

PEER REVIEW TEAM REPORT

MTI College
5221 Madison Avenue
Sacramento, CA 95841

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

Daniel Peck
Team Chair

**MTI College
Comprehensive Evaluation Visit**

Peer Review Team Roster

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Summary of Evaluation Report

INSTITUTION: MTI College

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

TEAM CHAIR: Daniel Peck

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

Major Findings and Recommendations of the Peer Review Team Report

Team Commendations

Commendation 1:

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

The College meets Eligibility Requirement 5.

Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies

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

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

Evaluation Items:

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

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative

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

Standards and Performance with Respect to Student Achievement

Evaluation Items:

	<p>The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)</p>
	<p>The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)</p>
	<p>The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how results are used in</p>

Credits, Program Length, and Tuition

Evaluation Items:

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

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

Conclusion Check-Off (mark one):

	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

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

Transfer Policies

Evaluation Items:

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

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

Conclusion Check-Off (mark one):

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	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

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

Distance Education and Correspondence Education

Evaluation Items:

For Distance Education:	
	The institution demonstrates regular and substantive interaction between students and the instructor.
	The institution demonstrates comparable learning support services and student support services for distance education students. (Standards II.B.1, II.C.1)
	The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit.

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

Student Complaints

Evaluation Items:

The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

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

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

Conclusion Check-Off (mark one):

	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

MTI assures that students and prospective students have access to current, clear, and accurate information regarding MTI's programs, services, policies, and procedures. The primary vehicles used to communicate information to students include the college catalog, catalog supplements and addenda, program summary sheets, the student handbook, the admissions process, new student orientation, course syllabi, the college website, the MTI e-learning website, information whiteboards, class announcements, and through college employees. In addition, the College has posted its disclosure information on its main webpage. <https://mticollege.edu/about/disclosures/>

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

Title IV Compliance

Evaluation Items:

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

Conclusions:

The College meets Standard I.A.

I.B. Assuring Academic Quality and Institutional Effectiveness

General Observations:

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

Findings and Evidence:

MTI sustains collegial and substantive dialogue regarding student learning and achievement, academic quality, student equity, institutional effectiveness, and continuous improvement

certification rates, program and course assessment findings, and a list of action items for future planning. (I.B.2)

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

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

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

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

The College continuously collects data to use for assessment, planning, and communication purposes. MTI formally and informally assesses the effectiveness of its programs, student learning and achievement, and student support services. Student learning is assessed through course and program assessments, program review, course evaluations, student surveys and the master planning process. Student and administrative service areas are assessed on a regular basis through the usage of student surveys, advisory board feedback, and program review. Departments and areas complete the Master Planning document annually which provides key data for program review. These two documents contain assessments, outcomes, goals, recommendations, and resource requests. The information is summarized in the *Executive*

Learning Outcomes, which is revised by the Board of Trustees, Executive Committee, management and employees. Findings are also made public on the College website to inform current or prospective students as well as the community as a whole. (I.C.3)

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

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

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

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

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

The College establishes and publishes policies and procedures (2017) [TJETBT 1 0 0 1 72.024 59]

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The College provides an environment that enhances and supports the learning and development of students. The College's policies and procedures are designed to ensure that the learning environment is safe, secure, and supportive. (I.C.7)

Standard II

Student Learning Programs and Support Services

II.A. Instructional Programs

General Observations:

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

Findings and Evidence:

The College offers instructional programs in the areas of Business, Paralegal, Barbering, Cosmetology, Healthcare, and Technology. Programs align with the College's mission of preparing students with the knowledge, skills, and confidence needed for employment success. Instructional programs are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, achievement of degrees

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

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

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

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

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

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

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

Because MTI's mission is focused on preparing students for employment upon graduation, courses include opportunities for students to practice the skills and apply the knowledge they learn in class and to receive meaningful feedback regarding their progress. All courses and programs are designed around clearly stated and measurable SLOs that use an outcomes-based system of grading. The Carnegie Unit System of measurement is used to determine credit hours. The Paul Mitchel program uses clock hours and the college follows the Federal standards for clock-to-credit hour conversions. (II.A.9)

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

MTI has Universal Outcomes that apply to all programs and General Education (GE) Outcomes that apply to degree programs, in addition to defined program outcomes. SLOs exist for all
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II.C. Student Support Services

General Observations:

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

The College constantly evaluates its student services and looks for ways to improve the student experience. This includes gaining information from surveys, student advisory group meetings, employers, the master planning process as well as metrics such as placement, default rates and retention rates. This is done to ensure that the College's primary focus is on student success.

Methodologies used in evaluating MTI's student services include survey results, student retention reports, audit findings, job placement reports, advisory assessments, and the Campus Operating Review for Executives (CORE) report. Throughout the year, the College's Executive Committee closely monitors several key performance indicators in the areas of admissions, student retention, career services, and business/financial aid. The information is reviewed and discussed weekly and is used to identify trends to develop improvement efforts.

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

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

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

MTI

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

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

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

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

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

Conclusions:

The College meets Standard III.A.

III.B. Physical Resources

General Observations:

MTI effectively utilizes physical resources to help achieve its mission and provide a safe, secure environment for students, faculty, and staff. MTI has a robust annual program review and master planning process. This planning process incorporates opportunity for facility and equipment recommendations. It allows the development of both short and long range plans. As

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

Findings and Evidence:

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

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

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

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

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

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

To assure long range capital plans support institutional improvement and reflect the total cost of ownership, MTI has an annual planning process that covers both short and long term planning for facilities and equipment. Annual program reviews and department level master plans include

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

MTI ensures technology resources are maintained to assure reliable access, safety and security. The College routinely backs up critical data, both on and off campus, through a third party data center. MTI has a primary CCI Telecommunications fiber connection for its internet services

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

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

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

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

Standard IV

Leadership and Governance

IV.A. Decision-Making Roles & Processes

General Observations:

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

Findings and Evidence:

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

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

College policies and procedures clearly define roles of administrators and faculty in institutional governance.

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

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

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

Conclusions:

The College meets Standard IV.A.

IV.B. Chief Executive Officer

General Observations:

the grandson of the college's founder. Serving in th

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

Conclusions:

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

Three of the five members on the current governing board have no financial interest in the College. Governing bylaws require that a majority of the board of trustees must have no

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

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

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

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

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

Conclusions:

The College meets Standard IV.C.

Quality Focus Essay