



Campus, Formerly MTI College Midterm Report

Submitted by:

Campus

5221 Madison Avenue

Sacramento, CA 95841

Submitted to:

Accrediting Commission for Community and Junior Colleges

Western Association of Schools and Colleges

Midterm Report

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

From:

Michael Zimmerman

(Name of Chief Executive Officer)

Campus, Inc.

(Name of Institution)

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(Address)

I certify there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.

Signatures:

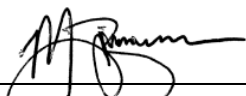

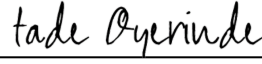


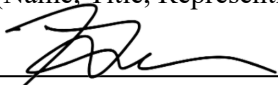
	Michael Zimmerman, CEO	10/06/2023
(Chief Executive Officer)		(Date)
	Arthur Levine, Board Chair	10/06/2023
(Chairperson, Governing Board)		(Date)
	Tade Oyerinde, Chancellor	10/06/2023
(Name, Title, Representing)		(Date)
	Kaari Casey, ALO	10/06/2023
(Name, Title, Representing)		(Date)
	Paula Perez, CFO	10/06/2023
(Name, Title, Representing)		(Date)
	Todd Fitch, Program Director	10/06/2023
(Name, Title, Representing)		(Date)

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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 real-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 real-time 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

processes to meet these new mandates, while continuing our dedication to offering top-tier education, and prioritizing meeting these new regulatory standards.

Section 3: Institutional Reporting on Quality Improvements

A. Response to Recommendations for Improvement

There were no recommendations.

B. Reflection on Improving Institutional Performance: Student Learning Outcomes and Institution Set Standards

B.1 Student Learning Outcomes (Standard I.B.3)

ACCJC Standard I.B.2 states: "The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services."

What are the strengths of the process that help the college to improve teaching and learning?

In our journey to seamlessly transition from MTI College to Campus, we're keenly focused on harmonizing two distinct academic cultures. Through consistent and rigorous outcomes and assessment practices, we're strategically blending the best of both worlds to create an integrated learning environment that benefits students, staff, and the broader college community.

Course and program outcomes and assessments have been developed in each academic department. Having the course outcomes clearly stated on the syllabus is helpful for instructors and students because they help guide the teaching and learning. Each course syllabus has a curriculum map available to students that outlines the different ways the SLOs are assessed in the class.

Having a systematic approach has been helpful to the College. Regular program assessments are scheduled and during that time, course outcomes and assessments are reviewed for relevance, data is collected and analyzed and improvements to courses and programs are made as needed.

Academic program outcomes, universal outcomes, and general education outcomes are assessed on a four-year cycle. Each department conducts a thorough review of outcomes achieved at the course- and program-levels as measured by assessment tools such as exams, practical demonstrations, and projects. Action items, that are the result of these assessments, are added to the annual departmental master plan, and progress is tracked in the master plan throughout the year and finally, within the program review at the end of the year.

Administrative departments conduct annual department reviews in conjunction with the College's master planning cycle. Like the academic programs, each administrative department has a specific assessment plan that measures the department's effectiveness in achieving its goals and outcomes and includes action items for improving its effectiveness and interactions with students.

Department managers and their staff identify learning support outcomes and departmental goals each year. Achievement targets are set, and, over the year, data is collected and analyzed. Results are compared to the targets, and if targets are not met, action items are created for the next year's master plan. Completed annual department reviews demonstrate the assessment activity undertaken by the administrative departments.

The Executive Summary of Campus's Institutional Effectiveness in Program Review, Planning and Student Learning Outcomes is an annual report that summarizes how academic and administrative departments throughout the College analyze student learning, student achievement, and other performance data, and use what they learn to assess their effectiveness and continue to move forward in terms of making improvements to Campus's programs, services, and overall student experience.

What growth opportunities in the assessment process has the college identified to further refine its authentic culture of assessment?

As we anticipate the growth of our institution, the need for expanding and refining our assessment processes becomes ever more evident. With the introduction of the AABA and the potential inception of programs in the horizon, it is necessary to develop a more robust outcomes assessment system to effectively cater to these evolutions. As part of our commitment to data-driven excellence, we are recalibrating our institutional master planning process. Recognizing the importance of staying aligned with departmental needs and goals, we have increased the cadence of departmental check-ins and data review, ensuring timely feedback and adaptive planning. This revamped approach, coupled with the 2022 transition to Campus, paves the way for automatic and continuous data collection. This adjustment simplifies our assessment processes, facilitating more frequent evaluations of courses, programs, and departments. Embracing high-quality data collection and leveraging custom technologies to build our dashboards, allows Campus to make decisions that are both informed and timely. This strategic approach fosters an institutional culture that is finely attuned to student success and is responsive to the evolving needs of our constituents.

Provide examples where course, program, or service improvements have occurred based on outcomes assessment data.

In the cosmetology program, a recent change that dropped the program hours from 1600 to 1000 greatly affected the curriculum. The program assessment made it clear that the outcomes in the "Creative" class did not have an adequate practical assessment any longer due to this change. It was determined that it would be beneficial to add a practical assessment of the class.

In the paralegal program, several action items resulting from the program assessment were developed and implemented. These included:

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 class, 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 must reenact the roles of investigators and complainants.
2. In LA250 Advanced Litigation – action item: Provide more real-world pre-trial 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 institution-set 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 includes enrollment, retention, and placement goals. Decisions about how to make improvements in these areas are made based on the results that the data provides.

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 completion**, primarily influenced by the introduction of the Futuro medical program and its successful student graduates. While there were 392 certificate completions in 2019-20 and 372 in 2020-21, 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 2019-2022. 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 proactive measures, such as launching targeted outreach campaigns, expanding online offerings, and exploring flexible learning formats. Furthermore, as part of our strategy to address the decline in degree attainment, we analyzed enrollment and program selection data. This led to our transition in 2022 to Campus, introducing a revamped Associate of Arts in Business Administration (AABA) degree. With an enhanced course structure and expanded student enrollment beyond California, this degree has shown promising early results. AABA's first-term student enrollment surged from 26 in January 2023 to 186 by September 2023. As we anticipate the graduation rate from the inaugural cohort in March 2023, the insights gathered will inform our approach to potentially refine other degrees in line with this successful model, ensuring our offerings are attuned to the evolving needs of the post-pandemic educational and professional landscape.

For **phlebotomy certification**, the floor and aspirational goals were lowered to 80% and 95% respectively in 2021/22 from where the floor and aspirational goals were previously 95% for the floor and 100% for the aspirational. Previously, students had to pass the TPA (test preparation practice exam) before taking the actual certification exam. TPA practice was provided for the week-day students through a class devoted to certification training. The weekend Futuro program did not have this class in the program, and it was determined that students could not be required to pass the TPA exam to take the certification test since students pay for the exam when they enroll. Several students are forgoing the TPA process, and the certification rate dropped to 77.47%. The

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, and 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, and 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 data-driven 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 with ACCJC's standards, we are steadfast in our commitment to regularly collect and scrutinize data. This ongoing effort ensures real-time understanding and responsiveness to emerging trends, challenges, or opportunities.
- **Application of Insights for Program Enhancement:** Data alone doesn't drive change; its application does. By analyzing the data, we derive actionable insights that directly inform our curriculum design, teaching methodologies, and student support mechanisms. This ensures that our programs remain relevant, effective, and aligned with student and industry needs.
- **Reinforced Institutional Effectiveness Assessment:**
 - **Regular Program Assessments:** Through routine evaluations, we gauge the effectiveness of our programs, identifying areas of excellence and those needing improvements.
 - **Institution-wide Effectiveness Surveys:** Beyond individual programs, we're committed to assessing the overall effectiveness of our institution. This holistic view, informed by faculty, staff, and student feedback, allows us to make institution-wide improvements.

These initiatives, designed in line with ACCJC's new standards, underscore Campus's unwavering commitment to delivering high-quality education. By leveraging our merger with Campus, enhancing our digital platforms, and creating a data-centric student support ecosystem, we're poised to make meaningful and lasting impacts on our students' academic journeys and futures.

How does the college inform its constituents of this information?

Campus utilizes a multi-faceted communication approach to ensure transparency and awareness of our initiatives. Examples of our communication practices include:

- **Dedicated Web Portal:** The college's official website features a dedicated section where detailed information about outcomes, assessment initiatives, and the merger with Campus is provided. Regular updates and announcements related to institutional improvements are displayed.
- **Faculty and Staff Meetings:** Periodic meetings are held where faculty and staff are apprised of the latest developments. These forums also allow for feedback, ensuring a two-way communication channel that promotes collaboration.
- **Board Communications:** The Board receives regular briefings and reports detailing the progress and outcomes of our initiatives. This ensures that our highest governing body remains in the loop and provides the necessary oversight and guidance.

- **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.

Campus believes in a transparent and inclusive approach to communication, ensuring that every stakeholder is well-informed and engaged in our journey towards data-driven excellence in education.

Evidence: Provide the most recent Annual Report used for this reflection.

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

C. Outcomes of the Quality Focus Projects

The initial intent of the College’s QFE outcomes was focused on student retention, specifically increasing progression into and completion rates for associate degrees. Locally, and per the recommendation of the evaluating team, the decision was made to include all first-year students and provide more substantial opportunities for student retention through multi-tiered student support initiatives. This included but was not limited to:

- Restructure of the Student Services Department.
- Implementation of a Peer Mentoring program.
- Revision of current student support programs to ensure earlier identification of at-risk populations.
- Consideration for revision of the enrollment process (removing the year one and subsequent year two enrollment process and adjusting to enrolling students into the associate program) thus changing the perception of “completion” when first-year classes are finished.
- Provide additional opportunities for those students in the Healthcare programs to complete an associate degree program – Healthcare with Business, etc.

In reviewing the student outcomes and progression toward completion of associate degrees, the institution noticed a drop in the number of degrees awarded over the past several years. This decline can be attributed to various factors. Starting in 2019, a shift in enrollment patterns occurred, with a greater proportion of incoming students opting for non-degree-seeking programs.

New Student Enrollment by Percentage

Year	Degree Enrollment %	Diploma Enrollment %
2019	15.30%	84.70%
2020	13.04%	86.96%
2021	8.33%	91.67%
2022	9.34%	90.66%

It should be noted that the diploma programs– Fundamentals of Medical Assisting with Phlebotomy, Fundamentals of Medical Assisting, and Fundamentals of Phlebotomy- were added to the programs in 2020 and saw significant enrollment over time.

Restructure of Student Services

A version of the revised Student Services Department model was initially implemented in mid-2019. At its core, this implementation aimed to enhance student persistence by identifying those who were at risk of academic or attendance challenges and providing timely and proactive support through the Student Success Advisor while Academic Advising would be the responsibility of the Dean, while scheduling courses and student registration would be completed by the College Registrar.

However, the initial phase of this implementation encountered several challenges, including turnover in key roles within the institution.

Subsequently, a Director of Student Services was hired in early 2020 with the intent of bringing fresh perspectives and ideas to the table. However, the timing of this hire coincided with the outbreak of the COVID-19 pandemic, which introduced unprecedented challenges to the higher education landscape. The sudden shift to a mostly remote learning environment for a significant portion of the student population required immediate attention. This diverted focus and resources away from the implementation of the model as the institution grappled with the challenges associated with a rapid shift to remote learning.

Peer Mentoring Program

The overall structure of the Peer Mentoring program design began in late 2019, with implementation planned for Q2 2020. This included defining the roles and responsibilities of the mentors, the mentor selection criteria, effective promotion of the program, and the process for selection of mentors. However, as the COVID-19 pandemic precipitated significant changes in the institution's operations,

the decision was made to postpone implementation. Initially, the thought was that the delay would be short, and the program would still utilize in-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

A review of the enrollment process was conducted in late 2019, and an evaluation of the findings was conducted in early 2020. During the evaluation stage, items such as an adjustment in financial planning/projection for a two-year enrollment were discussed, but as the leadership team reviewed the potential adjustments and the implementation of significant changes to the degree enrollment process, it was determined that it would require a substantial overhaul of our current administrative systems, with the potential to negatively impacting operations and student graduation rates.

When reviewing the enrollment process for associate degree programs (students enroll for their first year, complete the associated course, and then enroll in their second year of the program), we determined that while the perception of the “full” enrollment *could potentially* positively impact a student’s mindset and encourage programmatic continuation, there was a significant potential downside to adjusting the financial aid process as it existed. This undertaking would involve complex logistical challenges, including developing new systems and adapting staff.

Given our limited resources and challenges from the COVID-19 pandemic, we prioritized urgent infrastructure and operational needs for remote enrollment. Additionally, when considering the enrollment process in its current iteration, we determined that it offers some advantages, such as allowing students to reassess their goals and potentially explore other programs or career paths during that interim period. This flexibility aligns with our commitment to providing diverse educational opportunities to our students.

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 the diploma requirements for their respective Healthcare program and then advance into a second-year 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](#)