



Campus, Formerly MTI College Midterm Report

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

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Section 1: Report Preparation

The preparation of this report was undertaken with a meticulous approach to ensure its comprehensiveness, accuracy, and clarity. To maintain the highest standards of research and documentation, a multistep process was facilitated by key personnel who contributed distinct expertise at various stages.

Process of Report Preparation:

1. Strategic Direction and Outline: Michael Zimmerman, CEO & President, set the overarching objectives of the report, outlining the principal themes and ensuring alignment with organizational goals. He ensured that all internal and external stakeholders had input and representation in the report. Lastly, he led efforts to align the report's findings and recommendations with the institution's vision and mission.
2. Educational Framework: Teri Dillion, Director of Education, was responsible for setting the educational context and benchmarks. Her input ensured the content was pedagogically sound and relevant to the academic community. Todd Fitch, AABA Program Director, was responsible for analyzing, reporting on, and reviewing program specific initiatives and outcomes.
3. Operational Data and Integration: Kaari Casey, Vice President of Academic Operations, took charge of integrating academic and operational data, ensuring the findings were well represented and supported by world examples and statistics.
4. Organizational Perspective: Lawrence Richman, General Manager, gave insights into the organizational impacts and the practical implications of the findings. His contributions ensured the report's recommendations were actionable and beneficial to the institution's operations.
5. Financial Analysis: Paula Perez, Vice President of Finance, scrutinized the financial aspects of the report. She provided valuable insights into budgeting, cost implications, and the potential economic impact of the report's findings.
6. Report Review and Endorsement: Tade Oyerinde, Chancellor, and Arthur Levine, Board Chair, played crucial roles in reviewing and endorsing the final draft of the report.

Following the individual contributions, a series of collaborative meetings were held, allowing all key contributors to discuss, refine, and finalize the content. The impact of this collaborative approach is reflected in the report's depth, breadth, and applicability.

Section 2: Plans Arising from the Self-Evaluation Process

Identified ISER Improvement Plan(s):

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

Self-Identified Plan Update

The focus on data collection, analysis, and application is fundamental to the success of Campus. To enhance our capabilities in this regard, the institution has created customized dashboards at both the institutional and programmatic levels. These dashboards facilitate realtime data tracking and review, enabling us to instantly monitor key metrics and make timely adjustments. As data is collected at the student, course, program, departmental, and institutional levels, we can build a comprehensive understanding of successes and challenges, which steers us towards institutional excellence. The College’s renewed emphasis on collecting meaningful data has empowered us to make improvements that best meet the needs of our students.

For our academic programs, our quarter over quarter course feedback capture within the Associate of Arts in Business Administration (AABA) program represents an example of this shift. Traditionally, curriculum and course experience assessments in this program were annual, providing only a singular opportunity for reflection and adjustment. Now, with data being captured and analyzed four times a year, we're able to make iterative adjustments to our program throughout the year. This not only ensures that the learning materials and instructional practices are always relevant and effective but also underscores our commitment to delivering the highest quality education for our students. Campus will expand this practice to other areas of the institution, considering the nuances of each program and their unique differences to ensure the approach is fitting and effective.

In addition to educational enhancements, there has been a concerted effort to monitor and improve the financial health of the institution. With renewed tracking systems in place, we are now equipped to assess our fiscal positions with greater granularity. This facilitates strategic budgeting, investment, and allocation of resources, ensuring that we not only remain financially solvent but also have the capacity to reinvest in crucial areas of growth and innovation. By maintaining a robust view of our financial landscape, we are better poised to navigate challenges, seize opportunities, and ensure that our institution continues to thrive in its mission both academically and financially.

Lastly, transitioning from an exempt status to now being under the oversight of Bureau for Private Postsecondary Education (BPPE) has introduced a new dimension of regulatory compliance for Campus. With this shift, the College is navigating a landscape of increased reporting obligations, stringent operational standards, and an enhanced focus on institutional accountability. As BPPE standards require more extensive data reporting and transparency, we are adapting our systems and

mandates, while continuing our dedication to regulation, and
meeting regulatory standards.

Section 3: Internal Reporting on Quality Improvement

A. Response to Recommendations for Improvement

There were no recommendations for improvement.

Internal Reporting on Improving Professional Performance: O(ut)7 (,nwp 32 T-3 9nh2r)3 (ds)-1 (n
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Department managers and their staff identify learning support outcomes and departmental goals

1. In LA283 Administrative Law – action item: Provide students with more practical assignments that will allow them to understand how Administrative Law works pragmatically. Practical assignments/activities were added to the course, and these include:
 - a. An “administrative hearing” where students write a rule allowing the instructor some discretion in evaluating and charging a student with cheating. Students develop rules for the hearing and render a decision.
 - b. Implementing an OSHA hearing that the students reenact the roles of investigators and complainants
2. In LA250 Advanced Litigation – action item: Provide more real world pretrial tasks such as Drafting Trial Briefs. To address this, the department chair DC has implemented assignments where students prepare pretrial documents such as, disclosure of expert witnesses, preparing CCP §998 offer, and trial subpoenas.

For the online asynchronous GE courses feedback from students during the assessment led to course discussion meeting labs being set up for many of the primarily asynchronous GE courses. These labs focus on critical thinking assignments and case studies in the classes. This gives students and instructors the opportunity to interact and participate more effectively in the courses.

For the GE201 English Composition class the curriculum had been updated and there had been less focus on grammar and paragraph formation. The assessment showed that recent curriculum updates removed this focus. The results showed that later GE courses were noticing an increase in grammatical and punctuation errors. As a result, an increased focus on these areas was implemented.

The Financial Aid department noticed that the new student survey from the beginning of 2022, had clear areas to improve regarding communication. The department focused on the communication aspect of serving the students and the new student survey in the fall reflected the improvement.

The Technical Services Department hosted technical onboarding sessions for all new Campus Sacramento and Futuro students in 2022 with an eye at reducing the number of “I don’t know” responses in the survey related to the outcome “Students will confirm satisfaction of quality and timely service.” This led to a 5 – 20% reduction in this number.

The Student Services Department and Admissions Department to increase the positive results in the student survey where students are asked if they are getting the assistance they need from the student services department, have become very active in reaching out and giving reminders about key dates and processes. They also participate in regular retention meetings where student issues are discussed and strategies are developed to help them.

In those areas where assessment may be falling behind, what is the college doing to complete the assessments per the college's schedule?

At times during an assessment, there is a finding that the outcomes aren't adequately matched to an assessment, or the assessment results are not easily available, such as when assessments are completed through a third-party website. This may have occurred because of updates to curriculum that inadvertently affected an assessment and the outcomes associated with it. At those times, the academic department must decide whether the outcomes or assessments need to be updated and modified. Often, the department makes the decision to create a more accessible and appropriate assessment so that the results can more easily be collected and evaluated. If a department is having difficulties completing an assessment, the Director of Education, Program Director, and Department Chair work with the department to assist in the successful completion of the assessment.

Evidence: Provide evidence to support the information and narrative described above:

[2022 Executive Summary of Campus's Institutional Effectiveness in Program Review, Planning and Student Learning Outcomes](#) (See Appendix A)

B.2 Institution Set Standards (Standard I.B.3)

Standard I.B.3 states: "The institution establishes institutional standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publish this information."

Using the most recent Annual Report, reflect on trends in data for institution set standards on course completion, certificate completion, degrees awarded, transfer, licensure examination pass rates, and employment rates for career and technical education (CTE) students.

The College effectively uses institutional data directly related to its mission to improve the quality and responsiveness of its programs and services, and relies on its ongoing cycle of evaluation, planning, and improvement to identify key initiatives and set priorities. The cycle is driven by the program review, master planning, and budget/resource allocation processes. Many of the indicators discussed, in addition to department course, and program-level assessments, survey results, and other pertinent information are used as the basis for dialog throughout the year aimed at improving Campus's programs and services. The executive committee, consisting of key departmental leaders, the CEO and President, with oversight by the College's Board of Trustees, monitors data related to several key campus-wide goals through its master planning process. This process consists of an annual goal setting exercise, considering findings from the previous years' assessments, and modeling the impact of proposed changes. This process provides enrollment, retention, and placement goals. Decisions about how to make improvements in these areas are made based on the results that the data provides.

The student achievement data shows that there is a consistently high rate of course completions over the last three years. The course completion rate ranged between 88% in 2019-20 to 87% in 2020-21 to 89% in 2021-22. These are above the institution set standard floor of 85% and close to the aspirational goal of 90%.

In 2021-22, we observed a significant increase in certificate completions primarily influenced by the introduction of the Futuro medical program and its successful student graduates. While there were 392 certificate completions in 2020-21 and 372 in 2019-20, the number grew to 616 in the 2021-22 year. Anticipating this rise, we revised our aspirational goal from 372 to 400 for 2021-22.

Conversely, there was a decrease in the number of degrees awarded. While 61 degrees were awarded in 2019-20 and 39 in 2020-21, the number of degrees awarded in 2021-22 fell to 30. This reduction aligns with the 6% drop in enrollment for degree programs from 2019-20 to 2020-21. In contrast, the campus experienced a 6% uptick in enrollment and completion for diploma and certificate programs during the same period.

COVID played a pivotal role in the decline of college enrollment rates, with many institutions, including ours, experiencing significant drops due to the uncertainties and disruptions of the pandemic. In response to these challenges, Campus has taken several measures, such as offering

College plans to include TPA practice in the PH101 and PH100 class and have it as a graded assignment and add an outcome related to it.

Placement rates for students completing programs were between 85% and 100% for students completing the programs. This indicates that students are receiving the training they need to successfully gain employment. Several programs had 100% placement, these were: the ITCA degree program, the Paralegal degree program, the Medical Billing and Coding Professional diploma program, and the Barbering program.

Has the college met its floor standards?

There were only two areas where the floor standards were not met, these were discussed previously in this report. They were the degree completion and Phlebotomy certification goals.

Has the college achieved its stretch (aspirational) goals?

The college met or exceeded stretch goals in the following areas:

- ” Certificate Completion
- ” IT Job Placement
- ” Paralegal Job Placement
- ” Medical Assisting Job Placement
- ” MBCP Job Placement
- ” Cosmetology Job Placement
- ” Barbering Job Placement
- ” FCMA Job Placement
- ” FCMA+phlebotomy Job Placement

What initiative(s) is the college undertaking to improve its outcomes?

Campus is undertaking several initiatives that demonstrate a robust commitment to drive assessment and effectiveness. These strategies not only aim to elevate educational outcomes but also to align with our mission. These initiatives include:

- ” Merger with Campus for Nationwide Quality Education: By merging with Campus, the College leverages the combined strengths, resources, and best practices of both institutions to drive superior academic outcomes and student experiences.
- ” Updated Online Platform: Recognizing the potential of digital landscapes, we have enhanced our online platform. The updates facilitate seamless enrollment and participation for students across the country, ensuring they have access to our quality educational resources regardless of geographical constraints.
- ” Integrated Data and Assessment Ecosystem: By consolidating data from both colleges and enhancing our assessment processes, we now have an enriched dataset that offers

deeper insights into institutional effectiveness, student performance, behaviors, and needs.

” Continuous Data Collection & Analysis: In alignment n alignment 6
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- ” Student Communications: Through our updated online platforms, students receive notifications, newsletters, and updates regarding any changes or enhancements to our institution and programs. Town-hall meetings, feedback sessions, and frequent survey collection are utilized to gather student opinions and address any concerns directly.
- ” Public Announcements: For the public and prospective students, the college issues press releases and utilizes social media channels to broadcast major announcements

New

the decision was made to postpone implementation. Initially, the thought was that the delay would be short, and the program would still utilize person (face-to-face) interactions between mentors and new students.

The delivery format for most classes changed to a remote/virtual format in 2020, a setup that continued into 2021-2022. The exception to this was the clinical healthcare courses. After significant operational adjustment at the class and institutional level, the program structure was revisited, with the recently hired Learning Resource Coordinator providing direction and support for the mentors. New students would meet with mentors and attend structured meetings in this virtual format.

The program was implemented in August 2021, with ten students serving as the pilot group. Initially, students were monitored, and data was recorded in the categories of:

- ” Attendance in Peer Mentoring Orientation
- ” Responsiveness to their Mentor
- ” Participation in the Remote Class Portion of the Program

After several terms, the program was expanded to include students in other programs. Participation and corresponding data were tracked until the program's conclusion at the end of 2022.

1. Remained Enrolled After 1st Term:
 - a. 2021 Year: 75% of students remained enrolled.
 - b. 2022 Year: 85% of students remained enrolled.
2. Responsiveness to Mentor:
 - a. 2021: 55.8% of students were responsive to their mentors.
 - b. 2022: 58.8% of students were responsive to their mentors.
3. Participation in weekly meetings:
 - a. 2021: 39.3% of students participated in weekly meetings.
 - b. 2022: 30.0% of students participated in weekly meetings.
4. Engaged Participation
 - a. 2021: 68.3 % of responsive students participated in weekly meetings.
 - b. 2022: 30.3% of responsive students participated in weekly meetings.

First-Term Student Completion Rates

Students who successfully completed their first term and continued in their programs.

First Term Completion Rate	2021-2022	2020-21	2019-20	2018-19	2017-18	2016-17
	89.42%	88.10%	91.00%	97.40%	87%	89%

A thorough analysis of the available data showed a noticeable decline in new student participation in the peer mentoring program. This decline and the challenges of recruiting and training consistent

student mentors posed significant obstacles to effectively supporting the new student population. A contributing factor in recruiting new student mentors is that many of the candidates were enrolled in short-term programs at the college, and a large portion maintained outside employment commitments.

Given these challenges, the institution opted to restructure its approach to student services by introducing Student Support Coaches. These coaches take on the role of mentors but with a more structured and sustainable approach. Student Support Coaches undergo thorough training to ensure they are well-equipped to provide students with the necessary guidance and assistance. This transition to Student Support Coaches aims to enhance student communication and support. These coaches can dedicate more time and attention to each student, ensuring that their needs are effectively met. Additionally, unlike student mentors who are peers, student support coaches bring a higher level of professional expertise to the role. They can draw on their training and experience to provide more comprehensive and targeted guidance to students.

By implementing this restructuring, the institution is taking a proactive approach to address the evolving needs of its diverse student body. It ensures that students receive consistent and high-quality support regardless of their program duration or other commitments. This shift is designed to enhance the overall student experience and increase the likelihood of student success.

Consideration for revision of the enrollment process

It's worth noting that we recently decided to remove the traditional essay component from admissions assessments. This shift has been prompted, in large part, by the widespread availability of AI technologies like ChatGPT, which have empowered students with unprecedented access to automated essay assistance. The assessment evaluation committee faced the challenge of distinguishing between essays crafted with the assistance of AI and those composed solely by the applicant, compromising the integrity of the assessment. With this assessment tool removed, removing the remedial English course (E050) from the corresponding curricula also became necessary, and additional support was provided to those students who may have challenges with the college-level English courses.

Provide additional opportunities for those students in the Healthcare programs to complete an associate degree program – Healthcare with Business.

To provide an opportunity for those students enrolled in a diploma program to progress and complete a degree program, academic leadership created the Associate of Business Administration - Emphasis in Healthcare. The program's structure has students complete diploma requirements for their respective Healthcare program and then advance into a second enrollment of classes focused in business. This allowed students either to enroll directly into this program during the initial admissions or to transfer and enroll in the classes after completing their diploma. This program was created and added to the college catalog in 2020.

D. Fiscal Reporting

The conditions for reporting do not apply.

Appendix A

2022 Executive Summary of Campus's Institutional Effectiveness in Program Review,
Planning and Student Learning Outcomes

Appendix B
[Campus 2022 Annual Report Data](#)