluating performance. The Executive Committee is responsible for ensuring the integrity of the evaluation process by establishing performance standards and systematic evaluation methods and procedures

Typically, performance evaluations are conducted at the end of the employee's initial probationary period and on the anniversary of his or her date of hire each year. All newly hired, re-hired, or promoted employees serve a prescribed probationary period under close supervision. Guidance and coaching are provided to the employee during this time, and upon successful completion of the probationary period, the employee is evaluated and removed from probationary status. From that point on, the employee is evaluated on or about his or her respective anniversary date each year. The annual performance evaluation includes a self-evaluation completed by the employee, an evaluation completed by the employee's supervisor, and a private meeting to discuss the employee's performance and future goals. (III.A.31: MTI Personnel Manual)

Faculty members, including curriculum specialists, are evaluated using a separate system that includes an evaluation of their effectiveness in producing student learning and the achievement of MTI's student learning outcomes (SLOs). In addition to their probationary and annual evaluations, faculty members receive ongoing feedback regarding their instructional quality and effectiveness through online course evaluations completed by students and periodic classroom observations conducted by the department chairs. (III.A.20: Faculty Policy and Procedure Manual, III.A.31: MTI Personnel Manual)

To ensure performance evaluations are completed on a timely basis, the director's assistant is responsible for tracking employee anniversary dates and initiating the process by sending the

employee the self-evaluation form and notifying the supervisor of upcoming evaluation deadlines.

### **Self-Evaluation**

MTI's supervisory personnel evaluate the performance of their direct reports objectively and provide coaching and assistance when necessary to correct deficiencies and encourage improvement.

The annual performance evaluation process begins with a written self-evaluation completed by the employee. The self-evaluation is reviewed by the employee's supervisor, who then completes a written job-performance evaluation. When appropriate, the supervisor may seek input from the employee's colleagues to provide feedback on the employee's performance. The evaluation is discussed with the employee in a private meeting between the employee and supervisor. In addition, the employee's job description is reviewed, performance goals for the upcoming year are identified, and ideas and suggestions for improving student learning and the department itself are discussed. (III.A.31: MTI Personnel Manual, III.A.32: Performance Evaluation Forms)

Results from the 2012 annual faculty/staff survey indicate the following:

- 88 percent of respondents are "satisfied" or "very satisfied" that they receive feedback in the form of regularly scheduled performance evaluations.
- 87 percent of respondents are "satisfied" or "very satisfied" that the evaluation process is consistent and fair.
- 90 percent of respondents are "satisfied" or "very satisfied" that they receive recognition or praise for doing good work.

In the same survey, respondents were asked how long it has been since their last official performance evaluation. Responses indicate that 42 percent of respondents received an official evaluation within the last six months, 30 percent between six and twelve months, 15 percent over one year, 0 percent over two years and 12 percent say they have never received an official performance evaluation. The percentage of respondents who indicated not having received an evaluation includes employees who had not yet reached their anniversary date at the time of the survey. (III.A.1: 2012 Annual Faculty and Staff Survey)

Because faculty, including department chairs and curriculum specialists, are directly responsible for student progress toward achieving MTI's SLOs, their performance evaluations include an additional component that specifically addresses their effectiveness in helping students achieve those outcomes. The evaluations may include anonymous feedback from other faculty and coworkers, themes from anonymous student course evaluations, feedback from classroom observations, and feedback from the employee's supervisor. Curriculum specialists are also evaluated on their effectiveness in managing their assigned curriculum. As part of the evaluation process, the faculty member and his or her supervising department chair meet to discuss the evaluation. The instructor's major accomplishments, challenges he or she has faced, goals for the upcoming year, ideas and suggestions for improving student learning, ideas and suggestions for

improving the department, and the instructor's compensation are discussed. (III.A.31: MTI Personnel Manual)

Standardized templates used for assessing and documenting employee performance include the Instructor Observation form, the MTI Online Course Evaluation Tool, the Annual Performance Review (Faculty), and the Annual Employee Review (Staff). The tools and processes used to evaluate employee performance are documented in the personnel manual and the Faculty Policy and Procedure manual. (III.A.10: Course Evaluation Templates, III.A.20: Faculty Policy and Procedure Manual, III.A.24: Instructor Observation Form, III.A.31: MTI Personnel Manual, III.A.32: Performance Evaluation Forms)

Throughout the year, students complete evaluations at the end of each course to provide direct feedback to their instructors and the College regarding the quality of instruction and course materials. The evaluations are completed using an online evaluation tool that students can access from any computer on campus. The evaluations are anonymous and the feedback is not released to instructors until grades have been submitted. The evaluations are kept confidential and are typically viewed only by the instructor being evaluated and his or her department chair. Results from the 2012 annual faculty/staff survey indicate that 97 percent of faculty are "satisfied" or "very satisfied" that they receive adequate feedback regarding their performance in the classroom. (III.A.1: 2012 Annual Faculty and Staff Survey)

In addition to the course evaluations, instructors receive feedback through periodic classroom observations conducted by their department chair. These observations are intended as opportunities for instructors to receive constructive feedback on their performance in the classroom. A typical observation lasts approximately 20 to 30 minutes after which the instructor is asked to leave the classroom for a few minutes while the observer speaks directly with the students for additional feedback. Shortly after the observation, the instructor receives a copy of the completed observation form, including any feedback or suggestions for improvement. All instructors teaching a class for the first time are observed twice during their first term. Established instructors are observed at least twice a year to evaluate the quality and content of instruction and to ensure that sound teaching and assessment techniques are being employed.

### **Planning Agenda**

No additional planning items have been identified at this time.

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### **III.A.1.d. The institution upholds a written code of professional ethics for all of its personnel.**

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### **Descriptive Summary**

MTI's Code of Ethics is an over-arching statement that encompasses the standards and expectations for all employees of the College. The Code of Ethics was revised in 2012 and appears in the personnel manual. When the Code of Ethics was updated, all existing employees

were asked to review it and agree to abide by its content. All new employees will receive a copy of the Code of Ethics upon hire.

Statements and policies that complement and support the Code of Ethics include, but are not limited to, the following:

- Rules for Success
- Vision for Learning
- Universal Outcomes
- Academic Freedom policy
- Employee Participation policy\*
- Positive Representation policy\*
- Zero Tolerance policy for Harassment (including bullying), Discrimination and Retaliation\*
- Conflict of Interest policy\*
- Security and Confidentiality policy\*
- Alcohol and Drugs policy\*

\*Published in the MTI Personnel Manual

(III.A.4: Academic Freedom, III.A.5: Alcohol and Drugs, III.A.31: MTI Personnel Manual, III.A.34: Rules for Success, III.A.39: Universal Outcomes, III.A.40: Vision for Learning)

These and other statements and policies are published in the personnel manual and the Faculty Policy and Procedure manual. They are also available electronically on the MTI e-learning website ([elearning.mticollege.edu](http://elearning.mticollege.edu)) for staff and faculty to review at their discretion.

### **Self-Evaluation**

MTI College has had an employee Code of Ethics in place for many years. In 2012, a revised Code of Ethics was adopted by the Executive Committee (October, 2012) and approved by the Board of Trustees (October, 2012).

As stated in the revised Code of Ethics:

*MTI College, as an educational institution striving to help each student realize his or her potential, maintains a high standard of fairness and professional ethics for its faculty and staff. An obligation rests with all employees of MTI to be accountable for their actions and to perform their duties and represent themselves and the college in an honest, fair, and courteous manner. In support of this obligation, employees are responsible for adhering to all of MTI's policies, rules, and procedures, and for modeling the behaviors and actions found in MTI's Rules of Success, Vision for Learning, and Universal Outcomes. Any incidents of improper conduct should be reported immediately to the employee's supervisor who will take appropriate action. Further, retaliation against employees who come forward to raise genuine concerns about employee conduct will not be tolerated. (III.A.15: Employee Code of Ethics)*

The revised Code of Ethics was distributed to all employees with the payroll delivery made March 20, 2013. All employees were required to sign a copy of the Code of Ethics as an acknowledgement of receipt and agreement to abide by them.

Results from the 2012 annual faculty/staff survey indicate the following:

- 93 percent of respondents are “satisfied” or “very satisfied” that MTI College upholds appropriate standards of conduct for faculty, staff, and students.
- 95 percent of respondents are “satisfied” or “very satisfied” that MTI’s policies promote fair treatment of all personnel.
- 97 percent of respondents are “satisfied” or “very satisfied” that MTI provides a positive work environment.
- 100 percent of respondents are “satisfied” or “very satisfied” with their employment experience at MTI.
- 100 percent of respondents indicate that they would recommend MTI College to friends and relatives.

From a student perspective, results from the 2012 annual student survey indicate the following:

- 92 percent of respondents are “satisfied” or “very satisfied” that instructors create an environment of academic honesty and openness.
- 91 percent of respondents are “satisfied” or “very satisfied” that MTI College upholds appropriate standards of conduct for faculty, staff, and students.
- 83 percent of respondents believe that the College has a good reputation in the community.
- 90 percent of respondents believe that staff at MTI support their personal/professional development and success.
- 93 percent of respondents are “satisfied” or “very satisfied” with MTI College.
- 96 percent of respondents indicate that they would recommend MTI to friends or relatives.

### **Planning Agenda**

No additional planning items have been identified at this time.

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**III.A.2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.**

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### **Descriptive Summary**

MTI has a proven and stable full-time faculty that consists of twenty-three instructors, several of whom have been with the College for many years. Full-time faculty foster the consistent achievement of student learning outcomes (SLOs), maintain an open and positive learning environment, assess student performance, coach students toward improvement, and remain current in their respective area(s) of expertise and methods of instruction. In addition to their responsibilities as instructors, eight full-time faculty members also serve as curriculum specialists.

The College maintains the administrative staff it needs to ensure that its programs and services are delivered effectively, efficiently, and with a high degree of student satisfaction. Each department of the College is supervised by an experienced manager and is staffed by employees who are not only competent in performing their job functions; they are also committed to helping students successfully achieve MTI's SLOs, reach graduation, and obtain employment in their respective fields of study.

### **Self-Evaluation**

The director of education oversees the Academic Branch, which includes the seven academic departments: Paralegal Studies, Healthcare, Information Technology, Business Administration, General Education, Core Education, and Cosmetology. Each academic department, which includes faculty and curriculum specialists, is supervised by a department chair who is an experienced faculty member and academic administrator.

The full-time faculty consists of twenty-three well-qualified instructors who play a critical role in supporting the quality, academic integrity, and rigor of MTI's academic programs. A full-time externship coordinator was hired in 2010 to help increase the number of medical externship sites and maintain positive working relationships with site supervisors and preceptors. The externship coordinator is also a qualified instructor. Due to their instructional experience and knowledge in the subject matter, eight full-time faculty members also serve as curriculum specialists. In the Cosmetology program, there is one curriculum specialist. The department chairs are also active members of the faculty and carry curriculum specialist responsibilities. The director of the Cosmetology program and the Information Technology department chair are not currently assigned teaching responsibilities, as they both carry significant oversight and administrative responsibilities beyond their roles as department heads. (III.A.11: Curriculum Specialist Job Description, III.A.12: Department Chair Job Description, III.A.18: Externship Coordinator Job Description, III.A.21: Full-time Faculty Job Description)

The full-time faculty and curriculum specialists provide support and guidance to approximately fifty adjunct instructors in the various programs. As enrollments increase, new instructors are hired and existing faculty may be cross-trained to teach other related courses that are within their areas of expertise. Decisions to increase staffing are also based on the institution's ability to help students achieve SLOs and its ability to provide quality support services. To ensure that prospective employees possess the appropriate knowledge, skill, and experience desired, the hiring process includes a combination of personal interview; performance, achievement, or aptitude assessments; work samples; or reference evaluations. Hiring decisions for administrative staff positions are made at the discretion of the hiring manager under the supervision of members of the Executive Committee.

Results from the 2012 annual faculty/staff survey indicate the following:

- 85 percent of respondents are “satisfied” or “very satisfied” that faculty levels are adequate to support the school.
- 87 percent of respondents are “satisfied” or “very satisfied” that staff levels are adequate to support the school.
- 100 percent of respondents are “satisfied” or “very satisfied” that they have the training they need to do their job effectively.
- 93 percent of respondents believe that MTI is effective in helping newly hired employees become engaged in their work quickly.

### **Planning Agenda**

No additional planning items have been identified at this time.

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**III.A.3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.**

**III.A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.**

**III.A.3.b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.**

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### **Descriptive Summary**

MTI's personnel policies, practices, and procedures are documented in the personnel manual which is given to all employees upon hire. In addition to the personnel manual, faculty members receive the Faculty Policy and Procedure manual, which includes additional policy and procedural information specific to instructors. Upon hire, all employees are introduced to MTI's policies and procedures by their supervisors or, in the case of faculty, through the Teach-the-

Teacher orientation and training. The personnel manual and the Faculty Policy and Procedure manual are maintained on the campus network and on the MTI e-learning website (elearning.mticollege.edu) where they are accessible to all staff and faculty. The manuals are also available from an employee's supervisor upon request.

Personnel policies and procedures are developed in a systematic fashion that takes staff and faculty input into account. All policies must be approved by the Executive Committee and the Board of Trustees when appropriate. MTI administers its personnel policies consistently and equitably, ensuring fairness in all employment practices. In consideration of the possibility that disagreements, complaints, or problems may arise concerning working conditions, policies, practices, or management decisions that affect an employee's job, the College maintains policies that allow employees to voice their opinions on such matters. All personnel-related information is documented in the employee's personnel file, acted upon accordingly, and where appropriate, reviewed as part of the annual evaluation process.

The institution makes provisions for the security and confidentiality of all personnel records in accordance with the law. No issues regarding employee access or the security of the files have been reported. The chief financial officer is designated as the institution's personnel officer and is responsible for overseeing all personnel matters, including any amendments and revisions to the personnel manual. All major policies must receive approval from the Board of Trustees prior to appearing in the personnel manual. The most recent revision of the personnel manual was approved by the Executive Committee in March 2013 and was distributed electronically to faculty and staff via the MTI e-learning website in April 2013.

Personnel issues that pertain specifically to faculty appear in the Faculty Policy and Procedure manual. To ensure new faculty members receive the most current information, the manual is frequently reviewed and updated by the department chairs responsible for facilitating the Teach-the-Teacher orientation and training sessions. Throughout the year, various policies and procedures are revisited during department meetings and Academic Team (ATM) meetings to serve as reminders and encourage compliance. Questions and comments are welcome and often result in dialogue that leads toward the clarification or revision of policy. (III.A.8: ATM Meeting Minutes, III.A.13: Department Meeting Minutes, III.A.19: Faculty Newsletters, III.A.20: Faculty Policy and Procedure Manual, III.A.37: Teach-the-Teacher)

### **Self-Evaluation**

As newly adopted policies and procedures are approved, the academic officer distributes them via e-mail to the department chairs and managers, who in turn communicate them to faculty and staff as appropriate and incorporate them into the daily operation.

Results from the 2012 annual faculty/staff survey indicate the following:

- 97 percent of respondents are "satisfied" or "very satisfied" that MTI's policies and procedures are clearly defined.
- 98 percent of respondents indicate that they know whom to ask when they have questions about MTI's policies and procedures.

- 92 percent of respondents are “satisfied” or “very satisfied” that the MTI Personnel Manual is a good source of information regarding MTI’s policies and procedures.
- 90 percent of respondents are “satisfied” or “very satisfied” that the overall level of communication they experience at MTI is adequate.
- 85 percent of respondents are “satisfied” or “very satisfied” that department meetings are effective ways to participate and get information.

MTI’s employment standards, policies, and procedures are necessary for the efficient, fair, and consistent operation of the College and the protection of its employees. Employees are urged to use reasonable judgment at all times and seek supervisory assistance when faced with any situations that they are uncertain how to address. As a matter of policy, MTI seeks to resolve conduct and performance issues in the most informal and positive manner possible. The Executive Committee ensures that matters requiring disciplinary action are addressed appropriately and fairly, and that employees’ rights are protected at all times. Ninety-one percent of respondents in the 2012 faculty/staff survey believe that MTI’s policies promote fair treatment of all personnel. (III.A.1: 2012 Annual Faculty and Staff Survey, III.A.31: MTI Personnel Manual)

Employee records are maintained securely and confidentially. Faculty personnel records, with the exception of payroll information, are maintained by the director’s assistant. The chief financial officer maintains staff personnel records and all payroll information for the College. All records are maintained in secured areas and are accessible only by authorized personnel. MTI provides faculty and staff access to their personnel records during normal business hours, with advance notice, and in the presence of a designated MTI officer. The institution’s policy for maintaining employee files and ensuring employee access to their records is documented in the personnel manual. (III.A.31: MTI Personnel Manual)

### **Planning Agenda**

No additional planning items have been identified at this time.

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**III.A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.**

**III.A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.**

**III.A.4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.**

**III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.**

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### **Descriptive Summary**

MTI is committed to fostering an environment for its students and employees that is open and free from discrimination. The institution's Statement of Nondiscrimination, which appears in the college catalog, outlines the institution's policies as an equal opportunity educational institution including its position as an equal opportunity employer; its zero tolerance for harassment, including bullying; its sexual harassment policy; and its policy for providing accessibility and reasonable accommodations for individuals with disabilities. In addition, MTI's Equal Employment Opportunity and Employee Selection policies, which appear in the MTI personnel manual, guide the hiring process in order to ensure that qualified applicants receive equal opportunities based on merit and are not subject to illegal discrimination.

The College values the broad range of knowledge, background, and experience its employees have to offer. MTI promotes the understanding and appreciation of diversity among its student and employees through its culture, student learning outcomes (SLOs), and enrollment and hiring practices. MTI's employee Code of Ethics, along with other policies and standards published in the personnel manual, outline behavioral expectations that support the honest and equitable treatment of students and employees.

MTI operates with integrity and concern for its students and employees. The College is committed to solving problems promptly, justly, confidentially, and free from any concern of reprisal or recrimination. Problem-solving procedures for students and employees exist to facilitate the positive resolution of issues or concerns.

### **Self-Evaluation**

MTI's culture centers on its universal outcomes, Rules for Success, and Vision for Learning; all of which address concepts of equity, respect, integrity, and personal accountability. In line with its culture and mission, MTI treats its students and employees as professionals and encourages them to demonstrate the universal outcomes by incorporating them into their daily activities.

The MTI culture sets the tone for the College. Results from the 2012 annual faculty/staff survey indicate that 95 percent of respondents are “satisfied” or “very satisfied” that they are treated with respect by other MTI employees, and that MTI’s policies promote fair treatment of all personnel.

In 2008, the College evaluated the tools it used to gather demographic information from faculty, staff and students. The intent was to ensure that the tools followed current and appropriate definitions for racial and ethnic populations and that they were being administered in a way that encouraged a high rate of response. The director of education researched various governmental agencies to determine the standard definitions used for racial and ethnic groups. The decision was made to align MTI’s definitions with those used by the U.S. Census Bureau. The College created a separate diversity survey to collect demographic data for faculty and staff. Prior to 2008, demographic data was collected as part of the annual faculty and staff survey. Creating a separate survey gave the College greater flexibility in when and how often the data could be collected. In addition, separating demographic data from the rest of the annual survey further ensured anonymity for respondents providing feedback throughout the rest of the survey. (III.A.14: Diversity - Faculty and Staff Survey)

The College recognizes that voluntary self-reporting of racial or ethnic background does not produce a completely accurate breakdown of its employees; however, it is not the institution's practice to make direct inquiries into its employees' ethnic or racial origins. To date, diversity has not been identified as an issue of concern by MTI’s constituencies.

Results from the 2012 annual faculty/staff survey indicate the following:

- 90 percent of respondents are “satisfied” or “very satisfied” that MTI’s employee population seems to reflect the cultural diversity of the surrounding community.
- 95 percent of respondents are “satisfied” or “very satisfied” that MTI’s student population seems to reflect the cultural diversity of the surrounding community.

From the student perspective, results from the 2012 annual student survey indicate the following:

- 88 percent of respondents are “satisfied” or “very satisfied” that MTI’s student population seems to reflect the cultural diversity of the surrounding community.
- 87 percent of respondents are “satisfied” or “very satisfied” that MTI’s employee population seems to reflect the cultural diversity of the surrounding community.
- 89 percent of respondents are “satisfied” or “very satisfied” that MTI's culture promotes respect and understanding among students for one another's differences.

MTI is an Equal Opportunity Employer, and while it has no plans to initiate the use of hiring quotas, the College recognizes the value of community outreach efforts to attract employees from ethnic and racially diverse backgrounds. MTI participates in local diversity job fairs through organizations such as the Greater Sacramento Urban League and HIREvents, which is a division of the Job Journal. In addition, the College regularly advertises employment opportunities on its website ([www.mticollege.edu](http://www.mticollege.edu)); on Craigslist ([www.craigslist.org](http://www.craigslist.org)), which receives over 1 million new job listings each month and is seen by over 20 million users; and on

Monster (www.monster.com). In addition, job announcements are emailed to the Sacramento Hispanic Chamber of Commerce and the Greater Sacramento Urban League. (III.A.35: Samples of Advertisements and Community Outreach (jobs-diversity))

As evidenced throughout the personnel manual, MTI sets policies and maintains specific standards and expectations related to the fair and equitable treatment of its employees. When problems arise, employees are encouraged to address their concerns in a positive, solution-oriented manner with their supervisor or with those who are in the best position to implement a solution. Should a resolution fail to be reached at this level, employees may take their concerns up the chain of command, ultimately to the college president.

With the assistance of the director of education, the College made the following training modules available to all employees on the MTI e-learning website (elearning.mticollege.edu). Employees were asked to complete the first three online modules. The last module, Generational Differences, is part of the instructor training modules; however, it was also presented at a Town Hall meeting in 2008 for the rest of the staff:

- Preventing Sexual Harassment
- Diversity Awareness
- Improving Customer Service
- Generational Differences

(III.A.30: MTI Online Training Modules)

Results from the 2012 annual faculty/staff survey indicate the following:

- 93 percent of respondents are “satisfied” or “very satisfied” that MTI College upholds appropriate standards of conduct for faculty, staff, and students.
- 95 percent of respondents are “satisfied” or “very satisfied” that MTI’s policies promote fair treatment of all personnel.

Results from the 2012 annual student survey indicate the following:

- 90 percent of respondents are “satisfied” or “very satisfied” that MTI College fosters an environment of openness and respect.
- 91 percent of respondents are “satisfied” or “very satisfied” that MTI upholds appropriate standards of conduct for faculty, staff, and students.

The College will continue to support activities that encourage understanding and concern for equity and diversity. Additionally, the College will continue to monitor and respond to feedback from its constituencies in regards to maintaining an environment that is open and free from discrimination.

### **Planning Agenda**

No additional planning items have been identified at this time.

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**III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.**

**III.A.5.a. The institution plans professional development activities to meet the needs of its personnel.**

**III.A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.**

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### **Descriptive Summary**

In support of its mission and the universal outcome focused on lifelong learning, MTI views continuing education and professional development as being integral to maintaining a successful and productive faculty and staff. In addition to on-the-job training and new-instructor orientations, MTI offers employees who are beyond one year of employment the opportunity to attend any MTI class or program as long as it does not conflict with their employment responsibilities.

Employees also have the opportunity to participate in a variety of professional development activities, such as attending offsite vendor-sponsored workshops and seminars; attaining or upgrading professional certifications; participating in MTI-sponsored training and in-services; participating as evaluators on WASC evaluation team visits; and attending Assessment Institutes and other academic-related conferences and events. Employee participation in professional development activities may be at the request of the employee or of the College.

Employees returning from professional development or continuing education activities evaluate the information, strategies, and knowledge they gain from the experience and determine ways to apply what they have learned to the planning, assessment, and improvement of MTI's learning programs and students services.

### **Self-Evaluation**

As evidenced in the MTI personnel manual, policies relating to continuing education, professional development, and employee training specify the qualifications, requirements, and limitations of the programs and the financial support the College is willing to provide to subsidize various activities. This information is provided to all employees upon hire and is also available to all employees in electronic form on the MTI e-learning website ([elearning.mticollege.edu](http://elearning.mticollege.edu)). (III.A.31: MTI Personnel Manual)

Employees have the opportunity to participate in a number of professional development activities that help increase MTI's ability to produce student achievement of student learning outcomes (SLOs) and provide support services that help students overcome common obstacles to academic

success. Eight-seven percent of respondents in the 2012 annual faculty/staff survey report that they have opportunities to participate in professional development activities. (III.A.1: 2012 Annual Faculty and Staff Survey)

Many opportunities for professional development exist for learning leaders and other staff involved in the Cosmetology program. All staff and faculty are required to attend a five-day training called “Community Success” upon joining the team. This training covers the Paul Mitchell culture as well as terminology, lesson planning, and presentation skills. “Summit” is a semi-annual event that includes training on new systems; motivational speakers; celebrations of fundraising successes; specialized training in education leadership, brand management, and sales; and general networking opportunities. “Signature Gathering” is another semi-annual event that brings together salon owners from all over the world, sales representatives, learning leaders, and school owners. The event includes runway shows featuring Paul Mitchell future professionals (students) in extreme fashions and hairstyles, and celebrity platform artists demonstrating their hair-cutting talents. In addition, classes for learning leaders for color and cutting are offered, as well as special seminars and training opportunities for owners and directors.

Throughout the year, opportunities for advanced education in color, cutting, texture, and makeup are offered for Cosmetology program learning leaders. This training is geared primarily for learning leader specialists, but others can attend as well. In addition, in-house trainings and certification by advanced educators from other Paul Mitchell schools are offered a minimum of four times a year; twice each for color and cutting. On the last day of the three-day training, learning leaders are encouraged to take advantage of opportunities for certification. Certification has five levels. Once learning leaders have achieved level four, they can certify learning leaders in their own schools.

Monthly in-house trainings are scheduled for all learning leaders. Usually, these sessions are led by learning leader specialists and cover techniques for color, cutting, texture, and other areas. In addition, each Cosmetology program learning leader maintains a Career Path Binder, which contains written tests for certification; guidelines for orientation and certifications; an organization and planning chart for documenting trainings, outside events and written tests; task calendars; job descriptions; and other resources. (III.A.33: PM Career Path Binder)

Additional examples of professional development activities that MTI employees have attended include:

- California Association of Student Financial Aid Administrators annual conference. Attended by the director of financial aid and chief financial officer. (2011)
- ACCJC Academic Resource Conference. Attended by the director of education. (2011; 2013)
- ACCJC ALO Workshop. Attended by the academic officer/ALO. (2011)
- ACCJC Self-Evaluation Workshop. Delivered by ACCJC staff and hosted by MTI

College. (2011)

- Federal Regulation Webinar Series sponsored by California Association of Private Postsecondary Schools (CAPPS). Attended by key personnel, including the president, CFO, academic officer. (2011)
- Gainful Employment webinars sponsored by the U.S. Department of Education. Attended by key personnel, including the president, CFO, academic officer. (2011)
- ACCJC Regional Workshop. Delivered by ACCC staff and hosted by Carrington College. Attended by the director of education and academic officer/ALO, both of whom also presented. (2012)
- ICD-10 coding systems training offered through AHIMA (American Health Information Management Association). Attended by the department chair for Healthcare programs and a full-time faculty member (Spring 2012)
- On-campus ICD-10 training delivered by Cengage to healthcare faculty. (2012)
- Medical Billing symposium sponsored by McGraw-Hill. Attended by the department chair for Healthcare programs. (2013)
- Immunization skills training offered through Sacramento County. Attended by four faculty members. (2013)
- Pacific Regional Conference of the American Association for Paralegal Education (AAFPE). Attended by the department chair for Paralegal Studies. (2013)
- International Society for Technology in Education (ISTE) annual conference for the discussion of technology in education. The department chair for Core Education and a faculty member are scheduled to attend. (2013)
- Conference on College Composition and Communication annual convention. Attended by a faculty member. (2013)

In addition to external seminars and conferences, the College makes professional development activities available internally through the MTI College e-learning website, inservice training sessions and Town Hall meetings. Examples include the following:

#### **Inservice Training**

- Course Assessment (2008/2009)
- Enhancing Lectures (2011)

#### **Town Hall Training**

- Student Retention (2008)
- Generational Differences (2008)

- Customer Service (2009; 2011)
- Brain Rules (2010)

### **MTI e-learning Campus-wide Training Modules**

- Preventing Sexual Harassment
- Diversity Awareness
- Improving Customer Service

### **MTI e-learning Instructor Training Modules**

- Setting the tone
- Lesson planning
- Classroom management
- Generational differences
- Outcomes based grading
- Academic honesty
- Attendance
- Learning styles

(III.A.22: Inservice Training, III.A.30: MTI Online Training Modules, III.A.38: Town Halls)

The College recognizes the value of ongoing education and professional development, and will continue to increase awareness of professional development activities and encourage faculty and staff participation as appropriate.

### **Planning Agenda**

No additional planning items have been identified at this time.

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**III.A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement**

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### **Descriptive Summary**

Guided by its mission, MTI establishes strategic goals and objectives through the institution-wide program review and master planning processes. These processes revolve around the identification of key areas of improvement, the development of clearly stated measurable goals, and the achievement of these goals through focused planning, decision-making, and teamwork. A critical component of the planning process is ensuring that sufficient human resources are allocated to the successful achievement of departmental goals and fulfilling the needs of students.

On an ongoing basis, members of the Executive Committee closely monitor employee staffing levels to ensure that sufficient human resources are available to effectively support student learning and the achievement of MTI's student learning outcomes (SLOs). In most cases, staffing levels are predicated by enrollment numbers, the introduction of new programs and services, and the employee resources necessary to maintain high levels of student achievement and satisfaction. Weekly enrollment updates are reported to the Executive Committee by the director of admissions. Trends in enrollment are monitored by the Executive Committee and are taken into consideration as part of the ongoing dialogue focused on institutional planning, the management of resources, and the quality of learning programs and support services leading to the achievement of MTI's SLOs.

As a single campus operation, the College possesses a level of flexibility that allows it to respond quickly to changes in the market and adjust its staffing levels to accommodate student needs. The College takes a practical approach toward managing its human resource pool, hiring only after careful planning has taken place in order to justify the increase in staffing.

### **Self-Evaluation**

Human resource planning is part of the ongoing dialogue and planning that takes place at MTI. The College maintains a core full-time faculty and a pool of adjunct faculty, many of whom have been MTI faculty members for many years. Each term the schedule of classes is created by the deans based on enrollment numbers and student need. Once the schedule of classes is created, the department chairs make the staffing assignments. Department chairs assign classes to full-time faculty first, followed by adjunct instructors who teach on a term-by-term basis. The number of adjunct faculty assigned to teach fluctuates from one term to the next depending on the number of classes needed to accommodate student learning. This approach provides department chairs with the stability of full-time faculty and the flexibility to utilize adjunct instructors as needed.

Results from the 2012 annual faculty/staff survey indicate the following:

- 85 percent of respondents are "satisfied" or "very satisfied" that faculty levels are adequate to support the College.
- 100 percent of faculty respondents indicate that they receive scheduling information far enough in advance to make preparations to teach their classes.

When circumstances warrant, MTI adjusts its administrative staff based on identified need. The following are a few examples:

- The oversight and maintenance of MTI's technology resources is carried out by the technical operations director who oversees the Technical Services department (TSD) and serves as the IT department chair. In early 2012, as the enrollment in technology programs began to rebound and the College began exploring additional program offerings, the decision was made to hire a full-time network administrator. This person supports the day-to-day technology needs of the College, which has enabled the

director/department chair to focus more time on curriculum development, instructional quality, student retention and maximizing certification pass rates.

- In 2010, as student interest in the medical field grew and enrollment in MTI's healthcare programs increased, the need for medical assistant and phlebotomy externship sites also began to rise. To address this need, a full-time externship coordinator was hired to cultivate new relationships in the medical community and expand the pool of externship sites. As MTI's healthcare programs continue to grow, the externship coordinator works closely with the department chair and the employer community to ensure that quality externship opportunities are available for students, and that externship experiences are professional, appropriate, and focused on increasing student proficiency. In 2013, the externship coordinator and department chair launched a pilot externship program for students in the Medical Billing and Coding Specialist program.
- In 2012, the role of director of revenue and compliance was created. The position was created in order to ensure that MTI College operates in a compliant manner in a heavily-regulated industry. With the recent program integrity regulations passed by the U.S. Department of Education, as well as employment and state laws that are frequently changing, it was felt that MTI would benefit from having an employee on staff whose focus was on compliance. In addition, the position enabled MTI to bring its accounting functions in-house and reduce its reliance on an outside accounting firm. This move also provided the opportunity to upgrade the institution's internal accounting procedures to ensure that data used for financial planning and other decision-making purposes was as current as possible. In 2013, the position was expanded to include supervision over the academic functions of the College, and became the campus director.

Program reviews are conducted each year for all academic programs. Program review is an intensive process that involves input from all departments throughout the College. As part of the program review process, the academic departments provide feedback and recommendations regarding faculty resources, including number of full-time faculty, adjunct faculty and breakdown of gender and ethnic diversity; faculty minimum qualifications, including educational, work and teaching experience, licensure or certification, and other program-specific requirements for each area of study; and faculty professional development, including educational, work and teaching experience, licensure or certification, and other program-specific requirements for each area of study. The findings and recommendations resulting from program review are used to inform master planning.

The master planning process integrates planning and budgeting/resource allocation by providing a direct link between goals and budget/resource allocation requests. Each department identifies the resources it needs to attain its goals and expresses them in the form of budget/resource allocation requests. Human resource-related needs, such as additional personnel, professional development/continuing education needs, and curriculum development hours are included in these requests. When the Executive Committee reviews the budget/resource allocation requests, it also reviews the goals that are trying to be achieved. As master planning updates are made throughout the year, the status of the human resource requests can be seen. Results from the 2012 annual faculty/staff survey indicate that 87 percent of respondents are satisfied or very satisfied

that staffing levels are adequate to support the College. (III.A.9: Budget-Resource Allocation Process, III.A.27: Master Plans)

**Planning Agenda**

No additional planning items have been identified at this time.

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

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

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#### **III.B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.**

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#### **Descriptive Summary**

The MTI College campus offers students and employees a comfortable, safe, and professional environment in which they can work and study. The facilities and equipment are similar to those found in modern business, legal, healthcare, technology, and salon environments. The campus, located in Sacramento, California, is one of the few private vocationally-oriented colleges in the state designed and built exclusively for private career training. The property where the campus is located was acquired in 1992, and construction of the 15,000 square foot Main building was completed in 1993. As the College grew, the North Annex building was added in 1997, resulting in 15,000 square feet of additional space. The 7700 square foot Paul Mitchell building was purchased in 2001 and was converted to a cosmetology clinic and training facility in 2006.

Driven by the institution's mission, MTI's facilities include classrooms, labs, and clinic spaces designed with the equipment, supplies, and storage necessary to support the teaching, observation, practical application, and assessment of student learning outcomes (SLOs). Campus facilities total approximately 38,000 square feet, which includes seven lecture rooms; thirteen computer application and hardware labs; three medical labs; three designated cosmetology classrooms, and a cosmetology clinic that is open to the public. The 4-acre campus can accommodate up to 500 students during each scheduled class period and offers the convenience of free parking in a large, well-lit parking lot. During peak times, over-flow parking is available directly across the street from the main campus.

The Paul Mitchell building was designed in consult with a local architect and a Paul Mitchell-designated architect who specialize in designing custom facilities for Paul Mitchell cosmetology training programs. The facility contains classroom space, a clinic floor with 46 workstations, a separate shampoo area, a reception area, retail space, a student locker room, office space, and ample storage. The facility and equipment meet the requirements set by Paul Mitchell Education and the State of California Board of Barbering and Cosmetology rules and regulations.

The North Annex and Main buildings house MTI's administrative offices, the Learning Resource Center, student and staff lounges, and lecture rooms and labs supporting the Paralegal Studies, Business Administration, Accounting, Technology, Healthcare, Cosmetology, and Salon Management programs. The buildings include thirteen computer labs fully equipped with industry-current workstations, printers, overhead projectors, internet access, and operating

systems and software most commonly used by employers. Two technology labs are available for students to practice configuring and maintaining servers, and a computer hardware lab equipped with hardware, software, tools, and reference materials is available for students to practice troubleshooting and repairing desktop and laptop computers, printers, and other peripheral devices. Three medical labs are outfitted with the equipment and over 200 supplies found in most outpatient and laboratory settings. One of the labs simulates a clinical work setting and is equipped with an autoclave; medical instruments; mayo stands; four ECG machines, two of which are PC based; a printer to print the ECG and audiometry reports; bandaging supplies; infant and adult measuring devices; and miscellaneous equipment used to conduct full physical examinations such as exam tables, privacy curtains, eye charts, scales, tape measures, and an audiometer to test hearing. Another lab simulates a laboratory setting and is equipped with a variety of tools and instruments used to collect and analyze medical specimens, including various needle and syringe systems used for acquiring blood samples; reagent strips and the Urisys 1100, which are used to analyze urine samples and sedimentation racks; a centrifuge; and microscopes. The lab also contains supplies used to perform laboratory tests such as ESR, glucose monitoring, and hematocrit. Finally, the lab is equipped with an exam table with privacy screens, a full size skeleton, a teaching torso, two infant simulators, and several anatomical charts illustrating various body systems.

### **Self-Evaluation**

The College takes pride in the appearance and safety of its campus and has completed several upgrades over the past six years. Security cameras were installed on the Paul Mitchell clinic floor and in the locker room; upgraded uniforms were purchased for the security guards; an over-flow parking lot was secured for the safety and convenience of students and employees; new first aids kits were placed in key locations throughout the campus; major upgrades were made to the parking lots to ensure ADA-compliance; additional printers were installed in the staff lounge for faculty use; the Student Support Center was re-organized and upgraded to make it more user-friendly and to ensure security and confidentiality of student information; a security bar was added to the Paul Mitchell electric utility door to prevent burglaries; projectors, computers, and speakers were added to the main classrooms to enhance lectures; internet service was upgraded for improved performance; and classroom chairs were replaced with ergonomically-designed chairs for a more comfortable learning experience for students.

Results from the 2012 annual surveys indicate the following:

- 93 percent of respondents in the 2012 annual faculty/staff survey are “satisfied” or “very satisfied” that MTI's work environment is clean, professional, and comfortable.
- 91 percent of respondents in the 2012 annual student survey indicate that the MTI campus facilities and learning resources (buildings, classrooms, equipment, etc.) are in excellent or good condition.
- 86 percent of respondents in the 2012 Paul Mitchell survey indicate that the MTI campus facilities and learning resources (buildings, classrooms, equipment, etc.) are in excellent or good condition.

The director of education and department chairs ensure faculty and students have access to the facilities, equipment, and supplies they need to maximize student learning and achievement of SLOs. As part of the annual program review, master planning and budget/resource allocation processes, department chairs and faculty identify the equipment and other resources needed to support their programs and document them in their current year master plans. The plans and resource requests are reviewed and approved by the Executive Committee and the Board of Trustees, and are carried out at the department-level.

Results from the 2012 annual surveys indicate the following:

- 87 percent of future professionals who responded in the 2012 Paul Mitchell survey are “satisfied” or “very satisfied” that they have access to the resources they need to be successful in their classes.
- 92 percent of students who responded in the 2012 annual student survey are “satisfied” or “very satisfied” that they have access to the resources they need to be successful in their classes.

Results from the 2012 annual faculty/staff survey indicate the following:

- 89 percent of respondents are “satisfied” or “very satisfied” that the teaching equipment available at MTI is sufficient for their classes.
- 87 percent of respondents are “satisfied” or “very satisfied” that computers are equipped with the resources that they need.

Since the first cohort in 2006, attendance in the Cosmetology program has increased by 91 percent. As the program continues to grow and the number of future professionals (students) increases, the limitations of the facility are becoming increasingly apparent. Results from the 2012 Paul Mitchell staff learning leader survey indicate that 56 percent of respondents are “satisfied” or “very satisfied” that the teaching equipment available at MTI is sufficient for their classes. As a partial solution, the program has expanded to using classrooms in the North Annex and Main buildings which are equipped with computers, projectors, white boards, podiums, etc. In the meantime, the College is in the process of evaluating space-planning issues in the Paul Mitchell building in response to the low satisfaction rate expressed by the learning leaders. In addition, the 2013 master plan for the Cosmetology department includes budget/resource allocation requests to help expand and improve learning leaders’ teaching capacity. (III.B.27: PM Cosmetology Education 2013 Master Plan)

As new program offerings are developed, curriculum specialists and department chairs work collaboratively with the director of education, campus director and director of operations to ensure that the learning space is designed and equipped to support the achievement of MTI’s SLOs, promote hands-on learning and application, model industry best practices, and meet specifications set by program-specific approving bodies and industry partners such as Paul Mitchell Education, the American Bar Association (ABA), Microsoft, and the State of California. The Executive Committee supports the effort by ensuring that sufficient financial, physical, and human resources are allocated to the project. As program offerings continue to grow and evolve, the College monitors curriculum and resource needs through program review

and secures additional physical resources through the master planning and budget/resource allocation processes. Evidence of the institution's commitment to providing sufficient resources to support the quality of its programs and services can be seen in ACCJC substantive change reports, State of California program applications, ABA interim and midterm programs, program reviews and master plans, Academic Team (ATM) meeting minutes, and Executive Committee meeting minutes. (III.B.4: ABA Interim Reports, III.B.5: ABA Midterm Reports, III.B.6: ACCJC Substantive Change Reports, III.B.11: ATM Meeting Minutes, III.B.19: Executive Committee Meeting Minutes, III.B.23: Master Plans, III.B.28: Program Review, III.B.29: State of CA Application for Approval - Cosmetology Program, III.B.30: State of CA Application for Approval - Phlebotomy Program)

Recent master planning initiatives include the implementation of customized iPads to collect student information and introduce prospective students to MTI and its programs prior to meeting with an admissions advisor. The iPads are uniquely customized and include an informational video and program details to enable the student to explore MTI based on his or her area of interest. Other improvements resulting from master planning include equipping admissions staff with the same computers and software found in the labs in order to give prospective students a better idea of the hardware and software they will use in class. In addition, a high-speed fully-switched network was installed, which has led to significantly higher bandwidth and improved network performance. An additional computer and printer was added in the staff lounge in order to better facilitate faculty needs; the wireless network was expanded in order to allow access from all classrooms and lounges; and an overhead projector, computer and speakers were installed in the main Cosmetology classroom which has enhanced the learning experience by allowing access to online instructional resources. Finally, in 2013 the College will be upgraded to Microsoft Office Suite 2013 in order to take advantage of Cloud technology. (III.B.23: Master Plans)

### **Planning Agenda**

No additional planning items have been identified at this time.

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**III.B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.**

**III.B.1.b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.**

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### **Descriptive Summary**

The director of operations and the campus director are responsible for overseeing campus operations, ensuring academic goals and objectives are being met, and maintaining an exceptional physical environment. The Executive Committee, which is comprised of the college

president, campus director, director of operations, chief financial officer (CFO), director of admissions, director of education, and academic officer, manages much of the day-to-day operations and ensures that MTI's policies and actions support its success in fulfilling its mission. The committee meets weekly and works closely with staff and faculty to ensure that all physical resources are accessible, well-maintained, and support a safe, secure, and healthful learning and work environment.

The Technical Services department (TSD) addresses most of the routine facilities maintenance issues, and conducts ongoing maintenance and repair on all computer and peripheral equipment. Upgrades and repairs to facilities and physical resources are scheduled during times where there will be the least disruption to students, faculty and staff. The Christmas and spring breaks are typically reserved for major maintenance projects and upgrades to facilities and other physical resources.

The College maintains service contracts for elevator maintenance, janitorial services, landscaping, the fire alarm system, security systems, bio-waste disposal, heating and air conditioning, records shredding, refuse disposal, and recycling. Service agreements are reviewed periodically based on the contractual terms, at the time of renewal, or on an as-needed basis. All copies of service agreements are maintained by the CFO.

The College has a history of compliance and responsiveness when it comes to safety regulations and inspections. The annual Campus Security Report is updated annually and is available to students and employees on the MTI e-learning website ([elearning.mticollege.edu](http://elearning.mticollege.edu)).

MTI promotes a safe and healthful environment by posting Federal Health and Safety Laws in the staff lounge, and the State of California Board of Barbering and Cosmetology Health and Safety Rules in the Paul Mitchell building, where they are visible by future professionals, learning leaders, and staff. The Healthcare department maintains an Injury & Illness Prevention Program (IIPP) and an exposure control plan, which is kept in the clinical labs. All instructors are required to review the exposure control plan and demonstrate their understanding annually. To complement the Healthcare IIPP, an institutional-level IIPP was developed and implemented in 2013. Finally, MTI buildings are smoke-free; two designated smoking areas are available on campus. (III.B.20: Exposure Control Plan, III.B.21: Injury and Illness Prevention Plan (IIPP))

Security cameras are located in the Main building, the North Annex, the Paul Mitchell building, the Learning Resource Center (LRC) and in the Prometric/VUE testing room. The College employs two uniformed security guards who patrol the campus during the afternoon and evening hours: one from 2:00 p.m. to 10:30 p.m. and the other from 5:00 p.m. until closing. All incidents are documented and kept on file.

The College maintains adequate insurance to protect itself in the event of disaster. Backup copies of electronic records are maintained on- and off-site. TSD uses Symantec BackupExec software to perform daily backups. Backups are maintained for thirty days and include the CampusVue campus management database, email, student and instructor files, administrative files, and the curriculum library.

Finally, MTI relies on open communication regarding any issues or concerns regarding the accessibility, maintenance, safety, or security of campus resources. The College maintains an open-door policy and encourages its constituencies to voice their opinions. The department chairs work closely with faculty and students to ensure that they have access to the facilities, equipment, and supplies they need to maximize student learning and the achievement of SLOs and the institution's mission. These efforts are supported by the Academic Team (ATM) and the Executive Committee.

### **Self-Evaluation**

Maintaining physical resources for a campus such as MTI College requires diligent oversight, careful planning, and the assistance and cooperation of students, faculty and staff. Planning for the upgrade and maintenance of MTI's physical resources occurs as part of the weekly Executive Committee meetings. Plans are fine-tuned and implemented with the assistance of the Academic Team (ATM) and other ad hoc committees. The deans evaluate room utilization and coordinate schedules to accommodate construction or other facility upgrades with minimal disruption to students and faculty.

Students, faculty and staff contribute to maintaining the campus environment by cooperating with policies that prohibit smoking in the buildings, limit food and drink in the classrooms, ensure the safety and security of personal property, and define appropriate computer usage while on campus. Feedback from campus constituencies is also very important to maintaining the quality of the campus environment. Input from the student advisory focus groups and feedback from student surveys have resulted in a number of improvements, including the addition of overflow parking, an increase in security, the implementation of download-blocking software to improve internet bandwidth, the creation of designated smoking areas, the addition of healthy food choices in the student lounge, the creation of a recycle program, and clarification of various campus policies. (III.B.10: Annual Student Surveys, III.B.11: ATM Meeting Minutes, III.B.19: Executive Committee Meeting Minutes, III.B.31: Student Advisory Group - Student Advisory Focus Group, III.B.32: Student Handbook)

MTI's facilities and physical resources are inspected on a periodic basis. Random unannounced inspections are conducted by the Sacramento County Fire Department. All fire extinguishers are inspected annually by a commercial fire safety service company. (Note: The Executive Committee implemented monthly inspections of fire extinguishers in 2013) The elevator is serviced on a quarterly basis, and the state certification is renewed annually. Mock-OSHA inspections are scheduled periodically through Stericycle to ensure that MTI's healthcare programs operate in compliance with state regulations. Annual site visits are conducted by Paul Mitchell Advanced Education Partner Assessment Leaders to inspect the facility and offer feedback and suggestions to improve the Cosmetology program. Any findings or deficiencies discovered through all inspections are immediately addressed to assure the safety and accessibility of campus resources.

In 2013, the Executive Committee began holding quarterly safety meetings to address issues related to campus safety. In addition, the annual Campus Security Report was expanded to include documentation of policies, activities, and system tests and was placed on the campus e-

learning website to increase its availability for student and employee review. A master Injury & Illness Prevention Program (IIPP) for the institution was also implemented in addition to the IIPP already in place for the Healthcare department, which was retained. As part of the new master IIPP implementation, all employees were asked to acknowledge their awareness and understanding of the new plan, as well as their responsibility for maintaining the campus as a safe environment for employees and students. Training on the proper use of portable fire extinguishers and the campus emergency evacuation plan was also documented. (III.B.15: Campus Security Report, III.B.19: Executive Committee Meeting Minutes, III.B.21: Injury and Illness Prevention Plan (IIPP), MTI e-learning website (elearning.mticollege.edu))

In the 2012 annual student survey, 89 percent of respondents indicate that they feel a sense of general safety and security while on campus and attending classes. This percentage was down from the 2011 survey, which led to an increased emphasis on security. The College has increased the hours, coverage and visibility of MTI security guards. In addition, the security guards carry two-way radios so they can be reached by staff at any time, and at the end of the evening, security personnel conduct a final walk-through of the facility. The College has also contracted with Bayer Security Company for after-hours patrolling of the parking lot. Student satisfaction regarding campus security will be reassessed in the 2013 survey. (III.B.3: 2012 Annual Student Survey)

The director of operations and the director of technical operations are the primary contacts for the maintenance and care of MTI's facilities and physical resources. Faculty and staff can email the Technical Services department (TSD) directly to report problems with equipment or facilities; the messages go directly to mobile phones carried by TSD staff. This system enables instructors to request assistance without the need to leave the classroom and helps to ensure a quick response. Issues regarding facilities and equipment, including the need for improvements or upgrades, are discussed at department meetings, ATM meetings, and Executive Committee meetings. Requests and suggestions for improvement can also be made informally to supervisors and department managers as expressed in MTI's Employee Participation policy found in the personnel manual. (III.B.11: ATM Meeting Minutes, III.B.17: Department Meeting Minutes, III.B.19: Executive Committee Meeting Minutes, III.B.25: MTI Personnel Manual)

Results from the 2012 annual student survey indicate the following:

- 91 percent of respondents are "satisfied" or "very satisfied" that classroom environments are conducive to learning.
- 92 percent of respondents are "satisfied" or "very satisfied" that they have access to the resources they need to be successful in their classes.

Results from the 2012 annual faculty/staff survey indicate the following:

- 94 percent of respondents are "satisfied" or "very satisfied" that MTI campus facilities and learning resources (buildings, classrooms, equipment, etc.) are in good condition.
- 92 percent of respondents are "satisfied" or "very satisfied" that facilities, computer and equipment maintenance issues are quickly and effectively resolved.

## **Planning Agenda**

No additional planning items have been identified at this time.

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**III.B.2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.**

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## **Descriptive Summary**

Through its commitment to quality and its ongoing cycle of evaluation and planning, MTI assures its facilities and other physical resources support student learning and the achievement of its student learning outcomes (SLOs). The routine oversight and the ongoing evaluation and planning of physical resources are primarily driven by the Executive Committee. As part of its weekly meetings, the Executive Committee addresses maintenance issues and concerns, discusses the current status of resources, identifies courses of action, and evaluates plans for improvement or expansion.

The College enlists the help of its staff and faculty to continuously monitor the use and condition of its physical resources and report any deficiencies. Following the president's philosophy of "don't expect...inspect", the condition and utilization of MTI's facilities and equipment are inspected and evaluated on a regular basis. Input and feedback on the quality and effectiveness of the institution's facilities and physical resources is solicited throughout the College and its constituencies.

When problems occur, immediate attention is placed on finding an appropriate solution in order to avoid compromising the quality of MTI's programs or services. Most issues that occur through the course of normal campus activity are typically resolved right away, while others that require research and planning are escalated to the Executive Committee. When issues arise that involve physical resources needed to support the achievement of SLOs, the appropriate curriculum specialist(s), department chair(s) and the director of education are included in the discussion.

In terms of planning, the director of education and department chairs ensure that faculty and students have access to the facilities, equipment, and supplies they need to maximize student learning and the achievement of SLOs. Resource needs are identified through the course of day-to-day operations and through the program review and master planning processes. The program review process looks closely at each program, including SLO's, curriculum, assessment tools, grading practices, student achievement metrics, student support services, and the resources necessary to maximize effectiveness. As part of the master planning process, faculty and staff take what is learned from program review and use it to make plans for improvement in the coming year. A key element in this process is the identification of additional resources needed to support student learning and achievement. These needs are communicated in the form of budget

or resource requests which are forwarded to the Executive Committee as part of the annual master planning and budget/resource allocation process.

### **Self-Evaluation**

To ensure the effectiveness of its physical resources in supporting institutional programs and services, MTI evaluates its facilities and equipment regularly and relies upon input from its constituencies to inform its plans for improvement.

As part of the daily opening procedure, the buildings and grounds are inspected by the president, campus director, chief financial officer, director of operations, technical services director and system administrator on a rotating basis. On Saturdays, the director of education conducts the daily inspection. The deans ensure the effective utilization of classrooms and labs, and the director of technical operations oversees the functionality and maintenance of all technology-related equipment and resources in the classrooms, Learning Resource Center, and administrative offices. The College also evaluates its physical resources through feedback from course evaluations, annual and ad hoc surveys, the Employer and Legal Advisory Boards, feedback from externship sites, and standards and requirements set by WASC, the American Bar Association, Paul Mitchell Advanced Education, the State of California, and other industry partners. Finally, students are encouraged to notify their instructors or any MTI staff member whenever they notice something needing maintenance or repair. (III.B.7: American Bar Association Standards, III.B.9: Annual Faculty and Staff Surveys, III.B.10: Annual Student Surveys, III.B.14: Campus Opening Procedures, III.B.16: Course Evaluation Templates, III.B.18: Employer Advisory Board Meeting Minutes, III.B.22: Legal Advisory Board, III.B.26: Paul Mitchell Resource Guides)

Dialogue focused on the quality, effectiveness and continuous improvement of MTI's facilities and equipment is broad and ongoing. Issues are raised, feedback is solicited, and plans are communicated through department meetings, Academic Team meetings (ATM), Executive Committee meetings, the student advisory focus groups, Pow Wows, Town Hall meetings, and ad hoc committees. The Executive Committee and ATM are the two core decision-making bodies that impact institution-wide practices and improvement of student learning. Requests, concerns and ideas that arise from students, staff, and faculty are typically addressed at the department level; however, as appropriate, they are referred to the Executive Committee or ATM for discussion, consideration and approval. (III.B.11: ATM Meeting Minutes, III.B.17: Department Meeting Minutes, III.B.19: Executive Committee Meeting Minutes, III.B.31: Student Advisory Group - Student Advisory Focus Group, III.B.33: Town Halls)

Discussions at the Executive Committee meetings are interactive and solution oriented. The director of technical operations provides weekly reports and updates on equipment status and technology-related initiatives to the director of operations, who shares them with the Executive Committee as needed. The director of education reports any issues or challenges being addressed by ATM affecting the delivery of MTI's student learning programs and support services, including those involving facilities and equipment. When additional research is required to properly address an issue, such as the need for a third-party data recovery resource or evaluating the impact of expanding or adding a new program, the Executive Committee often recommends

the creation of an ad hoc committee comprised of key personnel with the background and experience necessary to evaluate the situation and recommend solutions based on the institution's goals and best practices. The group reports back to the Executive Committee, where the recommendations and plans are reviewed and approved for implementation. (III.B.19: Executive Committee Meeting Minutes)

### **Planning Agenda**

No additional planning items have been identified at this time.

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**III.B.2.a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.**

**III.B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.**

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### **Descriptive Summary**

MTI assures the quality and integrity of its programs and services by providing a clean, professional, and safe environment with well-maintained, accessible, and reliable equipment and resources. Long-range capital plans and physical resource planning is based on the prioritization of justified needs, sound research, and the assessment of available funds.

The College benefits from its three core planning processes – program review, master planning, and the budget/resource allocation process – which promote sound decision making based on specified outcomes and objectives that support MTI's mission. Because every department on campus requires access to quality facilities and reliable equipment in order to achieve its goals, physical resource planning is a component of all planning activities.

Each year, departments are asked to document their planned activities, anticipated program improvements, and related resource needs. The activities and resources noted flow from department master planning goals, curricular updates and additions related to program review, and operational needs of the College. Curriculum specialists and faculty review existing curricula and make plans for improvement as part of program review. The review includes the identification of equipment and other resources needed to help students achieve the SLOs. If the equipment/resources are not currently available on campus, the curriculum specialist submits a request to the department chair who incorporates it into the master plan. Administrative departments identify resource needs based on productivity and the ability to deliver quality service. The Technical Services department (TSD) bases resource needs on the functionality of MTI's computer labs and the integrity of campus systems. As with the Academic Branch, the administrative and TSD budget requests are incorporated into the master plan.

The Executive Committee, the Board of Trustees, and Board of Directors ensure educational quality, institutional integrity, and financial stability. The Board of Trustees provides oversight, direction, and guidance to college leadership in support of their efforts to fulfill the institution's mission. The Board of Directors is responsible for all policy relating to the control of the corporation's assets, including the management and oversight of MTI's reserve funds, investments, taxes, facilities, capital equipment, and corporate real estate holdings. For long-range capital investments, the College maintains two million dollars in institutional reserves. These funds are held on reserve for physical plant and property acquisition associated with opportunities for growth. The College has a history of not acquiring long-term debt. Through careful planning, flexibility, and the prompt payment of invoices, the College is able to fund projects and obtain resources necessary to accomplish its mission without having to incur debt. This practice enables the College to focus on plans related to improving institutional effectiveness versus those relating to the repayment of financial obligations and liabilities.

When major decisions are made to upgrade facilities and other physical resources, extensive research, planning and coordination take place. The College carefully considers all expenditures to ensure financial resources are available, the requirement for the expense is justified, and the product being acquired or service being performed is of high quality and from a reputable source. It is MTI's practice to research multiple vendors and solicit estimates. Vendors are selected based on factors such as customer service, reputation, and cost. It is important to note that cost is only one factor; the vendor with the lowest cost is not always the one selected. Once the vendor is selected, the work is scheduled in coordination with the director of operations and the deans. Whenever possible, work is scheduled during times when classes are not in session; however, when this is not possible, the deans often make changes to room assignments in order to avoid disruptions to learning. Notice of the work is communicated to staff, faculty, and students through e-mails, flyers, and class announcements.

### **Self-Evaluation**

Feedback and information regarding the quality of MTI's physical resources and the degree to which they support the achievement of SLOs is used by the ATM and the Executive Committee for ongoing planning and improvement. The College evaluates its physical resources through student and employee feedback from course evaluations, annual and ad hoc surveys, student advisory focus groups, department meetings, and direct feedback shared with MTI employees. Additional information used to evaluate and improve MTI's physical resources comes from external sources such as externship sites, and standards and expectations set by WASC, the American Bar Association, Paul Mitchell Advanced Education, the State of California, and other industry partners. (III.B.7: American Bar Association Standards, III.B.9: Annual Faculty and Staff Surveys, III.B.10: Annual Student Surveys, III.B.11: ATM Meeting Minutes, III.B.16: Course Evaluation Templates, III.B.17: Department Meeting Minutes, III.B.19: Executive Committee Meeting Minutes, III.B.26: Paul Mitchell Resource Guides, III.B.31: Student Advisory Group - Student Advisory Focus Group)

Because resource planning and long-range capital plans are integrated with institutional and master planning, all investments in physical resources and facilities are considered by the president with input from the Executive Committee. Being a small single-campus institution,

MTI benefits from the ability to redirect financial, physical, and human resources where they are needed to support student learning programs and services. Individual Executive Committee members have the authority to approve expenditures for projects up to \$10,000, and the president, in conjunction with the Executive Committee, has the authority to approve expenditures up to \$1,000,000. Expenditures over \$1,000,000 are forwarded to the Board of Directors along with the Executive Committee's and/or Board of Trustees' recommendation. The board of directors meets on a quarterly basis to assess the financial status of the institution, establish or evaluate plans for capital outlays, and plan for future needs of the institution. (III.B.8: Annual Budget Review, III.B.12: Board of Directors Meeting Minutes, III.B.19: Executive Committee Meeting Minutes, III.B.23: Master Plans)

Once the appropriate approvals are obtained, the Executive Committee has the responsibility to plan and implement any new undertakings. Depending on the nature and scope of the endeavor, the planning involved may be rolled into the master planning process. Otherwise, the planning, implementation and follow-through are the responsibility of the Executive Committee. Recent projects include introducing custom iPads for Admissions, considering (but not implementing) a conversion to the Wyse Thin Client computer solution, resuming the classroom computer upgrade program, upgrading the test center computers to accommodate VUE testing, upgrading the Admissions department computers, and completing ADA campus upgrades. (III.B.13: Board of Trustees - Agendas & Meeting Minutes, III.B.19: Executive Committee Meeting Minutes, III.B.23: Master Plans)

### **Planning Agenda**

No additional planning items have been identified at this time.

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

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

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**III.C.1 The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.**

**III.C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.**

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#### **Descriptive Summary**

The primary focus of the Technical Services department (TSD) is to provide the technology expertise and support necessary to support the institution's success in fulfilling its mission. Under the supervision of the director of technical operations, TSD ensures that students, staff, and faculty have access to the technical resources, hardware, software, and facilities necessary for effective teaching and learning, communications, and the overall operation of the College.

The MTI campus includes thirteen computer labs fully equipped with industry-current workstations, printers, overhead projectors, internet access, and operating systems and software most commonly used by employers. Nine lecture rooms have been equipped with instructor PCs that have full network access and overhead projectors to support multimedia classroom presentations. On the administrative side, TSD supports approximately fifty desktop users, the Paul Mitchell retail system, and the campus data management and phone systems. In addition to providing technical support and maintenance, the department provides basic facilities maintenance and support for the campus. TSD staff is available throughout the day and evening hours of operation and is equipped with mobile phones and two-way radios to ensure immediate response.

The College maintains a dual-network system using Windows 2003/2008 across a fully-switched network. A combination of fiber and cable modem internet connections is utilized to ensure highly productive, 20-megabit redundant connections to the internet. The network is protected by a D-link enterprise-class firewall and Windows Active Directory Services, which is used for authentication and access. SPAM and e-mail virus filtering is contracted to a third-party source, and all workstations and servers are protected by antivirus software. In addition, the MTI servers, which are located in the Main building, are backed up to a 4 TB NAS backup system seven days a week. The backup NAS system is maintained in a separate office located in the North Annex. Other critical data is backed up to an offsite location.

Network hard drive space is allocated for the centralized storage of student files. Each classroom computer is connected to the academic network. As part of the login script for each student, a drive is mapped to a location on the network file server where the student can store his or her

files in a secured area. Security is managed through Active Directory Services and student files are only accessible by the student and authorized TSD staff. The College offers other technology-based solutions to help support student learning and achievement. Microsoft DreamSpark is used to provide current Microsoft networking software to technology students. The MyITLabs program provides students with a practice environment to apply what they learn in their desktop applications classes. The campus wireless network supports all three buildings to enable students to connect wherever they are on campus. USB thumb drives are distributed in the Essential Computer Concepts (DA104) class to enable students to store their class files for use at different machines both on and off campus. Technology students entering the Introduction to Technical Support (TS113) or Fundamentals of Networking (IT211) class are provided with 1 TB portable hard drives to enable students to store large files such as server software downloaded from Microsoft or VMware. Having anytime access to these files creates a portable lab environment for students use in class or at home.

The College currently contracts with eCollege as its online course management system for the Paralegal Studies partial online delivery format called OnlinePlus. Because a well-designed, well-managed, and well-supported course management system is critical to teaching and learning successfully online, considerable time and effort went into researching the various online platforms. The College selected eCollege as its provider based on the following criteria: ease of use, reliability, hosting services, authoring tools, assessment tools, help desk support, training and development support, security, and cost. TSD staff is available during business hours to answer general technology questions for OnlinePlus students; however, a majority of students and faculty contact the eCollege help desk directly as technical support is available 24/7. For instructional or curriculum support, online students and faculty contact the Paralegal Studies department chair directly.

All academic programs have access to the MTI e-learning website ([elearning.mticollege.edu](http://elearning.mticollege.edu)). The site was developed in-house by MTI staff using the Moodle learning management system (LMS), and is hosted by a third party provider, which maintains a datacenter that's available on a 24/7, year-round basis. The e-learning website is a valuable resource that includes access to select courses, weekly announcements, a calendar with upcoming events, updates from student advisory focus groups, links to various student surveys, the student handbook, and access to important student policies and procedures. The e-learning website also offers students the ability to access classroom files and learning resources from anywhere there is an internet connection. Students are able to turn in homework, and view their course progress on demand. On-line coursework is developed and maintained in-house by MTI curriculum specialists. As each class section finishes, the students' assignments and grades are moved into archive holding areas. TSD makes copies of the archived information and burns it to disk. The disks are then maintained by the director of education.

The College uses Outlook Web Access Webmail, which enables faculty and staff to access their MTI e-mail accounts and other Outlook features such as the calendar, contacts, and task lists from any computer with web access. As of this writing, TSD is currently investigating the use of Microsoft's Office 365 cloud-based email/Office solution, which has the potential to increase the institution's ability to share files outside the campus network and issue [mticollege.edu](mailto:mticollege.edu) email addresses to students. The decision regarding implementation is expected in late 2013.

## **Self-Evaluation**

Technology resources and systems are designed to meet the specific needs of MTI's student learning programs and services, and support the data management needs of the organization.

The network infrastructure for MTI College is divided into three broad categories: the academic network, the administrative network, and the public services network. Two different internet service providers (ISPs) provide internet access for the College. A SureWest fiber connection is the primary connection for all internet resources. The fiber connection is currently set for 20 megabit upload and download speeds but is rated up to 10 Gigabits which provides sufficient growth opportunities for the future. The Comcast cable connection is set up as an emergency standby and is being used by the guest wireless network. Having the alternate network allows the College to quickly switch over to a different internet connection if there is a problem on the network affecting the classrooms. In addition, separating the wireless network to a different ISP prevents students who are using their personal equipment on the network from affecting classroom network access. The logical separation of networks is accomplished through the use of virtual local area networks (VLANs). This enables the TSD to reconfigure network access to accommodate varying needs without purchasing additional equipment.

Because student records are a critical asset of the institution, planning for protection against data loss is a priority. On-site backups are performed using Veritas BackupExec software for disk-to-disk backups. Data is backed up from administrative and academic servers to a 4 TB NAS device in a separate building. Critical files, such as the SQL database that houses data from the CampusVue campus management system, and other important financial aid and business office files are backed up to an offsite third-party datacenter in Flagstaff, Arizona that provides encrypted data replication services.

The oversight and maintenance of MTI's technology resources is carried out by the technical operations director who oversees the Technical Services department (TSD) and serves as the IT department chair. The director is assisted by the network administrator who ensures the smooth and effective operation of MTI's technology-based resources and campus facility; the Technical Services department technician (TSD technician) who assists in maintaining the IT infrastructure; and student workstudies who carry out routine maintenance tasks. The TSD staff is available for assistance during all hours of operation. The technical operations director is a member of the ATM and takes an active role in the planning, negotiation, and procurement of all technology-based solutions. The director also attends student advisory focus group meetings to gather direct feedback and suggestions, and address any questions and concerns students may have regarding MTI's technology-related resources.

Results from the 2012 annual student survey indicate the following:

- 83 percent of respondents are "satisfied" or "very satisfied" that the Technical Services department (TSD) responds to computer and other technical difficulties in a timely manner.
- 79 percent of respondents are "satisfied" or "very satisfied" that the Technical Services Department (TSD) staff is friendly, helpful and approachable.

The ultimate goal of TSD is to ensure that the technology infrastructure, equipment, and support services are fully functional and meet the needs of the institution and its students. In support of this goal, the College takes a systematic approach toward the planning, acquisition, and maintenance of its technology resources and manages their distribution and utilization to ensure that programs and services have access to the technology resources and support necessary to operate effectively. In 2010, the department conducted a campus network review that included an assessment of the network's strengths, weaknesses, opportunities and threats; and resulted in a prioritized list of recommendations for improvement on a short-term and long-term basis. (III.C.2: 2010 Campus Network Review)

With input from the department chairs, the director of education explores ways to use technology to enhance the delivery of content-rich, interactive lectures. As of 2013, all lecture rooms have been upgraded with multimedia capabilities, including instructor workstations, screens, and overhead digital projectors. Plans are underway to upgrade the clinic floor of the Paul Mitchell building with a similar multimedia configuration so that learning leaders (instructors) in the Cosmetology program can offer instruction in the work environment and provide examples while a service is being performed. The upgrade is expected to be completed by the summer of 2013. (III.C.5: Annual Budget Review, III.C.8: ATM Meeting Minutes, III.C.15: Executive Committee Meeting Minutes, III.C.17: Master Plans)

Results from the 2012 annual student survey indicate the following:

- 82 percent of respondents are “satisfied” or “very satisfied” that they are aware of the technological resources on campus.
- 85 percent of respondents are “satisfied” or “very satisfied” that the computer labs have all the resources they need to be successful in their classes.

Four years ago, the College piloted an online tool to enhance classroom learning. Since that time, the majority of classes have added some kind of on-line presence accessible through the MTI e-learning website. The added online component has enabled students and faculty to access class files and grades, manage assignments, complete course and program evaluations, and access campus information, day or night. Moodle was chosen as the learning management system and a third-party provider was selected to host the system. The decision to use a third-party provider was based on the fact that the hosting company could offer 24/7 help desk support.

Continued emphasis is placed on incorporating technology tools that students would expect to see in the workplace into the curricula. To complement classroom instruction in the Cosmetology program, a computer is being installed on the clinic floor so future professionals (students), can monitor their productivity and view scheduled appointments. For the Salon Management program, Millennium is installed in the lab so that students can set up and manage a virtual salon as part of the curriculum. For IT students, the College provides production quality hypervisors from Microsoft and VMware so that students can create and use virtual machines in a lab environment. This allows students to simultaneously manage multiple server and client operating systems in a manner that mimics a workplace environment. Finally, the College is researching the use of e-readers or tablet computers to replace traditional textbooks and to enhance classroom instruction. While the use of e-readers or tablet computers presents several potential benefits to

students, there are also many issues associated with incorporating this type of technology into the curriculum and ensuring that the necessary IT infrastructure is in place to support it.

### **Planning Agenda**

Regarding the use of e-readers or tablet computers to replace traditional textbooks, the College will take a careful and thoughtful approach toward research and planning. The College will pay particular attention to the opinions and feedback of students and faculty regarding any technology-based solution. Should the decision be made to pursue a technology-based reader, the College will proceed cautiously and develop a plan that meets the needs of students and faculty without sacrificing the quality of instruction.

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### **III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.**

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### **Descriptive Summary**

As part of MTI's universal outcomes, students are expected to demonstrate proficiency using technology common to the current business environment to improve individual and organizational performance. In support of helping students achieve this outcome, the College provides students, faculty, and staff with technology tools and resources that are designed to enhance their productivity. In addition, the College offers training and support to help users gain the most from these resources. For students, this instruction begins at orientation, where they are introduced to the various technology-based resources available and are familiarized with the privileges and restrictions associated with them. Additionally, students are introduced to the learning support services that are available to them and how to obtain assistance when needed.

Faculty and staff receive instruction on MTI's technology resources as part of their new-hire orientation and through on-the-job training. Due to the variety of technology resources available, a majority of training occurs on the job, supplemented by training workshops and procedural documentation. Paul Mitchell Take-Home staff members learn how to use the Millennium appointment scheduling and inventory management software primarily through one-on-one training with existing trained employees. Additional training is also available from Harm's Software, the producer of Millennium.

The College uses a campus management software package called CampusVue to track and maintain student records. This comprehensive system maintains student information from the time of initial inquiry, throughout the student's academic program, graduation, and placement. Due to the size and complexity of CampusVue, users are trained to use the modules specifically related to their area(s) of responsibility. For specific needs, additional training is available from Campus Management, the producer of CampusVue.

Finally, faculty members benefit from on-line training in the use of Moodle, the learning management system that drives the MTI e-learning website ([elearning.mticollege.edu](http://elearning.mticollege.edu)). Users

have access to self-paced training modules on how to use the available on-line resources, and may re-take the modules as many times as needed.

### **Self-Evaluation**

The College provides information and training to students, faculty, and staff in the use of its technology-based resources. As part of the Essential Computer Concepts (DA104) class, students develop a solid foundation of basic computer knowledge and skill. In addition to an overview of the computer and basic navigation skills, students receive instruction on accessing the campus network; utilizing various options for file storage; using the MY IT Labs practice environment; communicating with staff and faculty using e-mail; and accessing resources such as the online course evaluation tool, the MTI e-learning website, and other MTI websites. (III.C.11: Course Syllabi, MTI e-learning website (elearning.mticollege.edu))

To supplement classroom instruction, the College maintains an ongoing schedule of open labs available for students on a walk-in basis. The labs are staffed by qualified instructors who are available to assist students with their technology-related questions. The Learning Resource Center (LRC) also assists students who have general desktop application questions or need assistance conducting research using technology-based tools. (III.C.19: Open Lab Schedule)

Through the Teach-the-Teacher orientation and meetings with their curriculum specialists, new instructors are oriented to the campus network and learn how to use the e-mail system, course evaluation tool, and the MTI e-learning website. The e-learning site includes a “Staff and Faculty Resources” section that contains information about the school, electronic copies of policies and procedures, and online training modules. Instructors teaching courses using the MY IT Labs software receive hands-on training from the curriculum specialist, along with an instruction manual and access to online help and support. Instructors learn how to administer the MY IT Labs learning environment and are familiarized with student class files and the configuration of the lab. (MTI e-learning website (elearning.mticollege.edu), III.C.23 Teach-the-Teacher)

Written policies and procedures are in place to educate and inform students, staff, and faculty about MTI’s technology resources and the institution’s expectations in terms of user responsibilities, and the care and use of MTI’s technology resources. These policies include the Computer Usage (students) policy; the Unauthorized Distribution of Copyrighted Materials, Including Peer-to-Peer File Sharing policy; and the Social Media and Social Networking policy. These policies among others are available for viewing on the MTI e-learning website, and in the student handbook, Faculty Policy and Procedure manual, and on the campus network. (III.C.9: Computer Usage (students), III.C.16: Faculty Policy and Procedure Manual, III.C.20: Social Media and Social Networking, III.C.22: Student Handbook, III.C.24: Unauthorized Distribution of Copyrighted Materials)

Finally, TSD staff members provide technology training and support on an as-needed basis in the form of on-the-job training, in-services, presentations at department meetings, and informal training that naturally occurs in the course of providing routine support. Due to the size and complexity of software packages such as CampusVue or Millennium, users are trained to use the modules specifically related to their area(s) of responsibility. In most cases, the training is

conducted by the employee's supervisor, another experienced user, or TSD staff. Supplemental training is often conducted in conjunction with department or Academic Team (ATM) meetings. This gives users the opportunity to learn new features, gather tips and shortcuts for more efficient use, and ask general procedure-related questions.

### **Planning Agenda**

The College will explore installation and support options for the Millennium salon management software package in order to provide students with the capability to configure and use the salon management software as they would in a professional environment.

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**III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.**

**III.C.1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.**

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### **Descriptive Summary**

The acquisition, distribution, and utilization of technology-related support services, facilities, equipment, and other resources are supported by MTI's decision-making structure and the program review, master planning and budget/resource allocation processes. In addition to overseeing the Technical Services department (TSD), the technical operations director serves as the IT department chair. The director is also a member of the Academic Team (ATM) and participates in Employer Advisory Board and student advisory focus group meetings. This unique combination of roles enables the director to foster open, solution-oriented dialogue focused on the needs of students, faculty, and staff; maintain the data security; and ensure the integrity of the institution's technology-based infrastructure.

The College proactively manages its hardware and software inventory based on software specification requirements, estimated end-of-life dates, current performance levels, and degree of upgradeability. The director of technical operations frequently reviews MTI's technology resources and provides updates to ATM and the Executive Committee. This information, along with other factors such as enrollment trends and updates to academic programs or services, is taken into consideration as the College plans for the future allocation, upgrade, and retirement of its technology resources.

To ensure that its technology resources are up-to-date with industry specifications, the College has implemented the End-of-Life (EOL) program. The EOL is a tool that helps the director of technical operations identify technology-based resources that are within approximately one year of retirement or upgrade. Equipment is broken into administrative or academic categories, then further by classroom or functional levels. For the administrative network, categories include functions such as network infrastructure or phone system, and equipment, such as PC's and printers, is listed by department. The academic network is broken into functional or classroom

categories. When a classroom is upgraded with new computers, the EOL tool is updated with the purchase date and expected lifespan of the resource(s). During master planning, the EOL tool is used to help identify which classrooms are in need of an upgrade. This information is then used to inform planning and budgeting.

The technical operations director and his staff work closely with students, faculty, and staff to ensure that their needs are being met and that satisfaction levels remain high. The director relies on a variety of sources for feedback and input regarding technology resources and support, including the student advisory focus groups, faculty and department meetings, annual student surveys, annual staff/faculty surveys, 12-week student surveys, course evaluations, and comments and suggestions received from students, staff, and faculty in the course of day-to-day operation. This feedback helps TSD to provide high levels of technical support for MTI's programs and services.

### **Self-Evaluation**

The Technical Services department (TSD) consistently meets its goal to ensure that the technology infrastructure, equipment, and support services are fully functional and meet the needs of the College and its students.

All decisions regarding technology-related support services, facilities, equipment, and other resources are guided by the mission and supported by MTI's vision, decision-making structure, and the program review, master planning, and budget/resource allocation processes. Each year all departments develop master planning and other departmental goals and identify their technology-related needs. Budget/resource allocation requests resulting from program review and master planning are reviewed and approved by the Executive Committee. Through the course of the year, when an immediate need arises the director of technical operations works with members of the academic or management team to assess the need and develop a solution in a timely manner.

Results from the 2012 annual faculty/staff survey indicate the following:

- 91 percent of respondents are "satisfied" or "very satisfied" that technical/computer issues are quickly resolved.
- 93 percent of respondents are "satisfied" or "very satisfied" that MTI's technical services department effectively addresses their technical and computer challenges.

Larger scale requests or needs requiring substantive planning or financial outlays are referred to the Academic Team (ATM) and Executive Committee for consideration, planning, and approval. Results from the 2006 faculty/staff survey indicate that 61 percent of respondents felt that technical equipment, such as computers, visual aids, and copy machines were adequate to support their instructional goals. In the 2012 faculty/staff survey, the response to the same question jumped to 97 percent. Feedback from surveys, classroom evaluations, and direct input from students and faculty has directly impacted the technology tools that have been put in place and how they have been configured. All classrooms now have digital projectors and instructor workstations for faculty to use to enhance their lectures. Access to the MTI e-learning website

(elearning.mticollege.edu) enables students and instructors to easily access classroom files, learning resources, and campus information. Multiple high-speed connections to the internet allow the entire campus to easily access information from the web with few connection problems.

The End-of-Life (EOL) program is a tool used to inform technology resource decision making and planning. It has been particularly helpful in managing technology upgrades for the classrooms. Generally speaking, MTI's practice is to upgrade two classrooms during Christmas break and one classroom during spring break each year. Upgrading three classrooms a year puts the College on a four-and-a-half year upgrade cycle. The EOL program is used to determine which rooms need to be upgraded and how to best reassign PC's to different locations on campus to benefit students. For example, because the information technology (IT) curriculum requires high-end machines and software, the IT classrooms tend to need upgrading more frequently than others. As new equipment is acquired for the IT classrooms, the equipment being replaced is rotated to other classrooms where technology demands are not quite as high. Because IT students have the greatest demand and need for performance, the EOL tool helps the College ensure that these students have access to equipment that is rarely over a year old, and that students in application classes such as MS Word also benefit from equipment that is upgraded regularly. In short, the EOL tool helps enable the College to place resources where they are needed most, and in a way that is cost-effective and beneficial to all students. (III.C.14: End of Life (EOL) Program)

Under the EOL program, hardware is given an upgrade or phase-out date. For academic departments, the dates are based on the curriculum and the skills and competencies that are relevant in the marketplace. For administrative departments, a cost/benefit analysis is used to determine plans for maintaining, upgrading, or replacing software. Hardware assets in classrooms are maintained at levels that allow current software to run efficiently and ensure availability and reliability for student use. Items that are identified as needing upgrade or replacement are included in the TSD annual budget/resource allocation request that is reviewed and approved by the Executive Committee and the Board of Trustees.

Results from the 2012 annual faculty/staff survey indicate the following:

- 97 percent of respondents are “satisfied” or “very satisfied” that they have the materials and equipment they need to do their work.
- 97 percent of respondents are “satisfied” or “very satisfied” that technical equipment (such as computers, visual aids, copy machines, etc.) is adequate to support their instructional goals.
- 89 percent of respondents are “satisfied” or “very satisfied” that the teaching equipment available at MTI is sufficient for their classes (e.g. computers, projectors, whiteboards, podiums, etc.).
- 95 percent of respondents are “satisfied” or “very satisfied” that they have access to a computer when they need one.
- 87 percent of respondents are “satisfied” or “very satisfied” that computers are equipped with the resources they need.

The technical operations director takes an active role in the research, planning, negotiation, and procurement of technology-based solutions. The director works closely with faculty to ensure their instructional needs are being met, and collaborates with faculty and staff to fine-tune and improve existing processes to make them even more effective. In 2009, concerns were expressed about the age and future reliability of the phone system, and an upgrade was included in the TSD master plan. The concerns were discussed by the Executive Committee and authorization given to the technical operations director to investigate alternatives. The director spoke with department heads to determine their needs, a new system was researched, and vendor quotes were obtained. The best option was presented to the Executive Committee for approval and the vendor was selected. The upgrade to the phone system was scheduled for 2010 and occurred over a weekend with no disruption to the school. (III.C.1: 2009 TSD Master Plan, III.C.8: ATM Meeting Minutes)

The College relies on feedback and input from students, faculty, and curriculum specialists in order to provide the technology resources necessary to support students' ability to achieve MTI's student learning outcomes (SLOs). In 2011, when feedback from students and faculty revealed a degree of dissatisfaction with internet speeds and availability, the technical operations director and the director of education developed a plan to improve network capacity and presented it to the Executive Committee. Three action items were established. The first was to upgrade the antiquated Cisco network. Gigabit D-Link business-class switches and a firewall were selected as replacements to support the entire campus. The second item was to establish a tool to monitor and control rogue traffic. A Packeteer PacketShaper was selected to classify and manage inbound and outbound traffic for the internet. This also helped the College comply with legal requirements for preventing piracy. The final item was increasing overall bandwidth. A SureWest fiber connection that carries both voice and data was brought to the campus. The fiber connection is rated for 10 Gigabit speeds, which provides sufficient growth potential for the foreseeable future. Response to the upgrades has been positive and the TSD staff and the director of education continue to monitor student and faculty satisfaction. (III.C.8: ATM Meeting Minutes, III.C.15: Executive Committee Meeting Minutes)

MTI also relies on feedback and guidance from sources external to the College. The Employer Advisory Board (EAB) is an important resource in determining technology-related industry and employment trends. At each meeting, a portion of the time is set aside for the department chairs and employers to meet in small breakout groups to discuss industry-specific trends and updates. Focused discussions regarding technology-related trends help the College determine when to upgrade its curriculum and what topic areas will most benefit students. When the Office 2010 suite was released, the EAB did not recommend upgrading from 2007 until the next version after Office 2010 was released. Moving forward, again based on information gathered from the EAB, the College does not plan to upgrade its curriculum for Office 2013 suite until mid- to late 2013.

### **Planning Agenda**

As more students bring their own tablets and laptops, the demands for an effective wireless network will increase. To support this need, the College will explore upgrade options for a campus-wide wireless network.

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**III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.**

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**Descriptive Summary**

Decisions regarding technology-related support services, facilities, equipment, and other resources are guided by the college mission and supported by its vision, decision-making structures, and the program review, master planning, and budget/resource allocation processes. Each year, departments identify key areas of improvement, develop clearly stated measurable goals, and work toward achieving these goals through focused planning, decision-making, and teamwork. A critical component of the planning process is ensuring that sufficient technology resources are allocated to the successful achievement of departmental goals and fulfilling the needs of students.

Annual program reviews provide valuable information regarding the quality and effectiveness of the College's technology-based resources in supporting student learning and achievement of student learning outcomes (SLOs). As part of the program review process, the academic departments provide feedback and recommendations regarding technology resources. On-line surveys are used as a convenient and anonymous way to gather information and feedback from students, faculty and staff. Because the surveys are accessible from anywhere an internet connection is available, the College has seen greater participation. In addition, because the surveys are anonymous, the College has received what it perceives as more candid responses. Information and feedback from these sources and others are used to inform the master planning and day-to-day decision-making.

Through the course of the year as unexpected or immediate needs arise, the director of technical operations works with the campus director, director of operations, and key managers to assess the need and develop a solution in a timely manner. The director is also a member of the Academic Team (ATM) and takes an active role in the research, planning, negotiation, and procurement of technology-based solutions. Reports are made to the Executive Committee to keep the committee informed of technology-related challenges and accomplishments, and to facilitate planning and the allocation of resources.

**Self-Evaluation**

Ongoing, systematic planning with broad participation is critical to the Technical Services department's (TSD) ability to support the institution's technology-based needs. The department relies on feedback and information obtained from a broad range of sources to assess the effectiveness of its technology resources and support services. Student feedback is collected and evaluated through the annual student survey, course evaluations, ad hoc surveys, and student advisory focus group meetings. Staff and faculty feedback is gathered through the annual staff/faculty survey, ad hoc committees and surveys, ATM meetings, department meetings, and Town Hall meetings. In addition to these resources, the technical operations director stays

abreast of industry trends and updates through the Career Services department, Employer Advisory Board and other industry resources. The director ensures that input on technology resources and support is both widely received and distributed. All information and feedback is available to faculty and staff for review, and is distributed to departments in hardcopy or electronic format. (III.C.6: Annual Faculty and Staff Surveys, III.C.7: Annual Student Surveys, III.C.8: ATM Meeting Minutes, III.C.10: Course Evaluation Templates, III.C.12: Department Meeting Minutes, III.C.13: Employer Advisory Board Meeting Minutes, III.C.21: Student Advisory Group - Student Advisory Focus Group)

TSD uses program review and the master planning processes to identify strategic technology-based objectives and plan for their achievement. Through program review, the College reviews its SLOs and levels of student achievement, examines the quality of its curricula, and identifies opportunities to enhance its programs and services. These reviews help determine areas for improvement and the technology resources needed to support the change. Faculty and staff take what is learned from program review and use it to make plans for improvement in the coming year. The master planning process provides a direct link between department goals, target achievements, and budget/resource allocation requests. For each master planning goal, the department identifies the technology resources it needs and expresses them in the form of budget/resource allocation requests.

Budget/resource allocation requests stemming from program review and master planning are submitted to the Executive Committee and Board of Trustees for review and approval. When the Executive Committee reviews the budget/resource allocation requests, it also reviews the goals that are trying to be achieved. As master planning updates are made throughout the year, the status of the technology requests can be seen. Because technology resource planning is integrated with institutional and master planning, any substantive investment in technology is considered by the president with input from the Executive Committee. The Executive Committee and Board of Trustees independently review proposed activities and related needs, and determine whether they support the institution's overall efforts toward accomplishing its stated mission. It is important to note that approval by the Board of Trustees is not a guarantee that a particular activity or acquisition of resources will actually occur.

It has long been the institution's practice to maintain significant reserves to support and enhance MTI's programs and services on an ongoing basis. This practice, along with the institution's broad-based planning and budget/resource allocation processes, have allowed the College to satisfy the technology-related needs identified through evaluation and planning without sacrificing its ability to be financially flexible and respond to additional needs as they arise. Upon approval by the Executive Committee and Board of Trustees, the technical operations director works with the appropriate department managers to develop plans for implementation. (III.C.5: Annual Budget Review)

As technology-related needs arise throughout the year, the technical operations director works with the staff and faculty to research vendors and identify the most practical hardware or software solutions, negotiate pricing, and coordinate the delivery, installation, and training. Recommendations are submitted to the Executive Committee for consideration. If a need is

significant, the Executive Committee reevaluates current priorities and plans and makes necessary adjustments with input from the technical operations director.

**Planning Agenda**

No additional planning items have been identified at this time.

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

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning at both college and district/system levels in multi- college systems.

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#### **III.D.1 The institution's mission and goals are the foundation for financial planning.**

##### **III.D.1.a. Financial planning is integrated with and supports all institutional planning.**

##### **III.D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.**

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### **Descriptive Summary**

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

Institutional planning and financial planning are integrated in an overall process that is based on an annual cycle of evaluation, planning, and improvement, and focuses on the quality of student learning and the efficiency of institutional processes. Through program review, the College reviews its student learning outcomes (SLOs), examines the quality of its curricula, and identifies opportunities to enhance its programs and services. These reviews determine what needs to be improved and what resources are needed to make the improvements. The results and recommendations from program review flow into the master plans for each academic department and their related budget requests. In the end, as a direct result of master planning and program review, current and future resource and equipment needs are identified and submitted to academic management for consideration as budgeted expenditures for the upcoming year.

The budget process begins toward the end of the calendar year, with a review of recommendations stemming from program review and the development of master planning goals and related resources for the upcoming year. Budget/resource allocation requests related to master planning goals, curricular updates and additions related to program review, and general operational needs of the College are presented to the Executive Committee for consideration. Those requests that receive initial approval from the Executive Committee are forwarded to the Board of Trustees for review and approval. (III.D.7: Annual Budget Review)

The Executive Committee and Board of Trustees independently review proposed activities and related needs, and determine whether they support the institution's overall efforts toward accomplishing its stated mission. It is important to note that approval by the Board of Trustees is not a guarantee that a particular activity or acquisition of resources will actually occur. The Board of Trustees' approval signifies its belief that the activities and items listed support MTI's institutional effectiveness and achievement of its mission. Upon receiving board approval, the CFO notifies the Executive Committee, which begins the process of prioritizing the list and calendaring target implementation dates. This information is shared with the department managers who work closely with their respective supervisors to develop plans and project timelines. As part of the overall master planning process, the requested program improvements and related expenditures for necessary resources are tracked periodically during the year through implementation.

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

### **Self-Evaluation**

In 2007, the College integrated institutional planning and financial planning into its ongoing cycle of evaluation, planning, and improvement. The primary components of the cycle are program review, master planning, and budgeting; with program review and master planning informing the budget process.

Program review is an intensive process that encompasses a review of student learning outcomes (SLOs) and course mappings, prerequisites and course descriptions, competency levels and assessments of student achievement, resources and class materials used within each program, faculty resources and qualifications, admissions information and enrollment criteria, tuition levels and financial aid information, and institutional policies and procedures. The process results in recommendations for improvement which are translated into action items that appear on the department's master plan. In addition, resource needs are identified and documented in the form of budget requests.

Program review is completed by all academic departments and has proven effective, especially after format revisions made in 2011 and 2012. In 2011, a "closing the loop" section was added to document progress made on action items from the prior year. In 2012, a section was added to better document budget requests originating from the program review process. The process has resulted in many budget requests to fund necessary or desired improvements to the institution's programs and services. Annual requests for new or updated text books, the addition of projectors to the classrooms, the addition of centrifuges to the medical labs, and upgrades for computers and software are a few of the examples of the requests that flow into the financial planning process from the program review. (III.D.33: Program Review)

Master planning is carried out by all departments throughout the College. As part of the process, departments identify goals for the year, action items necessary to achieve the goals, target achievement levels, and expected completion dates. The planning process also incorporates the identification of budget resources necessary to accomplish each goal. Resources may include improvements to a classroom or the purchase of computers, software, equipment or supplies. They could also take the form of training, salary compensation for additional hours needed to achieve the goal, and other miscellaneous resources identified by the department. Master plans are living documents with planning, assessment, and resource allocation updates being made throughout the year on a quarterly basis.

The master planning process has evolved over time as faculty and staff members have become more comfortable with it. The most notable improvements have been a stronger tie between the planning and budgeting processes, and more complete documentation of the institution's assessment and improvement activities. In 2012, the master plan template was expanded to include more detailed information regarding the resources needed to support each goal and a summary of related budget requests. With the addition of this information, the master plan for each department now serves as an excellent tool for tracking progress toward meeting department goals, and the acquisition of the resources necessary to support them. (III.D.28: Master Plans)

All budget requests, most stemming from program review and master planning, are reviewed by the Executive Committee and are thoroughly discussed prior to approval. Expenditures greater than \$100,000 must be approved by the president and expenditures greater than \$1,000,000 must be approved by the Board of Directors. When significant expenditures are being considered, the project is carefully evaluated and competing bids or quotes are obtained to control costs. Financial resources are retained in the form of institutional reserves sufficient to fund the needs of the College's academic programs and administrative departments, including fixed asset upgrades as needed and possible campus expansion. When possible, equipment upgrades or additions are made during school breaks to minimize disruptions to student learning. (III.D.22: Executive Committee Meeting Minutes)

The fact that not all projects are moved forward after discussion and a review of associated costs provides some indication the institutional and financial planning processes are working effectively. However, survey feedback from faculty, staff and students is the best indicator that the necessary resources are being allocated to the programs, facilities, and equipment. Results from the 2012 annual student survey indicate that 85 percent of respondents are "satisfied" or "very satisfied" that MTI's computer labs have all the resources needed to be successful in their classes. Only 2 percent expressed dissatisfaction. The condition of MTI's campus facilities and learning resources are also rated highly, with 91 percent of respondents rating them in excellent or good condition and only 2 percent rating them as needing improvement. An open-ended question requesting suggestions for facility improvements and/or learning resource additions was also used to gain further insight into the students' perceived needs for on-campus improvements. (III.D.3: 2012 Annual Student Survey)

The results from the 2012 annual faculty and staff survey also indicate that institutional resources are being properly allocated. When asked if the technical equipment (computers, visual aids,

copy machines, etc.) is adequate to support their instructional goals, 97 percent of respondents indicated that are “satisfied” or “very satisfied”, while no respondents indicated dissatisfaction. When asked if MTI campus facilities and learning resources (buildings, classrooms, equipment, etc.) are in good condition, 94 percent indicated that they are “satisfied” or very satisfied”. Again, no respondents expressed dissatisfaction. Further, when asked if teaching equipment at MTI is sufficient for their classes (computers, projectors, whiteboards, podiums, etc.), 89 percent were “satisfied” or “very satisfied” and no one was “dissatisfied” or “very dissatisfied. (III.D.2: 2012 Annual Faculty and Staff Survey)

Finally, student enrollments are an important factor impacting financial planning, as they directly impact the institution’s cash flow and the funds available for improvements or expansion. The Executive Committee takes student enrollment activity into account as it discusses and evaluates plans to allocate financial resources to the expansion or improvement of its student learning programs and support services. The committee closely monitors trends in student enrollments and retention as it works toward continuous improvement, sound business practices, and careful management of resources and expenses. Each week the director of admissions provides an update on new student enrollments for key programs. Additionally, the director of education reports retention figures at the midpoint and end of each term along with updates on retention-related activities. Finally, a monthly Rolling Retention report is also reviewed by the Executive Committee to spot trends and monitor changes in retention percentages. (III.D.18: CORE Report (Sample), III.D.22: Executive Committee Meeting Minutes, III.D.35: Retention Snapshot (Sample), III.D.36: Rolling Retention Report (Sample))

### **Planning Agenda**

No additional planning items have been identified at this time.

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**III.D.1.c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.**

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### **Descriptive Summary**

Maintaining the flexibility to direct financial resources toward satisfying long- and short-term institutional needs is a major goal of the institution. To achieve this flexibility, MTI takes a unique approach toward budgeting that focuses not on the allocation of dollars but on the evaluation of proposed activities and plans based on institutional goals, followed by the earmarking of funds to support these goals. Funds held in reserve are comprised of institutional profits that are not distributed to shareholders. Over the years, this approach has enabled the College to acquire and maintain the funding necessary to support and enhance programs and services, and avoid situations in which identified academic needs cannot be satisfied due to inadequate funding.

It is important to note that it is the policy and practice of MTI College not to incur debt. Through careful planning, flexibility in managing priorities, and the prompt payment of invoices, the College is able to fund projects and obtain resources necessary to accomplish its mission without having to incur debt. This practice enables the College to focus on plans related to improving institutional effectiveness versus those relating to the payment of financial obligations and liabilities.

With the oversight of the Board of Trustees, the Executive Committee is responsible for reviewing and approving plans and related expenditures that enable MTI to carry out its mission. The MTI Board of Directors is responsible for all policy relating to corporate assets including reserve funds, investments, real estate, equipment, accounting, and taxes. The Board of Directors takes annual and long-range financial planning into consideration as it assesses the financial status of the institution, establishes or evaluates plans for capital outlays, determines the amount and frequency of shareholder profit distributions, and plans for future needs of the institution.

### **Self-Evaluation**

MTI Business Schools of Sacramento, Inc, the owner of MTI College, has a history of financial management that includes maintaining excess funds in sizable reserves, and managing financial resources and payment obligations to avoid incurring long-term debt. As a result, when MTI assesses its financial stability, there are no debt obligations to consider. This practice is evidenced by the \$763,196 in leasehold improvements, equipment, and supplies that were needed to launch the Paul Mitchell Cosmetology program in 2006 and the \$43,000 in ADA campus improvements made during 2011. Both were funded entirely through institutional cash reserves.

The Executive Committee takes a conservative approach toward spending, approving projects only after they have been carefully considered and the committee has evaluated other short- and long-term plans. Further, review and approval of all significant expenditures by the Executive Committee, the president, and/or the Board of Directors (for very large expenditures) ensures that institutional funds are only expended in accordance with furthering the MTI mission and vision. Expenditures stemming from short-range planning processes, including program review and master planning, are evaluated by the Executive Committee to determine if they would in any way adversely affect the financial position of the institution, either currently or in the future. Often, the committee reaches out to its constituencies for input and forms ad hoc committees to conduct research and make recommendations. Recent projects include introducing the use of I-Pads with a custom application to assist in the admissions process, considering (but not implementing) a conversion to the Wyse Thin Client computer solution, resuming the classroom computer upgrade program, upgrading test center computers to add VUE testing, upgrading computers in the Admissions department, and completing a series of ADA campus upgrades. (III.D.22: Executive Committee Meeting Minutes)

MTI operates in a fiscally conservative manner to further assure financial stability. The institution carries no long-term debt and utilizes a funded employee 401k retirement plan as opposed to exposing itself to unfunded future obligations with an employee pension plan. In

addition, the large retained financial reserves are managed conservatively and serve as a buffer to fund any large anticipated or unanticipated future obligations.

Finally, as evidenced in meeting minutes for the Board of Trustees and the Board of Directors, college leadership solicits input and obtains the necessary approvals for implementing institutional initiatives and obtaining the necessary funding to support their success. (III.D.12: Board of Directors Meeting Minutes, III.D.13: Board of Trustees - Agendas & Meeting Minutes)

### **Planning Agenda**

No additional planning items have been identified at this time.

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**III.D.1.d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.**

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### **Descriptive Summary**

The institution clearly defines its approach toward financial planning and budgeting in the MTI Annual Budget Policy, which is distributed to department managers on an annual basis. This document, along with the institutional planning map, provides a complete picture of MTI's approach toward planning and budgeting.

The College strongly believes in involving faculty and staff in its budgeting and planning processes. MTI's Budget Policy dictates that the College must annually solicit input from its department managers regarding upcoming activities and related resources that require capital expenditures above and beyond normal operating expenses. Among others, the activities and plans listed include those tied to master planning and program review. Managers and department chairs are encouraged to solicit input from their employees and utilize additional feedback from sources such as course evaluations, annual and ad hoc student and faculty/staff surveys, student advisory focus groups, the Employer and Legal Advisory Boards, externship partners, and other external resources.

When the Board of Trustees approves the list of proposed activities and resource needs, the Executive Committee begins prioritizing and calendaring target implementation dates. This information is shared with the managers and department chairs, who work closely with their respective supervisors to develop plans and timeframes for implementation. In the event circumstances arise that impact MTI's ability to fulfill its mission, priorities are shifted and budget plans are adjusted in order to accommodate institutional objectives. When this occurs, departments or workgroups impacted are notified by members of the Executive Committee.

## **Self-Evaluation**

The Annual Budget Review policy clearly outlines MTI College's unique approach to budgeting that focuses not on the allocation of dollars but the identification of proposed activities and plans based on institutional goals. Funds are earmarked to support institutional and departmental goals through the budget process. Evidence of these processes is contained in the Executive Committee meeting minutes and the Board of Trustees meeting minutes, as well as program reviews, master plans, and budget requests each year. With improvements made to the master planning process in 2012, monitoring of the process from initial planning to budget approval and ultimately to expenditure has been enhanced. (III.D.13: Board of Trustees - Agendas & Meeting Minutes, III.D.22: Executive Committee Meeting Minutes, III.D.28: Master Plans, III.D.33: Program Review)

Each year administrative department managers and academic program department chairs are notified of the upcoming budgeting process through email notification and through announcements made at Academic Team (ATM) and department meetings. The process is facilitated by the chief financial officer (CFO), who ensures input is collected from each department and forwarded to the Executive Committee and Board of Trustees for review and approval. The CFO ensures the Executive Committee receives notice of the Board of Trustees' approval so the committee can begin the planning and implementation process. Departments are notified of the status of their requests through members of the Executive Committee. Copies of the proposed activities and resource needs submitted by the departments are retained on file by the CFO. (III.D.7: Annual Budget Review)

MTI's constituencies have opportunities to participate in the development of the institution's plans and budgets. Program reviews and departmental master plans are used to develop the departmental goals, objectives and action plans, which are the basis for most budget requests. In addition, dialogue and planning occurs in department meetings, ATM meetings, Employer Advisory Board meetings, student advisory focus group meetings, Executive Committee meetings, and other ad hoc committee meetings. (III.D.11: ATM Meeting Minutes, III.D.14: Budget-Resource Allocation Process, III.D.19: Department Meeting Minutes, III.D.20: Employer Advisory Board Meeting Minutes, III.D.22: Executive Committee Meeting Minutes, III.D.28: Master Plans, III.D.33: Program Review)

Results from the 2012 annual faculty/staff survey indicate the following:

- 93 percent of respondents are "satisfied" or "very satisfied" that they have the opportunity to participate in the master planning/department review or other planning processes.
- 92 percent of respondents are "satisfied" or "very satisfied" that results from MTI's assessment activities, master plan/department review, and program review lead to improvements in MTI's programs, departments, and student experience.

## **Planning Agenda**

No additional planning items have been identified at this time.

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**III.D.2. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.**

**III.D.2.a. Financial documents, including the budget and independent audit, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.**

**III.D.2.b. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.**

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### **Descriptive Summary**

Institutional documents including annual program reviews, master plans, and budget/resource allocation requests; monthly internally-prepared financial statements; annual externally-audited financial statements; annual external audit findings and other related documents reflect MTI's commitment to maintaining financial integrity and its practice of appropriately allocating financial resources toward the support of student learning programs and services.

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

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

The MTI Board of Directors is responsible for all policy relating to corporate assets including reserve funds, investments, real estate, equipment, accounting, and taxes. The Executive

Committee supports the College and the Board of Trustees by reviewing and approving plans and related expenditures that support the institution's operation and ability to carry out its mission.

As is typical in the academic arena, the College is periodically audited by external agencies. In addition, the College occasionally conducts internal audits to ensure best practices. Whether the findings are from an internal or external source, the College communicates the information to the appropriate parties and then responds accordingly.

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

Finally, input and feedback from students, faculty and staff help determine if the institution's financial resources are being appropriately allocated to support student learning programs and services, and are vital to the decision-making process.

### **Self-Evaluation**

MTI College does not allocate a set percentage of annual revenues to support student learning programs and services. Instead, emphasis is placed on providing excellent student learning programs and services, and whatever financial resources are required are allocated to achieve that goal. Class sizes remain small to allow for individualized attention. Faculty members are evaluated regularly to ensure instructional excellence and are compensated as appropriate. In addition, improvements are made to learning programs, support services, and facilities based on input from students, faculty and staff. Supporting evidence can be found in program reviews and master plans; Academic Team (ATM) meeting minutes; Executive Committee meeting minutes; Board of Trustees meeting minutes; student, faculty and staff survey results; and faculty payroll reports. (III.D.8: Annual Faculty and Staff Surveys, III.D.9: Annual Student Surveys, III.D.11: ATM Meeting Minutes, III.D.13: Board of Trustees - Agendas & Meeting Minutes, III.D.22: Executive Committee Meeting Minutes, III.D.23: Faculty Payroll Reports, III.D.28: Master Plans. III.D.33: Program Review)

MTI's system of setting and controlling fiscal expenditures and the internal controls that are in place to guarantee compliance are sufficient for an organization of its size. The institution's methods have proven successful as evidenced by its history of funding the operation and the

growth of the institution through internally generated and retained funds, and its ability to withstand fluctuations in the market without the need to incur long-term debt. Because MTI College is a privately held institution, details of annual financial reports are not shared with faculty and staff. However, all necessary financial information required for sound planning and decision-making is provided to key personnel as appropriate.

As outlined in the self-evaluation for section III.D.1.b., the College maintains specific limits for approving expenditures. The Executive Committee reviews and approves all significant expenditures, and takes a conservative approach toward spending. The committee approves projects only after they have been carefully considered and the committee has evaluated other short and long-term plans. An excellent example of this approach is the proposal to switch to the Wyse Thin Client solution for computers in the classroom. The idea was proposed to the Executive Committee in 2012, including a discussion of potential benefits to the institution. The proposal was investigated thoroughly by the Executive Committee and members of the Technical Services department (TSD). After careful consideration, it was determined that the existing computer replacement plan actually provided a better and more cost-effective solution, and the switch to the thin client was not approved. (III.D.7: Annual Budget Review, III.D.22: Executive Committee Minutes)

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

In the cases where there have been audit findings, MTI's corrective action plans have been comprehensive, timely, and communicated appropriately. In all years but one, financial aid audit findings have been minor and due to isolated incidents of clerical error. The most recent example of MTI's response to an external audit finding occurred in 2012. The financial aid audit for 2011 resulted in two findings, one where loan proceeds were disbursed prior to completion of the first payment period for one student, and another where documentation of a student's loan program exit counseling was missing. Both were found to be isolated incidents and MTI's corrective action plan included an increase in efforts to ensure procedures are followed more consistently. (III.D.27: Findings No. 11-1 and 11-2)

As a second example, in 2008 the financial aid compliance audit resulted in a finding that MTI had miscalculated the Return of Title IV funds in four of the twenty-five students sampled. Additional incorrect calculations were found in an expanded sample. The method MTI was using for the calculation had been recommended by an outside consultant, and had been reviewed and approved in prior years by the previous outside financial aid auditor. In 2008, MTI's CFO decided to change to a new, highly-regarded outside financial aid program auditor. It was the opinion of the new auditor that the method being used was not compliant. MTI immediately

undertook a review of all files that were affected and recalculated the refunds using the method required by the new auditor. Staff worked extra hours to complete this review in a timely manner and to ensure compliance with the auditor's finding. The College assumed a significant monetary liability as a result of the corrected calculations. In addition, the College shared the finding with staff in the Financial Aid department; increased staffing in the departments that prepare, review and process the Return of Title IV funds calculations; and implemented a final review of refund calculations by the CFO. There have been no subsequent findings regarding this issue. As in the past, MTI's response to the finding was timely, solution-oriented, and decisive, ultimately leading to an improvement in MTI's processes and accuracy. (III.D.26: Finding No. 08-2)

Results from financial statement and financial aid program audits are maintained by the CFO and are provided to the U.S. Department of Education and the Board of Directors. In addition, this information is shared with the president, the campus director and the director of operations for planning and decision-making purposes. Any staff member for whom the information is relevant is also given access. (III.D.10: Annual Title IV Compliance Audits, III.D.12: Board of Directors Meeting Minutes, III.D.25: Financial Statements and Compliance Attestation Examination)

Current and past budget requests, supplemented by minutes from Executive Committee, ATM, and department meetings reflect the appropriate use of financial resources to support student learning programs and services. Program review and master planning lead to budget requests for financial resources needed to implement change. The process of planning, implementation and evaluation is tracked and reviewed by the Executive Committee as it monitors the outcome of each request. Current and past budget requests are available for review in the CFO's office. Examples of the institution's commitment to allocating financial resources toward supporting student learning programs and services include the hiring of an externship coordinator; the addition of a medical wet lab; the addition of Test Pass Assurance (TPA) programs for the Phlebotomy, Medical Billing and Coding Specialist, Medical Assistant programs; the introduction of the PM final phase program for the Cosmetology program; the creation of the Salon Management program; the implementation of a broadband packet monitor; and the upgrade of the network infrastructure. (III.D.11: ATM Meeting Minutes, III.D.13: Board of Trustees - Agendas & Meeting Minutes, III.D.22: Executive Committee Meeting Minutes, III.D.28: Master Plans, III.D.33: Program Review)

Finally, the College believes that feedback it receives from students, faculty and staff supports the conclusion that the institution appropriately allocates financial resources to ensure the effectiveness of its student learning programs and services.

Results from the 2012 annual faculty/staff survey indicate the following:

- 97 percent of respondents are "satisfied" or "very satisfied" that they have the materials and equipment to do their work.
- 92 percent of respondents are "satisfied" or "very satisfied" that the results from MTI's assessment activities, master plan/department review, and program review lead to improvements in the institution's programs, departments and student experiences.

- 94 percent of respondents are “satisfied” or “very satisfied” that their students have access to the resources they need to be successful.
- 94 percent of respondents are “satisfied” or “very satisfied” that MTI campus facilities and learning resources (buildings, classrooms, equipment, etc.) are in good condition.

Further, according to the 2012 annual student survey,

- 91 percent of respondents are “satisfied” or “very satisfied” that MTI campus facilities and learning resources are in excellent or good condition.
- 92 percent of respondents are “satisfied” or “very satisfied” that they have access to the resources they need to be successful in their classes.

### **Planning Agenda**

No additional planning items have been identified at this time.

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### **III.D.2.c. Appropriate financial information is provided throughout the institution in a timely manner.**

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### **Descriptive Summary**

As a private institution, it is MTI’s prerogative not to share its financial data pro forma with staff and faculty as long as doing so does not interfere with their ability to meet the needs of the institution. Thus, the College continues to operate under the budgeting and resource allocation model that it has employed for the past several years in which information is shared as planning dictates and needs arise. MTI has found over the years that its approach is well-suited for the operation and allows department chairs and managers to work directly with the Executive Committee to understand priorities, identify needs, and obtain the resources – financial and otherwise – necessary to meet departmental goals.

As institutional and departmental goals are identified through program review, master planning, department meetings or through the course of day-to-day operations, discussions are held involving representatives from key areas within the College to ensure that the proposed outcomes will serve the best interests of students and fulfill the mission of the College. Once a goal is approved, an action plan is developed, including an explanation of the objectives, estimated timeframes, resource needs, estimated budgetary outlays, and potential obstacles that could impede implementation. The plan is presented to the Executive Committee which assists in fine-tuning the details, identifying solutions for overcoming obstacles, and approving funding.

Examples of financial information that the College finds appropriate and necessary to share with staff and faculty include employee benefits such as medical plan renewal options, 401K plan information and fee disclosures, tuition charges, and faculty compensation policies. This information can be found in the employee personnel manual where benefit information is

detailed and annual information provided to eligible employees. (III.D.30: MTI Personnel Manual)

The Executive Committee closely monitors new student enrollments and tracks student retention on a regular basis. These figures are communicated to various departments which use the information in setting goals and assessing the quality of the programs and services being offered. The Executive Committee also oversees the budget process and expenditures relating to the implementation of projects and various initiatives. When financial information is needed in the decision-making or planning process, the necessary information is provided to the appropriate parties by the Executive Committee to ensure all relevant information is considered. (III.D.18: CORE Report (Sample), III.D.22: Executive Committee Meeting Minutes, III.D.35: Retention Snapshot (Sample))

### **Self-Evaluation**

The degree to which financial data is provided throughout the institution appears to be appropriate for the College based on the results from the 2012 annual faculty/staff survey. According to the survey, 97 percent of faculty respondents believe that the technical equipment (computers, visual aids, copy machines, etc) is adequate to support their instructional needs, 89 percent believe the teaching equipment available at MTI (projectors, whiteboards, podiums, etc.) is sufficient to support their classes, and 94 percent believe their students have access to the resources they need to be successful in their classes. As there has been no evidence to indicate that the process has had a negative impact on the College or its financial position, the College is not comfortable with adding a new level of bureaucracy associated with departmental budgets which could potentially limit its flexibility. (III.D.2: 2012 Annual Faculty and Staff Survey)

The College continues to share financial information necessary to maximize the effectiveness of the program review and master planning processes. The goal is to ensure that the financial information necessary to make informed decisions is available at the departmental-level, and that the approval of budget requests is communicated in a timely manner in order to avoid unnecessary delays in planning and implementation. (III.D.4: 2013 - April 30th Budget Update, III.D.22: Executive Committee Meeting Minutes, III.D.28: Master Plans)

### **Planning Agenda**

No additional planning items have been identified at this time.

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**III.D.2.d. All financial resources, including short and long term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.**

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### **Descriptive Summary**

MTI has not issued any short- or long-term debt instruments and does not fund its operations in any way through auxiliary activities, grants, or fundraising efforts. Fundraising activities that are conducted on campus are for the sole purpose of community service. All funds earned through community service and fundraising activities are managed with integrity and donated to the designated charity in full.

MTI's financial resources come primarily from student tuition and book payments, with a small amount also derived from Paul Mitchell salon revenues. The College ensures that all funds received for student tuition are used in a manner consistent with what was intended. The New Student Committee focuses attention on the academic performance of all new students to determine if there are any students who were enrolled in school, but lack the potential to succeed in the program in which they have enrolled. Identifying these students early and providing additional instructional focus and feedback allows the committee to determine if these students will be successful in time, or if they would be better served in another institution or setting. Students who are clearly not ready for school or who are not well-suited for their programs are significantly less likely to succeed and are dropped within the first six weeks. The College believes that turning away students who prove unable to benefit from the program, refunding any loans, and forgiving any remaining financial obligations is consistent with the mission and goals of the institution. It is also consistent with the intended use of the tuition funds.

The College has often limited class starts based on job market conditions to ensure that there will be jobs available for students who successfully complete their programs. The starts for the Phlebotomy, Paralegal Studies, and Cosmetology programs have been limited at various times for this very reason. The practice of limiting starts directly impacts the College's financial resources by limiting tuition revenue; however, it is consistent with the institution's mission and with the intended purpose of the funding source (student tuition).

MTI has implemented a revised Code of Ethics signed by all faculty and staff. The new Code of Ethics incorporates the points from the prior admissions staff code and the one used in the Financial Aid department, as well as adding additional items of a more general nature. MTI believes that having each employee sign the new code has raised awareness of the need to act with integrity in all institutional matters.

### **Self-Evaluation**

MTI believes that it manages its financial resources with integrity and in a manner consistent with the intended purpose of the funding source. Revenues from tuition and book sales are used

to support the College's mission and to help students achieve stated student learning outcomes (SLOs). Efforts are made during the admissions process to admit only those students who will benefit from the programs offered, and who the institution will successfully be able to place in jobs. Steps are taken during the first six weeks of attendance to determine if any students who were admitted are struggling due to changes in their circumstances and/or an inability to handle the requirements of the program. The College provides support and assistance where it can; however, if it is determined that MTI is not a good match for a student, the student is dismissed from school, his or her loans (if any) are refunded, and his or her tuition is forgiven so the student will suffer no financial detriment. Meanwhile, the College continues to look for ways to improve the admissions process to identify and admit only those students who will benefit from the program. In addition, the College strives to use the program review and master planning processes to further improve its academic programs and student support services in support of student learning and achievement. (III.D.28: Master Plans, III.D.31: New Student Committee, III.D.33: Program Review, III.D.39: Three-Way Test)

The College is wholly committed to applying its financial resources to what is right for its students. In response to recent actions taken by the State of California to limit access to the Cal-Grant program, MTI took steps to force the Student Aid Commission to recognize its first official 3-year cohort default rate (2009) instead of the unofficial 2008 rate for determining program eligibility. Use of the 2009 official cohort default rate would have allowed new MTI students to participate in the Cal-Grant, as in prior years. When these steps failed and new students were not allowed to utilize Cal-Grants at MTI for the 2012-2013 year, the College allocated financial resources from its own reserves to protect its students by creating the MTI Cal-Grant Offset program. Under this program, new students who would have otherwise qualified under the Cal-Grant program for 2012-2013 year could apply directly to MTI for institutional funds to help replace what was lost. (III.D.15: Cal Grant Offset Program, III.D.22: Executive Committee Meeting Minutes)

Finally, the limited fundraising that is done by the College is primarily conducted by the Paul Mitchell Cosmetology program future professionals (students). Each year, MTI's Paul Mitchell Cosmetology program joins with the other 103 Paul Mitchell schools across the country in a collective fundraising effort supporting nine specific charitable organizations, including the Children's Miracle Network, Food for Africa, and the Magic Johnson Foundation. For their part, MTI and its Cosmetology program future professionals strive to raise \$20,000 each year. Half of the funds generated through fundraising efforts are distributed to the nine charitable organizations supported by Paul Mitchell, and the other half are redirected to the Andrew Gomez Foundation and earmarked for local use. The College uses these funds to directly benefit its future professionals. Past uses have included paying for airfare and travel costs for future professionals to travel to industry events; paying for contest entry fees; and covering other costs that fall beyond students' Cosmetology program tuition and fees. Participation in all fundraising events is encouraged and celebrated, but not required. The Paul Mitchell Cosmetology program fundraising ("funraising") efforts are the only ones that MTI undertakes.

### **Planning Agenda**

No additional planning items have been identified at this time.

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**III.D.2.e. The institution's internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement.**

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**Descriptive Summary**

MTI College has formalized policies and procedures that document how most tasks within the organization are to be performed, and segregates duties among its management team and staff to help ensure compliance. The duties involved in the receipt of payments, whether in the form of cash, checks, or disbursements from financial aid sources, are segregated among several departments and individuals. Deposits are reviewed and made by the chief financial officer (CFO) but are prepared and recorded by employees in the Business Office and Student Accounts departments. Similarly, checks are issued only when supported by proper documentation and are signed by the college president, CFO, or the director of operations. All invoices and billing statements are processed for payment and all checks are issued by the business officer, who does not have the authority to sign checks. All payments are also reviewed by the campus director, another individual without check signing authority. Finally, the campus director reviews the monthly bank reconciliation prepared by the business officer before it is finalized.

Access to the College's reserves is limited to John Zimmerman, President and Michael Zimmerman, Director of Operations. Similarly, the authority to sign checks is limited to only three Executive Committee members as previously noted in this section. The entire Executive Committee continuously reviews department-level and college-wide performance to identify areas where improvements can be made. In addition, any and all findings resulting from the annual year-end financial statement audits and the financial aid compliance audits are utilized to further improve operations.

**Self-Evaluation**

The internal controls that the College has in place are sufficient; nevertheless, the institution constantly reviews its operations on a formal and informal basis to seek improvements and update or revise procedures as needed.

The outside auditor of MTI's financial statements, as part of its work in accordance with Government Auditing Standards, considers MTI's internal control over financial reporting as a basis for designing its procedures. Although the auditor specifically refrains from expressing an opinion on MTI's internal control system, it is stated in each annual report that no material deficiencies in internal control were identified. Likewise, the procedures used by MTI in its Financial Aid department are reviewed, and compliance is tested by an outside auditor on an annual basis. The findings, if any, from both audits are used as a basis for improvement by the College.

**Planning Agenda**

No additional planning items have been identified at this time.

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**III.D.3. The institution has policies and procedures to ensure sound financial practices and financial stability.**

**III.D.3.a. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen occurrences.**

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### **Descriptive Summary**

MTI College maintains policies and procedures to ensure sound financial practices and financial stability, as well as sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

It is MTI's policy and practice to operate on a cash basis. The College does not maintain long-term debt and has no plans to change this practice. Consistent with the institution's conservative approach toward fiscal management, payment of short-term liabilities typically occurs within ten days of receipt. In the event of financial hardship, the institution maintains sufficient cash reserves to cover operating expenses for a period of at least six months. Further, throughout the nearly fifty years that MTI has been in operation, the institution has experienced sufficient cash flow to fund annual operations and build up reserves to ensure financial stability. The buildup of reserves has been accomplished through the policy and practice of retaining whatever funds are needed by the institution for current operations and future improvements, and only distributing the excess. As a result of these policies and practices, the College has no long-term debt and maintains significant retained reserves that are more than sufficient to maintain institutional stability. These funds are held in a conservatively managed investment portfolio. Evidence of the College's practices can be found in independently audited financial statements.

Insurance coverage and policy limits are sufficient to protect against unforeseen events, as evidenced by the annual insurance review. In addition, the College offers a 401k employee retirement plan in place of a defined pension plan, alleviating any concerns for unfunded pension obligations. Further, employee PTO accruals are capped to limit that liability.

Finally, members of the Zimmerman family are the sole shareholders of MTI Business Schools of Sacramento, Inc. To preserve the integrity of the institution's financial resources and the Zimmerman family ownership of the shares, life insurance policies are in place for each of the institution's owners. In the event of the death of one or more of the owners, these policies will assist the institution in paying the deceased shareholder's estate the value of his or her ownership share of the institution without causing financial hardship for the institution. In conjunction with the life insurance, the College maintains a documented Stock Repurchase Agreement and Restriction on Transferability of Shares, which limit the parties who can own MTI shares. This document was signed by all shareholders on November 30, 1991, and was intended to preserve ownership by the Zimmerman family and protect the College from potential investors who would not necessarily operate in the best interests of the institution or its students.

## **Self-Evaluation**

Throughout its history, MTI has operated in a financially conservative manner, has remained debt free, and has exercised prudence in building up financial reserves to help ensure stability. The College remains aware it is dependent on student tuition to support its mission and programs. Serving a student population that is largely dependent on financial aid to attend college, the institution remains vigilant in its efforts to remain in compliance with all requirements so that federal- and state-provided financial aid will remain available to its students. As the bar is raised in areas such as graduation rates, placement rates, and student loan default rates, MTI knows that institutional success in these areas is a necessity. Accordingly, the College devotes significant time and effort to continually improving its metrics to fulfill its mission for the good of its students, and to ensure continued access to federal and state financial aid. MTI's success is evidenced by high overall graduation rates (over 60 percent), job placement rates (over 90 percent), and low student loan default rates (3-year rate of 14.4 percent). To further manage risk, the College maintains insurance coverage with highly rated carriers for the exposures related to workers compensation, general liability, errors and omissions and general business insurance. MTI does not intentionally self-insure any significant risks.

The conservative financial policies employed by MTI have proven effective for the College, as evidenced by the institution's strong financial position and its ability to fund program and campus improvements each year through current cash flow and reserves. Further evidence is contained in the results from the 2012 annual student and faculty/staff surveys, both indicating students and faculty have the resources they need to succeed. In the 2012 annual student survey, 92 percent of respondents believe they have access to the resources they need to be successful in their classes. In the 2012 annual faculty/staff survey, 94 percent of respondents believe that they have the materials and equipment needed to do their work, and 94 percent believe their students have access to the resources needed to be successful in their classes. (III.D.2: 2012 Annual Faculty and Staff Survey, III.D.3: 2012 Annual Student Survey)

## **Planning Agenda**

No additional planning items have been identified at this time.

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**III.D.3.b. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.**

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## **Descriptive Summary**

While the chief financial officer (CFO) is primarily responsible for the management and oversight of MTI's finances, individuals throughout the organization contribute to managing the institution's financial resources on a daily basis.

The CFO is responsible for monitoring institutional payroll expense and overseeing the operations of the Financial Aid department, Student Accounts department, and the Business Office. The CFO and the director of financial aid oversee the function of the Financial Aid department, including account maintenance, accurate reporting to federal and state governmental agencies, default management, and regulation compliance. The CFO and the director of student accounts oversee the function of the Student Accounts department, including the disbursement of financial aid funds, posting to student accounts, reconciliation of the direct loan program, agency and billing for non-financial aid students, and tuition and book collections. Additionally, the CFO coordinates and supervises all financial operations audits, remains up-to-date with current regulations regarding federal and state financial aid programs, and supervises the establishment of institutional policies and procedures consistent with requirements to maintain institutional eligibility and compliance.

Under the supervision of the CFO, the business officer maintains accounts payable, books and supplies. The business officer manages accounts payable records and invoices, processes checks each week, prepares bank deposits twice weekly, and balances statements each month. Finally, the business officer processes sales tax forms each month, and completes applications for credit as needed.

The director of education and department chairs work with staff and faculty to identify department-level goals, ensure access to necessary resources, and manage expenditures such as those related to curriculum development, the acquisition of textbooks, materials, supplies, and staffing. The director of education also reviews teaching and administrative workloads term-by-term to ensure the effective utilization of personnel to support department priorities. In addition, curriculum specialists work with their department chairs to acquire the equipment and resources needed to maximize student learning and the achievement of student learning outcomes (SLOs). Purchase approval is granted based on justified need and level of expenditure.

Expenses related to the daily operation of the College are reviewed by the CFO prior to disbursements being made. All invoices less than \$100 must have prior approval from the appropriate department manager before the business officer will remit payment. Invoices exceeding \$100 require prior approval from the campus director or CFO. After being processed, all payables checks are reviewed by the CFO and the director of operations prior to submission to the college president for signing.

MTI does not fund its operation in any way through auxiliary activities, grants, or fundraising efforts. MTI's financial resources come directly from student tuition payments. Fundraising activities that are conducted on campus are for the sole purpose of community service. All funds earned through community service and fundraising activities are managed with integrity and donated to the designated charity in full.

### **Self-Evaluation**

MTI practices effective oversight and management of its financial activities as demonstrated by its history of institutional and financial audits resulting in very few or no significant audit findings.

The College effectively oversees and manages the use of its financial resources by employing a system of review for all expenditures. At the department level, all invoices or requests for funds require approval for payment by the appropriate manager prior to submission to the Business Office. Before checks are issued, all bills are reviewed by the CFO and the campus director. After being processed, all checks are reviewed by the CFO and the director of operations prior to submission to the college president for signing. The business officer retains copies of approved supply requests and check request forms for reference should questions arise regarding expenses. Currently, the president, CFO, and the director of operations are the only authorized signers on the institution's checking account. (III.D.16: Check Request Form, III.D.38: Supply Request Form)

The CFO and the director of financial aid are effective in their oversight of the Financial Aid department as evidenced by the results and findings from annual independent audits. The Financial Aid department takes a proactive approach toward helping students manage their financial aid funding. The College maintains a permanent part-time position dedicated to default prevention and has contracted with an outside default management solutions company for further assistance. The College also employs two full-time financial aid advisors to ensure that all prospective, current and former students receive a thorough explanation of the financial aid application process and are offered loan counseling. Further, MTI works closely with students to help them avoid situations where they overextend themselves financially. Students are encouraged not to borrow beyond the cost of attendance, and all loans must be school-certified as being based solely on costs associated with the student's education. Feedback from the 12-week student surveys regarding the assistance and quality of service from the Financial Aid department is consistently high, although the department continues to work on improving its customer service scores. Finally, the financial aid staff also works diligently to increase student awareness of scholarship opportunities and the Cal-Grant program through classroom announcements, postings on the bulletin boards, and the MTI e-learning website ([elearning.mticollege.edu](http://elearning.mticollege.edu)). In addition, MTI maintains membership in organizations such as California Association of Student Financial Aid Administrators (CASFAA) and National Association of Student Financial Aid Administrators (NASFAA) to keep abreast of regulatory changes that affect federal financial aid. (III.D.1: 2012 12-week Surveys (Combined), III.D.41: Weekly Announcements (Sample))

In order to improve the institution's efficiency and performance in handling student accounts, this function was removed from the business officer's duties and assigned to a new position called the director of student accounts. The director of student accounts manages student account activity, including billing students and agencies each month, ensuring account statuses are current, coordinating with support staff to follow-up on delinquent accounts, and working with students to resolve payment issues. The College works with an outside organization that helps service certain of its accounts receivables. NELNET Business Solutions provides students with a payment option that is a monthly interest-free ACH payment method. The institution also offers its own payment plans. The director of student accounts processes student payment plan applications and contacts students who become delinquent on payments. Additionally, the director prepares collections information, sends notices to students regarding pending collections actions, and logs collections receipts upon payment. All account activity is documented in student files maintained in the Student Accounts department.

MTI has been proactive in tracking student loan defaults closely and has taken steps to reduce the College's reported cohort default rate. An outside default management company has been retained and tasked to improve the institution's tracking of and communication with those students at risk of default on their student loans. The New Student Committee was created to better focus on evaluating new student performance and has served to identify students who have no chance of success and remove them early from the program. In such a case, the student benefits by leaving the program with no fee or tuition debt, and the College benefits by being able to better allocate resources to students it is able to help. Focusing the College's resources on the students that it can help also improves student retention. The introduction of tightened admissions standards, plus foundational English and math classes have also helped improve student success and, as a consequence, student retention and loan default rates. (III.D.31: New Student Committee)

The College has made several other changes to improve financial oversight, including the following:

- Financial Aid policies and procedures, such as the packaging policy and the Cal-Grant policy, have been formalized and documented.
- The End-of-Life (EOL) program has been introduced to better track the useful lifespan of the institution's technology assets and guide the annual computer upgrades in the classrooms.
- Oversight of the 401k retirement plan has been improved through the creation of a 401k investment committee and adoption of a 401k plan investment policy statement.
- The position of campus director is occupied by an individual trained and licensed as a certified public accountant (CPA). This individual provides additional oversight of institutional finances, reviewing all expenditures and overseeing preparation of the internally prepared unaudited monthly financial statements.

(III.D.5: 401k Investment Committee, III.D.6: 401k Plan Investment Policy Statement, III.D.21: End-of-Life (EOL) program, III.D.24: Financial Aid Packaging)

The effective oversight of finances is also supported by the academic departments. Department chairs oversee the curriculum development process, including identifying deliverables, setting deadlines, and managing development-related expenses. Additionally, the department chairs work with the director of operations to manage textbook expenditures and communicate with publishers to negotiate pricing. The department chairs also review faculty teaching schedules each term and submit payroll reports to the CFO for processing. The director of education reviews and approves faculty staffing levels each term, monitors payroll expense and assists department chairs by making recommendations for maximizing faculty utilization. Finally, all requests for instructional aids or learning resources are approved by the director of education or department chair prior to being purchased. (III.D.23: Faculty Payroll Reports, III.D.30: MTI Personnel Manual, III.D.34: Proposal for Curriculum Development, III.D.37: Scheduling Templates (Samples))

## **Planning Agenda**

No additional planning items have been identified at this time.

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**III.D.3.c. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations.**

**III.D.3.d. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is prepared, as required by appropriate accounting standards.**

**III.D.3.e. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.**

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## **Descriptive Summary**

The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations primarily by avoiding and minimizing such liabilities and obligations. MTI operates on a cash basis and does not utilize long-term debt to finance the operation or the acquisition of needed improvements. The only post-employment benefit the College is liable for is the accrued but unpaid paid time off (PTO) benefit for each employee. The accrual is capped at 1.25 times each employee's current year leave, so its growth is inhibited and the total balance is not material in relation to the funds the College maintains in reserves. Any employee who leaves employment with MTI receives payment for any unused PTO at the time of separation. For employee retirement benefits, the institution relies on a company-sponsored 401K plan, which is currently funded each payroll period. Since MTI has no unfunded post-employment liabilities to value, there are no actuarial plans in place. Further, there are no locally incurred debt instruments requiring repayment that could affect the financial condition of the institution.

## **Self-Evaluation**

MTI College has been highly successful avoiding and minimizing liabilities and unfunded future obligations and paying for all operating costs as they are incurred. The College intends to continue with this policy and therefore does not anticipate any issues in this area that could adversely affect the financial condition of the institution.

## **Planning Agenda**

No additional planning items have been identified at this time.

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**III.D.3.f. Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.**

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**Descriptive Summary**

MTI monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements. In order to reduce MTI's institutional Cohort Default Rate (CDR), and in anticipation of the three-year CDR measurement made regulation by the 2008 Reauthorization of the Higher Education Act, MTI developed and adopted a Default Management Plan (DMP). The DMP has three parts, the first addressing efforts the College can make to reduce drops and increase retention, the second addressing efforts to increase employment opportunities for the College's graduates, and the third addressing efforts to increase communication with students and graduates to facilitate the repayment process. It all starts with making appropriate admissions decisions, as well as properly allowing and monitoring leaves of absence. It continues with increased job development efforts and an increased emphasis on externships to better prepare students for the job market. Finally, it includes use of a professional default management service and more complete student exit counseling.

Revenue streams are monitored and managed to maintain compliance with the 90/10 rule, which requires that at least 10 percent of the institution's revenues be from non-federal funding sources to remain eligible for federal student aid. Monitoring is accomplished by including the College's monthly 90/10 calculation on the Campus Operating Review for Executives (CORE) report. All items on the CORE report are reviewed and discussed weekly at the Executive Committee meeting. In addition, MTI works hard to gain access to outside agency contracts, which generally have identified funding sources and are not as dependent on federal financial aid for participating students. Finally, the institution heavily promotes the Cal-Grant program to its students and encourages all qualifying students to apply. (III.D.18: CORE Report (Sample))

Institutional assets are closely monitored and managed to maintain compliance with federal requirements. The U.S. Department of Education (USDE) is concerned with the financial health of all colleges participating in the federal financial aid programs. Since its inception, MTI has operated on a conservative basis refraining from borrowing, and retaining significant operating profits in the business in order to provide stability and fully fund its mission. For this reason the College has not had any issues regarding its financial responsibility or stability, and always scores very high marks on its annual composite scores.

**Self-Evaluation**

MTI has achieved success in controlling and improving its Cohort Default Rate (CDR). The institution's 2008 three-year "trial" rate, which was the DOE's first attempt at tracking three year rates and was not an official rate, was 21.9 percent. The 2009 three-year rate, the first official DOE three-year rate, was 14.4 percent. MTI is still awaiting issuance of the official 2010 three year rate at the time of this writing, but the draft rate of 13.1 percent indicates that the College is

continuing to see further improvement. The reduction in the number of student loan defaults has been a direct result of the implementation of the Default Management Plan (DMP) mentioned above. The emphasis on only admitting students who can be successful in the College's programs, and the use of the New Student Committee during the first term to identify and help at-risk students and release those with very little chance of success has helped improve the quality of the institution's graduates. As a result, job placement rates remain high and default rates remain low as graduating students find good jobs and pay their student loans. The College has also adopted the practice of delaying loan certification for all students and disbursing funds only after 30 days. This allows for a longer period of time to determine if students will be successful in their programs. The improvement in the CDR can also be attributed to improvements made to exit interviews and overall communication with students and graduates. Finally, the CFO and the director of financial aid have worked closely with the default management company and have improved the monitoring of delinquent borrowers.

The College has been successful in monitoring and managing its revenue streams to comply with the 90/10 rule. MTI currently receives approximately 20 percent of its revenues from sources other than federal financial aid. Emphasizing student participation in the Cal-Grant program through announcements in the weekly newsletter, in the student lounge, on campus bulletin boards, and at student orientations has been helpful since Cal-Grant funds are not a federal fund source. Funding from Cal-Grants increased approximately 11.5 percent from the 2010/2011 year to the 2011/2012 year. Cal-Grant funding dropped off significantly in the 2012/2013 year due to California's last minute decision to lower the rate for determining institutional eligibility to participate in the Cal-Grant program and to utilize the DOE trial 3-year rates for this purpose. Based on these factors, new students were not allowed to use Cal-Grant funds at MTI, although returning students were still provided funding. Fortunately, using the new official DOE CDR rate, all students at MTI are once again able to apply to participate in the program for 2013/2014. This should help the College maintain or increase the percentage of non-federal funds contributing to revenues. The College also hopes to continue working with agencies such as Golden Sierra to provide training for individuals meeting the specific criteria of the agency's program. These revenues are also considered non-federal funds.

Compliance with the DOE's composite ratios remains a non-issue for MTI College. The ratios measure the institution's liquidity, capital resources/ability to borrow, and profitability. With the College's long-term and continued conservative operating policies, lack of long-term debt, and significant equity from retained profits, MTI complies with all these measures by a wide margin.

### **Planning Agenda**

No additional planning items have been identified at this time.

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**III.D.3.g. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.**

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**Descriptive Summary**

The College maintains contractual agreements with a variety of organizations and vendors that provide products and services that directly support student learning and MTI's programs and services.

To ensure students and faculty have access to the tools, materials, and other resources necessary to maximize student learning and achievement, the College maintains agreements with a number of vendors and organizations, including the Sacramento County Public Law Library, LexisNexis, eCollege, Paul Mitchell Education, Microsoft, Oracle, Pearson VUE, and a variety of textbook publishers including McGraw-Hill, Thomson, Pearson, and McGraw-Hill-Irwin. The College also maintains agreements with an extensive list of medical offices, clinics, diagnostic labs, and hospitals which serve as externship sites for the Medical Assistant, Medical Billing and Coding Specialist, and Phlebotomy programs. All agreements are documented and kept on file by the appropriate department chair and/or the chief financial officer (CFO).

The College also maintains service contracts to support the operation of the institution. These agreements include elevator maintenance, janitorial services, landscaping, fire alarm and security systems, medical waste disposal, and garbage disposal. Service agreements are reviewed based on contract terms, at the time of renewal, or on an as-needed basis. All copies of service agreements and documentation of services rendered are maintained by the CFO.

MTI also maintains contractual agreements with organizations funded through the Workforce Investment Act. These organizations, referred to as Workforce Investment Boards (WIB), sponsor clients who have the potential to benefit from retraining as the result of a company closure or significant layoff. The WIBs also service clients who are simply in need of career training and job placement assistance. MTI works closely with WIBs such as Golden Sierra Job Training Agency and the Sacramento Employment and Training Agency (SETA) to provide their clients with career-oriented training. Students referred to MTI by these agencies are bound by the same conditions and policies as required of the general student population. The College provides monthly progress reports to case managers, and meets with each agency annually to provide updates on book costs, total program hours, and tuition adjustments.

**Self-Evaluation**

Responsibility for researching vendors and obtaining agreements typically sits with the appropriate director or department chair who works closely with his or her supervisor to ensure that all agreements are in order and in alignment with MTI's mission, policies, and goals. The campus director, the Executive Committee, and the college president are consulted regularly and asked to review contracts and provide guidance. All contractual agreements with external

entities are reviewed and signed by John Zimmerman, President, Michael Zimmerman, Director of Operations, or David Allen, CFO. In almost all cases an agreement has been seen, reviewed, and discussed prior to reaching the desk of one of these individuals for final review and signature. Each of the individuals with signatory authority to bind MTI College has a long history with the institution and has been instrumental in adopting and maintaining the College's mission, vision, and goals. This helps ensure that each contract that is signed is consistent with the institution's mission and contains only appropriate provisions. The addition of the new campus director has also strengthened the review of contractual agreements, since this individual holds a law degree. The institution has not experienced problems with any of its contracts with external entities to date.

At the time agreements for learning support services are established, the appropriate department chair, director of education, and/or the director of operations meet with the service provider to ensure that the product or service being offered provides sufficient support toward the achievement of student learning outcomes (SLOs) and fits within the culture of MTI College. Once details have been determined and pricing has been negotiated (where applicable), final approval must be obtained through the director of operations or president of the college. Signed copies of contracts and agreements are maintained by the appropriate director or department chair; the original agreements are maintained by the CFO. All contracts and agreements are retained on file and reviewed on a periodic basis by the department chair and the director of education and/or director of operations. Current agreements for student learning resources and services have been reviewed within the last two years with the exception of those established within the last calendar year. Should the College determine that a particular product or service no longer meets its needs steps are taken to research and pursue alternatives. (III.D.17: Contracts and Agreements)

As mentioned, department chairs maintain documentation of the agreements supporting their respective subject areas, and work with curriculum specialists to ensure that the service or resource is incorporated into the curricula and the impact it has on student learning is monitored. Due to the nature of the externship agreements in the healthcare programs, the department chair for healthcare programs and the externship coordinator conduct regular site visits with all externship sites where students are assigned. In addition, exit interviews and evaluations are conducted at the end of each externship assignment in order to gain feedback on the student's performance and the quality of the externship experience. (III.D.29: Medical Assistant Externship Exit Evaluation, III.D.32: Phlebotomy Externship Exit Evaluation)

The existing contracts MTI College maintains with external entities are consistent with the mission and goals of the institution. For example, the American Recovery & Reinvestment Act (ARRA) contracts with Golden Sierra Job Training Agency and Sacramento Employment Training Agency (SETA) allowed MTI to provide training and support to agency customers who were in need. Externship contracts with medical offices and labs allow the College to provide valuable externship work experience for its students, improving their chances of gaining employment after completion of the program. The contract with Wiss Default Management helps MTI provide better customer service to its graduates in the student loan repayment process and helps the institution fulfill its student loan default monitoring responsibilities. Contracts with testing companies such as Prometric, Pearson/Vue and National Center for Competency Testing

(NCCT) allow MTI to provide its students with convenient on-campus certification testing that complies with all state requirements.

### **Planning Agenda**

No additional planning items have been identified at this time.

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### **III.D.3.h. The institution regularly evaluates its financial management practices and the results of the evaluation are used to improve internal control structures.**

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### **Descriptive Summary**

MTI regularly evaluates its financial management processes, and uses what it learns to improve its internal control structures. Each week the Business Office distributes the cash-on-hand balances and check payments for review to the chief financial officer (CFO), campus director, and the president. In addition, the campus director oversees the internal preparation of monthly financial statements which are distributed to the president and CFO for their review and to assist in monitoring the financial performance of the institution. These monthly statements include a breakdown of expenditures linked to various account categories associated with MTI's programs and services.

Year-end financial statements are prepared by an independent outside CPA firm as part of a comprehensive annual audit that includes a physical inventory and a thorough review of financial statements. The purpose of the audit is to assess the institution's accounting practices and obtain reasonable assurance that the financial statements are accurate and reliable. In addition, a concurrent audit of the institution's financial aid activities is performed to ensure compliance with the federal Higher Education Act. Results of both audits are provided to the U.S. Department of Education and the Board of Directors. This information is maintained by the CFO and shared with the president and campus director for use in planning and improving MTI's financial management processes and internal control structures.

As part of the annual prioritization of budget requests, the Executive Committee reviews the list of budget requests from the current and previous year to identify priority areas for resource allocation. The committee looks back at the previous year's master plans to identify projects and initiatives that were successfully implemented. If there were any requests from the previous year that did not go as planned, or were postponed, they are reviewed for consideration in the current budget/resource allocation process. This is done in part to determine what impact, if any, these projects and initiatives will have on the current year's budget; to determine the effectiveness of the previous year's resource allocation; and to identify where improvements in the system can be made for the current year.

## **Self-Evaluation**

MTI has a solid financial history supported by conservative financial practices and diligent review of its fiscal activities. The avoidance of debt and lease payments, along with its practice of maintaining sizable cash reserves, has allowed MTI College to focus its energies on achieving success with its stated mission rather than on fiscal uncertainties or cash management issues. The financial statements for MTI College may be reviewed in the office of the CFO upon request.

Master planning is a major component of MTI's financial management process. All academic and administrative departments participate in the annual master planning process which leads directly to departmental budget/resource allocation requests. The master planning process itself is evaluated each year. As a result of feedback from staff and faculty, improvements are made to improve its effectiveness. The most recent change to the process occurred in 2012 in which greater emphasis was placed on the tracking of budget request items throughout the planning process. (III.D.28: Master Plans)

All administrative departments are evaluated as part of the master planning process each year. This includes the Financial Aid department and the Business Office, the two departments most closely involved with MTI's financial management systems. Improvements are made based on the results of the evaluations. A 2009 review of the accounts receivable and accounts payable processes resulted in the realignment of department responsibilities. Prior to the change, the business officer was responsible for managing accounts receivables and the accounts payables. As part of the realignment, the director of student accounts position was created to take over responsibility for all collections activities and reduce the load on the business officer. Creating a position focused specifically on the collections process resulted in several improvements. The use of the CampusVue management program was expanded, leading to easier and more efficient monitoring of student accounts. In addition, payment dates were realigned to the 15th of the month, a late payment charge was instituted, and a weekly accounts receivable meeting was instituted to review 45-day delinquent accounts. These changes, among others, have resulted in fewer late payments and overall improvements in collections.

In 2013, the institution's financial management process has been further refined with the development of an automated report to better track the status of outstanding student accounts. This report, which is available in CampusVue, enables the CFO and the director of student accounts to monitor the current status of each outstanding student account and better assess which accounts are in need of the greatest attention. Accounts that have been assigned for collection are handled by an external service provider, while all other accounts are handled internally.

Finally, other improvements which have occurred as a result of the institution's evaluation of its financial management processes include the charter of an investment committee by the Board of Trustees in 2012 to improve oversight of the employee 401k retirement plan and to implement an investment policy statement. Also, the accounting software used to maintain the institution's accounting records was updated, as was the Paul Mitchell program software (Millennium) used to manage the salon operation.

## **Planning Agenda**

No additional planning items have been identified at this time.

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**III.D.4. Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.**

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## **Descriptive Summary**

Financial resource planning is integrated with institutional planning through the annual program review and master planning processes. As a direct result of the findings and recommendations from program review and master planning, requests are made for financial resources to fund improvements. These requests are carefully reviewed at multiple levels before being approved, deferred, or denied by the Executive Committee. If the amount requested is material and/or the need is complex, it is common for the Executive Committee to delay a decision pending additional research.

As part of the annual prioritization of budget requests, the Executive Committee reviews the list of budget requests from the current and previous years to identify priority areas for resource allocation. The committee looks back at the previous year's list to identify projects and initiatives that were successfully implemented. If there are any requests from the previous year that did not go as planned, or were postponed, they are reviewed for consideration in the current resource allocation process. This is done in part to determine what impact, if any, these projects and initiatives will have on the current year's budget; to determine the effectiveness of the previous year's resource allocation; and to identify where improvements in the system can be made for the current year.

The College carefully considers the financial resources it allocates to faculty and staff compensation, as this represents the largest annual expense for the institution. Performance reviews are prepared for each employee on an annual basis. Increases in pay are influenced not only by performance and competitive wage pressures, but also by the state of the business and the overall economy. The release of the annual cost of living increase is reviewed before setting compensation targets for the year, and if projections for the year's operating performance appear challenging, a freeze on wage increases may be imposed. In such a case, institutional performance is reviewed at mid-year, and if warranted, the wage freeze is lifted with employee wage increases being implemented retroactively to employees' anniversary dates. If the anticipated challenges materialize and the freeze remains in place, no employee wage increases will occur for the year, which contributes to the institution's ability to cope with the financial challenge.

## **Self-Evaluation**

For nearly fifty years, MTI has successfully operated in a conservative manner by carefully aligning the financial resources of the institution with the program and facility needs of the campus. Over the last several years this process has become increasingly well-documented through improvements made to the program review, master planning, and budget request processes. The latest improvement to the master planning process provides a stronger link between requests for financial resources, and planning and evaluation. In addition, there is better documentation and tracking of requests from approval to the expenditure of the funds to meet the departmental needs.

As part of the institutional and financial resource planning processes, all budget requests are carefully reviewed before they are approved and the expenditures are made. The reviews take place at multiple levels, including the department, the Academic Team (ATM) and the Executive Committee. Often additional research is performed before material expenditures are made, particularly if there is complexity involved. This helps assure that financial resources are used effectively. To illustrate, a WYSE Client Server solution was proposed to replace the existing computer update cycle. The Technical Support department (TSD) included the following items in its 2012 budget requests: WYSE (assuming 80 clients) \$64,000; Servers (2) \$15,000 and software \$42,000 related to this project. After significant discussion and additional research, including sending an employee to another institution that had installed the new technology, it was determined that this would not be the most cost-effective solution. Therefore, the expenditures were not approved. (III.D.22: Executive Committee Meeting Minutes, III.D.40: TSD - 2012 Departmental Review)

The Executive Committee meets weekly and reviews the Campus Operating Review for Executives (CORE) report to assess admissions activity, including inquiries, interviews, enrollment numbers and advisor productivity; student retention data, including leaves of absence, drops, class completions and graduates; and job placement rates. The report also provides information on externship placements, cosmetology licensure pass rates, the number of students/graduates actively using career services, and the number of students with incomplete financial aid data or with payments 45 days past due. The content of the CORE report is provided by department managers and is useful in identifying trends and anomalies in campus activities. As Executive Committee members provide department oversight, this information is used directly to guide and improve performance as well as highlight efforts and achievements deserving praise. In addition to helping the Executive Committee keep a close eye on the pulse of the institution, the CORE report serves as the basis for improvements when the Executive Committee observes areas of the operation that are not working as well as expected. For example, the addition of the New Student Committee and the process of monitoring the performance of all new students was a direct result of monitoring weekly retention and seeking improvements. Tightened admission standards and updated assessment tools also stemmed from the desire to improve student retention. (III.D.18: CORE Report (Sample))

At different times in its history, the College has limited class starts based on job market conditions in order to ensure that sufficient placement opportunities exist for graduates. Specifically, the starts for the Phlebotomy, Paralegal Studies, and Cosmetology programs have

been limited. By limiting class starts, the College effectively manages its financial resources while also staying true to its stated mission. Indirect evidence of the effectiveness of this approach can be seen in the continuously high graduate placement rates the College is able to report year after year. As illustrated below, graduate placement rates have been at 90 percent or higher for the last six years:

Year	Placement Rate*
2007	98%
2008	96%
2009	92%
2010	92%
2011	90%
2012	91%

\*Note: The placement rate represents the percentage of graduates actively looking for work and who are placed in jobs, or secure employment on their own, in or related to their field of study. The decrease in placement rates from 2007 to 2012 reflects the impact the economic environment has had on local employment.

### **Planning Agenda**

No additional planning items have been identified at this time.

## **List of Supporting Evidence for Standard III**

### **III.A. Human Resources**

- III.A.1 2012 Annual Faculty and Staff Survey
- III.A.2 2012 Annual Student Survey
- III.A.3 3-day Paul Mitchell Community Success Training 3-day Paul Mitchell Community Success Training - AVAILABLE ON CAMPUS
- III.A.4 Academic Freedom
- III.A.5 Alcohol and Drugs
- III.A.6 Annual Faculty and Staff Surveys
- III.A.7 Annual Student Surveys
- III.A.8 ATM Meeting Minutes
- III.A.9 Budget-Resource Allocation Process
- III.A.10 Course Evaluation Templates
- III.A.11 Curriculum Specialist Job Description
- III.A.12 Department Chair Job Description
- III.A.13 Department Meeting Minutes
- III.A.14 Diversity - Faculty and Staff Survey
- III.A.15 Employee Code of Ethics
- III.A.16 Executive Committee Meeting Minutes
- III.A.17 Exposure Control Plan - AVAILABLE ON CAMPUS
- III.A.18 Externship Coordinator Job Description
- III.A.19 Faculty Newsletters
- III.A.20 Faculty Policy and Procedure Manual
- III.A.21 Full-time Faculty Job Description
- III.A.22 Inservice Training
- III.A.23 Instructor Applicant Evaluation - Teaching Demonstration
- III.A.24 Instructor Observation Form
- III.A.25 Job Descriptions
- III.A.26 Learning Leader Training
- III.A.27 Master Plans
- III.A.28 Minimum Faculty Qualifications
- III.A.29 MTI e-learning site ([www.elearning.mticollege.edu](http://www.elearning.mticollege.edu))
- III.A.30 MTI Online Training Modules
- III.A.31 MTI Personnel Manual
- III.A.32 Performance Evaluation Forms
- III.A.33 PM Career Path Binder - AVAILABLE ON CAMPUS
- III.A.34 Rules for Success
- III.A.35 Samples of Advertisements and Community Outreach (jobs-diversity)
- III.A.36 Student Handbook
- III.A.37 Teach-the-Teacher
- III.A.38 Town Halls

- III.A.39 Universal Outcomes
- III.A.40 Vision for Learning

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

- III.B.1 2012 12-week Surveys (Combined) (Folder: 12-week Survey)
- III.B.2 2012 Annual Faculty and Staff Survey
- III.B.3 2012 Annual Student Survey
- III.B.4 ABA Interim Reports - AVAILABLE ON CAMPUS
- III.B.5 ABA Midterm Reports - AVAILABLE ON CAMPUS
- III.B.6 ACCJC Substantive Change Reports
- III.B.7 American Bar Association Standards - AVAILABLE ON CAMPUS
- III.B.8 Annual Budget Review
- III.B.9 Annual Faculty and Staff Surveys
- III.B.10 Annual Student Surveys
- III.B.11 ATM Meeting Minutes
- III.B.12 Board of Directors Meeting Minutes - AVAILABLE ON CAMPUS
- III.B.13 Board of Trustees - Agendas & Meeting Minutes
- III.B.14 Campus Opening Procedures
- III.B.15 Campus Security Report
- III.B.16 Course Evaluation Templates
- III.B.17 Department Meeting Minutes
- III.B.18 Employer Advisory Board Meeting Minutes
- III.B.19 Executive Committee Meeting Minutes
- III.B.20 Exposure Control Plan - AVAILABLE ON CAMPUS
- III.B.21 Injury and Illness Prevention Plan (IIPP)
- III.B.22 Legal Advisory Board
- III.B.23 Master Plans
- III.B.24 MTI e-learning website (elearning.mticollege.edu)
- III.B.25 MTI Personnel Manual
- III.B.26 Paul Mitchell Resource Guides - AVAILABLE ON CAMPUS
- III.B.27 PM Cosmetology Education 2013 Master Plan
- III.B.28 Program Review
- III.B.29 State of CA Application for Approval - Cosmetology Program - AVAILABLE ON CAMPUS
- III.B.30 State of CA Application for Approval - Phlebotomy Program - AVAILABLE ON CAMPUS
- III.B.31 Student Advisory Group - Student Advisory Focus Group
- III.B.32 Student Handbook
- III.B.33 Town Halls

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

- III.C.1 2009 TSD Master Plan
- III.C.2 2010 Campus Network Review
- III.C.3 2012 Annual Faculty and Staff Survey
- III.C.4 2012 Annual Student Survey
- III.C.5 Annual Budget Review
- III.C.6 Annual Faculty and Staff Surveys
- III.C.7 Annual Student Surveys
- III.C.8 ATM Meeting Minutes
- III.C.9 Computer Usage (students)
- III.C.10 Course Evaluation Templates
- III.C.11 Course Syllabi
- III.C.12 Department Meeting Minutes
- III.C.13 Employer Advisory Board Meeting Minutes
- III.C.14 End of Life (EOL) Program
- III.C.15 Executive Committee Meeting Minutes
- III.C.16 Faculty Policy and Procedure Manual
- III.C.17 Master Plans
- III.C.18 MTI e-learning website ([elearning.mticollege.edu](http://elearning.mticollege.edu))
- III.C.19 Open Lab Schedule
- III.C.20 Social Media and Social Networking
- III.C.21 Student Advisory Group - Student Advisory Focus Group
- III.C.22 Student Handbook
- III.C.23 Teach-the-Teacher
- III.C.24 Unauthorized Distribution of Copyrighted Materials

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

- III.D.1 2012 12-week Surveys (Combined) (Folder: 12-week Survey)
- III.D.2 2012 Annual Faculty and Staff Survey
- III.D.3 2012 Annual Student Survey
- III.D.4 2013 - April 30th Budget Update
- III.D.5 401k Investment Committee
- III.D.6 401k Plan Investment Policy Statement
- III.D.7 Annual Budget Review
- III.D.8 Annual Faculty and Staff Surveys
- III.D.9 Annual Student Surveys
- III.D.10 Annual Title IV Compliance Audits - AVAILABLE ON CAMPUS
- III.D.11 ATM Meeting Minutes
- III.D.12 Board of Directors Meeting Minutes - AVAILABLE ON CAMPUS
- III.D.13 Board of Trustees - Agendas & Meeting Minutes
- III.D.14 Budget-Resource Allocation Process

- III.D.15 Cal Grant Offset Program
- III.D.16 Check Request Form
- III.D.17 Contracts and Agreements - AVAILABLE ON CAMPUS
- III.D.18 CORE Report (Sample)
- III.D.19 Department Meeting Minutes
- III.D.20 Employer Advisory Board Meeting Minutes
- III.D.21 End-of-Life (EOL) program
- III.D.22 Executive Committee Meeting Minutes
- III.D.23 Faculty Payroll Reports - AVAILABLE ON CAMPUS
- III.D.24 Financial Aid Packaging
- III.D.25 Financial Statements and Compliance Attestation Examination - AVAILABLE ON CAMPUS
- III.D.26 Finding No. 08-2 - AVAILABLE ON CAMPUS
- III.D.27 Findings No. 11-1 and 11-2 - AVAILABLE ON CAMPUS
- III.D.28 Master Plans
- III.D.29 Medical Assistant Externship Exit Evaluation
- III.D.30 MTI Personnel Manual
- III.D.31 New Student Committee
- III.D.32 Phlebotomy Externship Exit Evaluation
- III.D.33 Program Review
- III.D.34 Proposal for Curriculum Development
- III.D.35 Retention Snapshot (Sample)
- III.D.36 Rolling Retention Report (Sample)
- III.D.37 Scheduling Templates (Samples)
- III.D.38 Supply Request Form
- III.D.39 Three-Way Test
- III.D.40 TSD - 2012 Departmental Review
- III.D.41 Weekly Announcements (Sample)

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## Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

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

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

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**IV.A.1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.**

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### Descriptive Summary

Guided by its mission and vision, MTI College has a proven history of matching its words with its actions. This is due, in a large part, to the principles on which the College was founded, including an ongoing commitment to providing quality learner-centered education and meaningful support services that promote student achievement and success.

While the commitment to student success has been manifested throughout the College for many years, it wasn't until 2012 that it was formally articulated in the form of the following vision statement:

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

The purpose of the vision statement is to remind each employee of the importance of his/her role in supporting student success, and more importantly, the importance of his/her contribution to the student's overall experience at MTI College.

The College benefits from a system of shared governance that is supported by a shared vision and focus on student achievement and success. The College operates under a bicameral governing structure composed of a Board of Directors and a Board of Trustees. The Board of Directors is responsible for policy and leadership relating to the College's financial stability and

for the control of the corporation's assets, including the management and oversight of MTI's reserve funds and investments, taxes, legal and accounting, and the institution's facilities and capital equipment. In addition, the Board of Directors negotiates matters relating to the compensation of the college president and other key officers. The Board of Trustees is an independent policy-making body responsible for guiding the College toward continuous success with its stated mission. The Board of Trustees provides oversight, direction and guidance to the college leadership in support of their efforts to fulfill the institution's mission. Through communications with Executive Committee members, the board stays abreast of institutional planning activities and operational issues. The board offers input and support to ensure the quality and effectiveness of the institution's student learning programs, student services, and the management of resources necessary to support them.

The stability of its president has been a significant factor in facilitating MTI's success over the past twenty-five years. Throughout its forty-eight years of operation, the College has had only two presidents; the first was MTI's founder, Arnold Zimmerman, and the second is his son, John Zimmerman, who has held the position since January 1, 1987. The president is an active participant on the Board of Trustees and the Board of Directors, and participates in the daily operation of the College. Through effective and ethical leadership, and clear communication of the institution's values and goals, the president empowers staff and faculty to carry out the overall vision and direction of the College.

The day-to-day management of the College is driven by the Executive Committee consisting of the president, director of operations, campus director, chief financial officer, director of admissions, director of education, and academic officer. The purpose of the Executive Committee is to oversee the operation of the College, including the institutional planning and assessment process, resource management, student success and satisfaction, and MTI's success in carrying out its mission. In addition, the Executive Committee reports on the status of college operations to the Board of Trustees, solicits comment and approval for institutional planning, and implements board decisions in support of MTI's mission.

The institution is structured around clearly defined departments, each led by qualified and experienced managers who oversee the direction, efficiency, and effectiveness of the department. Each department operates under a statement of purpose that is directly linked to MTI's mission, and maintains a set of measurable outcomes directed at supporting student learning. Continuous quality improvement in the areas of student success and learning are at the heart of all evaluation and planning activities throughout the College, including the design and delivery of academic and student services, and the allocation and management of physical, financial, technology, and human resources. Emphasis is placed on assessing department-level impact on student learning and ensuring that MTI's learning programs, student support services, and learning resources facilitate and demonstrate the achievement of student learning outcomes (SLOs).

MTI is committed to maintaining an environment where staff, faculty, and students are empowered to take an active role in the planning, operation, and improvement of the College with the goal of maximizing student learning and success. The president and Board of Trustees set the tone and values of the institution, and welcome and encourage input and participation among all campus constituencies. Broad participation and input is manifested through well-

attended institutional Town Hall meetings, Pow Wows, weekly Executive Committee and Academic Team (ATM) meetings, and regularly scheduled department and master planning meetings. In addition, the College makes use of ad hoc committees to help research and coordinate various activities and initiatives. To help ensure meetings are productive and focused on issues regarding instructional quality and student support, participants are encouraged to address problems as challenges and opportunities, and accompany any complaints with suggestions for improvement.

The College takes a systematic approach toward evaluation, planning, and improvement, and utilizes its program review, master planning, and budget/resource allocation processes and established communication and decision-making channels to encourage input and provide opportunities for involvement. In 2012, the College updated its Annual Budget Review policy, which created a stronger and more explicit link between the planning and budgeting processes. All budget requests are tied directly to departmental goals and planning agenda items. No major policy, program, or structural change is approved without soliciting comment from campus constituencies and considering the impact the change will have on the institution's success with its mission, and on student learning and achievement.

Student Advisory Group (SAG) meetings were originally created to serve as a channel for direct communication between MTI students and administrative staff. Creating a consistent, positive learning experience for students is an MTI priority, and the SAG meetings provided a forum for students to discuss concerns and ideas of a general nature. Meetings were held twice a year in the day and evening programs and were open to all students. The meetings were facilitated by the campus director and the agenda typically consisted of celebrations, announcements, and an open-forum discussion for gathering student feedback and suggestions for improvement. (IV.A.23: Student Advisory Group - Student Advisory Focus Group)

In 2012, student participation in SAG was declining. Results from the 2012 annual student survey revealed that out of 460 respondents, only 12 percent indicated ever having attended a SAG meeting. Survey comments from students who had never attended a SAG meeting indicated that those students were either not aware of SAG or when the group met, did not have time to attend the meetings, or were not interested in participating. Further, after removing N/A (not applicable) responses, only 28 percent of respondents believed that the Student Advisory Group allowed students a role in the decision-making process, 23 percent of respondents were "satisfied" or "very satisfied" with the way MTI administration followed through on ideas shared in the Student Advisory Group meetings, and 49 percent of respondents reported not knowing whether or not the College followed through on the ideas from SAG. (IV.A.3: 2012 Annual Student Survey)

Direct student input is important to the College; however, low student participation and the less-than-positive perception of the effectiveness of SAG made it clear to the College that it needed an alternative for involving students in the decision-making process. Further, anecdotal feedback about the SAG meetings indicated that the open forum discussions did not result in many suggestions or substantive comments from students regarding needed improvements. It was decided that posing specific questions and holding discussions with focused groups of students would likely be more productive versus the open-forum approach of SAG. These groups are

referred to as student advisory focus groups. In addition to the new approach, the decision was made to take a more proactive approach and speak with student advisory focus groups before class or during a break versus scheduling a meeting and waiting to see who attends.

It is important to note that student advisory focus groups are not the only channel for gathering information and interacting with students. The College also receives input through the student suggestion box located by room 112 and through students' conversations with the deans, instructors, directors and department chairs. To supplement these efforts, the College has implemented an electronic drop box on the MTI e-learning website ([elearning.mticollege.edu](http://elearning.mticollege.edu)) for suggestions and comments.

Finally, students have a variety of informal opportunities to have their opinions heard. The College maintains an open door policy. On a daily basis, students have direct access to faculty and staff at all levels. Students do not need an appointment to meet with the dean, director of student services, student services assistant, or department chairs. Based on the complexity of a student's issue, the response may be immediate or may require additional time to seek assistance from other staff. For example, if a student has a recommendation for a new community service project, a brief conversation between one or two key staff members could be all that is needed for approval. However, if a student has an issue with a textbook, resolution may involve the curriculum specialist and/or department chair, and require a bit more time. Issues of a more complex nature are typically addressed at weekly ATM or Executive Committee meetings.

### **Self-Evaluation**

For many years, MTI has benefited from the long-term stability of its leadership and governing boards. However, due to the passage of time, changes to board leadership and composition are anticipated in the near future. MTI's founder, Arnold Zimmerman, passed away in 2011. John Zimmerman, MTI's president and chief executive officer is considering a role that will remove him from much of the day-to-day operations of the College. In light of these changes, plans are being considered for the future leadership by the Board of Directors and of the College. The executive leadership and governing bodies of MTI are committed to ensuring the ongoing success of the institution by securing suitable leadership that will see MTI into the future without losing sight of its founding principles.

In March of 2012, the role of director of revenue and compliance was created to help ensure that the College operates in a manner that is compliant in an industry that is becoming increasingly regulated. With the recent program integrity regulations passed by the U.S. Department of Education, and employment and state laws that are frequently changing, it was felt that MTI would benefit from having an employee on staff to focus more attention in these areas. To fill this role, the College hired Malcolm Carling-Smith. Mr. Carling-Smith is a Certified Public Accountant and also a licensed attorney. The addition of Mr. Carling-Smith has enabled the College to bring its accounting functions in-house and reduce its reliance on an outside accounting firm. In addition, this move has provided the opportunity to upgrade the institution's internal accounting procedures to ensure that data used for financial planning and other decision-making purposes is as current as possible.

In an added effort to ensure the long-term stability of the College, the decision was made to re-structure College operations. In late 2012, the position of director of operations was created to oversee the functions of college admissions, career services, and facilities management. This position is held by Michael Zimmerman, the third generation of the Zimmerman family to be involved in the management of the College. The addition of Mr. Zimmerman in this role is a key part of the College's succession plan. In early 2013, the position of director of revenue and compliance was expanded to include supervision over the academic functions of the College. The title of the position was changed to campus director. Malcolm Carling-Smith continues to hold this role. The position of vice president of operations was eliminated as a result of these changes. The president works closely with the director of operations, campus director and CFO, and continues to provide guidance and support as he reduces his involvement in the day-to-day operation of the College.

MTI recognizes the importance of providing its constituencies with opportunities to contribute to the planning and decision-making process. MTI's leadership strives to create an environment that empowers the entire MTI community to work together in the spirit of continuously improving the value and effectiveness of the institution's programs and services. All employees are expected to play a positive role in fostering student retention and to actively contribute toward MTI's success with its stated mission. This expectation is the backbone of the entire MTI operation and is communicated through the institution's vision statement and in other statements appearing on job descriptions and in MTI culture documents, the personnel manual, the Faculty Policy and Procedure manual, and other training materials. (IV.A.13: Faculty Policy and Procedure Manual, IV.A.16: Job Descriptions, IV.A.18: MTI Personnel Manual, IV.A.22: Rules for Success)

To facilitate communication, the president and other campus leaders make themselves available through an open-door policy that encourages both students and employees to feel comfortable sharing their feedback and suggestions. Occasionally, circumstances arise that carry a larger-scale impact, such as those affecting personnel issues, campus additions, policy changes, and new or outdated programs. When these situations arise, input is sought through focused dialogue at Town Hall meetings, ad hoc meetings, and meetings at the ATM, Executive Committee, and department levels. Examples of issues where input was sought include, but are not limited to the decision to incorporate budget/resource allocation requests into master planning, updates to policies such as dress code, the recent revision of the institution's code of ethics, updates to the personnel manual, the implementation of the Salon Management program, the reintroduction of the Application Development program, and the institutional alignment of MTI's focus toward SLOs and assessment. (IV.A.6: ATM Meeting Minutes, IV.A.10: Department Meeting Minutes, IV.A.11: Executive Committee Meeting Minutes, IV.A.25: Town Halls)

As evidenced by recent survey feedback, the College maintains a supportive and inclusive environment that utilizes the talents of its faculty and staff in improving practices, programs and services.

Results from the 2012 annual faculty/staff survey indicate the following:

- 93 percent of respondents believe that departments on campus work collaboratively toward the achievement of institutional objectives.
- 98 percent of respondents believe that MTI College is continually improving.
- 82 percent of respondents are “satisfied” or “very satisfied” that College leadership involves students in its improvement processes.
- 95 percent of respondents are “satisfied” or “very satisfied” that their input and feedback are valued.
- 93 percent of respondents are “satisfied” or “very satisfied” that that they have the opportunity to participate in the Master Planning/Departmental Review or other planning processes.
- 90 percent of respondents are “satisfied” or “very satisfied” that there is open communication throughout all levels of MTI.

The College is in the process of piloting the use of focus groups to assist in decision-making for specific topics and issues at the program and institutional levels. To illustrate, student advisory focus groups were recently asked to weigh-in on a decision affecting the 2013 holiday schedule. In 2013, the July Fourth holiday fell on a Thursday. There was discussion at an ATM meeting that it might be a good idea to offer the students an elongated weekend by closing on Friday the 5<sup>th</sup> and Saturday the 6<sup>th</sup> since class attendance for the rest of the weekend would likely be very low. When the issue was raised at an Executive Committee meeting, it was suggested that one way to accomplish this would be to remain open on Veteran’s Day to make up for the extra day-off for the July 4<sup>th</sup> weekend. MTI College has a large veteran student population and has great respect for Veterans, so this suggestion was not made lightly. In fact, MTI’s founder served for 24 years in the United States Air Force so respect for veterans is a part of the institution’s history. The suggestion to remain open on Veterans’ Day was intended to be a compromise for students who would prefer a longer July 4<sup>th</sup> holiday. It was decided to ask student advisory focus groups for their opinion. Acting as facilitators, the campus director, director of operations and the CFO visited seven diverse classrooms during the day and evening programs to discuss the holiday issue and gather feedback. The facilitators were careful to make sure that students understood that the issue was related to the calendar only, and was not intended to show disrespect to Veterans. The votes from the focus groups were overwhelmingly in support of the extended weekend: 87 percent were in favor of the extended holiday weekend. In addition, the focus group of cosmetology students decided that they wanted to provide free haircuts on Veterans Day (November 11) to honor those who have served their country. (IV.A.12: Executive Committee Minutes re - SAG transition, IV.A.23: Student Advisory Group - Student Advisory Focus Group)

The use of student advisory focus groups has started to gain in popularity. The department chair for Paralegal Studies has approached several legal classes to gather feedback on a proposed change to the Year One program template. In addition, there have been preliminary discussions regarding the possible use of electronic readers in lieu of textbooks. Student input from the focus groups will be critical as discussions and planning progress. Focus group meetings will be promoted on campus to encourage student involvement and allow broad participation. The

effectiveness of the new approach will be closely monitored and the level of student participation will be assessed.

Results from the 2012 annual student survey indicate the following:

- 90 percent of respondents believe that MTI College fosters an environment of openness and respect.
- 84 percent of respondents are “satisfied” or “very satisfied” with the information that MTI provides in weekly announcements on the whiteboards, MTIOnline and the elearning.mticollege.edu website.
- 78 percent of respondents believe that College leadership involves students in its improvement processes.
- 81 percent of respondents believe that MTI College is continually improving.

The College is aware of the need to increase student awareness of the focus groups, encourage involvement and broader participation, and better communicate what institutional improvements have been made as a result of direct student input.

### **Planning Agenda**

As noted in the planning agenda for Standard II.B.1., the College will take a more proactive approach toward responding to student suggestions. This will be done in part by publishing students’ suggestions and the institution’s response, regardless of whether or not the suggestion will be implemented. In this way, students will know that their suggestions are being heard and considered by the College.

While a formal retirement date does not exist, the college president is taking a proactive approach toward preparing for the eventual transition. The president plans to continue working closely with the executive leadership and governing bodies to ensure the ongoing success of the institution.

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**IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.**

**IV.A.2.a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.**

**IV.A.2.b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.**

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### **Descriptive Summary**

A campus environment such as MTI's attracts a wide variety of faculty, staff, and students who possess a broad range of knowledge and experience that contributes to the educational experience. The College establishes and maintains written policies and procedures regarding employee and student participation in the decision-making process. Section 4.2 of the personnel manual addresses the importance of employee participation and discusses some of the opportunities for employees to become involved in the planning processes at the College. All full-time positions are required to participate in planning and assessment activities as documented in their job descriptions. Adjunct faculty members also have the opportunity to contribute to these activities as outlined in the curriculum section of their job description.

MTI's program review, master planning and budget/resource allocation processes rely heavily on staff and faculty participation. Prior to the beginning of the planning cycle, the institutional planning map, the previous year's master plan, and the current year's master planning template are distributed to each department. The institutional planning map is a calendar of the assessment and planning activities for the year. Broken down by month, the planning map lists key activities that support program review, program assessment, annual surveys, advisory boards, master planning, budget/resource allocation, and catalog production. The distribution of these documents typically coincides with the start of the planning cycle for the upcoming year and serves as a catalyst for faculty and staff involvement in institutional planning. Weekly ATM meetings and administrative department meetings offer forums for discussion regarding progress and upcoming deadlines. (IV.A.14: Institutional Planning Map)

Students have a strong influence on the institutional planning and improvement process through the feedback and input they share in student advisory focus group meetings; annual student surveys; 12-week and ad hoc surveys; course evaluations; instructor observations; the MTI suggestion box; and through discussions with instructors, the deans, and department chairs.

(IV.A.1: 2012 12-week Surveys (Combined), IV.A.5: Annual Student Surveys, IV.A.9: Course Evaluation Templates, IV.A.15: Instructor Observation Form, IV.A.23: Student Advisory Group - Student Advisory Focus Group)

Faculty, curriculum specialists, and department chairs play critical roles in the development and modification of student learning outcomes (SLOs), programs, and services. New program offerings are typically researched jointly by the academic officer and department chair, and are presented to the Executive Committee and Board of Trustees for approval. With guidance from the academic officer and the director of education, the department chairs work closely with their curriculum specialists and faculty to develop appropriate and measurable SLOs at the program-level, and begin the process of designing courses with specific course-level outcomes that support student achievement of the program outcomes. Extensive dialogue takes place among these individuals as well as with the Career Services department and resources outside of the College in order to develop a student learning program that complements MTI's mission and goals. As the curriculum is developed, it is reviewed and approved by the appropriate department chair and the director of education prior to implementation. Once the curriculum is in use, it is reviewed and updated on a regular basis as part of the annual program review cycle.

### **Self-Evaluation**

MTI faculty and staff take active roles in the development, review, revision, and implementation of policies and procedures relating to their departments and/or areas of expertise. All employees are encouraged to become involved and provide input. The following statement appears in the personnel manual and outlines MTI's expectations:

*MTI recognizes the importance of providing employees with opportunities to contribute to the decision-making process. Such opportunities include, but are not limited to, the master planning process, program review, department and faculty meetings, Town Hall meetings, ad hoc committees, Student Advisory Group meetings, Employer Advisory Group meetings, etc. In addition, the College maintains an open-door policy and encourages all employees and students to proactively communicate their ideas, opinions, feedback, and suggestions. Our goal is for the entire MTI community to work together in the spirit of continuously improving the value and effectiveness of our programs and services.*

Other documents that include written policies and procedures or that contain language supporting MTI's philosophy regarding faculty, staff, and student participation and/or contribution to the decision-making process include the student handbook, Faculty Policy and Procedure manual, employee job descriptions, the personnel manual, master plan, and program review. (IV.A.13: Faculty Policy and Procedure Manual, IV.A.16 Job Descriptions, IV.A.17: Master Plans, IV.A.18: MTI Personnel Manual, IV.A.24: Student Handbook)

Under the leadership of the director of education, each academic department is led by a department chair who has direct responsibility for faculty supervision, support and staffing; curriculum development and maintenance; and outcomes planning and assessment. In addition, each area of study is overseen by a curriculum specialist who is responsible for the development,

maintenance, and distribution of all course materials in his/her designated subject area. Department chairs and curriculum specialists, who are also instructors themselves, work closely with faculty to ensure consistency, rigor, and adherence to academic policies and procedures. These responsibilities are documented in the position job descriptions which are reviewed annually. (IV.A.16: Job Descriptions)

MTI conducts an annual program review that focuses on program- and course-level SLOs and supporting elements with the goal of identifying and defining curriculum changes for the upcoming catalog year. These changes could include adjusting curricula in order to stay current with market trends and addressing any learning gaps that occur. The process involves the director of education, department chairs, curriculum specialists, and faculty and begins with a review and update of program outcomes based on data collected from a variety of internal and external sources, including, but not limited to, MTI's mission statement, current program outcomes, placement statistics and trends, evidence of outcomes achievement in current and past programs, student retention, student progression through classes, classroom observations, course syllabi, employer surveys, student surveys, comparisons with similar courses in other institutions, and input from MTI's Employer Advisory Board, Legal Advisory Board, and other industry sources. (IV.A.20: Program Review)

The College maintains a policy for the review and approval of program-related changes. The policy applies to changes that are significant in nature and impact the delivery of one or more academic programs. Examples include changes to program-level SLOs, physical resources and equipment, facilities, personnel, technology, and other learning resources. The policy is intended to guide the planning and approval process, and was developed to help ensure that decisions are made with careful consideration and input from appropriate faculty and other key individuals who are directly involved in the delivery of the program. (IV.A.21: Review and Approval of Program-related Changes)

MTI's job descriptions clearly describe each employee's role and function within the College. All employees are expected to play a positive role in fostering student retention and in actively contributing toward MTI's success with its stated mission. In addition, all employees are expected to contribute to the institutional planning and decision-making process. Faculty and academic leadership have substantive and clearly defined roles in developing, maintaining and delivering programs and services that support student learning and achievement as illustrated in the following excerpts drawn from the director of education and full-time faculty job descriptions:

**Director of Education**

Sets a clear vision and establishes the outcomes assessment plan for the year, including outcomes and assessment-related goals, priorities, timeframes, workgroups, objectives, etc. Involves department chairs, curriculum specialists, faculty, and student services staff in the creation of the annual outcomes assessment plan. Communicates outcomes assessment plan and progress updates to appropriate parties, including the Executive Committee, Board of Trustees, academic staff and faculty, etc. Directs assessment activities for the academic department, including an annual kickoff, regular team

meetings with department chairs, progress checks, problem resolution, reporting, celebrations, etc.

### **Full-time Faculty**

Participates in assessment activities for assigned area(s), including providing results or samples of in-class assessments, participating in the planning process, contributing to the creation of assessment-related tools and methods for measuring student performance, etc.

Participates in the assessment of student learning outcomes for assigned area(s).

Participates in the creation of the annual department-level master plan and contributes to quarterly updates, including results from identified assessments and the use of results in plans for improvement. Provides regular progress updates on master planning and assessment activities to the department chair. Collects assessment data from students, assists in the analysis of feedback as needed, and ensures results are used to improve teaching practices and student learning. Contributes feedback to performance evaluations for curriculum specialist and department chair as requested.

The College intends to continue utilizing the program review, master planning and budget/resource allocation processes as the primary drivers of institutional planning and improvement. In addition, careful attention will continue to be placed on ensuring that College constituencies have the opportunity to contribute to the planning and improvement processes.

### **Planning Agenda**

No additional planning items have been identified at this time.

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**IV.A.3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.**

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### **Descriptive Summary**

MTI College is built on a structure of clearly defined departments, including Admissions, Financial Aid, Student Accounts, Business Office, Student Services, Career Services, Technical Services, and seven academic departments.

Departments throughout the College recognize the interdependent nature of the programs and services they provide, and work together to serve the needs of MTI's students. Following the 24-hour rule, all employees are expected to communicate in a consistent, responsive, and respectful manner to all members of faculty, students, and staff. While much dialogue occurs informally within and among the departments, the College has two core committees designed to ensure the efficient operation of the institution, encourage dialogue focused on quality and improvement, and facilitate institutional planning and decision-making. These two committees are the Academic Team (ATM) and the Executive Committee.

Staff and faculty work together for the good of the institution through the program review, master planning and budget/resource allocation processes, and through department meetings and ad hoc committees focused on the quality of student achievement and support.

The New Student Committee meeting is held four weeks into each term. The purpose of the meeting is to discuss potentially at-risk students whose names are brought to the committee's attention by faculty and staff who interact with them during the first term. When the committee meets, it tries to determine if MTI is a good match for the student and if the College can help the student overcome his or her challenges. The Admissions department uses the feedback from the meeting to evaluate admissions practices and its assessment instruments.

Student Advisory Group (SAG) meetings were originally created to serve as a channel for direct communication between MTI students and administrative staff. Creating a consistent, positive learning experience for students is an MTI priority, and the SAG meetings provided a forum for students to discuss concerns and ideas of a general nature. In 2012, student participation in SAG was declining and it became clear to the College that it needed an alternative for involving students in the decision-making process. Anecdotal feedback about the SAG meetings indicated that the open forum discussions did not result in many suggestions or substantive comments from students regarding needed improvements. It was decided that posing specific questions and holding discussions with focused groups of students would likely be more productive versus the open-forum approach of SAG. These new groups are referred to as student advisory focus groups. In addition to the focus groups, the College receives input and feedback through the student suggestion box located by room 112 and through students' conversations with the deans, instructors, directors and department chairs. To supplement these efforts, the College has implemented an electronic drop box on the MTI e-learning website ([elearning.mticollege.edu](http://elearning.mticollege.edu)) for suggestions and comments.

The program review, master planning and budget/resource allocation processes drive MTI's ongoing cycle of evaluation, planning, and improvement; foster effective communication; and encourage a collaborative work environment where there is wide participation and an open exchange of ideas within the framework and values of the institution. Using the mission statement and its emphasis on student learning and achievement as a guide, each department of the College identifies key areas of improvement; develops clearly stated, measurable goals; and works toward achieving those goals through focused planning, decision-making, and teamwork.

Assessment work takes place at the course, program and department levels. In 2011, assessment plans were developed for all academic and administrative departments. Dialogue related to assessment continues to be widespread and focused on improving student learning and achievement. Findings are incorporated into the program review, master planning and budget/resource allocation processes from one cycle to the next.

### **Self-Evaluation**

The two core decision-making committees within MTI College are the Executive Committee and the Academic Team (ATM). Requests, concerns, ideas, or suggestions that arise from students, staff, and faculty are typically addressed at the department level by the appropriate manager or

department chair; however, as appropriate, they are referred to ATM or the Executive Committee for discussion, consideration, and approval. In order to reach the most appropriate decision, input from other departments or decision-making bodies is solicited to provide additional perspective. Periodically, ad hoc committees are formed to conduct further research and report back to the group. The degree of dialogue that takes place depends upon the nature of the question or request, and may involve escalating the matter to the next level, particularly in instances involving the creation of, or change to policy. Policy recommendations made by ATM are referred to the Executive Committee for review and final approval. As appropriate, the Executive Committee refers policy to the Board of Trustees for approval and notifies ATM of the final decision. (IV.A.6: ATM Meeting Minutes, IV.A.7: Board of Trustees - Agendas & Meeting Minutes, IV.A.11: Executive Committee Meeting Minutes)

The Executive Committee oversees the operation of the College, including the institutional planning and assessment process, resource management, student success and satisfaction, and the institution's overall success in carrying out its mission. The committee regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of the institution's mission, programs, and services. In addition, the Executive Committee reports on the status of college operations to the Board of Trustees, solicits comment and approval for institutional planning, and implements Board decisions in support of the institution's mission (IV.A.11: Executive Committee Meeting Minutes)

ATM is comprised of the campus director, director of education, the department chairs, director of student services, and the deans. Other key personnel, such as the chief financial officer, the director of the Learning Resource Center and the director of Career Services attend on an as-needed basis. The team conducts weekly meetings to discuss issues related to the delivery of MTI's educational programs and support services. The main function of ATM is to provide a forum for all academic departments to participate in the decision-making, problem solving, and planning processes for the Academic Branch. ATM members plan and implement new policies and procedures and explore solutions to issues impacting student learning. Discussion of at-risk students is included for the purpose of finding the best strategies to help them succeed. In addition, ATM serves as a communication hub, addressing issues presented to them by faculty and staff, and disseminating information to the appropriate parties. (IV.A.6: ATM Meeting minutes)

The current master planning process as described in Standard I.B. of this Self Study has been in place for over eight years and enables each department or workgroup to identify its own set of strategic goals based on the its statement of purpose and the overall mission of the College. Through master planning, the College fosters effective communication and a collaborative work environment where there is an exchange of ideas and wide participation within the framework and values of the institution. Master planning empowers staff and faculty to take ownership of their goals and celebrate their accomplishments as they use their professional expertise to strive for institutional excellence. The process also creates strong connections between evaluation results and the effective use of these results in planning for improvement. Finally, at the end of the master planning cycle, departments reflect over the year, assess their accomplishments, and develop recommendations used to inform the next planning cycle. (IV.A.17: Master Plans)

Results from the 2012 annual faculty/staff survey indicate the following:

- 93 percent of respondents believe that they have the opportunity to participate in the Master Planning/Departmental Review or other planning processes.
- 93 percent of respondents are “satisfied” or “very satisfied” that departments on campus work collaboratively toward the achievement of institutional objectives.
- 93 percent of respondents are “satisfied” or “very satisfied” that MTI uses evaluation and assessment practices effectively for improvement.
- 98 percent of respondents believe that MTI College is continually improving.

There are numerous examples of improvements made to the quality and effectiveness of MTI programs and services through the master planning efforts of staff and faculty. The underlying themes of these activities include MTI’s commitment in action to quality education and student achievement of student learning outcomes (SLOs); the institution’s reliance on informed dialogue to guide institutional change; and the presence of sufficient organizational means to plan, implement, support, and evaluate these changes. The following are a few examples of these improvements:

- The assessment process for the Paralegal Studies – Year Two program revealed a concern about the lack of consistency in evaluating student writing assignments. In order to improve the consistency and quality of grading for legal writing assignments, the department now uses a standard rubric to assess student performance, and periodically draws sample papers from classes to review grading practices.
- Feedback from employers and graduates indicated that many employers are starting to require certification for medical assistant positions. The medical assistant curriculum was reviewed and adjusted to help students prepare for the CCMA (California Certified Medical Assistant) exam. In addition, a Test Pass Assurance (TPA) program was developed to provide students with the opportunity to take practice tests and ask questions prior to sitting for the actual exam.
- Improvements were made to the organization of the Student Support Center to ensure the safekeeping of student work and confidentiality of student information.
- The Paul Mitchell Cosmetology program consolidated its online information to ensure consistency. In addition, the department launched a Social Networking Team to focus on maximizing the use of the internet for marketing and communication purposes.
- The master planning procedure and template were expanded to include budget/resource allocation requests in order to strengthen the ties between budgeting and planning.

In 2007, college leadership initiated regularly-scheduled New Student Committee meetings to facilitate staff and faculty efforts to best help recently admitted students who are considered at-risk, and contribute to the quality of MTI’s student body. Results from the 2012 annual faculty/staff survey indicate that 85 percent of respondents reported being “satisfied” or “very satisfied” that the New Student Committee process is a way for faculty and staff to contribute to the quality of the student body and to make recommendations about a student’s ability to benefit.

(IV.A.2: 2012 Annual Faculty and Staff Survey, IV.A.19: New Student Committee Meeting and Rubric)

The College values the direct input from students and will continue to encourage all campus constituencies to work together for the good of the institution. The College is in the process of piloting the use of student advisory focus groups to assist in decision-making for specific topics and issues at the program and institutional levels. Recently, the College relied on student focus groups to help make a decision regarding a change to the 2013 holiday calendar. The department chair for Paralegal Studies has also approached several groups of legal students to gather feedback on a proposed change to the Year One program template. Finally, there have been preliminary discussions regarding the possible use of electronic readers in lieu of textbooks. Student input from the student focus groups will be critical as discussions and planning progress. Focus group meetings will be promoted on campus to encourage student involvement and allow broad participation. The effectiveness of the new approach will be closely monitored and the level of student participation will be assessed.

### **Planning Agenda**

No additional planning items have been identified at this time.

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**IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission Standards, policies, and guidelines, and Commission requirements for public disclosure, Self-Evaluation and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.**

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### **Descriptive Summary**

MTI College has been accredited through the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges (ACCJC/WASC) since 2002. Prior to achieving WASC accreditation, MTI College was accredited through the Accrediting Commission for Independent Colleges and Schools of the Career College Association (ACICS).

The College maintains approvals through the American Bar Association (ABA); the Veterans' Administration; U.S. Workforce Investment Act; and the U.S. Department of Education for Student Financial Aid participation. In addition, MTI memberships and affiliations include the following: National Association of Student Financial Aid Administrators; California Association of Student Financial Aid Administrators; California Association of Private Postsecondary Schools; National Federation of Paralegal Associations (NFPA); Sacramento Valley Paralegal Association (SVPA); Sacramento Legal Secretary Association (SLSA); American Association for Paralegal Education (Aafpe); Paul Mitchell Advanced Education, Microsoft IT Academy, CompTIA and Oracle University. Finally, due to the nature of its Cosmetology and Phlebotomy

programs, the College maintains ongoing relationships with the State of California Board of Barbering and Cosmetology, and California Department of Public Health, Laboratory Field Services.

### **Self-Evaluation**

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

The College considers the ACCJC Accreditation Standards, policies, guidelines and expectations indisputable, and it consistently works toward full compliance. MTI's academic officer, who serves as the accreditation liaison officer (ALO), maintains regular communications with the Commission and responds to all requests in a prompt and thorough manner. Throughout the College, staff and faculty incorporate the Accreditation Standards into daily operations, and ensure that all programs that are approved by external agencies, such as the Paralegal Studies, Cosmetology, and Phlebotomy programs, operate in full compliance of all mandated regulations and requirements. In addition, the college president is currently serving as a WASC Commissioner, and both the president and academic officer/ALO have participated as evaluators on team visits.

The College takes the Standards and recommendations of the Commission and other approval bodies seriously and responds thoroughly and expeditiously to all requests as evidenced in the institution's ACCJC follow-up reports, mid-term reports, and substantive change reports; American Bar Association (ABA) mid-term and interim reports and program approvals; Paul Mitchell Advanced Education inspections and assessments; and internal audits conducted to assess compliance with USDE regulations. At this time, no complaints, lawsuits, findings or outstanding issues of any kind have been filed with an external agency against MTI College.

The College has participated in a number of Assessment Institutes over the years. In 2012, ACCJC invited MTI to present as a model single campus district for the Regional Workshop "Capacity Building for Education Excellence through Program Review and Integrated Planning" at Carrington College in Sacramento. The director of education and the academic officer/ALO delivered a presentation on Institutional Planning and Effectiveness for Academic and Administrative Departments.

The College makes a concerted effort to ensure that any information provided to the public and external entities is accurate and up-to-date. The College conducts an annual audit of its placement activities in Career Services. The audit focuses on placement data and reporting. The review includes a verification of adjusted and unadjusted placement calculations reported for the prior award year (July 1-June 30); a random sampling of graduates representing the various

programs to verify graduates' job placements and whether or not they registered for placement services; and a review of hardcopy and electronic graduate records to verify that placement statuses are being maintained and that proper policies and procedures are being followed for waivers. Finally, in 2011 the Career Services department began collecting salary data for graduates in order to help ensure that the salary information being shared with students and the public accurately reflects what graduates typically earn. (IV.A.8: Career Services Audit)

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

### **Planning Agenda**

No additional planning items have been identified at this time.

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**IV.A.5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.**

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### **Descriptive Summary**

MTI College ensures that its planning, decision-making and resource allocation processes effectively support the institution and its goals. One of the driving forces behind the institution's effectiveness is the president's philosophy of 'Don't expect...inspect'. This is a philosophy that is shared by the Executive Committee and serves the College well at all levels of the operation. If it is determined that any of the institution's processes or evaluation mechanisms have become an obstacle toward the achievement of institutional goals, or that they fail to meet expectations or provide the necessary information, adjustments are made accordingly.

The College recognizes the importance of providing its constituencies with opportunities to contribute to the planning and decision-making processes and works hard to create an environment that empowers the entire MTI community to work together in the spirit of continuously improving the value and effectiveness of MTI's programs and services. The Executive Committee, the Academic Team (ATM), and the Board of Trustees play critical roles

in fostering this environment and keeping the focus on maximizing student learning and the achievement of MTI's student learning outcomes (SLOs).

The College assesses the effectiveness of the Executive Committee, ATM, and the Board of Trustees through feedback from a broad range of sources including course evaluations, the annual student survey and faculty/staff survey, ad hoc surveys, the Employer and Legal Advisory Boards, department meetings, and positive working relationships with its accrediting body and other external agencies and industry partners. In addition to this feedback, the College bases its assessment on the actual improvements and accomplishments that are made throughout the year. Reflecting on the results and recommendations from bi-annual program and course assessments and the program review, master planning, and budget/resource allocation processes helps the Executive Committee, ATM, and the Board of Trustees assess their effectiveness in facilitating the development and delivery of quality student learning programs and services, and their ability to provide a solid infrastructure of policies, procedures, and processes upon which they are delivered.

### **Self-Evaluation**

MTI is committed to ensuring its governance and decision-making structures and processes are consistent and effective in supporting institution-wide efforts to promote student learning and achievement. Weaknesses, inefficiencies or missed opportunities that are revealed through assessment and evaluation activities become the focus of discussion in department, ATM, and Executive Committee meetings. If a process is proving to be cumbersome, confusing, or ineffective, efforts are made to expedite a solution. Fortunately, due to the size and nature of the College, MTI enjoys a degree of flexibility that allows it to gather feedback on current projects and initiatives, and respond quickly to issues and needs as they arise. Ninety-seven percent of respondents in the 2012 annual faculty/staff survey indicate that MTI regularly examines its own practices with the goal of improvement. (IV.A.3: 2012 Annual Student Survey, IV.A.6: ATM Meeting Minutes, IV.A.11: Executive Committee Meeting Minutes)

Each year, as part of the master planning and program review processes, participants are asked to evaluate each process itself. Toward the end of the master planning cycle, departments are asked to address the efficiency and effectiveness of master planning by answering the question, "How can the Master Plan/Departmental Review process be improved?" This question gives individuals and departments the opportunity to share observations and make recommendations to improve the master planning process so it continues to fit the needs of the department and the College. In a similar fashion, academic staff and faculty provide feedback about the program review process. Completed program review reports submitted to the director of education include responses to the question, "Is there any way to improve the program review process?" The feedback and lessons learned from both processes are used to improve future planning cycles. In 2011 and 2012, the master planning and budget/resource allocation processes underwent revision to increase their benefits for the administrative departments and strengthen the link between planning and resource allocation. (IV.A.17: Master Plans, IV.A.20: Program Review)

Periodically, the Board of Trustees asks selected staff and faculty to participate in a 360 degree evaluation of the president of the College. Those selected to participate in the evaluation are

those who work closely with the president on a regular basis. Participants are asked to complete an online appraisal of the president's effectiveness; all feedback is kept anonymous. The most recent appraisal of the president was completed in 2012 by twenty survey participants, including the chairman of the Board of Trustees. The president's appraisal was provided to the Board of Trustees and the campus director, who was instructed to share the appraisal as deemed appropriate.

The requirement of a periodic self-evaluation of the Board of Trustees' performance is noted in the board bylaws. The most recent board evaluation was completed via survey by board members in 2012. The results were reviewed and discussed during the April 2013 board meeting. MTI College has benefited from its stable and knowledgeable board membership. There has not been a change in the board membership for almost a decade. In the board's self-evaluation of its effectiveness and operating processes, the board feels that it performs its functions well and its operation is effectively supported.

### **Planning Agenda**

No additional planning items have been identified at this time.

## **IV.B. Board and Administrative Organization**

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

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**IV.B.1 The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.**

**IV.B.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.**

**IV.B.1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.**

**IV.B.1.c The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.**

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### **Descriptive Summary**

The parent corporation, MTI Business Schools of Sacramento, Inc., is a California corporation established under the laws of the State of California. The College operates under a bicameral governing structure composed of the Board of Directors and the Board of Trustees.

The Board of Directors is comprised of individuals who are shareholders of the parent corporation or are employed as officers of the corporation. In 1968, MTI became a California corporation and the institution's founder, Arnold Zimmerman, served as Chairperson of the Board of Directors. With his passing in 2011, the president now oversees the board meetings. All of MTI's shareholders are members of the Zimmerman family, with John Zimmerman being the largest single shareholder. The Board of Directors is responsible for policy and leadership relating to the College's financial stability and for the control of the corporation's assets, including the management and oversight of MTI's reserve funds and investments, taxes, legal and accounting, and the institution's facilities and capital equipment. In addition, the Board of Directors negotiates matters relating to the compensation of the college president and other key officers.

The Board of Trustees was established in 1996. The board is an independent policy-making body

responsible for guiding the College toward continuous success with its stated mission. The board is responsible for establishing policies to assure the continuous quality, integrity, and effectiveness of the student learning programs and services for the College, and takes into account the best interest of the constituencies it serves when making decisions or taking action. The board advocates for and defends the College and protects it from undue influence or pressure, and acts as a whole when decisions are made and policies are approved.

The Board of Trustees provides oversight, direction and guidance to college leadership in support of their efforts to fulfill the College's mission. Through communications with Executive Committee members, the board stays abreast of institutional planning activities and operational issues. The board offers input and support to ensure the quality and effectiveness of the institution's student learning programs, student services, and the management of all resources necessary to support them. Primary areas of focus include, but are not limited to the selection and evaluation of the president; student achievement and success; student learning outcomes (SLOs) and standards; admissions; accreditation; planning and goal setting; annual budget; and broad student, staff and faculty issues.

### **Self-Evaluation**

While the Board of Trustees is not responsible for the day-to-day decisions of the institution, it decides all major policies and issues affecting the educational aspects of the institution.

The MTI College Board of Trustees is comprised of the following members:

#### **David Allen - MBA, California State University, Sacramento**

David Allen has been actively involved with MTI College since 1982. As Chief Financial Officer, he oversees the operations of the college administrative departments. He is an experienced institution evaluator for the Accrediting Council for Independent Colleges and Schools and has served the community as a member of the Arden-Arcade Community Planning Advisory Council.

#### **Roy Hurd - BSEE, Heald Engineering College**

Roy Hurd is an accomplished business and community leader. He is known for his active community participation, which includes serving as the director of the Santa Rosa Chamber of Commerce and the Sonoma, Marin, Mendocino, and Lake Counties Better Business Bureau. He has more than 45 years of experience in postsecondary education; currently he is President of Empire College in Santa Rosa, California.

#### **James Pardun - MA, University of Nevada, Reno**

James Pardun is recently retired. Just prior to retiring, Mr. Pardun was a manager in Sacramento County's Economic Development Department. His responsibilities included business attraction, expansion, and retention; commercial corridor revitalization; and workforce development. Prior to his tenure with the Economic Development Department, he was the chief of operations for the Sacramento Works Employers Services Department at the Sacramento Employment and Training Agency (SETA), where he coordinated the resources of the Sacramento Training and Response Team (START) to meet the hiring and training

needs of area businesses.

**John Peterson - MA, University of California, Berkeley**

John Peterson served more than 45 years in public and private education as a teacher, administrator, and educational consultant. He served for 11 years as the California State Director for Private Postsecondary Education and 6 years as the assistant director for the Accrediting Council for Independent Colleges and Schools.

**John Zimmerman - BS, California State University, Sacramento**

John Zimmerman has 36 years of employment at MTI College, for the past 26 years as the institution's president. In addition to his responsibilities at MTI, he has been a member of the Board of Directors and the Legislative Committee of the California Association of Private Postsecondary Schools. He was installed as a Commissioner with the Accrediting Commission for Community and Junior Colleges (ACCJC) in 2011 and is experienced as an accreditation team evaluator with ACCJC.

The Board of Trustees is responsible for ensuring that the College strives toward a continuous level of quality, integrity, and effectiveness of its student learning programs. All major decisions of the board include evidence that its approval supports the institution's stated mission. While the Board of Trustees is involved in fiscal and legal matters such as budgeting and contract approvals, the Board of Directors has the ultimate responsibility for serious legal matters and the institution's financial stability.

**Planning Agenda**

No additional planning items have been identified at this time.

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**IV.B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.**

**IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.**

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**Descriptive Summary**

As established in its published bylaws, the Board of Trustees is currently comprised of five members: two of the members are officers of the institution, and three have no employment or financial association with the institution. The board meets a minimum of three times a year and provides guidance and direction to ensure the quality, integrity, and effectiveness of MTI's student learning programs and services. The board bylaws were last reviewed and updated on October 4, 2012. As mentioned previously, MTI College operates under a bicameral governing system. Along with the Board of Directors, the Board of Trustees has ultimate responsibility for

ensuring educational quality, institutional integrity, and financial stability. The Board of Directors is responsible for all policy relating to the control of the corporation's assets, including the management and oversight of MTI's reserve funds, investments, taxes, and accounting; facilities and capital equipment; and for the ultimate financial stability of the college. (IV.B.14: Board of Trustees - Agendas & Meeting Minutes, IV.B.15: Board of Trustees - Bylaws)

As stated in the bylaws for the Board of Trustees, Article III:

“The Board of Trustees shall have the authority to carry out all lawful functions that are permitted by these Bylaws. This authority, in consultation with the President, shall include, but shall not be limited to these illustrative functions:

- Determine and periodically review the mission and purposes of the college;
- Appoint the President, who shall be Chief Executive Officer of the College, and set appropriate conditions of employment;
- Establish the conditions of employment for key college officers who serve at the pleasure of the President in consultation with the Board of Trustees;
- Support the President and assess his or her performance;
- Review and approve proposed changes in the academic programs and other major enterprises of the College consistent with the mission, plans, and financial resources of the College;
- Approve institutional policies that bear on faculty appointment, promotion, and dismissal as well as personnel and anti-discrimination policies;
- Approve tuition and fees;
- Approve policies that contribute to the best possible environment for students to learn and develop their abilities and that contribute to the best possible environment for the faculty to teach, pursue their scholarship, and perform public service, including the protection of academic freedom;
- Approve all earned degrees, diplomas, and certificates through the faculty and President as they shall recommend;
- Serve actively as advocates for the college in appropriate matters of public policy in consultation with the President and other responsible parties as the Board of Trustees shall determine; and
- Periodically undertake or authorize assessments of the performance of the Board of Trustees. (IV.B.15: Board of Trustees - Bylaws)

Representatives from the college administration, including the campus director, director of operations, director of education, and the academic officer, regularly attend Board of Trustees meetings in order to provide information and updates regarding institutional initiatives, challenges, master planning, and accreditation activities. Actions taken and policies and procedures approved by the board are communicated to the Executive Committee which ensures the information is disseminated to faculty, staff, and students as appropriate. As College and board policies become dated or as circumstances change, the board evaluates and revises them as appropriate.

## **Self-Evaluation**

The minutes of the Board of Trustees meetings show a consistent application of duties and actions focused on supporting the mission and purpose of MTI College. As evidenced in the board meeting minutes, institutional reports from college administration are to-the-point and contain all pertinent information needed to fully inform the board. An open, two-way communication exists between the Board of Trustees and college administration leading to well-informed decisions that support institutional quality and improvement. Given that 100 percent of the Board of Trustees members have leadership experience in vocational education, MTI benefits from solid and reliable board guidance backed with many years of industry experience. Board-approved policies consistently include a focus on quality, integrity, and institutional improvement, along with the allocation of fiscal resources needed to be successful. (IV.B.14: Board of Trustees - Agendas & Meeting Minutes)

All actions taken by the board are communicated to the Executive Committee, which ensures that the information is disseminated to staff and faculty via department meetings, Academic Team meetings (ATM), e-mail, faculty newsletters, and occasionally hardcopy distribution. Documentation of MTI policies and procedures can be found on the campus network; in department training and reference manuals; and in the personnel manual, Faculty Policy and Procedure manual, and student handbook which are available online through the MTI e-learning website ([elearning.mticollege.edu](http://elearning.mticollege.edu)). As appropriate, board-approved policies and procedures affecting students are communicated through student advisory focus groups, classroom announcements, MTI e-learning website, and flyers and informational whiteboards positioned throughout campus. (IV.B.13: ATM Meeting Minutes, IV.B.14: Board of Trustees - Agendas & Meeting Minutes, IV.B.15: Board of Trustees – Bylaws, IV.B.20: Department Meeting Minutes, IV.B.21: Department Training and Reference Manuals, IV.B.24: Faculty Newsletters, IV.B.25: Faculty Policy and Procedure Manual, IV.B.29: MTI Personnel Manual, IV.B.36: Student Advisory Group - Student Advisory Focus Group, IV.B.37: Student Handbook)

Copies of Board of Trustees bylaws and meeting minutes are kept by the college president, campus director, director of operations, and the chief financial officer (CFO). These documents are also maintained on the campus network by the director's assistant. The bylaws for MTI's Board of Trustees are available for viewing by all employees and can be accessed on the campus computer network in the common directory. The bylaws state the policies of the board including its size, duties, responsibilities, structure, and operating procedures. Board of Trustees meeting minutes demonstrate that the board acts in a manner consistent with its written guidelines and responsibilities. The board periodically evaluates its policies and practices, and makes necessary modifications as needed.

Being that MTI College is a small single campus operation, it has experienced only minor legal or financial issues. The Board of Trustees' meeting minutes contain very few references to issues regarding legal matters or financial integrity. In addition, the College is a community-based institution with no ties to a large corporate entity. Given the absence of external demands for profit distributions or year-to-year expectations of gains over the previous year's results, MTI College is able to focus primarily on being a high-quality, learner-centered institution, and secondarily on being a profit-generating business. It has long been the policy of the Board of

Directors to maintain sizeable financial reserves in order to withstand times of financial challenge and to avoid taking on long-term debt. This policy and approach toward resource management are fully supported by the Board of Trustees, as seen through its decisions and actions. (IV.B.14: Board of Trustees - Agendas & Meeting Minutes)

### **Planning Agenda**

No additional planning items have been identified at this time.

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**IV.B.1.f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**

**IV.B.1.g. The governing board's Self-Evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.**

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### **Descriptive Summary**

The terms of office for members of the Board of Trustees are staggered, providing for a self-perpetuating board membership. As stipulated in the board's bylaws, trustees who have no financial interest or employment arrangement with the College can serve for nine full consecutive terms. The nine term maximum may be waived for a trustee by a majority vote of the board. The board must specify the length of the extension, which may not exceed nine years. Trustees who have a financial interest or employment arrangement with the institution may serve indefinitely.

New board members are provided with a new-member orientation. The last orientation was conducted in January 2004 with the induction of board member, James Pardun. The orientation of a new board member typically coincides with the new member's first meeting with the board. The orientation includes the distribution of the board bylaws, informational materials about the College, a tour of the campus, an introduction of management staff, and a presentation by the college president. The president's presentation typically includes a brief review of the *Association of Governing Boards of Universities and Colleges (AGB) Pocket Publications, A Guide for New Trustees and Trustee Responsibilities*. Finally, the orientation includes special emphasis on accreditation. New board members are provided with detailed information on the ACCJC/WASC accreditation process and the accreditation standards.

Given the consistency, success and experience of MTI's board membership, there has not been a need to promote the development of the board. The requirement of a periodic self-evaluation of the board's performance is noted in the board bylaws. In 2012, a board evaluation survey was completed by the board members. The results were reviewed and discussed during the April 2013 board meeting. (IV.B.14: Board of Trustees - Agendas & Meeting Minutes)

### **Self-Evaluation**

MTI College has benefited from its stable and knowledgeable board membership. There has not been a change in the board membership for almost a decade. In the board's self-evaluation of its effectiveness and operating processes, the board feels that it performs its functions well and its operation is effectively supported. (IV.B.17: Board of Trustees - Self Assessment)

### **Planning Agenda**

No additional planning items have been identified at this time.

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### **IV.B.1.h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.**

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### **Descriptive Summary**

MTI College maintains a high standard of fairness and professional ethics for all parties who represent the College. An obligation rests with all parties associated with the College to perform their duties and represent themselves and the College in an honest, fair and courteous manner. The MTI Board of Trustees maintains a Code of Ethics that defines the expectations of the trustees and describes the course of action to be taken in the event a board member violates the code. In addressing violations of the Code of Ethics, the bylaws state:

*Any violation of the Code of Ethics will be subject to review by the Chair of the Board of Trustees, who will recommend an appropriate course of action if one is deemed necessary. In the case of the Board Chair being involved in the violation, the matter will be considered by a quorum of the Board of Trustees.*

The Board of Trustees Code of Ethics was last reviewed and approved by the Board in September 2012. (IV.B.16: Board of Trustees Code of Ethics)

### **Self-Evaluation**

Due in a large part to its limited size and the consistency and longevity of its members, the MTI Board of Trustees has not had the need to address situations pertaining to violations of the Code of Ethics. Nevertheless, the policy is published and available if needed.

### **Planning Agenda**

No additional planning items have been identified at this time.

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**IV.B.1.i. The governing board is informed about and involved in the accreditation process.**

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**Descriptive Summary**

The Board of Trustees is knowledgeable about the accreditation process and is kept up-to-date on the institution's WASC accreditation status and reporting. Additionally, one of the trustees is a commissioner with ACCJC, which benefits the College and the board in terms of keeping them up-to-date on accreditation news and changes. Each Board of Trustees meeting includes an accreditation update by the academic officer and, if necessary, a discussion of issues at hand. Two of the board members were on writing teams for the 2013 Institutional Self-Evaluation Report and three of the board members were on the reading team for the report. (IV.B.14: Board of Trustees - Agendas & Meeting Minutes)

**Self-Evaluation**

The board discussed and approved the timeline for the development of the 2013 Institutional Self-Evaluation Report, and board members were involved in the accreditation effort. The board members with proprietary status were members of writing or reading teams, and Chairperson Peterson and James Pardun were on the reading team.

**Planning Agenda**

John Peterson, Board Chairperson, is scheduled to address the staff and faculty prior to the arrival of the visitation team in October. His visit is scheduled with the intended purpose of assisting staff and faculty in understanding the reaffirmation of accreditation process. Mr. Peterson has addressed the staff and faculty at previous meetings. No additional planning items have been identified at this time.

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**IV.B.1.j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.**

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### **Descriptive Summary**

The president serves at the pleasure of the Board of Trustees and the corporate Board of Directors for such term, compensation, and conditions of employment as the boards shall mutually determine. Both boards meet jointly and vote as a single group for this purpose. A simple majority is required to resolve differences.

The president is also the chief executive officer of the College and the chief advisor to the secretary of the Board of Trustees. The president's authority is vested through both boards and includes responsibilities for all College educational and managerial affairs. The president is responsible for leading the College, hiring vice-presidents (in consultation with both Boards), implementing all board policies, keeping the boards informed on appropriate matters, consulting with the boards in a timely fashion on matters appropriate to its policy making functions, and serving as the key spokesperson for the College. In addition, the president has the authority to execute all documents on behalf of the College and the Board of Trustees consistent with board policies and the best interests of the College. (IV.B.15: Board of Trustees - Bylaws)

Article III (C) of the bylaws for the Board of Trustees designates the selection and evaluation of the president/CEO as responsibilities of the board. Furthermore, the board is involved in approving new positions and hiring recommendations at the academic and administrative executive-level.

### **Self-Evaluation**

The Board of Trustees is responsible for appointing the president, who is also the chief executive officer of the College. With the exception of compensation, which is negotiated by the Board of Directors, the Board of Trustees sets appropriate conditions of employment. In February 2012, the board approved hiring Malcolm Carling Smith as the director of revenue and compliance. Mr. Carling Smith was recently advanced to fill the position of campus director and Michael Zimmerman was advanced to fill the position of director of operations. These changes were effective on January 1, 2013. The current thinking of the board is that Mr. Carling Smith will be able to serve as college president when John Zimmerman retires from his current role as president.

The board maintains a close working relationship with the president. This relationship fosters the board's awareness of institutional successes and challenges which reflect upon the president's performance. Periodically, the board asks selected staff and faculty to participate in a 360 degree evaluation of the president of the college. Those selected to participate in the evaluation work closely with the president on a regular basis. Participants are asked to complete an online appraisal of the president's effectiveness; all feedback is kept anonymous. The most recent appraisal of the president was completed in 2012 by twenty survey participants, including the chairman of the Board of Trustees. The president's appraisal was provided to the Board of Trustees and the campus director, who was instructed to share the appraisal as deemed appropriate. (IV.B.26: John Zimmerman 360 degree evaluation (2012))

### **Planning Agenda**

Careful attention and planning will be directed toward the possibility of the current president retiring or stepping back from the day-to-day operations within the next one to three years. While Mr. Carling Smith is being groomed as his successor, other options will be sought if the Board does not approve of this transition.

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**IV.B.2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.**

**IV.B.2.a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.**

**IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:**

- **establishing a collegial process that sets values, goals, and priorities;**
  - **ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;**
  - **ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and**
  - **establishing procedures to evaluate overall institutional planning and implementation efforts.**
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### **Descriptive Summary**

The primary responsibility of the president is to ensure the success of the College in carrying out its stated mission. This responsibility is accomplished through a clear vision of institutional effectiveness, quality outcomes, strong leadership, strategic planning, and a team of competent managers who are individually responsible for specific areas of MTI's operation. The

cornerstone of the president's vision for the College lies in nurturing the culture and belief that the institution's continued success is dependent upon the continued success of its students.

The College is organized and staffed to effectively deliver programs and services that support student learning and achievement. The president leads a talented and effective executive team, whose members have direct responsibility and accountability over key areas of the College. (IV.B.28: MTI Organization Chart)

- The campus director oversees the academic operation and fiscal progress of the College. He chairs the weekly executive meetings and works in conjunction with the president and other campus leaders to set and implement goals for the institution as it strives for success with its stated mission.
- The vice president of finance and chief financial officer oversees the annual budget process and ensures that financial resources are sufficient to support student learning and achievement. He also acts as the human resources representative and supervises the Business Office and Financial Aid department.
- The director of education supervises the academic operation of the College and ensures the quality and integrity of MTI's programs and student support services. She also conducts research and planning necessary for establishing and assessing institution and student learning outcomes.
- The academic officer and accreditation liaison officer coordinates the research and approval of new programs, creates policy for board consideration, and ensures that the institution is compliant with accreditation and related standards.
- The director of operations oversees much of the day-to-day activities of the campus operation. Student issues, facilities, career services, marketing and student admissions are the primary areas of focus for this individual.
- The director of admissions admits students who demonstrate an ability to benefit from attending MTI College. He trains and supervises the admissions staff, ensuring that they accurately represent the College and expected outcomes for students upon graduation.

These individuals and the president comprise the Executive Committee, which meets on a weekly basis to discuss issues pertaining to student enrollment and retention, effectiveness of student learning and assessment, program development, institutional planning and improvement, resource management and allocation, and budgeting. (IV.B.18: CORE Report (Sample), IV.B.23: Executive Committee Meeting Minutes, IV.B.33: Rolling Retention Report (Sample))

The president is supported by the director of education with respect to research and planning in an effort to maintain a high-quality, student centered learning experience. The director of education provides student data and research to the Executive Committee for planning and decision-making purposes. Input on the state of the job market, the economy, and hiring trends is obtained from the Employer Advisory Board, Legal Advisory Board, Career Services

department, and other resources outside the College such as industry consultants, community partners, Paul Mitchell Advanced Education, and other academic institutions. (IV.B.28: MTI Organization Chart)

In 2005 under the direction of the president, MTI transitioned to a more systematic method of institutional evaluation and planning called master planning. Guided by the institution's master plan, the president leads the College toward the successful achievement of its goals. As discussed in standard I.B., master planning is a collegial process of open dialogue, evaluation, and planning that encourages broad participation of MTI faculty and staff and utilizes feedback from institutional surveys, advisory boards, program reviews, and other feedback and assessment tools. The process has proven instrumental in establishing a common vision and shared commitment among MTI's faculty, management, and staff in regard to achieving the institution's overall mission and goals.

### **Self-Evaluation**

Given that MTI is a relatively small institution, its president must possess a clear understanding of all areas of the College. MTI's president is an active and involved leader who maintains effective working relationships with his staff and faculty. He successfully communicates his vision, goals, and priorities for the College as it continues to expand and improve its program offerings and student services. Through the effective leadership of its president and the support of a hardworking team of dedicated staff and faculty, MTI College continues to successfully fulfill its mission.

As mentioned earlier, the Executive Committee is comprised of the college president and key administrators. The Executive Committee works together to support the operation of the College and drive plans for future improvement. The team takes a hands-on, thoughtful, and systematic approach toward planning and improvement; program review, master planning, and budgeting; and relies on established communication and decision-making structures to encourage input and provide opportunities for faculty and staff involvement. Because the president is an active participant on the Board of Directors and the Board of Trustees, there is a strong link between the governing boards and the Executive Committee that drives the College. All major decisions affecting the direction of the College and the allocation of physical and financial resources are carefully considered by the Executive Committee and referred to the Board Trustees as appropriate. (IV.B.14: Board of Trustees - Agendas & Meeting Minutes, IV.B.23: Executive Committee Meeting Minutes)

Under the leadership of the president and Executive Committee, and through careful planning and a team-oriented approach to student learning and success, MTI staff and faculty regularly complete all upgrades and improvements to the campus and its programs and services with little to no disruption to students. The president's commitment to creating a safe and comfortable environment that is conducive to learning manifests itself in the funds regularly allocated to the ongoing maintenance and upgrades to the facility. In 2011 and 2012, significant funds were allocated to bring the campus grounds and parking areas into compliance with ADA requirements and to make improvements to the medical labs. Other examples include scheduled technology upgrades and facility improvements that occur during the Christmas and spring

breaks (annually), a campus-wide upgrade to the phone system (2009), the addition of overhead projectors in lecture classrooms and an increased security presence (2011/2012).

The president and Executive Committee drive the master planning process, which has led to a number of improvements, including an increase in staff and faculty awareness and involvement in institutional planning and improvement activities; a greater emphasis on goal setting and outcomes achievement at all levels; a clearer understanding and broader application of assessment strategies; and stronger ties between evaluation, planning, and budget/resource allocation.

As a result of the master planning process, one hundred percent of MTI's programs and courses, including general education, have defined student learning outcomes (SLOs) with ongoing assessments in place. Institutional outcomes, referred to as universal outcomes are interwoven and assessed throughout the programs and courses. All of MTI's administrative and student services departments have defined outcomes and goals that are measured annually and used to inform planning and improvement. The institution's annual student retention rate exceeded 70 percent in 2012. The Salon Management program has been implemented, and the Application Development program has been approved and is in the planning stage. Finally, graduate competency levels have increased, resulting in consistently high industry certification pass rates and a greater than 90 percent job placement rate year-over-year for graduates seeking assistance through the Career Services department. These are but a few examples of the many ways the master planning process has benefitted the College and its students. (IV.B.2: 2011-2012 ACCJC Annual Report, IV.B.5: ACCJC College Status Report on SLO Implementation, IV.B.11: Annual Retention Summaries, IV.B.19: Course Assessment - Completed Assessments, IV.B.27: Master Plans, IV.B.30: Outcomes and Assessment Map, IV.B.31: Program Assessment - Completed Assessments, IV.B.38: Universal Outcomes Assessment)

The driving force behind the master planning cycle is the institution's commitment to continuous quality improvement. The president's philosophy of 'Don't expect...inspect' is one that is shared by the Executive Committee. In 2010, the president and Executive Committee requested a comprehensive review of the institution's network system, including hardware, software, network configuration, system maintenance, and data backup and recovery. The review resulted in several recommendations that have led to a number of improvements. Also in 2010, the College began the practice of conducting annual audits of its job placement activities. Audit results validate the annual placement figures reported to the public and college constituencies and provide valuable feedback for improving the operation and effectiveness of the Career Services department. Other improvements stemming from the president's philosophy include redesigned admissions assessments and enrollment agreements, a streamlined and more focused new student orientation, increased oversight of medical externships, and improvements to the master planning process itself. (IV.B.1: 2010 Campus Network Review, IV.B.9: Admissions Assessments, IV.B.39: Career Services Audit, IV.B.22: Enrollment Agreements, IV.B.23: Executive Committee Meeting Minutes, IV.B.27: Master Plans)

Finally, in addition to input and feedback from college constituencies, the president relies on information and data to inform his decision making. The president stays current on institutional performance and monitors progress using the weekly Campus Operating Report for Executives

(CORE), quarterly master plan updates, and data drawn from the CampusVue campus management database. Annual and monthly student retention data, attendance tracking, survey data, course evaluations, assessments of student performance, and feedback from student advisory focus groups are also utilized in the planning process for improving programs and services that support student learning and the achievement of the stated learning outcomes. (IV.B.10: Annual Faculty and Staff Surveys, IV.B.11: Annual Retention Summaries, IV.B.12: Annual Student Surveys, IV.B.18: CORE Report (Sample), IV.B.32: Retention Snapshot (Sample), IV.B.33: Rolling Retention Report (Sample))

### **Planning Agenda**

The diversity of student learning programs has increased, resulting in a full utilization of campus facilities. This situation requires the campus leadership to consider options that will allow for future changes in program offerings and increases in student enrollments and staffing. This planning process will be driven through the master planning process, using research data and projections to help the College chart a course of action.

Now that the College has several years of experience with the master planning process, it has come to realize that the calendar of deliverables needs to be reviewed and adjusted more frequently. This need is due to the fact that there are times in the year when activities and initiatives that draw on the College's limited staff and faculty resources coincide with due dates in the master planning process. The Executive Committee is considering ways to adjust the calendar cycle to maintain a degree of fluidity in its planning without sacrificing the integrity of its processes or losing sight of its priorities. The goal will be to see that deliverable dates are balanced with other activities throughout the year.

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**IV.B.2.c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.**

**IV.B.2.d. The president effectively controls budget and expenditures.**

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### **Descriptive Summary**

With the assistance of the Executive Committee and other key staff members, the president ensures the College employs best practices and remains in compliance with federal, state, and industry regulations. Institutional practices are reviewed on an ongoing basis at the department level by department chairs, the director of education, and campus director; the academic officer and accreditation liaison assists in ensuring compliance with accreditation standards; and the chief financial officer ensures compliance with U.S. Department of Education regulations and State of California employment laws.

The president is responsible for assuring that actual practices of the College support the institution's mission, goals, and policies. Additionally, the president is responsible for assuring

that decisions and directives from the Board of Trustees are communicated and carried out by college leadership.

With support from the Executive Committee, the president effectively oversees and manages the institutional budget and expenditures and ensures faculty and staff involvement in the budgeting and planning processes.

### **Self-Evaluation**

In support of the mission, the president works with institutional leaders, staff, and faculty to incorporate the accreditation standards into daily operations, and ensure that all programs approved by external agencies, such as the Paralegal Studies, Cosmetology, and Phlebotomy programs, operate in full compliance with all mandated regulations and requirements.

The president ensures that the College takes the standards, regulations, and recommendations of its accrediting and approval bodies seriously, and ensures that all inquiries and requests are addressed thoroughly and expeditiously. This is evidenced in the institution's ACCJC follow-up reports, mid-term reports, and substantive change reports; ABA mid-term reports, interim reports and program approvals; State of California program applications; Paul Mitchell Advanced Education inspections and assessments; and internal audits conducted to assess compliance with Department of Education regulations. In 2012, MTI was found to be one of two ACCJC-accredited colleges reporting 100 percent of its programs and courses as having ongoing SLO assessments in place. (IV.B.3: ABA Interim Reports, IV.B.5: ACCJC College Status Report on SLO Implementation, IV.B.6: ACCJC Follow-up Report, IV.B.7: ACCJC Midterm Report, IV.B.8: ACCJC Substantive Change Reports, IV.B.34: State of California Application for Approval – Cosmetology Program, IV.B.35: State of California Application for Approval – Phlebotomy Program)

MTI is committed to a culture of doing what is right for all concerned. Anecdotal evidence and the fact that there have been no student complaints or lawsuits filed against the College for many years indicate that the College consistently follows through on this commitment. The last lawsuit filed against the College was an alleged wrongful termination suit over ten years ago. The College was not found at fault. MTI also contracts with a third-party CPA firm to conduct annual Department of Education audits of the institution. These audits have consistently shown no major findings of non-compliance.

Major institutional policies are approved by the Board of Trustees. Policies affecting day-to-day operations are developed, reviewed and modified on a case-by-case basis by the Academic Team (ATM) and Executive Committee. As part of the review and modification process, input and feedback are solicited from staff, faculty and students as appropriate. Final approval of all policies must be obtained from the Executive Committee prior to distribution and implementation. (IV.B.13: ATM Meeting Minutes, IV.B.14: Board of Trustees - Agendas & Meeting Minutes, IV.B.23: Executive Committee Meeting Minutes)

While the chief financial officer (CFO) and campus director are primarily responsible for the fiscal administration of the College, the president plays an active role in managing the budget

and monitoring expenditures. The president evaluates revenue and expenditure reports on a monthly basis, and reviews and signs weekly checks for all invoices due. Prior to the president's review, the CFO and the director of operations review the weekly payments before forwarding them to the president's office. In conjunction with the Executive Committee and Board of Trustees, the president reviews and approves annual budget requests, and monitors expenditures associated with their implementation on a quarterly basis.

### **Planning Agenda**

No additional planning items have been identified at this time.

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## **IV.B.2.e. The president works and communicates effectively with the communities served by the institution.**

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### **Descriptive Summary**

The president has served on local boards and maintains good working relationships with employers and community leaders. His relationship with the Board of Directors and Board of Trustees is collegial and effective. He is a visible presence on campus and interacts with staff, faculty, and students on a daily basis.

### **Self-Evaluation**

The president has fostered a positive reputation for the College through his professional relationships and his community involvement. He has been interviewed on the Sacramento public radio station (Capitol Public Radio, July 2012) and by the Sacramento daily newspaper (Sacramento Bee). He has also written editorials relating to postsecondary education that have appeared in the newspaper.

In addition to his roles on the Board of Directors, Board of Trustees, and Executive Committee, the president maintains a visual presence on campus through his daily interactions with faculty, staff, and students, and by participating in Town Hall meetings, student barbeques and pancake breakfasts, the Shot-in-the-Arm activity and presiding over the semi-annual graduation ceremonies. (IV.B.26: John Zimmerman 360 degree evaluation (2012))

### **Planning Agenda**

No additional planning items have been identified at this time.

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**IV.B.3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.**

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**Descriptive Summary**

This standard does not apply, as MTI College is an institution with a single campus and is not part of a multi-college district or system.

## **List of Supporting Evidence for Standard IV**

### **IV.A. Decision-Making Roles and Processes**

- IV.A.1 2012 12-week Surveys (Combined) (Folder: 12-week Survey)
- IV.A.2 2012 Annual Faculty and Staff Survey
- IV.A.3 2012 Annual Student Survey
- IV.A.4 Annual Faculty and Staff Surveys
- IV.A.5 Annual Student Surveys
- IV.A.6 ATM Meeting Minutes
- IV.A.7 Board of Trustees - Agendas & Meeting Minutes
- IV.A.8 Career Services Audit
- IV.A.9 Course Evaluation Templates
- IV.A.10 Department Meeting Minutes
- IV.A.11 Executive Committee Meeting Minutes
- IV.A.12 Executive Committee Minutes re - SAG transition
- IV.A.13 Faculty Policy and Procedure Manual
- IV.A.14 Institutional Planning Map
- IV.A.15 Instructor Observation Form
- IV.A.16 Job Descriptions
- IV.A.17 Master Plans
- IV.A.18 MTI Personnel Manual
- IV.A.19 New Student Committee Meeting and Rubric
- IV.A.20 Program Review
- IV.A.21 Review and Approval of Program-related Changes
- IV.A.22 Rules for Success
- IV.A.23 Student Advisory Group - Student Advisory Focus Group
- IV.A.24 Student Handbook
- IV.A.25 Town Halls

### **IV.B. Board and Administrative Organization**

- IV.B.1 2010 Campus Network Review
- IV.B.2 2011-2012 ACCJC Annual Report
- IV.B.3 ABA Interim Reports - AVAILABLE ON CAMPUS
- IV.B.4 ABA Midterm Reports - AVAILABLE ON CAMPUS
- IV.B.5 ACCJC College Status Report on SLO Implementation
- IV.B.6 ACCJC Follow-up Report
- IV.B.7 ACCJC Midterm Report
- IV.B.8 ACCJC Substantive Change Reports
- IV.B.9 Admissions Assessments
- IV.B.10 Annual Faculty and Staff Surveys
- IV.B.11 Annual Retention Summaries

- IV.B.12 Annual Student Surveys
- IV.B.13 ATM Meeting Minutes
- IV.B.14 Board of Trustees - Agendas & Meeting Minutes
- IV.B.15 Board of Trustees - Bylaws
- IV.B.16 Board of Trustees - Code of Ethics
- IV.B.17 Board of Trustees - Self Assessment
- IV.B.18 CORE Report (Sample)
- IV.B.19 Course Assessment - Completed Assessments
- IV.B.20 Department Meeting Minutes
- IV.B.21 Department Training and Reference Manuals - AVAILABLE ON CAMPUS
- IV.B.22 Enrollment Agreements
- IV.B.23 Executive Committee Meeting Minutes
- IV.B.24 Faculty Newsletters
- IV.B.25 Faculty Policy and Procedure Manual
- IV.B.26 John Zimmerman 360 degree evaluation (2012)
- IV.B.27 Master Plans
- IV.B.28 MTI Organization Chart
- IV.B.29 MTI Personnel Manual
- IV.B.30 Outcomes and Assessment Map
- IV.B.31 Program Assessment - Completed Assessments
- IV.B.32 Retention Snapshot (Sample)
- IV.B.33 Rolling Retention Report (Sample)
- IV.B.34 State of California Application for Approval - Cosmetology Program - AVAILABLE ON CAMPUS
- IV.B.35 State of California Application for Approval - Phlebotomy Program - AVAILABLE ON CAMPUS
- IV.B.36 Student Advisory Group - Student Advisory Focus Group
- IV.B.37 Student Handbook
- IV.B.38 Universal Outcomes Assessment
- IV.B.39 Career Services Audit